



National Farmers Union

“Leading by Serving”

Section 1: Grades 1-2

Contents:

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Lesson 2: Philanthropy Philosophy ~ 1 hour

Lesson 3: Farmers Union’s Gifts of Service* ~ 1 hour

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Optional Activities

** Lesson contains a cooperative education component.*

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Lesson 1: Gifts of Service

- Unit Objective:** Students will explore volunteerism and the service gifts they have to share.
- Grades:** 1-2
- Length:** 1 hour: 15 min. for telephone relay, 10 min. for cooperative snack time, 5 min. for cooperative back scratches, 10 min. for discussion questions and background introduction, 10 min. for “Gifts of Service Activity Page,” and 10 min. for “Farmers Union Service Pledge”
- Materials Needed:** Colored pencils or markers, three pieces of poster board, scissors, one small bowl and one large bowl, a paper cup for each child, a box of Chex-type cereal, a large package of M&M-type candies, a bag of raisins, a bag of pretzel sticks, a watch with a second hand, two-sided copies of “Gifts of Service Activity Page” and “20 Ways to Lead by Serving,” plus one copy of “Farmers Union Service Pledge” for each participant
- Preparation Needed:** Make sure all snacks comply with any food allergies or intolerances in the group. Make two-sided copies of “Gifts of Service Activity Page” and “20 Ways to Lead by Serving,” as well as a copy of the “Farmers Union Service Pledge,” for each child. Make an extra copy of “20 Ways to Lead by Serving” for the leader to use in the telephone relay.

Background:

It doesn't matter how old you are, how much money you have, where you live or what sort of grades you make; you have many gifts that you can share with others. When we share our time, talents and treasures to help others, this is called **service**. We can give gifts of service each day by simply looking around our homes, schools and communities and figuring out what we can do to help others. This is sometimes called **volunteerism**. A **volunteer** is someone who provides a service without expecting anything in return. Today we are going to learn about volunteering the gifts of service we have to help others.

Teaching Strategy:

1. Divide the group into equal teams, standing along a single-file line in columns facing the leader. The first person from each line goes to the leader to receive an action related to service. The leader whispers an action, such as those on “20 Ways to Lead by Serving,” in the ear of a representative from each of the groups in first-come, first-served basis. That person must go back to their group and whisper the phrase into the ears of their team mates. The phrase passes down the line like in the telephone game. The person in the back of the line then runs to the leader and asks if the phrase he or she heard was correct. If it was, they can get a new phrase and run to the front of their line to continue the game. If the phrase was not correct, they must go back to their line, run all the way around their group and come back to the leader before they can get a new phrase to take back to the group.
2. The game continues until all the teams' members have rotated through their lines completely. Finally, the original person must run to the leader and bring a suggestion of what all the activities had in common (that they are ways to serve or help others, or something similar). If they incorrectly guess the first time, they must go back in line and send the next person in line with a different answer. The first team with the correct topic wins.
3. *It's snack time!* Before handling food, circulate wipes or send children to a sink to be sure everyone has clean hands. Ask the relay winners to help you pour cereal, candies, raisins and pretzel sticks into cups. These items should not be combined. Each cup should only get one of these items in it. Have the volunteers give a filled cup to each child. Point out that all the cups are different and some have candy and others have raisins, cereal or pretzels. Allow a few minutes for them to process the difference. If no one has suggested a solution for everyone to get the candy, produce the large bowl and ask if anyone would volunteer their candy for the

large bowl so everyone could have some. Then ask if anyone else would volunteer their pretzels, and so on. Explain that through **cooperation**, everyone could enjoy a delicious trail mix. Finally, everyone can fill their original cups with the trail mix.

