Healthy Kids Expo:
An Integrated Service-Learning Unit

==Get kids EXCITED about what they are learning!==

Explore this unit to discover a fun way to integrate health, science, technology, language arts, and math as students learn and then apply knowledge to bless others!

In this unit you will find the following components:

- SERVICE-LEARNING introduction
- Content integration (focus on language arts, math, science, health, and technology components)
- Lower grades application (grades 1-4) application suggestions
- NAD standard coverage
- Journey to Excellence integration
- Technology integration

Suggested time frame for this unit is no less than four weeks in order for students to research and study the healthy principles found in the NEWSTART acronym, and create and present a "Healthy Kids Expo" in their community. The unit can easily be extended over the course of a quarter or even a semester, depending on the time committed in the daily classroom schedule.

Service-learning is, by its very nature, integrated learning. Major content areas covered in this unit will be noted, but connections to other content areas may arise depending on the teacher, classroom, and implementation of the unit.

Because education should be more fluid than rigid, and because each teacher will have different methods of presentation and differing results, your feedback and recommendations are welcome! It is my hope that the unit will become better with age, because teachers have collaborated to make it so!

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Service Learning Introduction

How would you like to implement a form of learning that will help your students answer the "why" in the ever-present "Why do I have to learn this?" question? How would you like to teach in a way that "sticks" and that provides students a foundation for better test scores, higher rates of graduation, fewer discipline problems, and a greater chance of going into a service-related field in the future? Service-learning can provide your students with all of these things! Before we dive into this unit, it would be helpful to have a basic understanding of what service-learning is, and the essential components necessary to create a true service-learning experience.

Definitions of service-learning are abundant. A few of note are the following:

- Service-learning is a credit-bearing, educational experience in which students: 1) participate in an organized service activity that meets identified on- and off-campus community needs and 2) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (http://www2.byui.edu/ServiceLearning/subpages/fgdefinition.htm).
- Service-learning is a type of **Experiential Education** that combines and pursues both **Academic Achievement** and community service in a seamless weave, requiring the use of effective **Reflection** exercises. The goal of service-learning, through linking academics to the community, is to develop the skills, sensitivities, and commitments necessary for effective **Citizenship** in a democracy (http://www.missouristate.edu/casl/4567.htm)
- We view service-learning as a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect(s) [sic] on the service activity in such a way as to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Hatcher, J.A., & Bringle, R.G. (1997). Reflection: Bridging the gap between service and learning. *College Teaching*, 45 (4), 153-158.
- The term "service-learning" means a method:
  - (A)Under which students or participants learn and develop through active participation in thoughtfully organized service that—
    - (i) is conducted in and meets the needs of a community;

> (ii) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and
>
> (iii) helps foster civic responsibility; and
>
> (B) That—
>
> (i) is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and
>
> (ii) provides structured time for the students or participants to reflect on the service experience (the National and Community Service Trust Act of 1993 as amended through December 17, 1999, P.L. 106-170).

While exact definitions differ, we can see that several key components need to be present in order to have an effective service-learning educational experience:

- Clear academic goals and outcomes
- Purposeful goals for a service project that benefits others
- Reflection

When we add clear academic goals and outcomes to the community service we often do, or when our "community service" opportunities are created around academic standards and goals, we have the beginning of "service-learning." If we create an opportunity for our students to serve others but do not connect the service to their academic goals, it is no different from community service. Community service has long been a part of our schools, as it should be. When we bless other people, we are following in the footsteps of Jesus (see Matthew 25: 44 – 46, Isaiah 58, and many other Bible passages). This is always the goal of education – to point our students to Jesus, and to help them develop their own vibrant, meaningful relationship with Him. But when we can connect service to others to what is happening in the classroom, we receive the benefit of not only helping our students walk a life of service, but also bringing that service component into the classroom and connecting it to the often mundane tasks of learning!

Service-learning projects need to have purposeful outcomes in our communities, or in the world at large. This means we (students and teachers) take time to learn what would be meaningful as a projected outcome of our learning and our service. We take time to learn the present needs, what is currently being done, and how we can make a significant difference with our service-learning project.

As noted in all the definitions for service learning included in our introduction, service-learning is not complete without reflection. A summary of the importance of reflection is the following:

Analysis and Reflection

Analysis and reflection are an important part of service-learning. Participants are intentionally guided through activities to reflect upon the work being performed, the processes by which the work is accomplished, and the implications of the work. This is important because metacognitive activities, including reflection, have been shown to improve learning (Bransford et al., 2000).

Metacognition can help students understand:
- The academic material covered by the course.
- How the course material relates to the service.
- The implications of the social context and issues associated with the need being met.
- The role of the discipline in the context of large social issues.

Activities promoting analysis and reflection can take several forms, including open-ended questions, written or oral guided discussion topics, periodic written summaries of the work being undertaken and its implications, and assigned readings.
(https://engineering.purdue.edu/EPICSHS/Teachers/Summer/Documents/Definitions%20of%20Service%20Learning.pdf)

This service-learning unit will include instructions and suggestions for incorporating all the required elements of service-leaning into a meaningful package of lessons, activities, rubrics, suggested journal prompts, Internet resources, and other materials to bring life to your lessons and meaning to your instruction while blessing the world for Jesus's sake!

Goals and Objectives

Goals:

The goals of this service-learning unit are to:
- Create a passion in students to become life-long servants of Jesus, extending that service to their fellow men.
- Connect service to academics to make content come alive and become meaningful.
- Impact the local or world community by providing needed services.

Objectives:

At the end of this unit, students will be able to:
- Understand how to obtain and help others obtain the gift of optimal health
- Demonstrate mastery of facts related to the NEWSTART acronym by being able to answer the following questions:
    o What is a calorie?
    o What is BMI? How do I calculate BMI? What is an optimal BMI number?
    o How do I measure a heart rate?
    o What is a healthy heart rate for a child?
    o What are the elements of the food pyramid/"My Plate"?
    o How many servings of each type of food should comprise a healthy diet?
    o What is a healthy blood pressure? How do I measure blood pressure? What diseases can be avoided by having a healthy blood pressure?
    o What percent of a person is water? Why is having adequate water important?
    o What does exercise do for your body?
    o How much and what kind of exercise is necessary for a healthy body?
    o How do you calculate the amount of fat in foods? How are fat calories calculated?
    o Why should I limit fried foods?
    o How many hours of sleep are required for health at various ages?
    o What can cause a person to be unable to sleep or fall asleep?

- o Why do I need sunlight? What are the benefits of sunlight? What are the dangers of too much sunlight and how can I avoid them?
- o Where can I find Bible texts that tell me about the importance of trust in God as it relates to my health?
- Demonstrate significant growth in understanding health and health-related topics, cooperative group work, leadership, organization, etc., through reflections submitted on a regular basis (blog, journal, etc.).
- Participate in a culminating "Healthy Foods Expo" for children in the community.
- Prepare and present a culminating presentation (PowerPoint, speech with graphics, video, etc.) as an individual or a group that includes the following elements:
  - o Understanding of basic health as outlined in the NEWSTART acronym, with an emphasis on the selected area of the student.
  - o Identification of issue(s) that needed addressing in the area of health selected by the student.
  - o Summary of personal reflections (blog, journal, etc.) that include understanding of child health-related issues prior to beginning the service-learning unit, during the service-learning unit, and after the completion of the service-learning unit.
  - o Summary of service-learning project, including:
    - ▪ How the student's/group's Healthy Kids Expo area was selected (how the group chose which part of the NEWSTART acronym to focus on for the Healthy Kids Expo).
    - ▪ How the research in the area was conducted.
    - ▪ How the student/group decided they would present the information to children.
    - ▪ How they organized the work required to create the booth and activities for the Healthy Kids Expo.
    - ▪ A summary of how the Healthy Kids Expo was received by the children.
    - ▪ Ideas about how to continue impacting the health of children in the community and/or the world (i.e. what follow-up could/will be done).

Essential Question and Unit Summary

Essential question:

How do we receive the gift of health – becoming and staying healthy - and give this gift to others?

Unit summary:

OVERARCHING THEME that students will learn:
Health is a gift we should both keep and give away.

Students will learn facts about health using the NEWSTART acronym (nutrition, exercise, water, sleep, temperance, air, rest, and trust in God) (health/science, Bible, reading/language, math). Students will research and write about health issues (language arts/English). Students will form cooperative groups and focus on one area of the NEWSTART acronym, researching and writing about their area and becoming lead instructors to the other groups as "experts" in their area. Student groups will create a plan to teach children ages 4-10 about the gift of health in their chosen area of focus. The class as a whole will produce and present a "Health Kids Expo" in the community. Students will complete pre- and post-project worksheet to assess knowledge, thinking, and growth. Students will journal about the entire service-learning project. Each individual or group will present a culminating presentation in a public setting, demonstrating their understanding of how health is a gift we should receive and give to others.

http://www.theolivebranchblog.com/wp-content/uploads/2013/06/gift-box.jpg

Unit/Group Questions

Essential question:

How do we receive the gift of health – becoming and staying healthy - and give this gift to others?

Unit Questions (questions for everyone):

- How is health a gift?
- What does "health" look like?
    - o Nutritional health (food, water)
    - o Physical health (exercise, fresh air, rest, sunlight)
    - o Mental health (temperance, trust in God)

Group Questions (questions for specific groups to answer)

- How can we give the gift of health to others, especially children 4-10 years old?
    - o How do we teach the concept of proper and healthy nutrition to 4-10 year olds?
    - o How do we teach the concept of adequate and safe exercise to 4-10 year olds?
    - o How do we teach the concept of safe drinking water and adequate amounts of drinking water to 4-10 year olds?
    - o How do we teach the concept of proper and adequate amounts of sunlight exposure to 4-10 year olds?
    - o How do we teach the concept of temperance (moderation in all things, avoiding certain things completely) to 4-10 year olds?
    - o How do we teach the concept of the necessity of fresh air to 4-10 year olds?
    - o How do we teach the concept of adequate amounts of rest and proper rest to 4-10 year olds?
    - o How do we teach the concept of "trust in God" to 4-10 year olds?

Content Questions

Content questions and possible content connections:

- How do we calculate calories eaten? (math)

- How do we calculate calories burned? (math)

- How do we compare calories of various foods? (math)

- What is considered overweight? Obese? (health)

- How can we help fight obesity? (health)

- What foods in what quantities are recommended on "My Plate"? (health)

- Why do we need exercise to be healthy? What are the benefits of exercise? (health; PE)

- How much and what kinds of exercise does a person need? Does this vary by age? (health; PE)

- How much water should a person drink each day? (health)

- What should we know about the water we drink? (health)

- How clean is clean when it comes to water? To bathe in? To drink? (science/health)

- How much sunlight is too much sunlight? (health; science)

- What is the importance of getting some sunlight? (health; science)

- Why does Jesus say our bodies are the temple of God, and what does that mean? (Bible; health)

- Why should we avoid certain activities, foods, etc.? (Bible; health; emphasis on RELATIONSHIP)

- What is important about getting fresh air regularly? (health; science)

- What are some things that might cause air to be unhealthy? (social science; health; science)

- How much rest is needed by various age groups? (health; science)

- What are some of the results of not getting enough rest? (health; science)

- How is "trust in God" important for our health? (Bible; health)

- What does it mean to "trust in God"? (Bible)

- How do I communicate properly, efficiently, and passionately to be able to affect change in the world? (language arts: speech, grammar and mechanics, writing [letter writing, technical writing, etc.], communication [letter writing, email, blogs/reflection]; technology [Publishing software, PowerPoint, word processing, graphic editing; video editing])

- What does Jesus tell us is our responsibility to the world? (Bible/faith integration)

Introduction to Service Learning

(For students; to be presented prior to the first lesson)

Ask any or all of the following questions:

- Who can define "community service"?
- How many of you have participated in some sort of community service before? (Ask for a show of hands)
- What did you do for your community service? (Ask for volunteers to respond)
- Who benefited from your community service? (Ask for volunteers to respond)
- Who organized the community service? (Ask for volunteers to respond)
- How did you feel while you were doing the community service? (Ask for one or two responses)
- How did you feel after you did the community service? (Ask for one or two responses)
- How do you think the people who benefited from the community service felt when you were done? (Ask for one or two responses)

Now, let's switch gears a moment.

- What was your favorite assignment or project in school? (Ask for volunteers to respond; focus in on responses that have to do with hands-on activities or projects)
- What did you like most about the assignment or project? (Ask for one or two responses, focused on hands-on activities)
- What did you learn from the assignment or project? (Look for lasting knowledge gained; discuss or ask *why* the knowledge "stuck")

What if we could combine helping other people – what we know of as "community service" – with school-work? For instance, what if we could have a *reason* to learn to write well? What if some of the science we needed to learn could be used to make people's lives better? What if an assignment could change something significant - forever? What if we could use what we *learned* in school to make a big difference in our community, or even in the world?

Service-learning is a way of bringing service and learning together. Throughout the next ____ weeks, we will be learning various pieces of knowledge and skills and then applying them in creating and implementing a project that will benefit people in our community, our town, our state, our country, or our world. You will be able to be part of a significant project after learning facts, identifying needs, searching for available resources, and finding a way *you* can make a difference. Throughout this entire process, you will reflect on what you are doing, what you are learning, and how you are feeling (how this project is affecting you and the people you are hoping to serve). When we are done, together we will present our service-learning project using technical, scientific, math, and language skills, some gained through the course of this project and some you already have. The end result will be this: *YOU* will make a difference in the world, while learning important skills and concepts for your education and your life!

Lesson 1: Introduction: Healthy Kids WebQuest

Suggested time frame: 2 class periods

Materials needed: *Computer; internet; [Student Worksheet 1](); student journals or access to student blog for this project.*

Before saying ANYTHING about the subject of health or the Healthy Kids Expo, first have the students complete the "[Student Worksheet 1](.")" This will help them (and you) see how much they have learned over the course of the service-learning project. Instruct them to answer each question they know or think they know, but to put a "?" in any space where they really don't have a clue about the answer. They should complete ONLY the first column at this time.

After the students have completed the "Student Worksheet 1," have your students complete the "Healthy Kids WebQuest." This is a "connect" activity from the 4MAT wheel and is designed to help answer the "Why" questions that students often have about what they have to learn. This will help motivate and develop meaning for the subject matter that is to follow.

HEALTHY KIDS WEBQUEST

Link: http://healthy-kids-Webquest.weebly.com/

"A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the Web. The model was developed by **Bernie Dodge** at San Diego State University in February, 1995. . . ." http://Webquest.org/index.

Journal question:

Have students begin a blog (see resources for free blogs on the [Resources](#) page), or alternately take out a piece of paper or a journal if they have one, and ask them to write for five minutes about one of the following questions for each day you are working on the WebQuest:

- What was the most surprising thing you learned about childhood obesity today and why was it surprising?
- Do you think most people know most of the information you learned about childhood obesity? If you think they do know, why is childhood obesity still such a big problem? If you think they don't know, what do you think would be the best way to teach them?
- What comes into your mind when you see a child who is obese?
- Do you think it would ever be appropriate to talk to a child who is obese? If so, what would you say to him/her? Do you think it might be better to talk to the parents, and if so, what would you say to them?

Student Worksheet 1 (Beginning assessment)

Question (BIG important questions)	What I know now (answer this before starting)	What I learned (during the project)	Where I learned it (sources)	What I now believe
How is health a gift?				
What does "nutritional health" look like?				
What does "physical health" look like?				
What does "mental health" look like?				
What part do you play in giving the gift of health to those around us? What is your role as Christians in providing for the world's needs?				

Question (Questions having to do with knowledge)	What I know now (answer this before starting)	What I learned (during the project)	Where I learned it (sources)	What I am now going to do about these questions
How do we calculate how many calories we need to eat?				
How do we calculate how many calories we burn?				
How do we compare calories of various foods?				
What is BMI?				
How do we calculate BMI?				
What is considered overweight?				
What is considered obese?				

Question (Questions having to do with knowledge)	What I know now (answer this before starting)	What I learned (during the project)	Where I learned it (sources)	What I am now going to do about these questions
How can we help fight obesity?				
What foods in what quantities are recommended on "My Plate"?				
What are the benefits of exercise?				
How much and what kinds of exercise does a person need?				
How can busy families find time to exercise?				
Do exercise requirements/suggestions vary by age?				
What can happen if a child doesn't get enough exercise?				

Question (Questions having to do with knowledge)	What I know now (answer this before starting)	What I learned (during the project)	Where I learned it (sources)	What I am now going to do about these questions
How is exercise related to your heart and your lungs?				
What role does water play in our bodies?				
What percentage of our bodies is water?				
What is dehydration and how can it be avoided?				
How much water should a person drink each day?				
What are the two main sources of drinking water in America? Where does most of the water we drink in America come from?				
How can you know if the water you are drinking is safe?				

Adventist Education

Question (Questions having to do with knowledge)	What I know now (answer this before starting)	What I learned (during the project)	Where I learned it (sources)	What I am now going to do about these questions
What are the risks in getting too much sunlight?				
How can you protect your skin from too much sunlight?				
What are the health benefits of sunlight?				
Why is vitamin D (which we get from the sun) important?				
What does "temperance" mean?				
Why does Jesus say our bodies are the temple of God, and what does that mean?				
Why should we avoid certain activities, foods, etc.?				

Question (Questions having to do with knowledge)	What I know now (answer this before starting)	What I learned (during the project)	Where I learned it (sources)	What I am now going to do about these questions
What are areas of our lives where we should practice "moderation" or "temperance"? List as many as possible.				
What are some of the benefits of getting fresh air regularly?				
What happens to air once it gets inside our bodies?				
What are some ways we can get fresh air?				
How can we make the air inside our homes healthier?				
What are some things that might cause air to be unhealthy?				
How much rest is needed by various age groups?				

Adventist Education

Question (Questions having to do with knowledge)	What I know now (answer this before starting)	What I learned (during the project)	Where I learned it (sources)	What I am now going to do about these questions
What are some of the results of not getting enough rest?				
How is rest related to weight?				
How is rest related to time outside?				
How is rest related to how kids do in school and how they behave at home?				
What does it mean to "trust in God"?				
How is "trust in God" important for our health?				
What does Jesus tell us is our responsibility to the world?				

