



Service-Learning Unit

Disability Awareness and Health Fair

Primary Subject: Reading & Language Arts

Grade Level: 6th

Additional Subject Area Connections: Visual Arts, Health & Math

Unit Title: Disability Awareness and Health Fair

Type(s) of Service: Indirect and 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](https://www.hopkinsmedicine.org/johns-hopkins-childrens-center/ways-to-give/kids-helping-hopkins/index.html), (<https://www.hopkinsmedicine.org/johns-hopkins-childrens-center/ways-to-give/kids-helping-hopkins/index.html>)
- [Casey Cares](http://caseycares.org/) (<http://caseycares.org/>)
- [Susan Komen Breast Cancer Foundation](https://ww5.komen.org/), (<https://ww5.komen.org/>)
- [Pathfinders for Autism](https://www.pathfindersforautism.org/), (<https://www.pathfindersforautism.org/>)

Maryland Standards Met

Reading and Language Arts:

Grade 6 Reading: Informational Text

CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Grade 6 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 trying 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.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Additional MSM follow.

- [Children’s Cancer Foundation Bowl-a-thon](https://childrenscancerfoundation.org/) (<https://childrenscancerfoundation.org/>)
- [American Diabetes Association](https://www.diabetes.org/) (<https://www.diabetes.org/>)
- [American Red Cross](https://www.redcross.org/) (<https://www.redcross.org/>)
- [National Kidney Foundation](https://www.kidney.org/) (<https://www.kidney.org/>)
- [Cool Kids Campaign](https://www.coolkidscampaign.org/) (<https://www.coolkidscampaign.org/>)
- [ARC of Baltimore](https://www.thearcbaltimore.org/) (<https://www.thearcbaltimore.org/>)
- [Arthritis Foundation](https://www.arthritis.org/) (<https://www.arthritis.org/>)
- [United States Fund for UNICEF](https://www.unicefusa.org/) (<https://www.unicefusa.org/>)

Additional Maryland Standards Met

Reading and Language Arts Continued:

Grade 6 Language

CCSS.ELA-LITERACY.L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Social Studies

D4.6.6-8 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

D4.7.6-8 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

D4.8.6-8 Apply a range of deliberative and democratic procedures to make decisions and take action in the classrooms and schools, and in out-of-school civic contexts.

Health:

3.B.1. Locate resources in the community that provide valid health information concerning consumer health issues and services.

Math:

4.MD.4.B Represent and Interpret data.

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.

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

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 spring 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 Maryland Curriculum Standards. 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.



Alternative Grade Level Applications



8th Grade Genetics Unit

Procedures with Resources:

Disability Awareness/ Health Fair

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 [Bringing Learning To Life](https://www.youtube.com/watch?v=o2-eoEi6FCo) (<https://www.youtube.com/watch?v=o2-eoEi6FCo>).
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/hfpg) (<http://fcs.tamu.edu/health/hfpg>). Also recommended is the [Arthritis Foundation](http://www.arthritis.org) Health Fair Aid (www.arthritis.org) and the [Alzheimer’s Association](http://www.alzmd.org) (www.alzmd.org).
5. Read and discuss informational texts/ research in reading class split into groups to research a variety of disabilities and diseases. This could be turned into a research project from which students generate written work. Potential resource include:
 - [Parent Center Hub](http://www.parentcenterhub.org/resources/) (<http://www.parentcenterhub.org/resources/>)
 - *Teens with Physical Disabilities: Real-Life Stories of Meeting the Challenges* by Glenn Alan Cheney
 - [U.S. Department of Health and Human Services](http://www.hhs.gov) (www.hhs.gov)
 - 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.
 - *Listen for the Bus* by Patricia McMahon (children’s literature, visual impairment)
 - *Dancing Wheels* by Patricia McMahon (children’s literature, wheelchairs)
 - *Miracle Worker* by William Gibson (drama, hearing and speaking impairment)
 - [Disabilities in Children’s/Young Adult Literature](https://www.teachervision.com/learning-disabilities/reading/5316.html) (book list), (<https://www.teachervision.com/learning-disabilities/reading/5316.html>)
 - *Running on Dreams* by Herb Heiman (autism) – Not Reviewed by Teacher
 - [“The Day My Silent Brother Spoke”](http://www.ecampus.com/bk_detail.asp?isbn=0762188545&referrer=CJ) in *Reader’s Digest* (autism), (www.ecampus.com/bk_detail.asp?isbn=0762188545&referrer=CJ)
 - See Librarian for other resources and suggestions
7. [I-Search](http://www2.edc.org/FSC/MIH/i-search.html) in language arts (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](http://www.thearcmd.org), (www.thearcmd.org).
15. Upon completion, analyze the plan to evaluate the successful completion of the objective and overall success of the project. Also, reflect on the project using various reflection activities 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](http://marylandpublicschools.org/programs/Documents/Service-Learning/rubric_best.pdf) (http://marylandpublicschools.org/programs/Documents/Service-Learning/rubric_best.pdf).

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Division of Student Support, Academic Enrichment, and Educational Policy
Youth Development Branch
200 West Baltimore Street
Baltimore, Maryland 21201
410-767-0357

[Maryland Public Schools Service-Learning Website](http://www.mdservice-learning.org) (www.mdservice-learning.org)
[Maryland Public Schools](http://www.marylandpublicschools.org) (www.marylandpublicschools.org)



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