4. The snack-time activity provides an opportunity to further discuss the concepts of volunteerism and cooperation. Draw the comparison between the different types of snacks and the gifts and talents each of us have. *Through volunteerism and cooperation, our communities are able to benefit from the variety of gifts and talents of all.*
5. To transition into the next activity, pretend you have an itch. *I have an idea! Let's take one minute – and one minute only – to make sure everyone in the group gets their back scratched. Ready, set, go!*
6. After the minute is up, ask them to stop. *Was there anyone in the group who did not get their back scratched? Was there anyone in the group who did not scratch someone else's back?* If so, bring them to the front of the room and illustrate the point of the exercise. If everyone scratches someone else's back, a circle will be formed and everyone will be served. *When everyone gives, everyone receives, too.*
7. Ask the following questions: *Is there anyone here who likes to get presents? What is the best gift you have ever received? Who gave it to you? How did you feel when you received this gift? Now let's talk about the most memorable time you gave a gift. How does it feel to give a gift to someone?*
8. Introduce the background information above.
9. Hand out “Gifts of Service Activity Page,” with colored pencils or markers to each person. Explain that the pictures on this page represent things that each of them has. Encourage them think about how they could use these items in service to someone else and ask each student to write the names of people or groups that they know on the gift tags. When they are finished assigning their gifts of service, encourage them to draw pictures of other things that they have to give that could be helpful for someone else. Examples to share may be food for the hungry, money for the poor, toys for children in need. If they get stuck, point out the actions listed on “20 Ways to Lead by Serving,” available on the back of their worksheets.
10. Give group members five minutes to fill out the “Farmers Union Service Pledge.” When they are finished, have each come to the front of the room to share their pledges with the rest of the group and to have the leader sign their pledge forms, which they will take home with them.

Gifts of Service Activity Page

1. Fill out the gift tags with names of those you do give -- or could give -- these service gifts to.



2. In the space below, draw other things you have to give that could be helpful to someone else.

20 Ways to Lead by Serving

1. Set the table for dinner.
2. Make a card for someone who is sick.
3. Do my brother's or sister's chores.
4. Pick up trash in my community.
5. Draw a happy picture for someone.
6. Share with a classmate.
7. Open the door for someone.
8. Read a book to someone who cannot read.
9. Help with the dishes.
10. Donate a book to the library.
11. Pick up something that someone has dropped and give it back to them.
12. Donate toys you don't play with anymore.
13. Visit people at a senior center.
14. Donate food to a food bank or church pantry.
15. Return a lost item to the "Lost and Found."
16. Smile.
17. Volunteer to help with a community event.
18. Help make a meal for someone who is ill or just had a baby.
19. Plant a tree.
20. Listen to and respect other people's opinions.



Farmers Union Service Pledge

My Name

pledges to help others through gifts of service by:



My Signature

Date

My Leader's Signature

Date

Lesson 2: Philanthropy Philosophy

- Unit Objective:** Students will learn the definition and importance of philanthropy.
- Grades:** 1-2
- Length:** 1 hour: 10 min. for introduction questions and background information, 10 min. for “A Very Special Word Puzzle,” 5 min. for discussion on the importance of philanthropy, 30 min. for “The Philanthropy Bank” activity, 5 min. for show-and-tell and wrap-up.
- Materials Needed:** Colored pencils, an empty tissue box or rectangular flip-top shoe box for each child, scissors, assorted colors of construction paper, cardstock, craft glue, markers, a copy of “A Very Special Word Puzzle” and “The Philanthropy Bank” for each child, and enough rolls of nickels so that each child receives three nickels
- Preparation Needed:** Collect empty tissue boxes or shoe boxes with flip-top lids. Cut open the tops of the tissue boxes, leaving one long side attached to the box body. (This will make the flip-top lid of “The Philanthropy Bank.”) Consider decorating a Farmers Union-themed bank to show as an example. Also, cut out samples of the cardstock and construction-paper shapes to show what theirs should look like. Go to a bank or credit union to get rolls of nickels. Make copies of “A Very Special Word Puzzle” and “The Philanthropy Bank” for each child.

Background:

If you are here today, it is likely that you have the food, water, clothes and shelter that you need. It is also safe to say someone cares about you very much to bring you here to learn and have fun. Most of us not only have the **basic necessities** of life, but have them in **abundance**. Unfortunately, there are many people around the world, and others just around the corner, who have far less than they need.

Today we are going to learn what we can do to help those who are in need by using a very big, but special word.

Teaching Strategy:

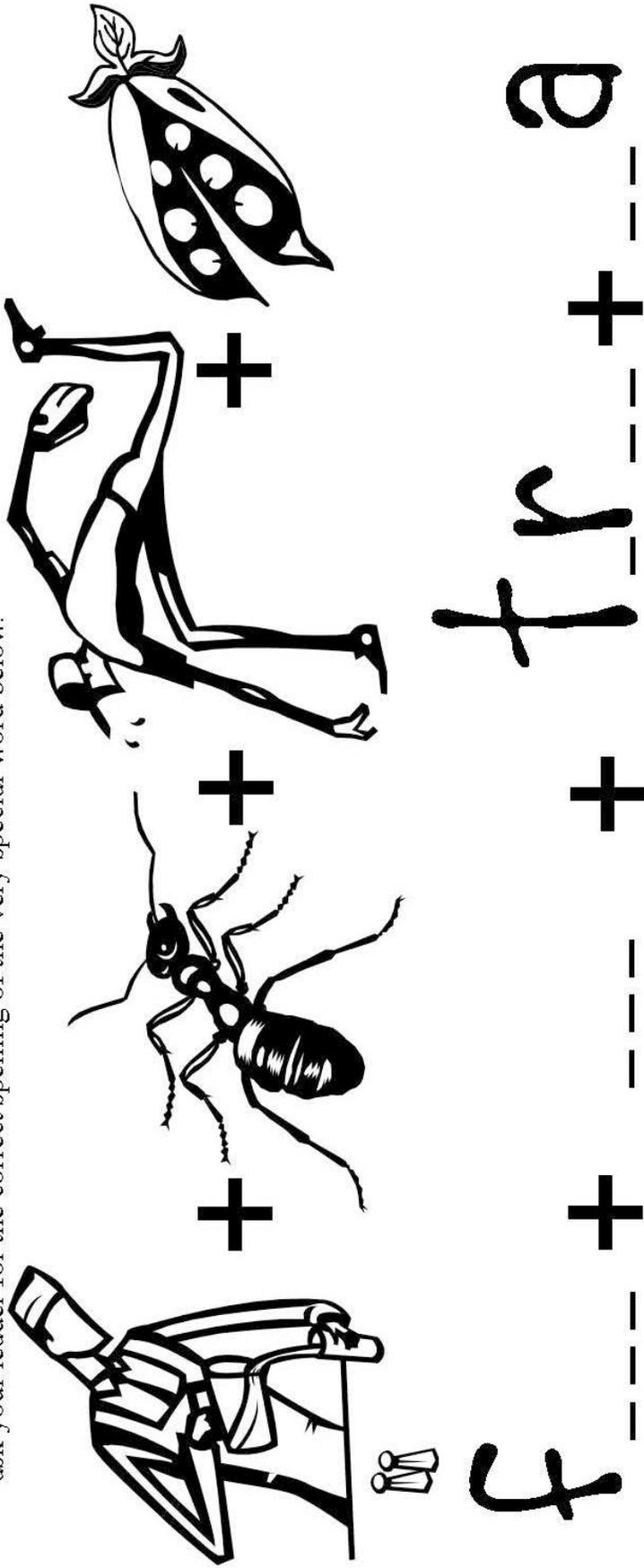
1. Have children sit together at tables for this lesson. Open with a discussion about the basic necessities of life. *What are some things that you need to live a healthy and happy life?* Examples are nutritious food, clean water, clean air, light, shelter, basic clothing, medical care, education and love. *These things that we need to live a healthy life are considered “basic necessities.” Who makes sure you have the basic necessities? How do you think it would feel if you didn’t have a basic necessity?*
2. Share the background information above.
3. Hand out “A Very Special Word Puzzle.” Pass out colored pencils for them to share at their tables. To encourage cooperation, you may ask children to work together on the puzzle.
4. After the students have worked on the word puzzle for a few minutes, ask for volunteers to sound out the very important word.
5. Spell out the word **philanthropy** on the board. Have them write the correct spelling of the word on the dotted line at the bottom of their word puzzles and practice saying the word several times. *Has anyone ever heard of this word? Anyone want to guess what it means?* Explain that philanthropy means giving your time, talents and treasure for the common good.
6. If taught in conjunction with Lesson 1, students could have learned more about what philanthropic things they might do with their time and talents. Remind them about some of the things they might have talked about from that lesson. In this lesson, we will focus more on giving our treasures.
7. *What are some of the treasures that you have that other people may need? Do you have extra clothes or toys that you don’t use anymore? Do you think others could get good use out of these things? What could we do*

about that? We could donate the things we no longer use to **charities**. What is a charity? A charity is an organization created to promote the greater good and often helps the needy or a certain cause. What are some charities that you know about?