Lesson 2: Web Authenticity

Suggested time frame: 1 class period

Skill: Information literacy

Materials needed: *computer/laptop; projector and screen OR SmartBoard; Internet connection; student hand-held devices or laptops connected to the Internet (optional); student journals or access to student blog site for this project*

Our WebQuest is now complete! We created some great PSAs to let people know the dangers of childhood obesity, and we learned a lot along the way. The next part of our service project will involve a lot of research online. There is SO much information available online now, but is all of it true? Is all of it accurate?

I'm going to return the worksheet you completed on our first day (the "Student Worksheet 1"). You will want to use it for part of today's exercise.

If your school or classroom policy allows phones/i-pads/computers in the classroom:
With your smart phone/i-pad/computer, do a search on the keyword "health."
- How many hits did you get?
- What is the main idea of the hits on the first page? Do any of these sites appear to answer any of the questions on your worksheet?
- How can you refine your search string to be more effective?

Think about the questions you just answered in the worksheet. What is something you want to know about health? Which question would you most like to see answered?
- In a Google search, ask the question you want to know. Put a question mark at the end of your question.
- Go to www.ask.com. Ask your question there.
- What search engine seemed to give you the best results?
- How do you judge the effectiveness of your search?

Click on the link you feel will give you the best, most accurate answer to your question. Read at least the first paragraph on the page you land on when clicking on the link. (Give students a minute to complete this task.)
- What did you learn? (Ask for responses.)
- Did the site answer your question?
- Do you think the site is reputable? How can you tell?

INSTRUCTION: Web authenticity, validity, etc.:
- Look for author's name; can you find it anywhere on your site?
- Is the site sponsored by an academic entity? (university, college, etc.)
- Look for "last update"; has the site been updated recently?
- Is the site trying to sell you something?
- Are there cited sources with links?

WATCH short YouTube videos about Web evaluation using a projector or SmartBoard. (Watch the first three OR **one** of the last two.)

- http://www.youtube.com/watch?v=Rdnabvh8WsM Web Evaluation: Authority
- http://www.youtube.com/watch?v=p6Z8D_vH6B4&feature=relmfu Web Evaluation: Accuracy
- http://www.youtube.com/watch?v=PYk7R3mICok Web Evaluation: Timeliness
- http://www.youtube.com/watch?NR=1&feature=endscreen&v=ELclOOxzt3U Evaluating Web resources
- http://www.youtube.com/watch?v=dKVL1ehDQB0&feature=related Cartoon video about evaluating Web sources; this one would likely appeal to the students!

Now, let's use the information we just learned to evaluate this Web site: www.dhmo.org (Have students go to this site on their mobile devices or project the site onto the screen through your projector.) Have students review the site, click on a few of the links, etc.

- What should we look at to see if this is a valid and credible Web site? (Ask for responses.)
    o Author?
    o Links?
    o Errors?
    o Updated?
    o Selling something?
    o Other?
- Does this Web site make any significant claims? Is the Website warning you about something? Do the claims appear to be true? Does this look reasonable?

Does anyone know what "DHMO" stands for?
- Di-hydrogen-mon-oxide
    o Di – two;
    o hydrogen – hydrogen molecule
    o Mon – for "mono," one
    o Oxide – oxygen molecule
- Put that all together, and what do you have?
    o Two hydrogen and one oxygen, or H_2O: WATER!
- Were the claims true? Look at them again:
    o Is DHMO found in baby food?
    o Can inhaling DHMO kill you?
    o Is DHMO implicated in brake failures?
    o Is DHMO responsible for drownings?
    o (Ask for responses for more claims the DHMO Web site gave about the evils of water.)

Something might be factual, but misleading.

Now, for the rest of the class period, do some effective Web searching to see if you can find the answer to your most pressing question from the worksheet you completed. Write down or

bookmark the best sites that answer your question, at least in part. Come to class tomorrow prepared to share what you learned. Here is what you will need to share:

- The question you tried to answer from your Web search.
- The source(s) you found that dealt with your question.
- The way you determined if each source was reliable and accurate.
- The answer or partial answer for your question.

As you search for your answer, remember what you have learned from today's lesson on Web authenticity. This worksheet will help you remember what to look for, and will also remind you about what you will need to present for our next class session. The graphics on Worksheet 2 will remind you about our DHMO site and why it is important to verify information found online!

Last five minutes of class: Students should journal/blog about this class period. Journal prompt: *Why is it important to verify information found online? How has inaccurate online information affected our society? How has inaccurate online information affected your life? How could misleading or inaccurate information affect someone's freedom?*

Additional resource:
http://www.uhv.edu/ac/style/pdf/findinternet.pdf (excellent PDF about evaluating Web resources; also references in lesson 15)

If you do not have access to the Internet, to a computer with a projector, or to a SmartBoard, please see if you can use the school computer lab for this class session, or request the required technology be supplied in order to complete this lesson.

Student Worksheet 2: Web search

Web authenticity/validity:
- Look for the author's name; can you find it anywhere on your site?
- Is the site sponsored by an academic entity? (university, college, etc.)
- Look for "last update"; has the site been updated recently?
- Is the site trying to sell you something?
- Are there cited sources with links?
- Does this Web site make any significant claims? Is the Web site warning you about something? Do the claims appear to be true? Does this look reasonable?

Class presentation:
- The question from Student Worksheet 1 that you tried to answer from your Web search.

_____

_____

_____

   - The source(s) you found that dealt with your question.

_____

_____

_____

- The way you determined if each source was reliable and accurate.

_____

_____

_____

- The answer or partial answer for your question.

_____

_____

_____

_____

Lesson 3: Presenting Information (Inform)

Suggested time frame: 1 class period
Skill: Speech
Materials needed: *Copy of Student Worksheet 2 for teacher reference; student journals or access to student blog site for this project.*

Instructions:
During the last class period, you did some online research about health. Today I want each of you to share what you learned. Use Worksheet 2 as your notes for your presentation, and include your answers to these questions in your informal speech:

1. The question you tried to answer from your Web search.
2. The source(s) you found that dealt with your question.
3. The way you determined if each source was reliable and accurate.
4. The answer or partial answer for your question.

Each student should present his/her findings to the class using the above format. Prompt students to complete each item on the list above. Ask one student to be the scribe and write down the list of questions and a summary of the answer on the board so everyone can see them.

Discuss any questions that arise during the students' presentations. Be prepared to do additional research during class to verify or correct any information presented.

Last five minutes of class: Students should journal/blog about this class period.
Journal prompt: *What was the single most significant thing you learned today? Why was it significant? How will knowing this new information change what you DO?*

DO something!

Lesson 4: Determining Areas of Interest

Suggested time frame: 1 class period
### Skill: listening; speaking; writing
Materials needed: *student journals or access to student blog site for this project (needed for every lesson)*

Teacher notes: If you have more than eight students in your classroom, you will want to divide the students into groups so you have each of the eight health topics being studied by one group. Students' participation will be greater if they are studying a topic of interest to them, so determine their area of interest and assign them a topic accordingly.

Introduction:
For the next several service-learning sessions, you will be focused on becoming an expert in a specific area of health. Let's talk about some ways people can be healthy. (Ask for suggestions; guide students toward consideration of less-obvious aspects of health, such as spiritual health and mental health.) An acronym has been created and used to help promote balanced, healthy living. Let's look at the eight areas of health:

1. Nutrition
2. Exercise
3. Water
4. Sunlight
5. Temperance
6. Air
7. Rest
8. Trust in God
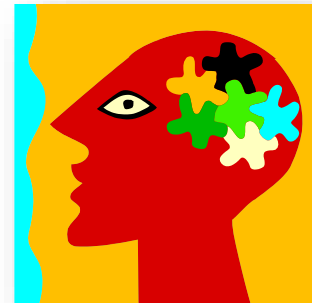
Read the first letter of each word, reading downward. What does this spell? "NEWSTART." Learning about these eight areas of health will help us be healthier, and as we teach what we have learned to others, it will help others be healthier too! Before we finish this unit, we will ALL know about each of the eight areas of health, but first we will work in groups (or individually if you have eight or less students) to become experts in our "field" of health!

Now, we need to figure out who will study what area. Take a piece of paper, write your name on the top, and then write down your top three choices of health areas that interest you. When you are finished, fold your paper into a paper airplane. When all the airplanes are completed, we will stand on a line in the back of the room and fly them to the front of the room. The one whose plane goes the farthest will be the first one we will open to see what area of study he/she chose. We will continue this until all the areas of study are chosen and each student has an area to study.

Last five minutes of class: Students should journal/blog about this class period.
Journal prompt: *Write about OR draw a picture about your area of health. WHY did you chose this area? Write about why you chose this area on your blog, OR add a caption to your picture to tell why you chose it. If you chose to draw a picture, take a picture of your drawing and post it on your blog.*
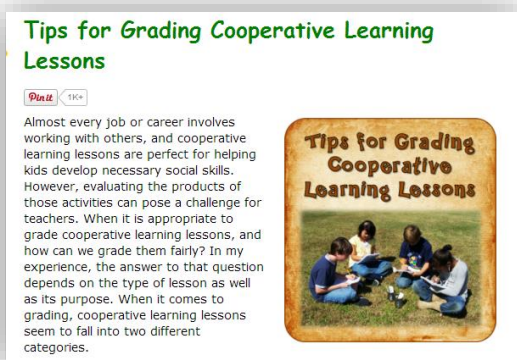
Lesson 5: Working Effectively as a Group

Suggested time frame: 1 class period
Skill: listening, viewing

Your class may be too small to incorporate cooperative groups to work on the Healthy Kids Expo project. But if you have more than eight students, some group work will be beneficial. Even if your class is smaller than eight students, students will benefit from working together on the various health aspects to learn together and then create an activity for the Healthy Kids Expo together.

Below are several resources for cooperative/group learning:
- http://www.educationworld.com/a_curr/curr287.shtml Teachers share tips for cooperative learning.
- http://www.successforall.org/Elementary/Powerful-Instruction/Our-Instructional-Design/Cooperative-Learning/ This is a foundation for cooperative learning, but the page has a list of benefits of cooperative learning along with links to researched publications that document the efficacy of cooperative learning.

- http://k6educators.about.com/od/helpfornewteachers/qt/Cooperative-Learning-Tips-And-Techniques.htm This "About.com" page has information about cooperative learning and links to additional information.
- http://corkboardconnections.blogspot.com/2013/10/tips-for-grading-cooperative-learning.html "Tips for Grading Cooperative Lessons" blog post.

You can use any group configuration you desire to enable the class as a whole to learn about each of the eight areas of health (Nutrition, Exercise, Water, Sunlight, Temperance, Air, Rest, Trust in God). One suggestion of group learning follows.

Group ideas:

Rotational cooperative learning

Day 1: Begin with one health topic. Work in groups of two or three. Roles: Researcher, recorder, and checker. If only two, have the researcher double as the checker. The recorder can also double as the encourager.
- Day 1:
  - Research and record for 20-30 minutes (all but the last five minutes of class).
    - Read supplied Web sites; record information learned in a bulleted list with links to sources. (Create examples.)

- ▪ Research new Web sites with additional information; record information learned in a bulleted list with links to sources.
- ▪ Create at least one quiz question about what you have learned. (Give examples.)
  - o Blog for the last five minutes of class
- Day 2:
  - o Teach for the first five minutes of class. Begin with the previous day's topic, but meet with the next group to TEACH them what you have learned by going over your bulleted list. Then, ask them your quiz question. Help them with the correct answer if they can't get it. Digitally share your bulleted list with the next group so they can carry on from where you left off.
  - o Go on to the next topic, starting where the previous group left off.
  - o Research and record for the next 15-25 minutes of class.

Cooperative Learning Projects with Products
Team projects are completely different. Many of them are complex and are designed to result in a product, whether it be a team poster, a Prezi presentation, a team skit, or a spreadsheet of data obtained during an experiment. Team projects are not generally assigned for the purpose of practicing a skill that will be tested later, so some type of grading method seems appropriate for these products.

  - ▪ Read supplied Web sites; record information learned in a bulleted list with links to sources.
  - ▪ Research new Web sites with additional information; record information learned in a bulleted list with links to sources.
  - ▪ Create at least one quiz question about what you have learned.
  - o Blog for the last five minutes of class
- Day 3: Continue with this same pattern until each group has learned and taught about each health topic.
- Day 9: Each group should have had the opportunity to learn about each health topic and should have created at least one quiz question about each health topic. Compile quiz questions for each topic (in theory, there should be at least eight questions for each topic) into a quiz. Take the quiz. Everyone should know all the information for each question. Have students reteach and then retest if the whole class doesn't do well. You may wish to set a minimum score of 85% or even more, working toward mastery rather than just a grade.
- Day 10: Come back to your assigned/chosen health topic (based on your interest). Working with a partner, design a hands-on activity to teach an important, overarching aspect of this area of health to children aged 4-10.

Alternate ways to create/manage groups:
- Have one person begin as the researcher in day 1. For day 2, he/she is the recorder for the same topic. For day 3, he/she becomes the researcher or checker for the next topic. Continue in this same manner. In this way, group members can be rotated.
- Rotate one person clockwise through the topics and one person counter clockwise in order to change the make-up of the groups throughout the project.

Cooperative Group Rubric

Working as a Team

Collaborative Work Skills: Are You Part of the Solution, or Part of the Problem?

Teacher Name: _____

Student Name: _____

Final Score: _____

How to Use this Rubric:	Your contribution to your group on this project is an essential part of your grade. If you would like to know in advance what your grade might be, read through the criteria listed in each of the categories. Have fun, work hard; the best grade available is yours if you want it.

Schedule	25-28 Points = A	12-17 Points = D	You Grade You	
	21-24 Points = B	0-11 Points = F	Your Group Grades You	
	18-20 Points = C		Your Teacher Grades You	

CATEGORY	4	3	2	1	Score	Comments
Contributions	Routinely provides useful ideas when participating in the group and in class-room discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group or in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group or in classroom discussion. May refuse to participate.		
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Often has a "who cares" attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).		
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Goofs off more than staying focused. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task or what needs to be done. Lets others do the work.		
Pride	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.		
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, or supports the efforts of others. Does not cause "waves" in the group.	Rarely listens to, shares with, or supports the efforts of others. Is not a good team member.	Frequently distracts, or does not support the efforts of others. Is a disruption to the group or task.		
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines or group has to adjust deadlines or work responsibilities because of this person's inadequate time management.		
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked or redone by other group members to ensure quality.	Provides work that usually needs to be checke or redone by others to ensure quality.		

Lesson 6: Effective "Blogging"

Suggested time frame: 1 class period for introduction
Skill: Writing; effective journaling/blogging (editing, proofreading)
Materials needed: *Internet, computer, creativity*

Reflection is one of the three major components of service-learning. While there are many ways to reflect, blogging is a significant one. Students of any age can blog. Younger students could draw pictures about their thoughts if they are too young to write words, or older students could help the younger ones write their thoughts when they dictate them to the older students. Students can be inspired to write well because their work is being "published" online. Once you learn more about blogging and how it can help "flatten" the walls of your classroom, you will want to try it for your students. Think about the "audience" for most of your students' work. It is you, the teacher, correct? Blogging opens up the world to your students. It helps you teach them about online safety. It connects them to a broader audience. It gives them a real and authentic voice that can be heard by others.

Besides enabling students to express their thoughts through an online journal, blogs have been recognized for helping students improve their writing skills. This means your students can both reflect and work on a content area (writing, grammar, punctuation, etc.) at the same time.

These sites will help teachers understand the importance of blogging:
- http://educational-blogging.wikispaces.com/ Linda Yollis, elementary teacher, talks about the benefits of blogging.
- http://www.commoncraft.com/video/blogs This intro to blogging can be used for students also.
- http://mscofino.edublogs.org/2008/12/05/blogging-is-elementary/ This excellent blog post helps answer questions about how to create a classroom blog using one gmail account (something very helpful if your parents are cautious about giving their students an email address at too early of an age, or worrying about their online safety).
- http://www.scholastic.com/browse/article.jsp?id=3749960 Practical, step-by-step outline of teaching students to blog.

There are many more resources about blogging, aimed at both the teacher and the student, in the Resources section.

Suggestion for introducing blogging to students and helping them learn to blog:

- Have students watch Linda Yollis's classes' video: http://educational-blogging.wikispaces.com/Blogging+is+Learning%21++video. Discuss the video with the students. Ask them specifically about what it taught them about commenting on other people's blogs. This will help them as they learn to blog and to respond to other's blog posts. Students should be able to both write and identify a "1 point" blog comment and a "2 point" blog comment after watching this video.

- Have students complete Anne Davis' Webquest on blogging: http://questgarden.com/34/30/8/060831081120/http://questgarden.com/34/30/8/060831081120/. After this Webquest, students should be able to begin a blog, or contribute to a classroom blog should you decide to set one up.

- Have students practice responding to other students' blog posts. Work on correcting grammatical and spelling errors before posting, or editing posts afterwards to be more accurate.

- "Advertise" your blogs to parents, grandparents, church members, other schools from around the country and the world, etc.

Free education blog sites:

http://edublogs.org (Specifically for education; does not require student email addresses.)

http://kidblog.org/home (Teachers have control over all student blogs.)

http://classblogmeister.com/ (Teacher can monitor all posts)

http://blog.weebly.com (This one is not necessarily education oriented, but it is free.)

http://wordpress.com (This one is also not educational, but it is free.)

http://blogspot.com (This one is associated with google+ accounts, is not primarily educational, but is free.)

Journal/blog last five minutes:

Journal prompt: *What did you learn about blogging? What do you think blogging will be like? Who do you think might comment on your blog? Do you think it will be important to write correctly on your blog? Why?*

Lesson 7: Documenting Your Project

Suggested time frame: 1 class period
Skill: Critical thinking; tech skills.
Materials needed: *List of software available on school computers (Publisher, Photoshop, InDesign, etc.) and hardware available at the school or owned by students (camera, scanner, etc.).*

From beginning to end, the Healthy Kids Expo project can and should be documented by the students. This will help them remember the path they took as they learned about becoming healthy kids and teaching other kids to be healthy too.

