



Service Learning Lesson Plan Summary of Ideas

Canned Food Drive Project Ideas w/ Grade-appropriate Modifications

In addition to donating food items to local agencies in need, implementing the following lessons into the service learning project will bring a canned food drive up to par with grade-level appropriate skills and learning in relation to the CCSS and Program Review.

Kindergarten: Students will practice fine motor skills, “reading” the pictures and then learn the elements of a balanced diet.

CCSS.Math.Content.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

- Students will clip coupons and sort coupons by food group.
- Students will create a healthy meal within a limited budget.
- Students will demonstrate healthy portions on a placemat they design with older students in the computer lab, color and give away.

****Possible Service Component/Learning Extenders:**

- Donate placemats to HealthPoint/Welcome House/Rose Mission/Fairhaven/grocery store for display and example of healthy meals.
- Place coupons in envelopes labeled by food groups & donate coupons to military families or Welcome House, etc.

Reflection Suggestions to Assess Knowledge & Skills:

- What do we already know about healthy foods? What do we know about how much it costs our family to buy healthy foods? Draw pictures, discuss, generate a group list, etc., to identify what we already know.
- How can we help people save money in tough times? The group list is reviewed with their families and discussed the next day.
- Post service: What was different for (people we helped) because of our helping hands?
- What was different for us because of what we learned and what we did in this service learning project?



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First Grade: Students will learn and then teach others the elements of a balanced diet.

CCSS.ELA-Literacy.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- During computer lab time, students research food items that fit within the current revised nutrition diagram.
- Using the cut/paste function and spelling words, students create a guide to selecting appropriate food choices within a grocery list.

****Possible Service Component & Learning Extenders:**

- Students can design healthy living flyers with pictures and names of nutritious items: Healthy vs. Unhealthy.
- Students deliver the flyers to neighbors as door hangers.
- Students distribute their fliers to local grocers/senior citizen facilities/food pantries/HealthPoint, etc.
- Using old magazines, phonics books- create posters of sample healthy meals hang in the cafeteria, at home, or at your business partner's site.

Reflection Suggestions to Assess Knowledge & Skills:

- Record and reflect upon your own pattern of snacking for one week. What are you proud of and what areas would you like to change?



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Second grade: Students will learn the elements of a balanced diet.

CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

- Students will explore their health culture and survey their home environments to collect info about nutrition at home.
- Students will invite a dietician from HealthPoint/St. Elizabeth/private practice to explain healthy food choices to them, and discuss their job.

****Possible Service Component/Learning Extender:**

- Students can present ways to change eating habits at Family Fitness Night.

Reflection Suggestions to Assess Knowledge & Skills:

- How have I changed my eating habits during the completion of this project?
- How have I expressed to friends and family the importance of a balanced diet?



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Third grade: Students will study food costs and compare them to food costs in the past.

CCSS.Math.Content.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

- Students will make a grocery list and check current food prices of healthy foods
- Students will calculate how much it costs to have a healthy meal

****Possible Service Component/Learning Extender:**

- Students can interview senior citizens about the prices of basic foodstuffs and then graph the inflation level of the goods from the past to the present.
- Students can display the charts in the school cafeteria while addressing waste.
- Students can ask the residents where they got their food when they were their age. What things did they eat at mealtime? How did they help their families prepare for meals?
- Students can write a paragraph about how senior citizens make their budget work even with rising prices.

Reflection Suggestions to Assess Knowledge & Skills:

- Make a collage of healthy meals and why they’re good for you, and a collage of fast food and snacks that should be “sometimes” foods.



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Fourth grade: Students will learn the elements of a balanced diet, and the importance of staying physically fit.

CCSS.Math.Content.4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

- Students will study the food pyramid to determine what their bodies need.
- Students will learn about caloric intake and energy, and why good foods are important to their development.
- Students will calculate the caloric intake of the foods they eat daily, and what is required for a healthy diet.
- Students will estimate how much they should eat throughout the day according to how active they are.

****Possible Service Component/Learning Extender:**

- Students can make a presentation at Family Fitness Night/senior citizen facility about the importance of eating well and staying active.

Reflection Suggestions to Assess Knowledge & Skills:

- Students can interview each other and share their findings with the class about what they've learned concerning their classmates' favorite foods.



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Fifth grade: Students will demonstrate the ability to use decision-making skills to enhance health.

CCSS.Math.Content.5.NF.B.7c Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

- Students will plan healthy meals for themselves.
- Students will list healthy snacks that are easily accessible.
- Students will figure how much food is needed to feed the healthy snack to everyone in the class based upon average exercise level of class members.