8. Write ideas of the class on a whiteboard or flip chart. Discuss the types of people that are helped by the charities they talk about. Share some examples that they may or may not have heard of like the National (or state) Farmers Union Foundation, local food bank, Farm Aid, Feeding America, American Red Cross, Salvation Army, Save the Children, American Lung Association or Ronald McDonald House.
9. Another form of philanthropy is donating money to charities and other organizations that work for the common good and improve quality of life. *Have any of you ever received money as a gift or an allowance? What are some of the things you do with your money?*
10. Make a list of some of the things the children like to use their money for. *These are all nice things! There is nothing wrong with buying nice things. Why might it be important to share some of your money with others? Perhaps some of these charities that we have listed?*
11. *It is important to be a good **steward** of our money; in other words, doing the most with the money we get. Being a good financial steward involves spending our money wisely, saving some for the future and sharing with others who are need. Today we are going to make our very own "Philanthropy Banks" to help us organize our money wisely.*
12. Hand out copies of "The Philanthropy Bank" directions and an empty box to each child. Go through the directions and illustrate along the way with a premade box.
13. Give three nickels, or 15 cents, per child for them to put into their banks. Go to the whiteboard again and help them figure out that if they put 15 cents each week into their banks, how much money they might have to give, save and spend at the end of the year. $(5 \times 52 \text{ weeks}) = (260 / 20 \text{ nickels in } \$1) = \$13$. *Just one nickel a week could buy a nutritious meal, or a toy for a needy child, or more! Many food banks estimate that for every dollar donated to them, they are able to provide 10 to 16 meals with it. $(\$13 \times 16 = 208)$ That means that \$13 could provide up to 208 meals for people when donated to the food bank! Even if we don't have a lot of money to give, it can add up. If only we help one person, it makes a difference! If we all did our part, we could make even more of a difference.*
14. Allow time for the class to show off their banks and tell about how they plan to spend, save and share their money in the future.
15. Encourage the children to talk to their family about giving when they get home so that they might contribute to or help plan their family's giving.

A Very Special Word Puzzle

The pictures below are clues to a very special word that we will use in today's lesson. As you color the pictures, try to figure out what words they represent below. Fill in the blanks, sound out the words that the letters form and ask your leader for the correct spelling of the very special word below.

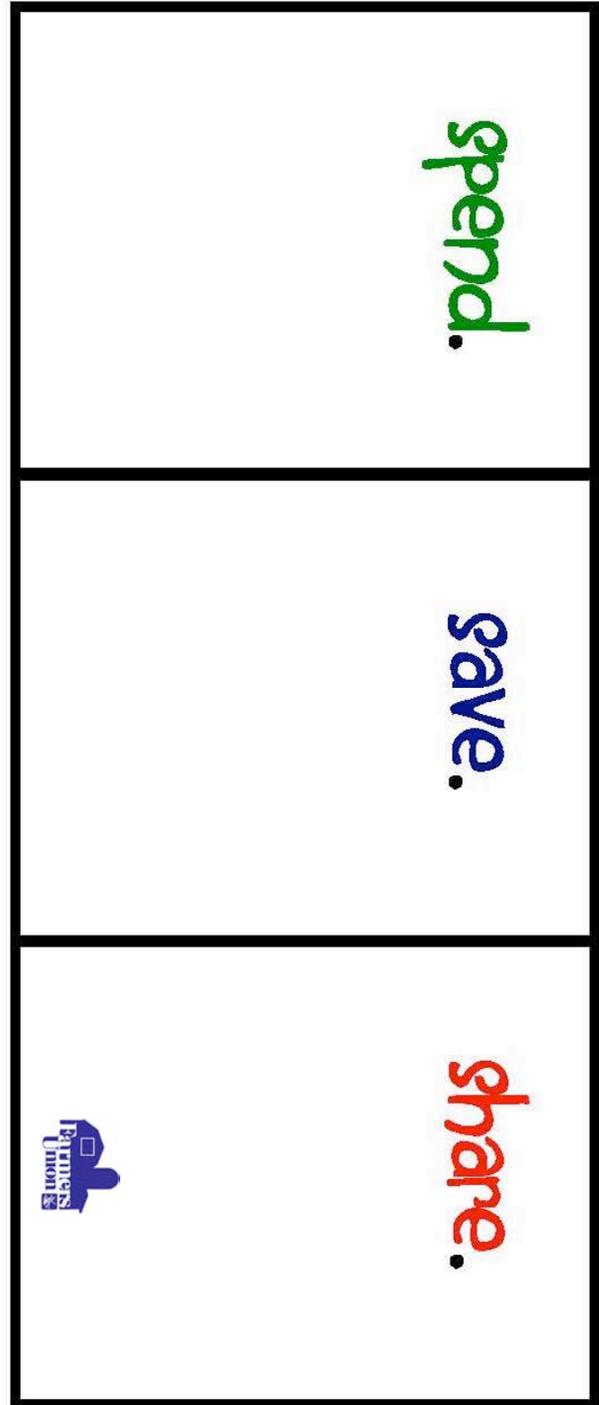


(A Very Special Word)

The philanthropy bank

Make a bank to organize your money into three categories: money you will spend, money you will save and money you will share for philanthropy.