Skills/software the students could use to document their project:
- Ability to take screen shots (http://www.take-a-screenshot.org/).
- Knowledge of desktop publishing (Microsoft Publisher or similar program).
- Knowledge of PowerPoint or Prezi (see "How to Avoid Death by PowerPoint," copied at the end of this unit for reference in case link no longer functions, and the "Death by PowerPoint" presentation).
- Ability to use a sound recorder of some sort (some Smart Phones have programs, as do most computers; check for a "sound recorder" program on the computer, or download a free program such as Garage Band for Macs or Audacity).
- Ability to use a digital camera and corresponding software.
- Knowledge of video production and software (Windows Movie Maker is installed on many computers; most digital cameras and video cameras come with some sort of editing software).
- Writing skills and desktop publishing skills.

Spend a class period talking about how to document this project. Make sure the kids know the final outcome of the unit: creating and implementing a "Healthy Kids Expo" in their community to teach younger children how to become and stay healthy using the eight principles of health outlined in the NEWSTART acronym. Tell them the purpose of a final presentation: to show the knowledge and skills we have learned while blessing others, and the impact to both ourselves and the community.

What would be the intended audience of the documentation? Suggested audiences:
- Church/constituency members
  - Final presentation in the form of a movie, a speech with pictures, or a PowerPoint/Prezi either stand-alone or narrated live or on the PowerPoint/Prezi.

- o Sermon by the students telling about their experience and using slides as visual aids.
- Community
    - o The same final presentation created for the community could be used for the church and vice versa, and could be given to audiences such as:
        - Rotary
        - Kiwanis
        - Chamber of Commerce
        - Public school
        - Other private schools
    - o Newspaper article, either one time or in a series, written by students to document their project or report on the final results as well as their educational journey.
- Community/health/school leaders
    - o The same final presentation mentioned above could be used to present to local leaders in order to show them the need for more education regarding helping kids become and stay healthy.

Discuss with the class what they think the final presentation should look like. Should they do it as a class? Should they do it individually? Should they do it in groups? Decide, and then encourage them to get started right away with their documentation!

Spend time learning some of the basic skills for documenting the project such as taking a screen shot or beginning a PowerPoint/Prezi, and then adding some slides as an outline. Get something started that students can add to as they take each step in the process of completing the Healthy Kids Expo service-learning unit, and then remind students to continue to document their project along the way with photos, screen shots, blog posts, slides in their PowerPoint/Prezi, and/or movie clips.

Journal/blog last five minutes:
Journal prompt: *What do you think will be the easiest to document in our project? What might be the hardest? What might be more fun to do: create a video or create a PowerPoint/Prezi? Why might one be more fun than another?*

Resources & Ideas for NUTRITION Group

Guiding questions:

How do we calculate how many calories we need to eat?
How do we calculate how many calories we burn?
How do we compare calories of various foods?
What is BMI?
How do we calculate BMI?
What is considered overweight?
What is considered obese?
How can we help fight obesity?
What foods in what quantities are recommended on "My Plate"?
What does Jesus tell us is our responsibility to the world?

- As you research your subject, make sure to find answers to each of the "guiding questions."
- Find a creative way to teach what you have learned to your fellow classmates so they will be able to answer each of the "guiding questions" also.
- Create an engaging and "hands-on" activity to teach 4-10 year old children about nutrition so they will learn to live healthier lives.

Links/resources to explore:

How do we calculate how many calories we need to eat?
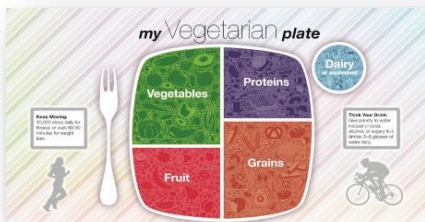
- https://www.bcm.edu/cnrc-apps/healthyeatingcalculator/eatingCal.html (Calorie calculator for children 2 – 20 years old; this calculator will also give you the BMI as well as tell you how much of various foods you need to eat)
- http://www.choosemyplate.gov/supertracker-tools/daily-food-plans.html (Click on the age and the amount of calories you want and you will get a plan for what to eat from each food category each day.)

- http://pediatrics.about.com/library/bl_calorie_calc.htm?start=1&gender=undefined&age=NaN&activity_level=NaN&page=1 (another calorie counter for kids)

Adventist Education

How do we calculate how many calories we burn?

- https://www.youtube.com/watch?v=LTsKh0YVKJY (Video about "My Plate," calories, and exercise.)
- http://www.cdc.gov/healthyweight/physical_activity/index.html (Includes a chart for physical activities for adults.)
- http://www.myfitnesspal.com/exercise/lookup (Physical activity calculator based on weight and time.)

How do we compare calories in various kinds of foods?

- http://www.wisegeek.com/what-does-200-calories-look-like.htm (What does 200 calories look like with various foods and snacks? Check out the pictures to see.)
- http://pbskids.org/itsmylife/body/foodsmarts/article4.html (Learn to read labels!)
- http://www.nourishinteractive.com/kids/healthy-games/7-ride-the-food-label-game-nutrient-information (Reading food labels game.)

What is BMI?

- http://blog.swchildrens.org/2012/07/bmi-in-children/ ("Healthy Children" blog post explaining BMI – AND giving additional information about children's BMI, percentages, etc.)
- http://www.cdc.gov/healthyweight/assessing/bmi/index.html (Basic BMI info from the CDC – Centers for Disease Control.)

How do we calculate BMI?

- http://apps.nccd.cdc.gov/dnpabmi/ (Online BMI calculator designed for children and teens.)
- https://www.bcm.edu/research/centers/childrens-nutrition-research-center/bodycomp/bmiz2.html (Another calculator for children's BMI.)

What is considered overweight for children? What is considered obese for children?

- http://www.cdc.gov/growthcharts/2000growthchart-us.pdf (CDC growth charts for the United States, beginning on page 30.)
- http://www.cdc.gov/healthyweight/assessing/bmi/childrens_bmi/about_childrens_bmi.html (Explanation of overweight, obese, and underweight based on a child's age. Read all of this page!)
- http://www.nlm.nih.gov/medlineplus/ency/patientinstructions/000384.htm (US National Library of Medicine site defining overweight and obesity in children.)
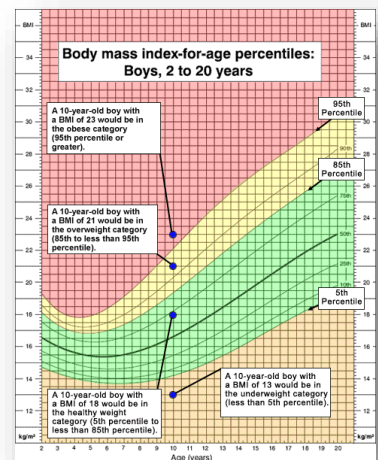
How can we help fight obesity?

- http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Facts_for_Families_Pages/Obesity_In_Children_And_Teens_79.aspx (Scroll down for a list of ways to manage obesity in children and adolescents; the page has additional helpful info.)
- https://www.youtube.com/watch?v=sne0o1w-FLU (Video explaining the "My Plate" healthy diet [non-vegetarian].)
- http://www.nutritionforkids.com (Nutrition site for kids.)
- http://kidshealth.org/kid/stay_healthy/food/go_slow_whoa.html?tracking=K_RelatedArticle# ("Go," "Slow," and "Whoa" foods chart.)

What foods in what quantities are recommended on "My Plate"?
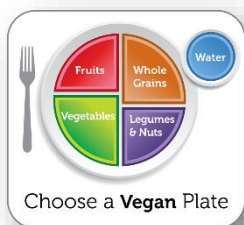
- http://www.choosemyplate.gov/kids/index.html (Perfect site for "My Plate" for kids!)
- http://www.choosemyplate.gov (Lots of ideas about good choices for foods.)
- http://www.nadhealthministries.org/site/1/docs/MyVegetarianPlate-full.pdf (Vegetarian version of "My Plate.")

What does Jesus tell us is our responsibility to the world?

- John 3:16 (http://www.biblegateway.com/passage/?search=John%203:16&version=MSG)
- Matthew 24: 40 (http://www.myfitnesspal.com/exercise/lookup)
- Matthew 5: 14-15(http://www.biblegateway.com/passage/?search=Matthew%205:14-15&version=MSG)
- Philippians 2: 1-4 (http://www.biblegateway.com/passage/?search=Philippians%202:1-4&version=MSG)
- Acts 20: 35 (http://www.biblegateway.com/passage/?search=Acts%2020:35&version=MSG)
- Galatians 5: 13-14 (http://www.biblegateway.com/passage/?search=Galations%205:13-14&version=MSG)
- Mark 10: 44-45 (http://www.biblegateway.com/passage/?search=Mark%2010:45&version=ERV)

More helpful sites

http://www.mayoclinic.com/health/nutrition-for-kids/NU00606 Nutrition for Kids: Guidelines for a healthy diet.

http://www.helpguide.org/life/healthy_eating_children_teens.htm Nutrition for Children and Teens.

http://www.nlm.nih.gov/medlineplus/childnutrition.html Child Nutrition.

http://www.nutrition.gov/life-stages/children Links to other sites about kids and nutrition (health).

http://www.healthychildren.org/english/healthy-living/nutrition/Pages/default.aspx?nfstatus=401&nftoken=00000000-0000-0000-0000-000000000000&nfstatusdescription=ERROR%3a+No+local+token Articles on child health.

http://www.buildhealthykids.com/dailynutrition.html
GREAT SITE with many links for nutrition and kids.

http://www.medicinenet.com/script/main/art.asp?articlekey=9522
Junk food vs. Healthy Nutrition for Children.

http://www.eatright.org/kids/ Articles about kids and eating healthy.

https://www.coursera.org/course/childnutrition Child nutrition and cooking.

http://www.kidsgethealthy.org/ Nutrition for Kids.

http://www.nourishinteractive.com/33 Nutrition information for kids.

https://www.youtube.com/watch?v=ZNySc_BIl5k Documentary on childhood obesity.

http://www.superkidsnutrition.com/ Nutrition site.

https://www.youtube.com/watch?v=8uQEZAIW42Q Video about "My Plate."

http://www.choosemyplate.gov/children-over-five.html You can find links to worksheets and other activities related to kids and nutrition here.

http://www.fns.usda.gov/multimedia/Games/Blastoff/BlastOff_Game.html An interactive computer game where kids can reach Planet Power by fueling their rocket with food and physical activity.

https://www.youtube.com/watch?v=wWGO_8p1dxI Healthy foods video made by kids.

Journal/blog last five minutes:
Journal prompt: *Each day you research in your chosen area of health, write something about what you learned! What new piece(s) of information seemed most interesting to you? How can you use this information for yourself? How can you use it to serve others?*

Resources and Ideas for EXERCISE Group
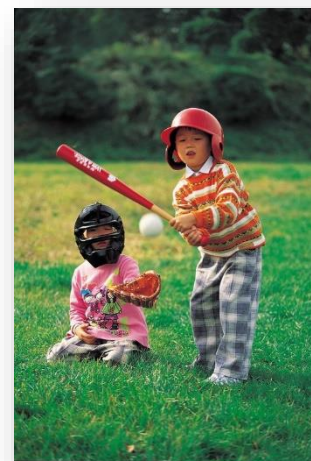
Guiding questions:

What are the benefits of exercise?
How much and what kinds of exercise does a person need?
How can busy families find time to exercise?
Do exercise requirements/suggestions vary by age?
What can happen if a child doesn't get enough exercise?
How is exercise related to your heart and your lungs?
What does Jesus tell us is our responsibility to the world?

- As you research your subject, make sure to find answers to each of the "guiding questions."
- Find a creative way to teach what you have learned to your fellow classmates so they will be able to answer each of the "guiding questions" also.
- Create an engaging and "hands-on" activity to teach 4-10 year old children about exercise so they will learn to live healthier lives.

Links/resources to explore:

What are the benefits of exercise?
- http://www.choosemyplate.gov/physical-activity/why.html (List of reasons why physical activity is important.)
- http://www.choosemyplate.gov/food-groups/physicalactivity_calories_used_table.html (You burn calories while exercising; see this chart for how many.)
- http://fit.Webmd.com/kids/move/article/exercise-helps-body (How exercise helps you. You can list many benefits of exercise after reading this site.)
- http://health.howstuffworks.com/wellness/diet-fitness/exercise/sports-physiology9.htm (This includes more reasons exercise is beneficial, like reducing blood pressure and the risk of diabetes.)

How much and what kinds of exercise does a person need?
- http://fit.Webmd.com/kids/move/article/exercise-types (Kids' exercises: four types needed.)

Adventist Education

- http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html (Children's exercise guidelines. Includes suggestions for various kinds of exercise.)
- http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/get-active/physical-activity-guidelines.htm (Guidelines for different age groups.)

How can busy families find time to exercise?

- http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/get-active/physical-activity-guidelines.htm (List of ideas to make physical activity part of your day.)

Do exercise requirements vary by age?
- http://www.cdc.gov/physicalactivity/everyone/guidelines/adults.html (Adults' exercise needs; compare with children's guidelines above.)
- http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/get-active/physical-activity-guidelines.htm (Guidelines for both children and adults.)

What can happen if a child doesn't get enough exercise?
- http://www.walesonline.co.uk/news/wales-news/lack-exercise-poor-diet-increases-5270195 (Lack of exercise increases risk of disability.)
- http://www.parenting.com/blogs/screen-play/jeana-lee-tahnk/technology-blamed-children-s-lack-exercise (Obesity a result of lack of exercise.)
- http://www.phitamerica.org/News_Archive/Game_Changing_Research.htm (Refers to Journal of Pediatrics article; obesity linked to lack of exercise.)

How is exercise related to your heart and your lungs?

- http://www.sciencekids.co.nz/gamesactivities/keephealthy.html (Play this game to learn about exercise, the heart, the lungs, the circulatory system.)
- http://health.howstuffworks.com/wellness/diet-fitness/exercise/sports-physiology9.htm (Info on exercise, the heart, and the lungs.)

What does Jesus tell us is our responsibility to the world?

- John 3:16 (http://www.biblegateway.com/passage/?search=John%203:16&version=MSG)
- Matthew 24: 40 (http://www.myfitnesspal.com/exercise/lookup)
- Matthew 5: 14-15(http://www.biblegateway.com/passage/?search=Matthew%205:14-15&version=MSG)
- Philippians 2: 1-4 (http://www.biblegateway.com/passage/?search=Philippians%202:1-4&version=MSG)
- Acts 20: 35 (http://www.biblegateway.com/passage/?search=Acts%2020:35&version=MSG)
- Galatians 5: 13-14 (http://www.biblegateway.com/passage/?search=Galations%205:13-14&version=MSG)
- Mark 10: 44-45 (http://www.biblegateway.com/passage/?search=Mark%2010:45&version=ERV)

More helpful sites:

http://www.sheknows.com/health-and-wellness/articles/2864/the-importance-of-exercise-for-children
Dr. Christensen is quoted in this article talking about exercise for kids – just doing FUN things to stay active (not necessarily relying on organized sports for exercise).

http://kidshealth.org/kid/stay_healthy/fit/work_it_out.html
Do you know what "aerobic" exercise is? You can find out here, and also learn how exercise makes your heart "happy."

http://kidshealth.org/parent/centers/fitness_nutrition_center.html
This site for kids has lots of links to how to stay fit, exercise safely, eat right, manage your weight, and other helpful information.

http://kidshealth.org/parent/nutrition_center/index.html?tracking=80015_C#cat20741 (The "Kidshealth" site has lots of great information (as mentioned in the link above), including this page with links to more information on how to keep children healthy with the right foods and exercise. Click on the "+" beside any word to find the links for that subject.

http://kidshealth.org/parent/nutrition_center/staying_fit/exercise.html
There are many benefits of exercise, and this site lists several. It also talks about the elements of exercise.

http://ucsdnews.ucsd.edu/archive/newsrel/health/04_05_Patrick.asp
What causes obesity in children? Sitting too long? Not getting enough fiber? Spending too much time watching television or playing on a computer? This summary of a medical study will help you know more!

http://www.mercurynews.com/health/ci_22385194/kids-lack-exercise-affects-body-fat-more-than
Perhaps lack of exercise is more important than whether or not you sit around part of the day when it comes to obesity in children. Read this site to find out more.

Journal/blog last five minutes:
Journal prompt: *Each day you research in your chosen area of health, write something about what you learned! What new piece(s) of information seemed most interesting to you? How can you use this information for yourself? How can you use it to serve others?*

Resources and Ideas for WATER Group

Guiding questions:

What role does water play in our bodies?
What percentage of our bodies is water?
What is dehydration and how can it be avoided?
How much water should a person drink each day?
What are the two main sources of drinking water in America? Where does most of the water we drink in America come from?
How can you know if the water you are drinking is safe?
What does Jesus tell us is our responsibility to the world?

- As you research your subject, make sure to find answers to each of the "guiding questions."
- Find a creative way to teach what you have learned to your fellow classmates so they will be able to answer each of the "guiding questions" also.
- Create an engaging and "hands-on" activity to teach 4-10 year old children about water so they will learn to live healthier lives.

Links/resources to explore:

What role does water play in our bodies?
- http://science.howstuffworks.com/environmental/earth/geophysics/h2o3.htm (Use this same site to answer several questions, including what role water plays in our bodies.)

What percentage of our bodies is water? (Make a list of the percentage of various parts of our bodies such as heart, lungs, brain, etc.)
- http://ga.water.usgs.gov/edu/propertyyou.html (Besides being a good source for information on water, this site gives approximate percentages of water in various parts of your body. Hint: the list is in a paragraph near the top!)

What is dehydration and how can it be avoided?
- http://kidshealth.org/kid/watch/er/dehydration.html?tracking=K_RelatedArticle (Make sure to click on the "Continue" link at the bottom of the page for more great information about dehydration and what you can do to avoid it.)

How much water should a person drink each day?

