

# Spotlight on Service-Learning



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## Now Serving: Health and Wellness



With warmer weather and summer activities on the horizon, the desire to get outside and enjoy the sunshine also leads to increased physical activity and a healthier lifestyle. This is a great time to emphasize health and wellness with students, and there is no better way to **incorporate health and wellness into the curriculum than through service-learning.**

Developing healthy habits as a child and practicing healthy habits throughout childhood increases the likelihood of engaging in a healthy lifestyle as an adult. Because service-learning equally benefits the service provider and the recipient, when we engage students in service-learning projects that promote health and wellness, our students are more likely to learn and acquire these desirable habits for themselves. Students become more aware of and make healthy choices towards a fulfilling life.

Health and Wellness Service-Learning projects can address a variety of concerns and interests - fitness, physical health, dietary needs, mental health, safety, and disability awareness are just some areas of investigation and service-learning project ideation that students can investigate and plan a course of action to address. Examples of service-learning projects that relate to health and wellness include:

- Bicycle safety training program and/or bike helmet drive
- Community health survey
- Organize/ promote a blood drive
- Create awareness pamphlet for peers on substance abuse
- Create a community garden project to donate healthy foods to a local food bank
- Organize recreational sporting/fitness events and encourage student participation
- Put on a wellness fair for the community
- Create a safe driving public service announcement
- Suicide prevention campaign

The Learning to Give website has an Issue Area for exploration of lessons and projects relating to Health and Wellness through their [Health and Wellness Toolkit](#). Other lessons that address health and wellness include the following:

- [What is My Responsibility?](#) (Grades K, 1, and 2) – Children explore what it means to be a responsible citizen. They take action as responsible citizens to make the community healthier.
- [Making Healthy Eating Choices for You and Others](#) (Grades 3, 4, and 5) – Students identify the USDA food guide as a source for guidelines for eating a nutritionally balanced diet.
- [Center Stage- Focus on the Mentally or Physically Challenged](#) (Grades 6, 7, and 8) – Students are engaged in reflection of stereotypes, prejudice, and discrimination related to physical and/or mental challenges. Students engage in activities to assist them with developing sensitivity and work in service projects with individuals with mental/ physical challenges. Proper etiquette and conduct with guidelines for positively and sensitively working with these individuals are developed and practiced.
- [Prepare to Take Action!](#) (Grades 9, 10, 11, and 12) Students choose a community health need to address, plan the logistics for the service project(s), and document the process.



Julie Clary and her 2<sup>nd</sup> grade class at **Ryan Park Elementary School** first experienced a respect for nature and health through the activities from the LTG lesson [Environmental Play and Justice](#) (adapted for her 2<sup>nd</sup> grade class). In their “**A.W.E. (Adventure Walks Everywhere) in our Community**” service-learning project, students conducted research to determine health benefits of being outdoors and hiking outdoors. Map skills and communication skills were utilized to locate free local trails and to contact local nature steward organizations. They invited a guest speaker to discuss the stewardship of the land

for the common good. Students created the activities list, benefits list, and designed the map and a few pictures of native flora and fauna to be used on a brochure for the community. The students also hiked the trails themselves to personally experience the benefits.



After utilizing the LTG lesson [Get Moving!](#) in their “**Active Kids make Great Students**” service-learning project, students at **Rochester Middle School**, under the direction of Daniel Bailey, planned new active recess activities and outdoor opportunities for middle school students to help get them active during the day. They conducted surveys, gathered data, and conducted discussions with student groups to get input on exactly what activities students would like. The students also created literature/posters/and daily announcements about the importance of physical activity to encourage the student body to get active.



Lindsey Hafft at **South Ripley Junior High School** utilized the LTG [Character Education Unit: Caring](#) to heighten awareness of children in the foster care system and their unique needs. The students then used their INSPIRE<sup>3</sup> \$250 mini-grant create “**Fostering Care Packages**” which included backpacks, blankets, and personal hygiene kits for foster children. The packages were delivered to a local community organization so that they could be delivered to area foster children.

Using the LTG lesson [Healthy You, Healthy Community](#) in their “**Independence through Nutrition**” service-learning project, students at **Wabash High School**, under the direction of educator Jen Smith, prepared meals and learned to help budget for meal planning. There were two large cooking events that families were invited in for to enjoy a meal that their student(s) had prepared. Students learned about independent living skills such as cooking and budgeting. Math skills, reading and following directions through recipes, and measurement conversion skills were utilized. Students built grocery lists, calculated anticipated costs, followed grocery ads, and implemented the cooking at each event. By learning to cook and prepare a variety of balanced meals, it positively affects a student's health and wellness, as well as boosts student confidence.

**Schools can serve up health and wellness to their students! Connect with us:** Filling out this short form [HERE](#) will add you to our INSPIRE<sup>3</sup> (formerly generationOn Indiana) database<sup>3</sup> and this form can also be used to Request Updated Information that is listed on the form. Our INSPIRE<sup>3</sup> program also provides Indiana educators with free professional development to introduce them to free resources, assist with project ideation, connections to existing curriculum, **health and wellness curriculum and connections**, and supports their service-learning projects with our program’s mini-grants. We continue to encourage all Indiana educators and schools to register on [www.generationOn.org](http://www.generationOn.org) to be added to our program’s database and have access to all their free website resources, including projects ideas, plans, and guides for kids and teens, IPARDE (the service-learning process) resources, and online service and service-learning trackers. Create an Account on [Learning to Give](#) to access all their resources including over 1700+ K-12 **FREE** Philanthropy lessons and issue area toolkits. For more information, contact Joan Belschwender, Director INSPIRE<sup>3</sup> [joan.inspire3@iasp.org](mailto:joan.inspire3@iasp.org). Contact Beth Smith, Educational Consultant INSPIRE<sup>3</sup>, for information about our program’s free professional development [beth.inspire3@iasp.org](mailto:beth.inspire3@iasp.org). See our INSPIRE<sup>3</sup> page on the IASP website <http://www.iasp.org/about-iasp/inspire3/> and on the IMLEA website [www.imlea.org](http://www.imlea.org)