1. Place your tissue box top-down on a piece of construction paper. Use a pencil to trace around the top of the box onto the top right corner of a piece of construction paper.
2. Repeat with the sides, front and back, trying to fit as many of the shapes as you can onto one sheet of construction paper. In the end, you should have five rectangles: one large rectangle for the top, two short sides and two long sides.
3. Personalize your bank by decorating inside each of the rectangles however you wish using markers, stickers or other colors of construction paper.
4. Cut out the construction-paper rectangles and paste them to the outside of your box.
5. Under the words at the right, draw what you would like to do with money you spend, save or share. Or you could simply write about what those words mean to you.
6. Cut around the set of boxes at the right and glue it into the inside lid of your box so that the words are at the top of the open flap.
7. Next, it is time to make the dividers for your bank. Trace the short sides of the box two more times, this time onto cardstock. Draw half-inch square tabs on three of the four sides, leaving one of the longer sides with no tab.
8. Cut the cardstock shapes and fold the tabs in opposite directions.
9. Mark with a pencil where the dividers should go in the box so that they line up with your pictures on the lid.
10. Apply glue to the folded tabs of the dividers and carefully place each divider inside the box so that they line up with the pictures on the lid. Keep pressure on the tabs until the glue dries.
11. Take the box home to help you spend, save and share your money more wisely.



Lesson 3: Farmers Union's Gifts of Service

- Unit Objective:** Students will learn about how the Farmers Union organization and its members display servant leadership.
- Grades:** 1-2
- Length:** 1 hour: 10 min. for background and introduction to “Farmers Union: A Century of Service,” 20 min. for guest speaker, 15 min. for Farmers Union community chain activity and discussion, 5 min. for cooperative discussion, 10 min. for Cooperative Caterpillar Race and discussion
- Materials Needed:** Pencils, colored pencils, Scotch tape
- Preparation Needed:** Invite a Farmers Union member or leader to speak about some of the historical moments of service within the local organization. Make enough copies of the “Farmers Union: A Century of Service” pages so that each student receives one strip. Cut the timeline into decade strips.

Background:

A group of 12 volunteers came together in 1902 to form what is known today as the National Farmers Union. They understood that family agriculture producers would be better served if they worked together for the **common good**. This objective of leading and serving for the common good has steered Farmers Union for more than a century.

Teaching Strategy:

1. Open the lesson with the background information above.
2. Hand out “Farmers Union: A Century of Service.” *Who can tell me what a century is? (100 years) What about a decade? (10 years) The sheet of paper I’m handing out shows some of the important service projects that National Farmers Union has done each decade over the past century. Let’s read them aloud.* Take turns having the children read one decade at a time.
3. *These are only a few of the many things that Farmers Union has done over the century. This doesn’t even begin to cover what our local or state organization has done since it was created. Today we have a guest speaker who will share some examples of how Farmers Union serves our local community.* Introduce the guest speaker, who should share a few stories of Farmers Union’s local history and current activities related to service and community development. Allow time afterward for questions and answers with the speaker. Be prepared to ask questions in case the children are shy to ask their own.
4. *Next, we are going to create a Farmers Union community chain.* Have each child take a pre-cut strip from the “Farmers Union: A Century of Service” page. (It is okay if there are multiple strips made for each decade, as long as every child gets a strip and every decade is represented.)
5. Have students draw a picture on the back of the strip portraying the activity or the words that are in bold.
6. Once they are finished, call out the decades and have each student with that decade, read their strip of paper, tape their strips into a circle and connect them together to create a chain.
7. Explain the chain metaphor. *This chain represents our community. Each link, which represents a Farmers Union service project, collectively helped to build the community. When each of us does our part to volunteer in our communities, this also creates a link that helps build the community. When everyone does their part through service, the chain becomes strong and is hard to break. Working together through cooperation makes us all stronger as a community.*
8. *Did you notice how much of Farmers Union’s history involves cooperation? What does it mean to cooperate? What are some examples in Farmers Union’s history?*
9. *Farmers Union has worked a lot over the century to support farmer-owned cooperatives. Can anyone tell me what a cooperative is? A cooperative, also called a co-op, is a type of business in which the members use it, control it and own it, sharing in its costs and profits. Co-ops help family farmers and ranchers add value to the products they produce. Cooperatives often allow farmers to share marketing and processing costs, instead of*

having to bear all of these costs on their own. Co-ops allow farmers to keep a larger part of the food dollar. An important principle of cooperatives is “concern for community.” For all these reasons, cooperative businesses help make members and the community stronger, which is why Farmers Union supports them.