- http://www.eatright.org/kids/article.aspx?id=6442470651 (This site also uses liters to measure water needs for children.)
- http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf /pages/Water_a_vital_nutrient (There is a list of "Approximate daily intakes of water" under the "Recommended daily fluid intake" section that uses LITERS instead of cups of water. In America, we are used to using cups, not liters. The conversion factor between cups and liters is 1 liter = 4.23 cups. Ask your teacher to help you make the conversion to cups, or look online for help. Here is one site that can help: http://www.metric-conversions.org/volume/liters-to-us-cups.htm.)

What are the two main sources of drinking water in America? Where does most of the water we drink in America come from?

- http://www.epa.gov/region07/kids/drnk_b.htm (This isn't a long site, but you can find interesting information about drinking water in America here.)

How can you know if the water you are drinking is safe?

- http://foodmatters.tv/articles-1/how-to-find-safe-drinking-water-for-your-family (This site will give you ideas of how to test water sources, including bottled water, for safety.)
- http://water.epa.gov/lawsregs/rulesregs/ regulatingcontaminants/basicinformation.cfm (This "EPA," or the "Environmental Protection Agency," site gives lots of technical information about water safety.)

- http://adventure.howstuffworks.com/survival/wilderness/how-to-find-water.htm (What about finding safe drinking water when you are in the outdoors? This long article will give you lots of information.)

What does Jesus tell us is our responsibility to the world?

- John 3:16 (http://www.biblegateway.com/passage/?search=John%203:16&version=MSG)
- Matthew 24: 40 (http://www.myfitnesspal.com/exercise/lookup)
- Matthew 5: 14-15(http://www.biblegateway.com/passage/?search=Matthew%205:14-15&version=MSG)
- Philippians 2: 1-4 (http://www.biblegateway.com/passage/?search=Philippians%202:1-4&version=MSG)
- Acts 20: 35 (http://www.biblegateway.com/passage/?search=Acts%2020:35&version=MSG)
- Galatians 5: 13-14 (http://www.biblegateway.com/passage/?search=Galations%205:13-14&version=MSG)
- Mark 10: 44-45 (http://www.biblegateway.com/passage/?search=Mark%2010:45&version=ERV)

More helpful sites:

http://www.youtube.com/watch?v=7VnoqoAeI2U
This fun, short video could be appealing to younger children. Are the facts valid? How do you know?

http://www.youtube.com/watch?v=QfG7fB2RDJA
This video has some good information, but is also an advertisement. Do you need to double-check the facts presented in this short YouTube video? Is there a "fact" presented near the end of the video that might be questionable because it is designed to "sell" a product?

http://www.kindercare.com/for-parents/resource-library/articles/drink-up/
Facts about water are listed here too. Where are the sources for the facts?

http://healthyeating.sfgate.com/teaching-kids-importance-drinking-water-2744.html
Who is the author? What is her qualification for writing this article? (HINT: there is a short bio of the author near the bottom of the page.) This Web site has some ideas you could use for your Healthy Kids Expo booth!

http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=284&id=1494
This is a GREAT site for kids with lots of information about water! What is the source for this site? Do you think it might be from another country? If you check to see what UNITS this site uses to measure how much water you should consume, you will see they use liters, not cups or quarts. In America, we use the English system or measurement, but in most other countries, they use the metric system of measurement. What COUNTRY does this site originate from? (HINT: Look in the bottom right-hand corner.) Does this site list any references for its information and facts?

http://kidshealth.org/kid/stay_healthy/food/water.html
This is another great site written to appeal to kids! What can you find on this page to verify it has medically correct information?

http://projectwet.org/pdfs/HydrationActivities.pdf
Find water activities here, along with information and SOURCES for the information (at the end of each section).

http://ga.water.usgs.gov/edu/propertyyou.html
Look for the SOURCES of information in this site. YES, there are some!!!

http://www.mayoclinic.com/health/medical/IM00594

What a great image of the importance of water! How would you be able to use it in your presentation? Check for a © symbol. What does this mean? If you don't know, look it up or ask your teacher. Now, how can you get permission to use this image if you want to put it in a presentation or use it to teach your classmates about the importance of water in your body?

http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Water_a_vital_nutrient

This site has a large amount of basic information about water and your body. How can you check the facts in this article? Does it look credible? (Did you notice what country it is from? Can you see any identifying information about the country from the site's URL?)

http://www.youtube.com/watch?v=b37dBFg6NrI

This video was made by a student to teach the importance of water. What do YOU think of his methods?

http://www.youtube.com/watch?v=CXGLbqoo9Tw

Who made this video? Do you think the information in this video is reliable? Why? You might want to consider showing this video to your classmates to teach them the importance and function of water in the body!

http://www.youtube.com/watch?v=z8HlsY6TUgkAre the "actors" in this video credible? Why or why not? There is great information included here, and you might consider using the video or information found it in to teach your classmates about water.

Journal/blog last five minutes:
Journal prompt: *Each day you research in your chosen area of health, write something about what you learned! What new piece(s) of information seemed most interesting to you? How can you use this information for yourself? How can you use it to serve others?*

Resources and Ideas for SUNLIGHT Group

Guiding questions:

What are the risks in getting too much sunlight?
How can you protect your skin from too much sunlight?
What are the health benefits of sunlight?
Why is vitamin D (which we get from the sun) important?
What does Jesus tell us is our responsibility to the world?

- As you research your subject, make sure to find answers to each of the "guiding questions."
- Find a creative way to teach what you have learned to your fellow classmates so they will be able to answer each of the "guiding questions" also.
- Create an engaging and "hands-on" activity to teach 4-10 year old children about sunlight so they will learn to live healthier lives.

Links/resources to explore:

What are the risks of getting too much sunlight?

- http://www.Webmd.com/beauty/sun/sun-exposure-skin-cancer (This information is a bit more for the ladies, but it is from a reputable medical site so it can be trusted.)
- http://my.clevelandclinic.org/healthy_living/skin_care/hic_protecting_yourself_from_sun_damage.aspx (You will find answers to other questions below on this medical site, such as how to protect yourself from too much sun, and what some of the benefits of sun exposure are.)

How can you protect yourself from getting too much sun?

- http://www.epa.gov/sunwise/kids/index.html (Games! This site has games and activities to teach you about the importance of protecting yourself from the harmful effects of the sun. Check the links on the top right.)

What are the health benefits of sunlight?

- http://www.medicalnewstoday.com/releases/9772.php (Look for the references in this article. What do they tell you about how accurate the information contained in this link is?)

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- http://www.cancer.gov/cancertopics/factsheet/prevention/vitamin-D (This reputable site lists a few facts at the top and then includes more detailed information below. See if you can read the whole page for greater understanding of the connection between vitamin D and a decreased risk of some diseases.)

Why is vitamin D (which you get from the sun) important?

- http://www.livescience.com/36185-sun-exposure-good-health.html (This looks like a good article with accurate information. However, where are the sources? Who is the author and what are his/her credentials for writing this sort of scientific/medical information? How can you verify the facts contained in this article?)
- http://www.reuters.com/article/2007/11/19/us-type-idUSCOL96182020071119 (Who wouldn't want to reduce his/her risk of getting diabetes, just by some sun exposure? It could be possible. Check out this summary of some research.)
- http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2290997/ (This is a scholarly article that will be over your heads, for the most part, but it has great information about some of the benefits of sunlight and vitamin D! What can you learn from it? How can you get good information out of something written for the medical community or for adults to read? What resources can you call on to help you?)

What does Jesus tell us is our responsibility to the world?
- John 3:16 (http://www.biblegateway.com/passage/?search=John%203:16&version=MSG)
- Matthew 24: 40 (http://www.myfitnesspal.com/exercise/lookup)
- Matthew 5: 14-15(http://www.biblegateway.com/passage/?search=Matthew%205:14-15&version=MSG)
- Philippians 2: 1-4 (http://www.biblegateway.com/passage/?search=Philippians%202:1-4&version=MSG)
- Acts 20: 35 (http://www.biblegateway.com/passage/?search=Acts%2020:35&version=MSG)
- Galatians 5: 13-14 (http://www.biblegateway.com/passage/?search=Galations%205:13-14&version=MSG)
- Mark 10: 44-45 (http://www.biblegateway.com/passage/?search=Mark%2010:45&version=ERV)

More helpful sites:

http://www.sunsafetyforkids.org/sunprotection/vitamin_D/
This is a great site written for kids! It contains good information you will find helpful as you learn about the importance of sunlight for children. Check to see if the information is referenced in any sources. (HINT: look at the very BOTTOM of the page!)

http://simplegreenorganichappy.com/2012/05/10-health-benefits-of-sunshine-get-outside/
This site has a lot of "facts," but do you see any reference to where they found their facts? Also, look for the word "evolved" in this article. It shows up at least twice. What do the authors believe about how humans were made? Why do you as a Christian disagree?

http://www.enjoying-the-spirit-filled-life.com/Sun-Exposure.html
There are a good deal of "statistics" in this Web site, and also some "sources" listed at the end. The problem is, how can you tell which "statistics" were found in the sources, and which ones weren't? There isn't any way to know! How can you find reliable information, for instance, on the percentage of various age groups who are vitamin D deficient, as noted in the last part of the Web page?

Journal/blog last five minutes:
Journal prompt: *Each day you research in your chosen area of health, write something about what you learned! What new piece(s) of information seemed most interesting to you? How can you use this information for yourself? How can you use it to serve others?*

Resources and Ideas for TEMPERANCE Group

Guiding questions:

What does "temperance" mean?
Why does Jesus say our bodies are the temple of God, and what does that mean?
Why should we avoid certain activities, foods, etc.?
What are areas of our lives where we should practice "moderation" or "temperance"? List as many as possible.
What does Jesus tell us is our responsibility to the world?

- As you research your subject, make sure to find answers to each of the "guiding questions."
- Find a creative way to teach what you have learned to your fellow classmates so they will be able to answer each of the "guiding questions" also.
- Create an engaging and "hands-on" activity to teach 4-10 year old children about temperance so they will learn to live healthier lives.

Links/resources to explore:

What does "temperance" mean?

- http://answers.ask.com/society/religion_and_spirituality/what_does_temperance_mean (Easy-to-understand definition of "temperance.")
- http://dictionary.reference.com/browse/temperance?s=t (Dictionary definition of "temperance.")
- http://amazingdiscoveries.org/H-deception-health_temperance_moderation_abstinence (This excellent site also answers some of the other questions about temperance.)

Why does Jesus say our bodies are the temple of God, and what does that mean?
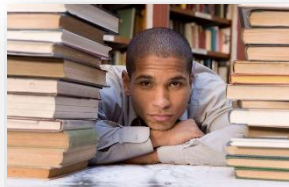- http://www.kidsbibleinfo.com/article/63/topics/b/body (The whole page is good, but the part about the "temple" is about half-way down the page.)

Why should we avoid certain activities, foods, etc.?
- http://www.kidsbibleinfo.com/article/50/topics/a/alcohol ("It's in the Bible" – info on alcohol from KidsBibleInfo, including helpful information about our bodies being the temple of God.)
- http://www.say-yes.com/how-to-keep-children-away-from-drugs/ (This site has good information about teaching children to say no to drugs and other harmful substances, BUT it does talk about parents having an occasional drink as something that is ok to do.)

What are the areas of our lives where we should practice "moderation" or "temperance"?
- http://www.davidsongifted.org/db/Articles_id_10745.aspx (While this article is geared toward adults/parents, kids can glean a lot about "moderation" in many areas of life from it!)
- http://grace-wolf-30.hubpages.com/hub/Teach-Our-Children-Moderation (Moderation in food for children is the subject of this site.)
- http://startyourhealthylife.net/temperance.html (A great summary and explanation of temperance, with good examples of how to live a moderated life.)

What does Jesus tell us is our responsibility to the world?
- John 3:16 (http://www.biblegateway.com/passage/?search=John%203:16&version=MSG)
- Matthew 24: 40 (http://www.myfitnesspal.com/exercise/lookup)
- Matthew 5: 14-15(http://www.biblegateway.com/passage/?search=Matthew%205:14-15&version=MSG)
- Philippians 2: 1-4 (http://www.biblegateway.com/passage/?search=Philippians%202:1-4&version=MSG)
- Acts 20: 35 (http://www.biblegateway.com/passage/?search=Acts%2020:35&version=MSG)
- Galatians 5: 13-14 (http://www.biblegateway.com/passage/?search=Galations%205:13-14&version=MSG)
- Mark 10: 44-45 (http://www.biblegateway.com/passage/?search=Mark%2010:45&version=ERV)

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More helpful sites:

http://www.sammson.com/p_self-control.php
A skit kids could read to learn about self-control and could present to
teach about self-control (part of temperance).

http://www.youtube.com/watch?v=RN24rtdAhxY
A short cartoon to help parents teach their kids to resist negative peer
pressure.

http://www2.ed.gov/offices/OSDFS/parents_guide/parents_guide5.html
Practical advice for helping children from preschool through teenage years avoid giving into the
temptations to use drugs, nicotine, and alcohol are found on this site (which is geared toward
parents, but which will still give good information for kids).

http://www.youtube.com/watch?v=gP-hx9qPZiU
This YouTube cartoon video tells kids about the dangers of using various substances, as well as
encourages kids to make wise choices about their bodies and their lives.

http://www.youtube.com/watch?v=RN24rtdAhxY
Bobby Gets Cool, part 2: education for kids about the harmful
effects of drugs and alcohol

http://www.youtube.com/watch?v=q4VOF1Afj5w
Video geared for kids to be able to say no to harmful substances.

http://www.vision.org/visionmedia/family-relationships/child-
development-self-control/37805.aspx
This article has great information about "self-regulation." It is
written for adults, but kids can get a lot out of it if they try! (We
can link "self-regulation" to "temperance" through the definition
in the first link above.)

http://www.openbible.info/topics/temperance
Here is a list of 96 Bible verses about temperance.

Journal/blog last five minutes:
Journal prompt: *Each day you research in your chosen area of health, write something about
what you learned! What new piece(s) of information seemed most interesting to you? How can
you use this information for yourself? How can you use it to serve others?*

Resources and Ideas for AIR Group

Guiding questions:

What are some of the benefits of getting fresh air regularly?
What happens to air once it gets inside our bodies?
What are some ways we can get fresh air?
How can we make the air inside our homes healthier?
What are some things that might cause air to be unhealthy?
What does Jesus tell us is our responsibility to the world?

- As you research your subject, make sure to find answers to each of the "guiding questions."
- Find a creative way to teach what you have learned to your fellow classmates so they will be able to answer each of the "guiding questions" also.
- Create an engaging and "hands-on" activity to teach 4-10 year old children about fresh air so they will learn to live healthier lives.

Links/resources to explore:

What are some of the benefits of getting fresh air regularly?
- http://startyourhealthylife.net/air.html (Healthy air and sunshine are important. Get outside!)
- http://www.nwf.org/news-and-magazines/national-wildlife/outdoors/archives/2010/parents-10-reasons-kids-need-fresh-air.aspx (Think fresh air is important? This site gives you 10 reasons you need it.)

What happens to air once it gets inside our bodies?
- http://theselfimprovementblog.com/self-improvement/self-improvement-tips/the-importance-of-pure-fresh-air-give-yourself-a-health-boost/ (What parts of your body benefit from fresh air? This site will help you learn about it!)

What are some ways we can get fresh air?
- http://www.prevention.com/health/healthy-living/fresh-air-can-help-your-brain (Garden; play outside; cook outside. This site has good ideas for getting fresh air!)

How can we make the air inside our homes healthier?

- http://www.evolvingwellness.com/essay/the-importance-of-fresh-air (How can you make the air in your home fresh? This site will give you good ideas!)

What are some things that might cause air to be unhealthy?

- http://lifestylelaboratory.com/articles/proof-positive/air.html (This article might be a bit harder to read than some others, but it has footnotes to document its sources. This is a good thing! The site talks about how air can be unhealthy, especially indoor air that is not refreshed by outdoor air.)

What does Jesus tell us is our responsibility to the world?

- John 3:16 (http://www.biblegateway.com/passage/?search=John%203:16&version=MSG)
- Matthew 24: 40 (http://www.myfitnesspal.com/exercise/lookup)
- Matthew 5: 14-15(http://www.biblegateway.com/passage/?search=Matthew%205:14-15&version=MSG)
- Philippians 2: 1-4 (http://www.biblegateway.com/passage/?search=Philippians%202:1-4&version=MSG)
- Acts 20: 35 (http://www.biblegateway.com/passage/?search=Acts%2020:35&version=MSG)
- Galatians 5: 13-14 (http://www.biblegateway.com/passage/?search=Galations%205:13-14&version=MSG)
- Mark 10: 44-45 (http://www.biblegateway.com/passage/?search=Mark%2010:45&version=ERV)

More helpful sites:

http://www.nwf.org/Be-Out-There/Why-Be-Out-There/Sleep-Better.aspx
How is outside time (fresh air) connected to better sleep? Read on to find out.

http://www.cdc.gov/bam/safety/sun.html
Fresh air is great, but sun protection is necessary when you're outside. Find out more here.

http://www.epa.gov/air/oaqps/air_risc/3_90_024.html
Fresh air is terrific, but what if the air isn't fresh? What then?

http://www.airnow.gov/index.cfm?action=aqikids_home.index
Here's a site that can teach young children about the *quality* of air. This could be especially in large cities where the air outside is sometimes unhealthy.

Journal/blog last five minutes:
Journal prompt: *Each day you research in your chosen area of health, write something about what you learned! What new piece(s) of information seemed most interesting to you? How can you use this information for yourself? How can you use it to serve others?*

Resources and Ideas for REST Group

Guiding questions:

How much rest is needed by various age groups?
What are some of the results of not getting enough rest?
How is rest related to weight?
How is rest related to time outside?
How is rest related to how kids do in school and how they behave at home?
What does Jesus tell us is our responsibility to the world?

- As you research your subject, make sure to find answers to each of the "guiding questions."
- Find a creative way to teach what you have learned to your fellow classmates so they will be able to answer each of the "guiding questions" also.
- Create an engaging and "hands-on" activity to teach 4-10 year old children about rest so they will learn to live healthier lives.

