



Maryland State Department of Education
Service-Learning
Special Education Unit
Flavors and Favors

Primary Subject: Social Studies

Grade Level: K-12 (Alt MSA & HSA)

Additional Subject Area Connections: Health, Math, Art, Language Arts and English, Family and Consumer Sciences, Life Skills

Unit Title: Flavors and Favors

Type(s) of Service: Direct, Indirect, & Advocacy

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: The students will learn about being responsible and supportive members of the school and neighboring community. They will be providing decorative food bags/baskets and paper goods to families in need.

Maryland State Curriculum Indicators

Social Studies:

Standard 1.0: Political Science:

Topic B: Individual and Group Participation in the Political System

Indicator 2: Analyze the role of individual and group participation in creating a supportive community

Topic C: Protecting Rights and Maintaining Order

Indicator 1: Explain the rights and responsibilities of being a member of the school and the community

Potential Service-Learning Action Experiences:

- Find local organizations in need of special occasion food donations for school and community distribution and sponsor a food drive to assist them. (*indirect*)
- If your school already participates in an annual food drive, special education students could help collect and organize appropriate food based on the list of items selected to fill each bag. (*indirect*)
- Deliver food to identified families. (*direct*)
- Educate peers about issue of hunger and broaden the pool of participants through a campaign designed to increase involvement. (*advocacy*)
- Solicit local businesses willing to donate needed items. (*indirect*)

Alignment with Maryland's Best Practices of Service-Learning: Flavors and Favors

1. Meet a recognized community need

Students will survey their own school and neighboring organizations for a list of families in need of special occasion food baskets or help organize and participate in a school-wide food drive to benefit an organization serving those in need.

2. Achieve curricular objectives through service-learning

Students will learn about being responsible and supportive members of the school community. Students will practice communication, functional math, functional reading, social, writing, and motor skills. Students will log their donations and itemize them. Students may use keyboarding or an adapted keyboard to itemize donations. The school designees (which may be the teacher or principal) will then decide on appropriate recipients. They will categorize needed food and paper goods for food drives.

3. Reflect throughout the service-learning experience

Reflection on meeting people's everyday basic and emergency needs will be ongoing. Students can watch movies, read stories, or listen to music as a springboard for group discussions about helping those in need.

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

Students and staff will create an action plan for delegation of tasks. The action plan will include necessary tasks, resources needed, and students' ownership of responsibilities.

5. Establish community partnerships

The students will contact local organizations, businesses, and partner schools to participate in the collection and distribution drives through their local networking resources, such as the Parent Teacher Association or Parent Teacher Organization.



6. Plan ahead for service-learning

The students will address and seek approval and/or support from their peers through student organizations, school, family, and community committees. Students will advertise by designing and making posters and flyers for community and school distribution. Letters should be sent home to parents to explain the aspects and goals of the project.

7. Equip students with knowledge and skills needed for service

Students will learn about the concepts of citizenship, civic responsibility and the importance of helping each other and those in need. Students will explore the issue of hunger and how not everyone has all the resources they need. Students will identify upcoming special occasions that are celebrated in their local school and neighboring community for which they could provide food for those in need. The students will request that guest speakers visit the school and describe the needs of their organizations. Have the students submit an article to the school newspaper informing the school community about the project. They can also speak at a Parent Teacher Association or Parent Teacher Organization meeting to involve it in the gathering of materials needed to carry out the project.



Procedures with Resources: Flavors and Favors

These procedures represent activities that can be incorporated into 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 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/lsa/bring_learning/fullvideo.php.
2. Students will learn about people and families who need basic necessities like food everyday or in emergency situations. A local organization/group will be identified to be the partner in this project and recipient or distributor of food collected. The community partner could provide a speaker to explain the need to students.
3. Students will create for school-wide distribution a list of needed food and paper product items. They will advertise this need in a variety of ways (announcements, posters, etc.).
4. The collection period should be two weeks. The school may host a competition to stimulate collection.
5. Students will sort, categorize, and fill bags/baskets with designated items. Directions can be in picture form.
6. Once the inventory is determined, students will contact local organizations through letter writing, phone calls, or e-mailing, to fill the necessary items for appropriate bag/basket needs.

Additional Interdisciplinary Connections



- Decorating bags/baskets; advertisement-art
- Letter writing-language arts/English
- Graphs/tables; sorting-math and computers
- Nutrition-family and consumer sciences
- Networking-communication (life skills)

7. Students will decorate the bags/baskets and gift tags for the appropriate occasion and label them.
8. Scheduling and transportation of items to the designated organization will be arranged (by partnering with a local business, school family or community members).
9. Students will assess the outcome and effectiveness of the special occasion project or food drive. Students may reflect on the project by reviewing photos taken through various steps of the project. Students can also watch movies, read stories, or listen to music as a springboard for group discussions about the importance of helping those in need.
10. 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.

Possible Extension:

*Each grade level will focus on a designated piece of the project. For example, kindergarten decorates the gift tags, first grade sorts and counts the items, etc. Alternatively, art decorates the gift tags, language arts/English writes the letters for donations, and math charts the collections, etc.

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