****Possible Service Component/Learning Extender:**

- Each one/Teach one—Analyze snacks and create parent flyer for HealthPoint/Be Concerned/etc.
- Students can write a recipe book and donate the books to HealthPoint/Be Concerned/etc.
- Students can invite Ed Colina to speak at the school and learn about the work he does with Journey. Students create flyer/poster depicting the menu, budget, and patterns of diet locally compared to Kenyan children.

Reflection Suggestions to Assess Knowledge & Skills:

- Students can share their ideal healthy meal, and analyze the nutritional value of a classmate's meal.
- Students can receive feedback from classmates about their healthy meal plan, and reflect on the feedback , making adjustments where needed



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Middle School:

- Middle school students use a food drive to address poverty, homelessness and childhood hunger in their local community by researching this problem using various media. They brainstorm solutions together and decide upon appropriate action to take. Collecting to donate to a local food pantry, students promote and market the food drive as well as teach younger students what they have learned about this social issue facing some youth today.
- Students research childhood hunger in their region, state, country and the world; use their research to write business letters, design posters, and fliers; communicate their ideas and present their project; analyze data and statistics of childhood hunger and poverty, and present data trends in different formats (data displays, fraction, decimal, %); and reflect on their practice in both written form and group discussions.

CCSS. ELA-Literacy. W. 6.1: Write informative/explanatory texts to examine a topic

CCSS. ELA-Literacy. SL. 6.1: Engage effectively in a range of collaborative discussions

CCSS. ELA-Literacy. SL. 6.4: Present claims and findings

CCSS.Math.Content.6.G.A.1: Find the area of right triangles . . .; apply these techniques in the context of solving real-world and mathematical problems

Guiding Question(s):

"What is hunger?"

"What can we do so no one goes hungry?"

- Students reflect upon personal conceptions about the issue of childhood hunger
- Students assess the community need by reading books, periodicals, e-articles, and current videos; learn from guest speakers
- Students conduct interviews and visit/tour local food pantry
- Students acquire new childhood hunger-related vocabulary
- Students develop a plan of action
- Students learn about the value of philanthropy---what a \$1 donation to a food pantry translates into
- Students make tote bags, by "upcycling" t-shirts, for food pantry clients

Reflection:

- What did you do and why was it important?
- What did you learn?
- How has this experience changed you?



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- How has this food drive impacted others?
- What are some next steps you can take to help alleviate childhood hunger?

Adapted from [A Teacher's Guide to Engaging a New Generation of Anti-Hunger Leaders](#) (for educators)



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High School:

- Students investigate the issue of childhood hunger in their local community and America, through academic research and interviews with community partners.
- Students present their research to lower grade students and recruit them for service activities, volunteer at a local food pantry/soup kitchen, prepare and donate Thanksgiving (or holiday) Baskets to needy families in the community, participate in the district-wide food drive, and hold a fundraising pasta dinner benefiting the local food pantry/soup kitchen. Students share their reflections throughout the project by creating a reflection wall of pictures and personal reflections in their school lobby, and publishing a reflection booklet for community partners.
- Students work in small groups to research the problems of childhood hunger throughout US history. They gather information from readings and other resources, evaluate and synthesize the data that they collect, prepare a display board on their group work, write reflection journals, and create reflection posters.

CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information

CCSS.ELA-Literacy.WHST.11-12.2a: Introduce a topic and organize complex ideas

CCSS.ELA-Literacy.SL.11-12.4: Present information, findings, and supporting evidence

CCSS.ELA-Literacy.SL.11-12.6: Adapt speech to a variety of contexts and tasks

Students:

- Complete a “pre-reflection” survey about hunger and access to food in their local community
- Examine income and food choices that families living in their community must make
- Assess community needs by speaking with community partners
- Research the problem of childhood hunger throughout history in research groups, and compare the various responses and government actions in different eras
- Design action projects that include a community-wide food collection, a partnership with 8th grade Social Studies classes, and the creation of a community pasta dinner fundraiser for our partners
- Prepare lessons to share their research with the 8th grade classes
- Plan a sandwich-making service project with the 8th grade classes
- Plan “mini-service activities” and organize their peers into work stations: craft projects such as creating placemats for the soup kitchen, and prepare sandwiches for the lunches at the soup kitchen
- Present their project plan and send invitations to parents and elected officials



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- Organize donations of needed supplies from community organizations, parents, and faculty

Reflection:

- Write reflection journals and create reflection posters
- Analyze their pre- and post-service surveys
- Reflect on the 8th grade presentations in discussion groups and discuss future directions

Demonstration:

- Create a reflection wall of pictures and personal reflections; display in the school lobby
- Present student-made reflection booklets