Links/resources to explore:

How much rest is needed by various age groups?
- http://www.sleepforkids.org/html/sheet.html (How much sleep is suggested for various ages of children? See the table here to find out.)
- http://www.Webmd.com/parenting/guide/sleep-children (Another WebMD article expands on the sleep requirements of various ages of children and infants.)

What are some of the results of not getting enough rest?
- http://www.Webmd.com/sleep-disorders/ features/not-enough-sleep-7-serious-health-risks (Bet you didn't know there were so many health issues with not getting enough sleep. Check them out!)

How is rest related to weight?
- http://www.medicalnewstoday.com/ articles/268332.php (This article reports on research that links adequate sleep with eating less calories!)

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How is rest related to time outside?

- http://www.nwf.org/Be-Out-There/Why-Be-Out-There/Sleep-Better.aspx (Ever thought that outdoors time and good sleep may be related? Read this info to find out more.)

How is rest related to how kids do in school or how they behave at home?

- http://www.cbsn*ews.com/news/27-extra-minutes-of-sleep-may-make-kids-better-behaved/ (This CBS story [and video] talks about a study related to sleep and kids – and their behavior at school. [Make sure to read the info below the video; there's lots more to be learned there.])
- http://www.npr.org/blogs/health/2013/10/15/234683175/random-bedtimes-breed-bad-behavior-in-kids (Having a regular bedtime helps behavior of kids. Really.)

What does Jesus tell us is our responsibility to the world?

- John 3:16 (http://www.biblegateway.com/passage/?search=John%203:16&version=MSG)
- Matthew 24: 40 (http://www.myfitnesspal.com/exercise/lookup)
- Matthew 5: 14-15(http://www.biblegateway.com/passage/?search=Matthew%205:14-15&version=MSG)
- Philippians 2: 1-4 (http://www.biblegateway.com/passage/?search=Philippians%202:1-4&version=MSG)
- Acts 20: 35 (http://www.biblegateway.com/passage/?search=Acts%2020:35&version=MSG)
- Galatians 5: 13-14 (http://www.biblegateway.com/passage/?search=Galations%205:13-14&version=MSG)
- Mark 10: 44-45 (http://www.biblegateway.com/passage/?search=Mark%2010:45&version=ERV)

More helpful sites:

http://children.Webmd.com/features/good-sound-sleep-for-children
WebMD is a great site for accurate and scientific info. Check out this three-page article on children and sleep.

http://www.nhlbi.nih.gov/health/health-topics/topics/sdd/why.html
Great and reputable site with info on why sleep is important.

http://fit.Webmd.com/kids/recharge/article/sleep-guide
Guide to sleep. Check out all the "sleep" related articles at www.Webmd.

Journal/blog last five minutes:

Journal prompt: *Each day you research in your chosen area of health, write something about what you learned! What new piece(s) of information seemed most interesting to you? How can you use this information for yourself? How can you use it to serve others?*

Resources and Ideas for TRUST IN GOD Group

Guiding questions:

What does it mean to "trust in God"?
How is "trust in God" important for our health?
What does Jesus tell us is our responsibility to the world?

- As you research your subject, make sure to find answers to each of the "guiding questions."
- Find a creative way to teach what you have learned to your fellow classmates so they will be able to answer each of the "guiding questions" also.
- Create an engaging and "hands-on" activity to teach 4-10 year old children about trust in God so they will learn to live healthier lives.

Links/resources to explore:

What does it mean to "trust in God"?
- http://newstartclub.com/resources/detail/trust (This link, from the NEWSTART official Website, gives an overview of the idea of "Trust in God [Divine Power].")

How is "trust in God" important for our health?
- http://startyourhealthylife.net/trust.html (There have been studies showing that trust in God is actually healing. This site gives an overview of a couple of these studies.)
- http://www.sciencedaily.com/releases/2007/01/070103201245.htm (Even praying online helps benefit cancer patients. See this story for more info.)
- http://www.sciencedaily.com/releases/2007/04/070409164931.htm (Doctors believe religion affects people's health, and this story reports the findings of a study about this issue.)
- http://www.newsweek.com/faith-healing-133365 (Yes, there is research being done to see what link there is between "faith" and "healing." Check it out!
- http://www.llu.edu/public-health/health/adventist-religion-health.page (There is an ongoing study of Adventists and their health, and the researchers
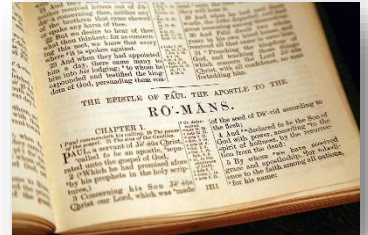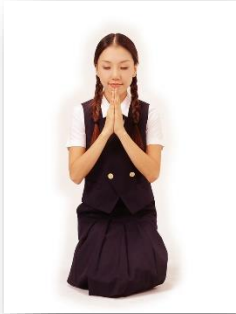
are trying to find scientific evidence of the correlation between faith and health. You can read some preliminary results of that part of the study here.)

What does Jesus tell us is our responsibility to the world?

- John 3:16 (http://www.biblegateway.com/passage/?search=John%203:16&version=MSG)
    - Matthew 24: 40 (http://www.myfitnesspal.com/exercise/lookup)
    - Matthew 5: 14-15(http://www.biblegateway.com/passage/?search=Matthew%205:14-15&version=MSG)
    - Philippians 2: 1-4 (http://www.biblegateway.com/passage/?search=Philippians%202:1-4&version=MSG)
    - Acts 20: 35 (http://www.biblegateway.com/passage/?search=Acts%2020:35&version=MSG)
    - Galatians 5: 13-14 (http://www.biblegateway.com/passage/?search=Galations%205:13-14&version=MSG)
- Mark 10: 44-45 (http://www.biblegateway.com/passage/?search=Mark%2010:45&version=ERV)

More helpful sites:

http://erlc.com/article/faith-linked-to-better-health-research-suggests
More studies are summarized in this article. Most of the studies are not referenced, however, making this site not helpful for serious research or reference.

http://mentalhealth.about.com/library/sci/0501/blfaith501.htm
While the "About.com" site doesn't list the sources for the studies in this article, it does appear to be fact-based and originating from Purdue University, a reputable institution.

Journal/blog last five minutes:

Journal prompt: *Each day you research in your chosen area of health, write something about what you learned! What new piece(s) of information seemed most interesting to you? How can you use this information for yourself? How can you use it to serve others?*

Presentations (teaching)

Suggested time frame: 1 class period for each area of the NEWSTART acronym (more or less as needed)
Skill: Teaching! Presenting what has been learned to others in an organized and understandable manner
Materials needed: *computer/laptop; Internet; books, magazines, other print sources; journal/blog for reflection.*

After individuals or groups have finished their research and answered the questions about their chosen area of healthy principles, they should teach the rest of the class what they have learned so they can all go back to the Student Worksheet 1 and fill in the rest of the columns with greater knowledge.

Students can make a PowerPoint/Prezi to teach their classmates the things they learned, or they can simply stand in front of the class and give a short "lecture." They can choose to show the other students interesting or fun Websites where they found answers to their questions, or even let them plan games on some of the kids' health sites that answer the questions. You may want to let the students decide just how to present their information, and also set expectations for the presentation (length, use of technology, etc.). In any case, at the end of all the presentations, all students will go back to their original Student Worksheet 1 and should be able to complete the worksheet.

Journal/blog last five minutes:
Journal prompt: *What methods of presentation were the most effective in getting you to learn and remember the information, and why were these methods effective for you? What can this teach you about how to communicate ideas to others?*

Adventist Education
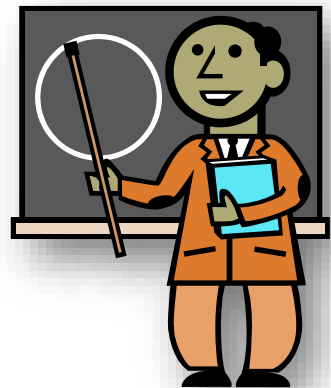
Lesson 8: Project/Development/ Feasibility Study

Suggested time frame: 1 class period
Skill: Cooperative group work; development of citizenship; feasibility study
Materials needed: *computer/laptop with access to the Internet; sample feasibility handout (see next two pages).*

Introduction:
When individuals or groups want to start a business, what do they need to do? Do they just begin something without thinking it through? Do they spend thousands and even millions of dollars first? Or do they spend time studying how their project, business, or proposal might work? Is there a need for what they want to produce? What will the outcome be? Can they make a profit? These are all questions that are answered by a typical "feasibility study."

We are all going to create a booth that will be part of the Healthy Kids Expo. We hope our booth will impact the children who visit the Expo by teaching them important lessons about their health. But before we begin, wouldn't it be wise if we did some studying to make sure our ideas will work? Since we are not trying to *make* money by our booth in the Expo, but to bless others for Jesus's sake, our feasibility study will be somewhat different from the typical business feasibility study model. First, consider the questions on page one of your handout. Then, complete page two of the handout, using your computer or a different piece of paper. The completed feasibility study should be written in a professional manner and submitted either digitally (email) or typed and printed.

Journal/blog last five minutes: *What makes you think this booth will be successful, after completing this feasibility study?*

Feasibility Study Handout, Page 1

Feasibility Study

Questions to Consider:

- What will we need?
- Can we do this?
- What resources are available?
- Will we need any money?
- Is this age appropriate?
- Do we have enough people in our group to effectively complete this project?
- Can we combine with another group?
- Will we need additional personnel support before the Healthy Kids Expo to complete our booth?
- Will we need additional personnel support during the Healthy Kids Expo to staff our booth?
- Will we need adult help to complete or to staff the booth?
- Other questions???

Feasibility Study, Page 2

Feasibility Study for Healthy Kids Expo

Student(s) Name(s) (list all group members if this is a group project):

Group Focus Area (list which part of NEWSTART you have chosen):

Goal:

Project Questions (Please answer in complete sentences)

1) How will you teach the concept of your focus area (of the NEWSTART acronym) to 4 – 10 year olds?

2) How will you ensure your participants "get" or learn the concept you are teaching them?

3) What materials will you need to complete the booth itself? Please include as much detail as possible in list form. This will be your "materials list" (see #6). Use a separate document or piece of paper if necessary.

4) What hands-on materials, if any, will you be creating to give away at your booth?

5) Who are at least two people who could be your outside mentors? Explain how each of them could support your booth.

6) Utilize the materials list to estimate the cost of the booth, any hands-on materials or other visual aids, etc. You may need to do some online research for this, make phone calls to local vendors, or go shopping with your parents to price the items on your list.

7) Create a timeline. Consider that the booth must be completed and ready for the Healthy Kids Expo on _____ (insert date). Please create a rough timeline beginning now that you would need to follow in order to complete the booth and any materials you will give to your participants.

8) How will your booth give the gift of health to others?

9) What are the spiritual aspects of your booth?

10) Please include any other miscellaneous details you think will be important for the completion of your booth.

Lesson 9: Letter Writing

Suggested time frame: 2 class periods
Skill: Formal letter writing
Materials needed: *computers/laptop and printer or pen and paper; Internet to research addresses; school letterhead; envelopes; stamps.*

Letter Writing
Introduction:
- How could you influence the greatest number of people to change their thinking and actions regarding healthy eating and living?
- If you could get just ONE person to change their thinking and then their actions about healthy eating and living, what one person do you think you would choose to influence? (Ask for several responses.)
- Why would you choose this person?
- How would you access this person?

Sample Business Letter

Use correct format.
Even if you are using email, you should write a formal business letter introducing yourself and asking for help. Remember to always use a gender-neutral term for address, unless you know the gender of the person you're writing.

Be specific.
Give examples of topics you are researching or how you are going to use the information. The more specific you can be about what you need, the more likely you are to get a useful answer.

March 1, 2002

Municipal Water Service
1234 First Street
Anywhere, MD 34567

Dear Sir or Madame:

I am a student at Aldo Leopold High School in Maryland. We are doing a research project on how to clean up our local watershed. Could you suggest a website where I can find information about water quality in our state?

Thank you for taking the time to respond to this letter.

Sincerely,

Jane Doe

Jane Doe
jane@email.com

Be polite.
The nicer you are, the more likely someone is to help you.

Include your contact information.
If you want to get a response, you must tell them where to send the information.

*Today we are going to write a formal letter, using correct conventions of formal letter writing, to someone important who we think could make a difference in how our culture or our town views healthy eating and living – especially when it comes to kids. This person could be someone who makes food for the school. This person could be someone who owns McDonald's. This person could be the president's wife, who has a "Let's Move" program (or something similar if this program is no longer in existence) to help kids get and become healthy through physical exercise. You decide. When we have completed and edited our letters, we will research the correct address of the person to whom we have written and then mail our letters. If we receive any response to our letters, we will report this response back to the class.

Our letters should be direct and to the point, but should include specific information we have learned in our unit about the importance of having healthy kids. We may all decide to focus on healthy food, but you could also write about the importance of keeping PE (physical education) in schools so kids could get exercise each day. We should appeal to our target audience to do something about this issue, believing that he/she has the power to make a difference in how other people think and/or act.

(Students should write the letter during class, and if there is time, exchange letters for a peer review. First drafts should be edited carefully before printing a final draft, putting it in an envelope, and mailing it to the intended recipient. Use the Internet to research proper addresses.)

Sources for help in writing a formal (business) letter:
- Online letter generator:
  http://www.readwritethink.org/files/resources/interactives/letter_generator/
- Letter Writing Guide:
- http://www.letterwritingguide.com/samplebusiness.htm
- Writer's Handbook: Business Letters: Block form:
- http://writing.wisc.edu/Handbook/BusLetter_Block.html

*Alternately, students could write a letter to the newspaper to advertise their Healthy Kids Expo, or they could write letters to community or church members to ask them for their help with the Healthy Kids Expo in building a booth, providing materials, or lending financial support. The point is to have an authentic reason to write a letter and optimally have a place for the letter to be sent or published.

Lesson 10: Designing Activities

Suggested time frame: 1 class period or more as needed
Skill: Cooperative group work; critical thinking
Materials needed: *Materials will depend on individual student/group needs.*

As soon as students have completed their feasibility studies, they should begin the work of
actually creating their booth for the Healthy Kids
Expo. If students need to enlist the help of
others, raise money for any part of their booth,
or do other things outlined in their feasibility
study, this is the time they begin following
through. If a location for the Healthy Kids Expo
has not yet been secured and a date chosen,
this should be done either by a group of
students capable of making these
arrangements, or by the teacher. Grant money
could be secured to rent an appropriate-sized
room. (See Resources for some grant options.)
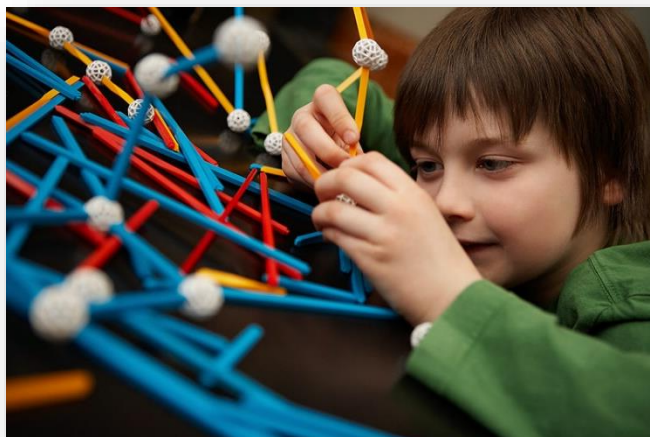
Teachers will need to lend a hand as necessary,
but students should be empowered to follow
through on the activities they have planned. Additionally, other community members may be
called upon to assist. Students could use this opportunity to incorporate letter writing skills to
enlist the help of church members, relatives, friends, community leaders, or others whose skills or
resources could contribute to the project. Supplies could be requested from local business owners
through the use of letter writing combined with persuasive writing as well.

Make sure to encourage students to take photos or otherwise document their work as they design
and complete the activities for each of the Healthy Kids Expo booths to add to their final
presentation.

Lesson 11: Technical Writing (Optional)

Suggested time frame: 1 class period
Skill: Technical writing
Materials needed: *Writing tools (computer or paper and pencil).*

For this lesson, students will write the steps they used to create their learning activity in their Healthy Kids Expo booth. Technical writing is a skill that is oven overlooked in the curriculum, but that can be an important skill when applying for certain jobs.

A fun way to introduce this topic is to have one student stand in the middle of the room with his/her eyes shut, and then ask them to tell you step by step how to pick up something from the floor (i.e. a book or some other object you have placed there), or to do some other routine task such as open a door. Follow his/her instructions exactly, trying to find a way you can misinterpret them to make the process impossible and perhaps funny. Typically, somewhere along the line, the student will forget some important step and the point will be made: writing (or telling) instructions well makes a big difference!

Instructions: You have been working on your activities for your booth and the physical properties of your booth for a while. Today you are to write out instructions for creating the hands-on-activity you chose for your booth, OR for creating the actual booth itself (the walls, the things inside the booth, etc.). When you write, think of each step as it logically happens. What did you do first? What steps did you take first? What materials did you have to have, and what did you have to do with them? What did you do second? What steps did you take, what materials did you have to have, and what did you do with them? Continue with this process until you have written down the steps required to begin and then complete either the hands-on activity you are planning, or to begin and then complete the physical booth you are planning. When you are finished, hand your instructions to a classmate and ask them to read them. Can they follow your instructions? Do they think they could use your instructions to replicate what you have done?

