



Maryland State Department of Education

Service-Learning Fellow Project

Healthy Hammond
Hammond Middle School,
Howard County Public Schools,
HMS 7th Graders,
Dawn Czahor, dawn_czahor@hcpss.org

Primary Subject: Science

Grade Level: 7th Grade

Additional Subject Area Connections:

Health, Reading, Math, Social Studies, English, and Physical Education

Project Title:

Healthy Hammond

Type(s) of Service: Indirect and Advocacy

Project Description:

Students learn about how heart disease is now the number two-killer of children under the age of 15. Students learn the cardiovascular system; they also learn about the Let's Move campaign and how the government can help to improve our health. Another key focus was to teach students about the meaning of service-learning. Students engaged in various service actions to address this issue.

Potential Service-Learning Action Experiences:

- Write letters advocating for time to participate in healthy activities, improve eating habits
- Write letters to school board and government officials asking for access to healthy food
- Participate in Jump-Rope for Heart to for the American Heart Association

Maryland State Curriculum Indicators

Science:

Select several body systems and explain the role of cells, tissues, and organs that effectively carry out a vital function for the organism, such as obtaining food and providing energy, defense, reproduction, waste removal, breathing" -- circulatory has a role in all of these functions).

Reading:

Students analyzed and discussed text to learn the differences between volunteering, internships and service-learning. Students also studied the circulatory system as background knowledge for a novel.

English:

Students wrote letters to persuade and inform in support of the Let's Move campaign or asked family members to adopt healthy habits.

Social Studies:

Students learned about how the Let's Move Campaign provides them with opportunities for direct, indirect, and advocacy service.

Health:

Students learned about how habits such as nutrition and exercise can help their heart be healthy.

Physical Education:

Students participated in Jump Rope for Heart to raise money for the American Heart Association.

Alignment with Maryland's Best Practices of Service-Learning: *Healthy Hammond*

- 1. Meet a recognized community need** (*e.g. what health, education, environment or public safety need was met? How did you determine there was a real need in this area? Who was helped by your project?*)

Students worked to educate their families and community about the topics of the circulatory system, what service-learning is, and about the Let's Move campaign. As part of the celebration of their learning, students raised funds for the American Heart Association and advocated for healthier living.

- 2. Achieve curricular objectives through service-learning** (*How did the project reinforce or enhance student academic learning?*)

Science and Advanced-Reading classes had been studying the circulatory system; this project provided students with an opportunity to expand their knowledge. Math students worked on converting fractions as part of creating healthy recipes for a cookbook that was published on the school website. English students wrote letters to persuade and advocate for healthier life styles and food choices. Social Studies students learned about government and the influence it can have on citizens' health. Reading students analyzed text to explore the concept of service-learning. Health and Physical Education classes also achieved curriculum objectives through this project.

- 3. Reflect throughout the service-learning experience** (*What types of activities did students engage in to reflect on their project?*)

Students had multiple opportunities to reflect during class discussions, as well as while they were working in groups. They also shared with their peers ways in which they were already heart-healthy.

- 4. Develop student responsibility** (*How did students have opportunities to make decisions about the service-learning project and take on leadership?*)

This project is student directed. A precedent had been set that the 7th grade gets to lead their project; therefore, they requested the service-learning coordinator/7th grade reading teacher act as the advisor. The current group of students asked, that this year, they have the teacher plan the lessons, based on their ideas. One thing that the students really enjoyed was the multiple opportunities for their voices to be heard.



- 5. Establish community partnerships** *(With what community partners did you collaborate? Non-profits, civic organizations, businesses that provided donations, etc.)*
Seventh graders formed a partnership with the American Heart Association. A local representative of the American Heart Association met with the students several times, including at the culminating event.
- 6. Plan ahead for service-learning** *(How did you prepare and plan for the project?)*
The goal of this unit was to educate teens about being heart healthy and help them learn how to assist others to become heart healthy. Through their science and reading classes, students learned about their circulatory system. These expository lessons were then used as the starting point for the “Healthy Hammond” project.
- 7. Equip students with knowledge and skills needed for service** *(What did students learn through the experience?)*
Students learned about the effects of obesity in teenagers and how to adapt their favorite meals and make them healthier. Students designed the culminating Jump Rope for the Heart activity to go beyond and be more than the traditional fund-raiser for the American Heart Association. Students were given another option to promote healthy living in their communities. Students became more aware of how their actions can help others. This project is in its second year at Hammond and this year the students seemed to have a better understanding of what service-learning means. They have been more vocal about ways they are continuing to live, support, and encourage others to have a healthy lifestyle.

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