Journal/blog last five minutes:
Journal prompt: *How do you feel about written instructions? Do you think it makes a difference if your instructions are written well or not? Why does it matter? Should your grammar and punctuation skills be perfect for this type of writing? Why or why not?*

Additional resource:
Here is a great site for evaluating technical writing. This could be used for a fun activity using poorly-written instructions (often found in the "some assembly required" boxes!) to demonstrate the importance of good technical writing:
http://www.readwritethink.org/files/resources/lesson_images/lesson1101/AnalyzingInstructions.pdf

Adventist Education

Technical Writing Rubric
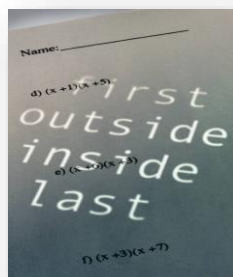
Source: http://esu4sixtraitwriting.wikispaces.com/file/view/6traitsimplifiedtechrubric.pdf *(This is one of several technical writing rubrics that can be used to guide the students as they write and assess the students' completed papers. Links to additional rubrics are in the "Resources" section.)*

Simplified Scoring Rubric for Technical Writing

	5	4	3	2	1
IDEAS	Clear Answers key question Draws info from more 　　than one source Condenses info Strong support Teachers the reader	Almost !	Half-way home!	Promising – Needs 　　lots of revision!	No clear main point Needs focus Writer needs more info Wanders – or lists facts Support missing/weak Not helpful if you do 　　not know topic
ORGANIZATION	Structure highlights main 　　ideas Lead sets up the writing One point leads to another Conclusion brings closure	Almost!	Half-way home!	Promising – Needs 　　lots of revision!	Reader can't tell what to focus on No real lead No real road map No real conclusion
VOICE	Engaging, lively Appropriate for topic, 　　audience Reaches out to audience "Just right" tone	Almost!	Half-way home!	Promising – Needs 　　lots of revision!	Flat Not right for topic, audience Does not reach out Distracting, overdone
WORD CHOICE	Clear, precise Tech words clarified Words suit topic/audience Jargon avoided	Almost!	Half-way home!	Promising – Needs 　　lots of revision!	Vague, unclear Tech language hard to penetrate Words not suited to topic/audience Jargon overload
SENTENCE FLUENCY	Direct, concise Variety in structure Grammatically correct Easy to read quickly	Almost!	Half-way home!	Promising – Needs 　　lots of revision!	Wordy Repetitive Ungrammatical Difficult to get through
CONVENTIONS	Standard conventions correct Basic layout highlights key points Graphic devices (bullets) 　　enhance meaning Sources cited correctly	Almost!	Half-way home!	Promising – Needs 　　lots of revision!	Errors in spelling, punctuation, caps, Basic layout visually confusing OR Inappropriate layout (e.g. business letter) No graphics used "Citations missing/incorrect "Print dense" copy hard to read

Adventist Education

Schedule, Prepare, Advertise for and Conduct the Healthy Kids Expo

Suggested time frame: Time inside and outside of class as needed
Skill: Whatever skills are required! Problem solving, communication, computer (creating advertising).
Materials needed: *Computer, publishing software, printer, card stock.*

It is time for the end result of all the hard work students (and teachers!) have put into this service-learning project! If it hasn't already been done, it is time to:
- Schedule the Healthy Kids Expo
- Reserve a location for the Healthy Kids Expo
- Advertise for the Healthy Kids Expo
- Conduct the Healthy Kids Expo

Schedule the Healthy Kids Expo: If you have students who are mature enough to accomplish it, have them meet with supporting adults (teacher, parents, principal, and/or others) to discuss the best date to conduct the Healthy Kids Expo. Alternate dates should be selected as well so when the location is reserved, back-up dates can be discussed.

Reserve a location for the Healthy Kids Expo: Students and supporting adults should discuss optimal locations for the Healthy Kids Expo. Again, if there are students who are capable of making contacts to local venues that have the capacity for holding a group the size you are expecting/hoping for to attend the Healthy Kids Expo, empower them to make these calls and/or write letters to reserve the location. Alternate locations should be contacted if the preferred location is not available when needed, is too expensive, or has other restrictions that render it not feasible.

Remember rules for advertising:
Who
What
Where
When
Why

Advertise for the Healthy Kids Expo: If your school has a special class for technology or computers, consider asking the instructor to make the advertisements part of an assignment or give extra credit for it, and to give technical support to the students as they design their advertisements. Additionally, if the school has an art teacher, he/she could be asked to help with

design of the advertisements. Students could look online for examples of other effective advertisements to use as models. Most publishing software have templates for advertisements and fliers, and students can modify those to suit their tastes and purposes. Online templates are also available for most publishing programs (such as Microsoft Publisher). Besides a general flyer that can be posted in town, bulletin inserts could be designed for use in churches.

Once the advertisements have been designed, they should be printed on card stock or other appropriate media (plain copy paper is not typically well-suited to stand up well in display areas). Students and other support adults can post flyers on billboards in local establishments such as grocery stores, libraries, and other businesses. The local newspaper might consider running an advertisement as part of a story which could be written as part of the service-learning project assignments. Bulletin inserts could be distributed not only to constituent churches, but also to other area non-Adventist churches. Since the target audience for the Healthy Kids Expo is children ages 4-10, make sure to post flyers and/or advertise in places where those children and their parents are most likely to frequent. This could include local day-care centers, Head Start centers, public elementary schools, and other establishments that serve young children. Don't forget to talk to the local medical professionals to tell them about the project so they can invite the families they serve! You could even create smaller, business-card sized advertisements/invitations they could distribute to people as they come into the office. The basic idea is to get the word out to everyone you can, and to focus on alerting children and their parents ages 4-10 for whom the Healthy Kids Expo is designed!

Conduct the Healthy Kids Expo: Follow through with all the plans you have made. Prepare the students to greet and educate all their visitors. Pray for people to come! Enjoy the event! Take LOTS of pictures!

Final Presentation

Suggested time frame: 1 class period
Skill: Speech; organization; technical skills

Once the Healthy Kids Expo has been completed and the students have documented their journey from the beginning of the project to completion of the expo, it is time to tell others about their work! The act of serving for Jesus's sake may spark a fire in others to do their part to change the world.

-   Suggestion: seek audiences in the community such as a Kiwanis club, the local high school, the Rotary club (they are big into health-related projects), or the local public middle school, where students can share their final presentations, and detail the creation, development, and launch of their project.

Throughout the project planning and launching phases, students should be taking photos for a photo-journal. These photos can be used to create a PowerPoint presentation or movie, documenting the journey from beginning to launch. (See Lesson 7: Documenting Your Project.)

For suggestions as to the content of the final presentations, see the rubric on the following page.

Suggestions for the actual presentation:
-   Set parameters for the final presentation: length, type of materials to be included (journal/blog posts, photos, feasibility study, summary of health principles, etc.).
-   Include a written/memorized speech that demonstrates student growth (i.e. "What I knew about the healthy living before I began this project"; "What I learned along the way"; "What I know now"; "How this knowledge has changed my life"; "How my project will change the world."). Students should refer to Student Worksheet 1 to refresh their memory about what they learned during this journey.
-   Plan for students to give the presentation to a formal audience larger than just their classmates.
-   Encourage students to dress formally for the presentation

Because this is a celebration of success for the students, plan some sort of celebration activity which could include the school principal, parents, other students, etc., to recognize the work the students have done. Allow time for students to share their experiences with their peers and family members, much as they did with their formal presentations to a community group.

Presentation Rubric

Service-Learning Project Presentation Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score/ Comments
Content	Presentation includes 1-2 of the following: PowerPoint or movie; reflections; photo-journal; graphics; feasibility study; summary of results.	Presentation includes 3-4 of the following: PowerPoint or movie; reflections; photo-journal; graphics; feasibility study; summary of results.	Presentation includes 5 of the following: PowerPoint or movie; reflections; photo-journal; graphics; feasibility study; summary of results.	Presentation includes all of the following: PowerPoint or movie; reflections; photo-journal; graphics; feasibility study; summary of results.	
Graphics	Graphics and/or photos are minimal or missing all together.	Presentation has few appropriate graphics including photos detailing a small amount of the process of creating and implementing the project (photo-journal).	Presentation has some appropriate graphics including photos detailing some of the process of creating and implementing the project (photo-journal).	Presentation has appropriate graphics throughout, including photos detailing the process of creating and implementing the project (photo-journal).	
Reflection	Journal or blog is missing large amounts of information and/or entries, and demonstrates little thought and time expended.	Journal or blog is missing many entries; journal or blog demonstrates cursory thought and time expended.	Journal or blog is mostly complete, thoughtful, and compelling, demonstrating some thought and learning throughout the unit and project.	Journal or blog is complete, thoughtful, and compelling, demonstrating significant thought and learning throughout the unit and project.	
Documentation	Few sources (Web sites, graphics, songs, etc.) are documented in a "credit" slide or some other method of documentation; Few direct quotes are properly noted.	Some sources (Web sites, graphics, songs, etc.) are documented in a "credit" slide or some other method of documentation; Some direct quotes are properly noted.	Most sources (Web sites, graphics, songs, etc.) are documented in a "credit" slide or some other method of documentation; Most direct quotes are properly noted.	All sources (Web sites, graphics, songs, etc.) are documented in a "credit" slide or some other method of documentation; All direct quotes are properly noted.	
Presentation	Student was poorly dressed, was nervous and edgy, and avoided looking at the audience. Student's words were difficult to understand.	Student was dressed casually, was somewhat poised and calm, and looked at the audience occasionally. Student's words were not always easy to understand.	Student was dressed semi-professionally, was mostly poised and calm, and looked at the audience most of the time; Student's words were fairly easy to understand.	Student was dressed professionally, was poised and calm, and looked at the audience while speaking. Student's words were very easy to understand	
Total/ Comments					

Lower Elementary School Application

Lower elementary school students, grades 1-4, could participate in this service learning project with the following suggested modifications:

- Invite upper grade students to help with the Healthy Kids WebQuest.
- Take one health concept/day and go through the sites and questions as a class.
- Have students go through the many health-related games just for kids listed in this unit.
- Have students draw pictures of children who are participating in healthy lifestyle choices and create a presentation for other elementary students with those pictures. Pictures could be based on what they learn about health from the fun games Websites, or from going through some of the questions and answers found on each of the NEWSTART healthy choices resource pages.
- Encourage students to write stories about children making good choices in their health and lifestyles. Compile the stories in a book and have students read the book to lower level classrooms, kindergarteners, or Eager Beavers Club at church.

The Importance of "Metacognition"

Merriam-Webster defines metacognition as "awareness or analysis of one's own learning or thinking processes" (http://www.merriam-Webster.com/dictionary/metacognition). Barbara Abromitis strengthens and expands this definition with this comment:

> *Metacognition encompasses the act of thinking about thinking, the inner voice that helps one solve problems, strategize, and self-evaluate performance. For K-12 students, it can be a vital component of successful learning; and for lower-performing students, it can be the one thing that makes a difference in achievement.*
> (http://suite101.com/article/metacognitive-strategies-for-k12-students-a135144)

We even have some indication that reflection, or "thinking about thinking," was something Ellen White thought was important:

> *Train the young to do what is appointed them, and from week to week let them bring their reports to the missionary meeting, telling what they have experienced and through the grace of Christ what success has been theirs. If such reports were brought in by consecrated workers, the missionary meetings would not be dull and tedious. They would be full of interest, and there would be no lack in attendance* (6T 435.4).

In conclusion, we can see that metacognition/refection/thinking about thinking is important for the success of our service-learning projects – and in fact may be helpful for all learning!
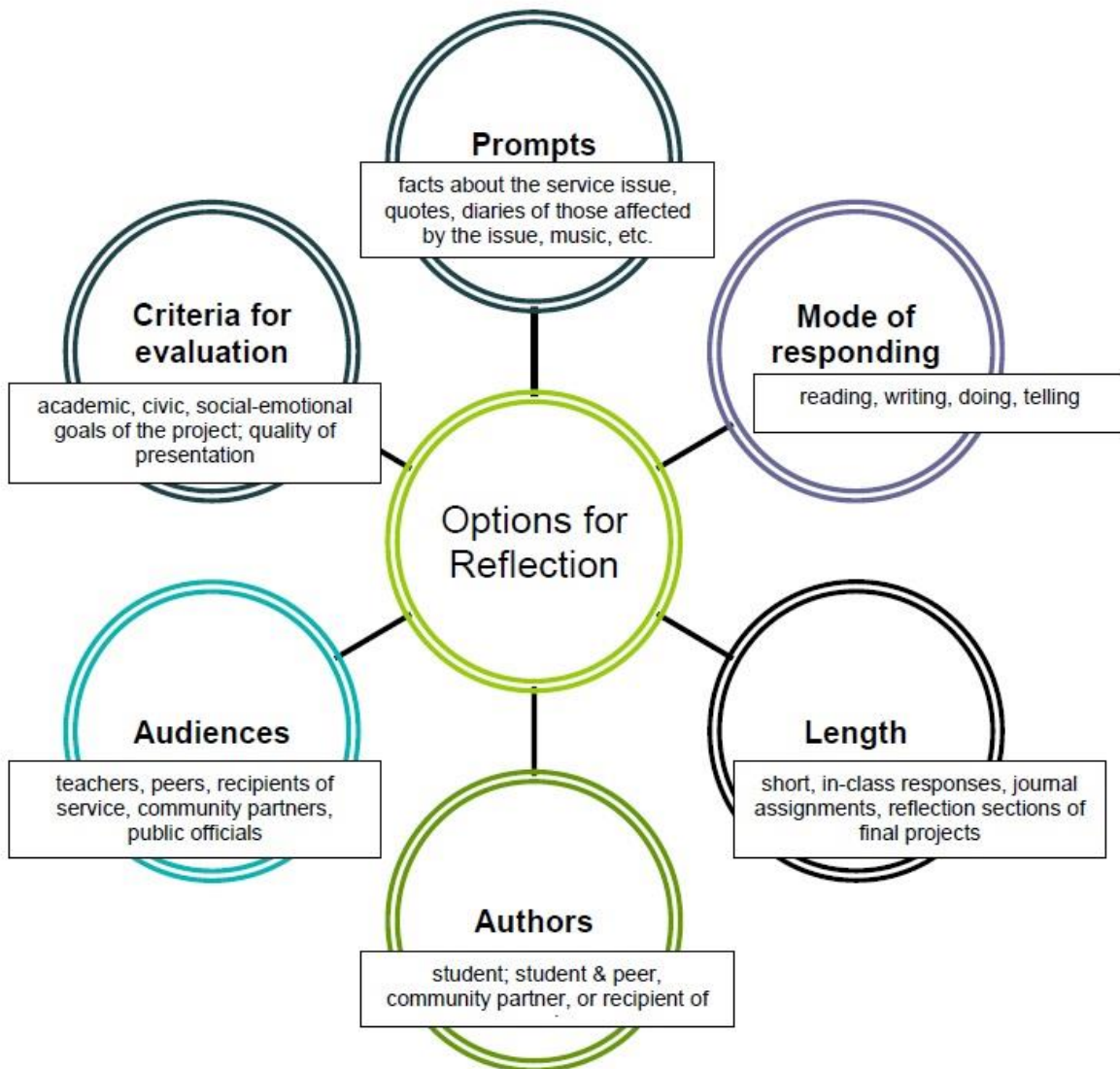
Throughout this unit, students are required (or at the minimum, encouraged) to journal/blog about their experience, what they are learning, how they are feeling, etc. As noted in the service-learning links at the beginning of this unit, reflection is a significant aspect of true service-learning, and it is one of the elements that sets it apart from community service. The following quote and graphic comes from a significant document, a service-learning "Toolkit" on the www.servicelearning.org Website:

"As previously discussed, reflection should be woven through each of the phases. In the reflection phase that occurs after the service, your goal is to name and solidify the learning. During this phase, reflecting on the service-learning experience can encourage your students to:

- *Connect classroom learning with learning from service, giving both greater*
- *meaning;*
- *Question their assumptions both about the causes and solutions of social problems and about those different from themselves;*
- *Improve their problem solving skills; and*
- *Develop a deeper understanding of themselves and their responsibilities as citizens of a democratic society.*

Good reflection activities are continuous, connected, guided, allow feedback and assessment, and help to clarify student values. As the following diagram indicates, teachers have options for reflection assignments that can meet these criteria."

Healthy Kids Expo: A Service-Learning Unit
http://www.servicelearning.org/filemanager/download/8542_K-12_SL_Toolkit_UPDATED.pdf

Options for Reflection: http://www.servicelearning.org/filemanager/download/8542_K-12_SL_Toolkit_UPDATED.pdf, page 36

The following six pages are a 6+1 Traits rubric for blog posts which can be used to assess reflections.

	Goes Beyond Expectations	Meets Expectations	Approaches Expectations	Let's Clarify Expectations
Blog Post IDEAS/CONTENT	All qualifications for "Meets Expectations" are strongly met and exceeded. In addition:	This blog post is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.	The writer is beginning to define the topic, even though development is still basic or general.	As yet, the blog post has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. The writing reflects more than one of these problems:
	Insight—an understanding of life and a knack for picking out what is significant—is an indicator of high level performance, though not required.	A. The topic is narrow and manageable. B. Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. C. Reasonably accurate details are present to support the main ideas. D. The writer seems to be writing from knowledge or experience; the ideas are fresh and original. E. The reader's questions are anticipated and answered. F. The writer has developed a clear theme, either explicit or implicit.	A. The topic is fairly broad; however, you can see where the writer is headed. B. Support is attempted, but doesn't go far enough yet in fleshing out the key issues or story line. C. Ideas are reasonably clear, though they may not be detailed, personalized, accurate, or expanded enough to show indepth understanding or a strong sense of purpose. D. The writer seems to be drawing on knowledge or experience, but has difficulty going from general observations to specifics. E. The reader is left with questions. More information is needed to "fill in the blanks." F. The writer generally stays on the topic but does not develop a clear theme. The writer has not yet focused the topic past the obvious.	A. The writer is still in search of a topic, brainstorming, or has not yet decided on the main idea of the post. B. Information is limited or unclear or the length is not adequate for development. C. The idea is a simple restatement of the topic or an answer to a question with little or no attention to detail. D. The writer has not begun to define the topic in a meaningful, personal way. E. Everything seems as important as everything else; the reader has a hard time sifting out what is important. F. The text may be repetitious, or may read like a collection of disconnected, random thoughts with no discernable point.

Blog Post ORGANIZATION	All qualifications for "Meets Expectations" are strongly met and exceeded. In addition:	The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.	The organizational structure is strong enough to move the reader through the text without too much confusion.	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure. The writing reflects more than one of these problems:
	Creativity—an unusual or unexpected method of organization—is an indicator of high level performance, though not required.	A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. B. Thoughtful transitions clearly show how ideas connect. C. Details seem to fit where they're placed; sequencing is logical and effective. D. Pacing is well controlled; the writer knows when to slow down and elaborate, and when to pick up the pace and move on. E. The title, if desired, is original and captures the central theme of the piece. F. Organization flows so smoothly the reader hardly thinks about it; the choice of structure matches the purpose and audience.	A. The blog post has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not tie-up all loose ends. B. Transitions often work well; at other times, connections between ideas are fuzzy. C. Sequencing shows some logic, but not under control enough that it consistently supports the ideas. In fact, sometimes it is so predictable and rehearsed that the structure takes attention away from the content. D. Pacing is fairly well controlled, though the writer sometimes lunges ahead too quickly or spends too much time on details that do not matter. E. A title (if desired) is present, although it may be uninspired or an obvious restatement of the prompt or topic. F. The organization sometimes supports the main point or storyline; at other times, the reader feels an urge to slip in a transition or move things around.	A. There is no real lead to set-up what follows, no real conclusion to wrap things up. B. Connections between ideas are confusing or not even present. C. Sequencing needs lots and lots of work. D. Pacing feels awkward; the writer slows to a crawl when the reader wants to get on with it, and vice versa. E. No title is present (if requested) or, if present, does not match well with the content. F. Problems with organization make it hard for the reader to get a grip on the main point or story line.

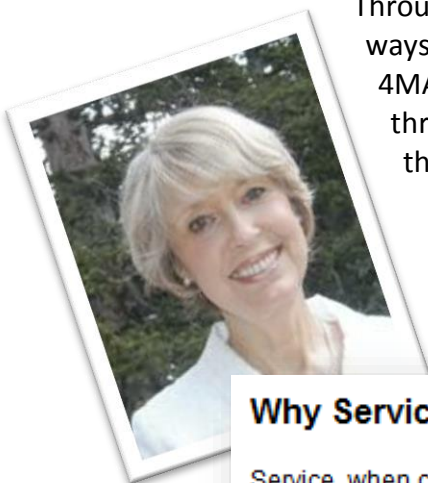| Blog Post VOICE	All qualifications for "Meets Expectations" are strongly met and exceeded. In addition:	The writer speaks directly to the reader in a way that is individual, compelling and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose for writing.	The writer seems sincere but not fully engaged or involved. The result is pleasant or even personable, but not compelling.	The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience. As a result, the paper reflects more than one of the following problems:
	Vulnerability—taking a risk through the particular point of view taken—is an indicator of high level performance, though not required.	A. The tone of the writing adds interest to the message and is appropriate for the purpose and audience. B. The reader feels a strong interaction with the writer, sensing the person behind the words. C. The writer takes a risk by revealing who he or she is consistently throughout the piece. D. Expository or persuasive writing reflects a strong commitment to the topic by showing why the reader needs to know this and why he or she should care. E. Narrative writing is honest, personal, and engaging and makes you think about, and react to, the author's ideas and point of view.	A. The writer seems aware of an audience but discards personal insights in favor of obvious generalities. B. The writing communicates in an earnest, pleasing, yet safe manner. C. Only one or two moments here or there intrigue, delight, or move the reader. These places may emerge strongly for a line or two, but quickly fade away. D. Expository or persuasive writing lacks consistent engagement with the topic to build credibility. E. Narrative writing is reasonably sincere, but doesn't reflect unique or individual perspective on the topic.	A. The writer is not concerned with the audience. The writer's style is a complete mismatch for the intended reader or the writing is so short that little is accomplished beyond introducing the topic. B. The writer speaks in a kind of monotone that flattens all potential highs or lows of the message. C. The writing is humdrum and "risk-free." D. The writing is lifeless or mechanical; depending on the topic, it may be overly technical or jargonistic. E. The development of the topic is so limited that no point of view is present—zip, zero, zilch, nada.

Blog Post WORD CHOICE	All qualifications for "Meets Expectations" are strongly met and exceeded. In addition: Musicality in the use of sounds and syllables that raise the impact of prose to that of poetry is an indicator of high level performance, though not required.	Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging. A. Words are specific and accurate. It is easy to understand just what the writer means. B. Striking words and phrases often catch the reader's eye and linger in the reader's mind. C. Language and phrasing is natural, effective, and appropriate for the audience. D. Lively verbs add energy while specific nouns and modifiers add depth. E. Choices in language enhance the meaning and clarify understanding. F. Precision is obvious. The writer has taken care to put just the right word or phrase in just the right spot.	The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level. A. Words are adequate and correct in a general sense, and they support the meaning by not getting in the way. B. Familiar words and phrases communicate but rarely capture the reader's imagination. C. Attempts at colorful language show a willingness to stretch and grow but sometimes reach beyond the audience (thesaurus overload!). D. Despite a few successes, the writing is marked by passive verbs, everyday nouns, and mundane modifiers. E. The words and phrases are functional with only one or two fine moments. F. The words may be refined in a couple of places, but the language looks more like the first thing that popped into the writer's mind.	The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning. A. Words are so nonspecific and distracting that only a very limited meaning comes through. B. Problems with language leave the reader wondering. Many of the words just don't work in this piece. C. Audience has not been considered. Language is used incorrectly making the message secondary to the misfires with the words. D. Limited vocabulary and/or misused parts of speech seriously impair understanding. E. Words and phrases are so unimaginative and lifeless that they detract from the meaning. F. Jargon or clichés distract or mislead. Redundancy may distract the reader.

Blog Post SENTENCE FLUENCY	All qualifications for "Meets Expectations" are strongly met and exceeded.	The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.	The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.	The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects more than one of the following problems:
	In addition:			
	Musicality in the use of phrasing and syntax that raise the impact of prose to that of poetry is an indicator of high level performance, though not required.	A. Sentences are constructed in a way that underscores and enhances the meaning. B. Sentences vary in length as well as structure. Fragments, if used, add style. Dialogue, if present, sounds natural. C. Purposeful and varied sentence beginnings add variety and energy. D. The use of creative and appropriate connectives between sentences and thoughts shows how each relates to, and builds upon, the one before it. E. The writing has cadence; the writer has thought about the sound of the words as well as the meaning. The first time you read it aloud is a breeze.	A. Although sentences may not seem artfully crafted or musical, they get the job done in a routine fashion. B. Sentences are usually constructed correctly; they hang together; they are sound. C. Sentence beginnings are not ALL alike; some variety is attempted. D. The reader sometimes has to hunt for clues (e.g., connecting words and phrases like however, therefore, naturally, after a while, on the other hand, to be specific, for example, next, first of all, later, but as it turned out, although, etc.) that show how sentences interrelate. E. Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly.	A. Sentences are choppy, incomplete, rambling or awkward; they need work. Phrasing does not sound natural. The patterns may create a sing-song rhythm, or a chop-chop cadence that lulls the reader to sleep. B. There is little to no "sentence sense" present. Even if this piece was flawlessly edited, the sentences would not hang together. C. Many sentences begin the same way—and may follow the same patterns (e.g., subject-verb-object) in a monotonous pattern. D. Endless connectives (and, and so, but then, because, and then, etc.) or a complete lack of connectives create a massive jumble of language. E. The text does not invite expressive oral reading.

Blog Post CONVENTIONS	All qualifications for "Meets Expectations" are strongly met and exceeded. In addition:	The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.	The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. The writing reflects more than one of these problems:
	The writer may manipulate conventions for stylistic effect—and it works! The piece is ready to publish.	A. Spelling is generally correct, even on more difficult words. B. The punctuation is accurate, even creative, and guides the reader through the text. C. A thorough understanding and consistent application of capitalization skills are present. D. Grammar and usage are correct and contribute to clarity and style. E. Paragraphing tends to be sound and reinforces the organizational structure. F. The piece is very close to being ready to publish.	A. Spelling is usually correct or reasonably phonetic on common words, but more difficult words are problematic. B. End punctuation is usually correct; internal punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses) is sometimes missing/wrong. C. Most words are capitalized correctly; control over more sophisticated capitalization skills may be spotty. D. Problems with grammar or usage are not serious enough to distort meaning but may not be correct or accurately applied all of the time. E. Paragraphing is attempted but may run together or begin in the wrong places. F. Moderate editing (a little of this, a little of that) would be required to polish the text for publication.	A. Spelling errors are frequent, even on common words. B. Punctuation (including terminal punctuation) is often missing or incorrect. C. Capitalization is random and only the easiest rules show awareness of correct use. D. Errors in grammar or usage are very noticeable, frequent, and affect meaning. E. Paragraphing is missing, irregular, or so frequent (every sentence) that it has no relationship to the organizational structure of the text. F. The reader must read once to decode, then again for meaning. Extensive editing (virtually every line) would be required to polish the text for publication.

Differentiated Instruction

Throughout any well-designed service-learning unit one can find many different ways of addressing various learning styles and preferences. Additionally, the 4MAT method of teaching meets students' learning preferences and needs throughout the course of instruction around the 4MAT "wheel." In this unit, the 4MAT wheel is loosely applied.

Barbara A. Lewis, in an excerpt from her article "Service Learning Hooks Gifted Students on Learning," states that service-learning meets the needs of gifted students.

Why Service Learning?

Service, when connected to learning, benefits students of all academic abilities. For gifted students, service can also provide a specialized and challenging curriculum. Jean Piaget and other reformers stressed teaching thinking and learning as an interaction with the environment. In recent years, service has been an element of virtually every educational reform movement.

Problem Based Learning[1] and the Future Problem Solving Program[2] are just two examples of programs that invite service. Constance Shannon, Harry Passow, Jeffrey Kahn, and Joseph Renzulli have all encouraged service for gifted learners. Annemarie Roeper has stressed the need for gifted kids to seek solutions to community and global problems (1995). Other educators, however, have described service learning as irrelevant fluff in the face of demands for higher test scores and improved basic skills (Conrad and Hedin 1991).

The frog emerged as a prince, however, after the Federal Government endorsed service learning with the National and Community Service Act (1990), providing millions of dollars in funding each ensuing year. Since then, every state has applied for funding and scrambled to integrate service into their schools.

As a teacher of gifted students and a national consultant of service and social action, I've often seen service learning provide an extended or differentiated curriculum (Van Tassel-Baska 1993) for the gifted. Service is an experience that interests and challenges them, encourages critical thinking, and stimulates them to contribute in areas of passionate interest to them. Here are some reasons why.

(http://www.ascd.org/publications/educational-leadership/feb96/vol53/num05/Serving-Others-Hooks-Gifted-Students-on-Learning.aspx). Lewis then goes on to tell WHY this is true. The article is worth reading in its entirety. You can read more about Lewis and her award-winning teaching here: http://www.freespirit.com/catalog/author_detail.cfm?AUTHOR_ID=11.

Paula Kluth, in her article "Everyone Can do Something," gives additional support to the concept that service-learning is differential education in action, and works well to meet the needs of the slower learner (as well as the gifted learner, as Lewis states):

Why Use Service Learning?

Service then, has affective and cognitive benefits. For this reason, researchers and educators alike are recommending it, using it, and studying it for every population from students with learning disabilities to English language learners to students who need enrichment. Yoder et al. (1996), for instance, found that students with learning disabilities who participated in service learning acquired increased self-knowledge and improved communication, problem solving and social skills. And Terry (2000) has noted that students who are labeled as gifted in certain areas gain confidence and learn perseverance, responsibility, and new perspectives on relationships from service projects.

Clearly, service is an effective teaching tool. It is an especially effective teaching tool for the inclusive classroom as it allows educators to easily differentiate instruction. There are opportunities for different students to engage in different tasks, strive for different goals, address different skills, and pursue individual passions. In addition, a service learning curriculum allows different teachers to work together toward common goals. Special and general educators can co-plan and collaborate on lessons and work together to teach communication skills (e.g., writing letters, holding meetings, giving a speech); functional or life skills (e.g., taking the subway, making a phone call, asking for directions, making change); social skills (e.g., working as part of a team), and standards-based academic skills (e.g., learning about government, reading different types of text) to all students (not just those with disabilities). And teachers across subject areas will find natural opportunities for collaboration as service learning projects almost always address standards and objectives from a range of content areas.

http://www.paulakluth.com/readings/differentiating-instruction/article-differentiate-servicelearn/ (This short article is well worth reading in its entirety also!)

This service-learning unit, as well as any well-designed service-project, will meet the needs of many kinds of learners. In many ways, service-learning is differentiated instruction at its finest!

NAD standards summary

Lesson	Skill(s)	J2E	Technology	NAD Curriculum Standards Connection		
				Science	LA	Other
1 – Introduction: Healthy Kids Webquest	Speech; web research;	2.6, 5.1, 5.2, 5.3, 6.4, 7.5,, 8.1, 8.3, 10.4	1B, 1C, 1D, 2C, 4A, 4C, 4D	**5A:** 5.5A.1, 6.5A.1; **5C**: 5.5C.1, 5.5C.2, 6.5C.1, 6.5C.2; **5E:** 5.5E.3, 6.5E.3, 7.5E.3, 8.5E.3	3A, 6A, 6B, 6C, 6D, 6E, 6F	Bible 4B, 6E, 6F, 6I, 6X Math: Ratio, unit multipliers (for finding BMI)
2 – Web Authenticity	Information literacy	4.4, 5.3, 6, 6.2, 6.3, 6.6, 7.2, 8.1, 8.3	2C, 3A, 4C, 4D	6A.2, 6A.5		
3 – Presenting Information	Speech				4A	
4 – Determining Ares of Interest	Critical Thinking					
5 – Working Effectively as a Group	Cooperative learning; listening	8.5				
6 – Effective Blogging	Writing: editing, proofreading, reflecting, publishing	7.1, 7.2,	2A, 2Bi, 2Bii, 2Biii, 2C, 4A, 4C		6D, 6E, 6F	
7 – Documenting your Project	Critical thinking, use of media, writing	7.1, 8.1, 8.3, 10.4	1D, 1E,,2B, 2C			
R: Research for chosen area of health (Nutrition, Exercise, Water, etc.)	Use of media; critical thinking; reflecting	5.1, 5.2, 5.3, 6.3, 6.4, 6.5, 6.6, 7.2, 8.1, 8.3, 8.5, 10.4	1C, 1D, 2C, 4A, 4B, 4C, 4D	**5A:** 5.5A.1, 6.5A.1; **5C:** 5.5C.1, 5.5C.2, 6.5C.1, 6.5C.2; **5D:** 5.5D.3, 6.5D.3, 7.5D.2, 8.5D.2; **5E:** 5.5E.3, 6.5E.3, 7.5E.3, 8.5E.3; **5F:** 5.5F.1, 5.5F.2, 5.5F.3, 6.5F.1, 6.5F.2, 6.5F.3, 7.5F.1, 7.5F.2, 7.5F.3, 8.5F.1, 8.5F.2, 8.5F.3; **6A:** 6A.1, 6A.2, 6A.3, 6A.4, 6A.5, 6A.6, 6A.7; **6B:** 6B.1, 6B.2, 6B.3, 6B.4, 6B.5, 6B.6	1A, 1B, 1D, 1E, 3A, 3B, 6B, 6D, 6F	

Adventist Education

NAD Standards, cont.

Lesson	Skill(s)	J2E	Technology	NAD Curriculum Standards Connection		
				Science	LA	Other
8 – Project/Development/Feasibility Study	Viewing, critical thinking, writing	6.5, 8.1, 8.3, 10.4	1C, 1D		5B, 6A, 6B, 6C, 6D, 6E	
9 – Designing Activities	Problem solving, critical thinking, application	6.2, 8.3, 8.5, 10.4	1C, 1D, 1E		5A	Math: geometry and algebra as needed for booth construction
10 – Technical Writing	Technical writing	8.3	1C, 1D		6A, 6B, 6C, 6D, 6E, 6F	
11 – Enlisting the Help of Others	Presentation/speech	7.5, 8.1, 8.5, 10.4			4A	
12 –Letter Writing	Formal letter writing, editing	7.1, 7.5	1C, 1D		6A, 6B, 6C, 6D, 6E, 6F	
S: Schedule, Prepare, Advertise for Healthy Kids Expo	Communication, problem solving, leadership	5.1, 5.2, 6.2, 6.5, 8.1, 8.3, 10.2, 10.4	1C, 1D, 1E, 2C		5B	Bible 4B
P: Perform Project Implementation	Service; leadership; cooperation	6.2, 6.6, 8.1, 8.3, 8.5, 10.2, 10.4		5E.1, 5E.3, 6A.7, 6A.8, 6B.4, 6B.5		Bible 4B
PP: Project presentation	Organization skills; tech skills; speech	8.3, 10.4	1A, 1D		4A, 4B, 5A, 5B	

NAD Standards, cont.
SCIENCE connections K-8
(NAD Curriculum Guide, numbered for easier reference; please see guide for more specific information)
HEALTH strand (Strand 5)
5A: Health promotion and disease prevention
5C: Reducing health risks

5D: Influences on health
5E: Using communication skills to promote health
5F: Setting goals for good health

SCIENCE AND TECHHOLOGY (Strand 6)
6A: Abilities of technological skills
6B: Understandings about science and technology

Technology Implementation K-8
(NAD Curriculum Guide, numbered for easier reference)

1. **Application Strand**
   A. CAD – using computers for graphics (i.e. drawing and painting)
   B. Computer care – drink and food rules, booting, running appropriate software, etc.
   C. Keyboarding – hand position, posture, and correct fingering
   D. Software use
   E. Desktop publishing

2. **Communication Strand**
   A. Terminology – appropriate terms
   B. Language arts
      i) Reading – building vocabulary, phonics, comprehension skills
      ii) Writing: composition and proofreading
      iii) Spelling: practice
   C. Telecommunications: email, online discussions, Web environment

3. **Economic Awareness Strand**
   A. Societal impact – awareness of computer use in everyday life
   B. Consumer issues – technology in every aspect of our lives ("computers run the world")

4. **Ethics Strand**
   A. Courtesy - sharing computer time, respecting others and their property; taking turns
      Netiquette – rules for email and internet usage

    B. Legal issues
    C. Computer abuse - the inappropriate usage of the internet, etc.
    D. Personal responsibility – moral issues involved in choices

Language Arts:
(NAD Curriculum Guide, summarized and numbered for easier reference)
Summary from Essential Learnings

1. **Viewing**
    A. Film
    B. Video
    C. Print advertisements
    D. Photographs
    E. Charts
2. **Listening**
    A. Critical listening (to evaluate a message)
3. **Reading**
    A. Vocabulary
    B. Comprehension
4. **Speaking**
    A. Presentations
    B. Speeches
5. **Visually representing**
    A. Graphic organizers
    B. Visual media
6. **Writing**
    A. Pre-writing
    B. Drafting
    C. Revising
    D. Editing
    E. Publishing
    F. (Reflecting/blogging – not in the NAD standards as of yet)

"Whatever your HAND finds to do, do it with your might."

Adventist Education

Bible
(NAD Curriculum Guide, numbered for easier reference; please see guide for more information)

4. Strand 4: The Church and Its Mission
      B. Recognize the importance of and be actively involved in witnessing service

6. Strand 6: Formula for Abundant Life
      E. Explain how Jesus demonstrated a model for living
      F. Realize that as a child of God, each person has unlimited value and self-worth
      I. Examine the natural effects of wise and unwise choices
      X. Understand the relationship between physical, spiritual, and mental health

Journey to Excellence Goals, by lesson

SDA-NAD Standard #	Lesson numbers	K-12 Education Goals and Essential Core Elements Seventh-day Adventist North American Division: www.journeytoexcellence.org
J2E 1		**Acceptance of God** *Surrender one's whole life to God; develop a relationship with Jesus Christ; and allow the Holy Spirit to work in one's life.*
J2E 1.1		Accept God as the Creator and the Redeemer.
J2E 1.2		Have a growing knowledge of God's Word and enjoyment in its study.
J2E 1.3		Embrace God's gift of grace by accepting Christ as one's personal Savior.
J2E 1.4		Discover the importance and power of prayer and faith in one's relationship with Jesus.
J2E 1.5		Value God's revelation of Himself through inspired writings and creation.
J2E 1.6		Respond to God's love by using one's spiritual gifts to serve others.
J2E 1.7		Recognize God gave the Ten Commandments to show us how to love Him & each other.
J2E 1.8		Value and participate in worship alone and with others.
J2E 2		**Commitment to the Church** *Desire to know, live and share the message and mission of the Seventh-day Adventist Church.*
J2E 2.1		Be an active participant in one's local church.
J2E 2.2		Understand how the organization of the Adventist Church facilitates its mission.
J2E 2.3		Become involved in spreading the gospel throughout the world.
J2E 2.4		Accept the fundamental beliefs of the Seventh-day Adventist Church.
J2E 2.5		Appreciate the heritage of the Seventh-day Adventist Church.
J2E 2.6	1	Relate to lifestyle choices and cultural issues based on biblical principles.
J2E 3		**Interpersonal Relationships** *Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others.*
J2E 3.1		Recognize that God's ideal for the basic unit of society is the family.
J2E 3.2		Develop an appreciation for the diversity of individuals.
J2E 3.3		Acquire knowledge, attitudes and skills essential to meeting family responsibilities, whether living alone or with others.
J2E 3.4		Recognize that God's unconditional love gives one self-worth.
J2E 3.5		Value sexuality in the context of God's ideal.
J2E 4		**Responsible Citizenship** *Develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others, and accept responsibility for local, national and global environments.*
J2E 4.1		Exhibit concern and sensitivity for other peoples and cultures.
J2E 4.2		Participate actively in local, national and global communities.
J2E 4.3		Understand the functions of governments and their impact on individuals and society.
J2E 4.4	2	Use a biblical perspective to analyze history and current events.
J2E 4.5		Assume an active role in nurturing and preserving God's creation.
J2E 5		**Healthy Balanced Living** *Accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.*
J2E 5.1	Entire unit	Recognize that God's ideal for quality living includes a healthy lifestyle.
J2E 5.2	Entire unit	Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God.
J2E 5.3	Entire unit	Avoid at-risk behaviors.
J2E 5.4		Apply Christian principles in recreation and sports.
J2E 5.5		Achieve a balance in work/leisure; balance physical, mental, social & spiritual activities.
J2E 5.6		Recognize the interaction of physical, mental & spiritual health with emotional & social well-being.

J2E 6		**Intellectual Development** *Adopt a systematic, logical and biblically-based approach to decision-making and problem-solving when applied to the developing body of knowledge.*
J2E 6.1		Broaden intellectual abilities through the study of God's Word.
J2E 6.2	2, 9, S, P	Use critical and creative thinking skills in "real-world" experiences.
J2E 6.3	2, R	Develop one's intellectual potential in natural sciences and mathematics; arts and humanities; social sciences and applied arts.
J2E 6.4	1, R	Utilize effective study techniques to locate, organize, and learn information.
J2E 6.5	R, 8, S	Apply the principles of life-long learning.
J2E 6.6	2, R, P	Approach all intellectual pursuits from a biblical perspective.
J2E 7		**Communication Skill** *Recognize the value and importance of effective communication and develop the requisite skills.*
J2E 7.1	6, 7, 12	Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language.
J2E 7.2	2, 6, R	Apply a Christ-centered perspective to all forms of personal expression and media.
J2E 7.3		Understand how sensitivity to the differences of others affects communication.
J2E 7.4		Recognize how media and information technology impact communication.
J2E 7.5	1, 11,12	Utilize communication skills to enhance one's Christian witness.
J2E 8		**Personal Management** *Function responsibly in the everyday world using Christian principles of stewardship, economy, and personal management.*
J2E 8.1	1, 2, 6, 7, R, 8, 9, 19, S, P	Develop responsible decision-making skills.
J2E 8.2		Appropriately manage one's personal finances.
J2E 8.3	1, 2, 6, 7, R, 8, 9, 10, S, P	Acquire skill in the use of technologies.
J2E 8.4		Develop basic home-management skills.
J2E 8.5	5, R, 9, 11, S, P	Value cooperation and teamwork when interacting in groups.
J2E 8.6		Develop conflict resolution skills.
J2E 8.7		Manage time effectively.
J2E 9		**Aesthetic Appreciation** *Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.*
J2E 9.1		View God as the Author of beauty, both in His creation and in human expression.
J2E 9.2		Employ biblical principles as the basis for appreciation and expression of creative and performing arts.
J2E 9.3		Develop fine art talents through practice, performance, and presentation.
J2E 9.4		Use aesthetic expression as a means of communication and service.
J2E 10		**Career and Service** *Develop a Christian work ethic with an appreciation for the dignity of service.*
J2E 10.1		Develop an awareness of career options and opportunities in a changing world, as well as in the church.
J2E 10.2	S, P	Recognize the role of useful work in personal development and maintaining self-worth.
J2E 10.3	Entire unit	Develop skills that will enhance employability.
J2E 10.4	1, 7, R, 8, 9, 11, S, P, PP	Experience the joy of serving others.
J2E 10.5		Identify one's interests, abilities and values, understanding their relationship to career options.
J2E 10.6		Always put forth one's best effort in every task.

KEY: R = Research; S = Schedule, prepare, advertise for Healthy Kids Expo; P = Perform project implementation; PP = Project presentation.

Technology Requirements

Suggested technology for this unit:

Hardware
- Computers (desktop/laptop)
- Printer
- Projector/screen
- Internet
- Smart Board (if available)
- Hand-held devices such as cell phones, I-pods, I-pads, etc., to be used by students (optional)
- Digital camera and/or video recorder as necessary

Software
- Word or other word processing software
- PowerPoint or Prezi
- Publisher or other desktop publishing software
- Movie-making software (as needed)
- Digital camera software (as needed)
- Photoshop or other photo-editing program as needed

How to Avoid "Death by PowerPoint"

This helpful information about effective and appropriate use of PowerPoint/Prezi is taken from an archived site and copied here in case the site no longer exists in the future.

Avoiding "Death by PowerPoint"
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I was interviewed in the November 2002 issue of **PCWorld Magazine** regarding the use of technology, and specifically PowerPoint, in presentations. Here is the interview in its unabridged form.

Q. How do you avoid "death by PowerPoint"?

A. We have all been there -- sitting through computer presentations with endless screens of boring text. As we struggle to keep our eyes open, the phrase "Death by PowerPoint" comes readily to mind. Of course, it is not the program that is the problem but the *poor use* of the program that causes the trouble.

As a professional speaker who speaks more than sixty groups each year, I use computerized presentation programs in nearly every presentation I give. I have given much thought and have learned by trial and error what works and what doesn't. So, if you ever have to make a presentation or deal with non-professional speakers who use computer presentation programs, here are my tips for good PowerPoint use:

1. **Limit the number of words on each slide:**
   Fifteen words should be the maximum on any slide! The presentation should not be a reading report! Only a few words or a phrase to emphasize or reinforce an idea are all that is needed.

2. **Use a bold, simple and large font:**
   Veranda and Arial (emboldened) are my favorites due to high screen legibility. Minimum font size should be 18pt but my average font size is 40pt to allow for easy reading in the back of the room. Also, keep the fonts consistent throughout the presentation and use no more than two different font types.

3. **Use transitions wisely:**
   You can always tell a new PowerPoint user who has just discovered slide transitions: words are flying in from every direction often with more sound effects than a StarWars movie. Speakers must keep in mind that *they* are the show – not what is on the screen. Transitions often distract from the message. I typically use dissolves (the least jarring transition there is). When I change to a major new topic, I will use Uncover Right-up to subtly indicate that it is a new topic. Slide build transitions should be used when indicating direction (i.e. flow chat, graphs, etc.) For example, I will use a wipe right when using a line graph, subtly reinforcing the direction of time helping the audience to read the graph. Judicious use of transitions can help an audience know where you are going, rather than distract them.

4. **Avoid stock templates:**
   Stay away from the standard background templates that come with the program. Instead, use a custom template to make your presentation look different right from the start. Many are downloadable for free from the Internet (go to www.google.com and search on the phrase: "free PowerPoint templates" without the quotation marks).

5. **Choose a design template where the words are easily distinguished from the background:**
   Avoid busy backgrounds, or ones with hard-to-read fonts, or fonts with equal color density to the background (i.e. the worst case would be bright green letters on bright red field).

6. **Let the audience know where you are going:**
   PowerPoint is great to help audiences know where you are in a program. List the agenda (what will be covered), key points, use topic headers at the top of your slides, use thematic clipart for each subject area, use full screen titles to announce major presentation transitions, include a conclusions slide (what was covered). The more you help an audience know where you are going, the more they will stay with you and learn.

7. **Use a wireless advance mechanism:**
   Do not be tethered to your computer. I use a very small radio frequency device from L3Sys.com (www.l3sys.com) that has just two buttons (forward and reverse), requires no special software (it can be used with any computer), and has more than a 100' range. I never have to think about walking over to the computer or have someone else advance the slides – my full concentration is where it should be – on the audience! People often ask me how I advance my slides as the unit is so small and it is attached to my palm with a light rubber band so that I can use both hands for gesturing -- they don't see it at all.

8. **Use pictures and graphs:**
   The old adage that a picture is worth a thousand words has never been truer than with computer presentations. Pictures add interest, they can reinforce themes, they can add humor, and they can show in a few seconds what it would take minutes to explain. I use pictures, screenshots or thematic clipart on nearly every frame.

Q. What about using Web technologies as an alternative to a slide show? Have you done that? How do you use Web sites and Web technologies in your presentations?

A. I use a wide range of products demonstrating the technologies I am speaking about. Palm emulators, flash animation, streaming video, avatars, and many others – anything that I can load on my hard drive rather than pull down live from the Web. These offer a change of pace and add interest. I almost never go online during my presentations. Instead I use screen shots of the Web sites. Aside from significant reliability issues, with screen shot captures one can frame the image, enlarge the text, focus on just one part of the page, use circles or other annotation devices.

A principal challenge of showing Web pages in front of a group is that a monitor and a projection screen are not the same. Most of the time, the font on a Web site is way too small and the information too densely packed for group viewing on a screen By pasting screen captures from Web sites into the PowerPoint program, carefully cropped and sized, the presenter can make a point about a Web page much more strongly, more reliably and much easier than trying to navigate online. There is nothing worse when doing presentations on technology for the technology not to work. Capturing screenshots of the Web sites and pasting into the PowerPoint program usually completely eliminates these issues.

The exception to the above is when I do a presentation on Virtual Meetings where I go online connecting to a remote location to not only talk about, but truly demonstrate this technology.

Q. What are some of the biggest technological snags presenters encounter at customer sites? How do you overcome them? Have you got any "emergency tools" that you carry?

A. The biggest snag I see, as mentioned above, is trying to go online in front of the audience. It is the kiss of death, especially for technology speakers, to be screwed up by technology. If you must demonstrate a Web site and can't simply use screenshots, save it to your hard disk instead of going online. Also, change your screen properties setting to large fonts, which will enlarge the navigation buttons and image by 20%.

8. **Use pictures and graphs:**
   The old adage that a picture is worth a thousand words has never been truer than with computer presentations. Pictures add interest, they can reinforce themes, they can add humor, and they can show in a few seconds what it would take minutes to explain. I use pictures, screenshots or thematic clipart on nearly every frame.

The other snag is not having multiple backups. For every presentation I give, I always carry the PPT presentation (and the other demo programs) on a CD that is *not* in my PC case. I also post the program to a password-protected portion of my Web site just in case. I have used both of these options in the past two years avoiding what would have been disaster. I also carry backup advance mechanisms and laser pointer batteries for the same reason.

Q. What kinds of images or other digital media "sell" a product or an argument these days?

A. Streaming video, flash demos, and other multimedia images can be quite powerful if used judiciously – remember, the speaker is the show, not the program. The real sale comes from your passion in your topic and your ability to convey it.

http://www.corbinball.com/articles/art-powerpoint.htm

Resources

General Service-Learning Sites:

- http://www2.byui.edu/ServiceLearning/subpages/fgdefinition.htm Service Learning - what it is and isn't; BYU
- http://www.brookespublishing.com/newsletters/downloads/gent.pdf Excerpt from the book Great Ideas: Using Service Learning and Differentiated Instruction to Help Your Students Succeed, by Pamela J. Gent, PhD
- http://www.goodcharacter.com/SERVICE/primer-10.html The "Good Character" site with a virtual treasure trove of information (examples, definition, reflection ideas, sample units, and more) on service learning.
- https://www.nationalserviceresources.gov/links/slice-service-learning-ideas-and-curricular-examples Quoted from the site:
  "This is a tool from the National Service-Learning Clearinghouse. It's an easy-to-search database with hundreds of high quality service-learning lesson plans, syllabi, and project ideas. Access project plans to organize service-learning in school or out of school, with youth of all ages. Take a look at this powerful new tool by visiting the Website at SLICE."
- http://www.ecs.org/clearinghouse/78/58/7858.pdf Service-Learning Policies and Practices, a Research-Based Advocacy Paper.
- http://www.ecs.org/clearinghouse/40/54/4054.pdf Learning that Lasts: How Service-Learning Can Become an Integral Part of Schools, States and Communities.
- http://www.ecs.org/clearinghouse/60/79/6079.pdf Learning that Lasts Field Guide (from the National Center for Learning and Citizenship)
- http://www.edutopia.org/environmentally-conscious-lesson-ideas Service-learning project ideas related to the environment.
- http://www.doe.mass.edu/csl/comlesson.pdf There are over 200 pages of ideas for service learning here, provided by the Massachusetts Department of Education.
- http://www.marylandpublicschools.org/msde/programs/servicelearning/ Maryland State has a comprehensive Service-Learning program. See the links to the right on this site for many tools and ideas.

Resources for teaching blogging to students (and some about the art and educational usefulness of blogging):

- *** http://educational-blogging.wikispaces.com/Home (EXCELLENT site with LOTS of information about blogging in the classroom!)
- http://tweenteacher.com/2010/09/08/blogging-with-middle-schoolers-frontloading-and-first-steps/ (great ideas for introducing and teaching blogging to middle-school students)
- http://www.edutopia.org/blog/introducing-social-media-lower-elementary-beth-holland (#3) (article on using social media in general, including blogging)
- http://www.scholastic.com/browse/collection.jsp?id=370 (includes blogging rubrics)

- http://plpnetwork.com/2012/06/22/blogging-persuasive-essay/ (makes an argument for using blogging to get students engaged in the writing process; the last section talks about using blogging to incorporate, practice, and reinforce content being studied)
- http://smartblogs.com/education/2012/08/08/rewards-teaching-young-children-blog/ (many practical tips on the importance of blogging and how-tos of teaching blogging to students)
- http://kidslikeblogs.org/ (yet another excellent site with examples of how blogging connects students to content standards and provides a meaningful learning environment for students)
- http://yollisclassblog.blogspot.com/ (Mrs. Yollis' class blog; terrific example of a functioning, vibrant, ever-changing elementary student/classroom blog)
- http://kidslikeblogs.org/ Another teacher describes the revolutionary effect of blogs in his classroom.
- http://classblogmeister.com/blog.php?blogger_id=1337
- http://mscassidysclass.edublogs.org/ (A must-see teacher/classroom blog with lots of student videos and blogs to demonstrate learning.)

PowerPoint Presentation effectiveness (or lack of same!):
- http://www.slideshare.net/thecroaker/death-by-powerpoint

Grant Resources
- http://www.statefarmyab.com/apply/national-grants/ State Farm has grants specifically for service-learning.
- http://www.ysa.org/grants Youth Changing the World: information about various grants available for service-learning projects.
- http://hjweinbergfoundation.org/ This foundation grants funds to non-profits serving the poor and vulnerable.
- http://www.fairfieldffe.org/Apply_For_Grants/?gclid=CN3_l_LZp7wCFVBxQgodp3EA6g This foundation awards grants for education in general.