10. *Through cooperation, a community is able to reach its goals more effectively. We are going to put this theory to the test through a special kind of cooperative race. Introduce the Cooperative Caterpillar Race.*
11. Divide the group into appropriate-sized teams. Mark a starting point and a finishing point. Have teams line up behind the starting line. The person at the front of line kneels down. The person behind also kneels down and grasps the starter’s ankles and so on to form a caterpillar. On signal, each team inches forward toward the finish line. They must stay together the entire length. If anyone lets go, they all must run back to the starting line again.
12. Discuss afterward. *Was this race easy or difficult? Did anyone find out what the trick was to getting across the finish line as a team? What have you learned today about cooperation? What new things have you learned about Farmers Union and its history of service?*

Sources: Lesson adapted from information in *Connecting America’s Farmers with America’s Future: The National Farmers Union 1902-2002* by Lee Egerstrom, Milton Hakel & Bob Denman

Farmers Union: A Century of Service

- 1900s:** NFU is formed by 12 Texans interested in working cooperatively to help all **farmers** get better prices for their products.
- 1910s:** Farmers Union lobbies to give **women** the right to **vote**.
- 1920s:** Farmers Union makes sure farmers have the right to **cooperate** and Farmers Union members launch several farm cooperatives.
- 1930s:** Farmers Union establishes **youth** education programs.
- 1940s:** Farmers Union is a founding member of CARE, which was formed to feed the **hungry** survivors of World War II. NFU also helps make the National School **Lunch** Program a permanent part of our schools.
- 1950s:** Farmers Union succeeds in getting the School **Milk** Program in **schools**.
- 1960s:** Farmers Union starts a group that helps **older people** in need find **jobs**.
- 1970s:** Farmers Union helps found the **World** Hunger Action Council and promotes the development of rural **health** cooperatives.
- 1980s:** Farmers Union succeeds in asking the **American** government to send **food** from U.S. farms to people who need it in other countries.
- 1990s:** NFU brings farmers, businesses, bankers, church groups and others together in big events across the country to show that farming impacts all parts of a **community**.
- 2000s:** Farmers Union works for laws that allow consumers to know where their food comes from and use more **renewable fuels** from the farm. It also works to expand programs that send donations of American food to impoverished children around the world.

2010 . . . Farmers Union will continue to **serve** communities in rural America and around the globe in the coming decade.

Lesson 4: Hungry to Help

- Unit Objective:** Children will learn about ways of helping those in need of food.
- Grades:** 1-2
- Length:** 1 hour: 10 min. for introduction of lesson and “Lead with Service Maze,” 25 min. for guest speaker from local food bank, Meals on Wheels or other local food-related charity, 25 min. for “Soup Service Craft.”
- Materials Needed:** Colored pencils and markers, scissors, card stock, single-hole punch, ribbon, mason jars, three types of beans, pearl barley, dried vegetables and herbs, beef bouillon granules, tables and chairs, white board or flip chart, enough copies of “Lead with Service Maze” and “Soup Service Craft” for each child.
- Preparation Needed:** Solicit donations from local farmers of beans, pearl barley, vegetables and herbs, where available. Contact the local food bank to request a guest speaker and give a heads up about the forthcoming soup jar donations. Make a copy of the “Lead with Service Maze” on regular paper for each child. Print copies of the “Soup Service Craft” instructions on card stock. There are two “Soup Service Craft” instructions per page to save paper; cut apart in advance.

Background:

Thanks to farmers who produce healthy food and families who are able to take care of us, most, if not all, of us here today are lucky to have a lot of good food to eat. But, there are people around the world, and some in our community, who do not have enough food to eat.

There are groups in our community that collect food and share it with those who are in need. Today we will learn more about some of these groups and find out what we can do to help.

Teaching Strategy:

1. Open the lesson with a discussion on hunger. *How do you know when you are hungry? What do you do when you are hungry? How would you feel if you went to the refrigerator and there was nothing to eat?*
2. Introduce the background information above.
3. Hand out the “Lead with Service Maze” and pencils to each child. Allow a few minutes for the children to work through the maze and answer the questions that follow. Discuss the results after the majority are finished. *What were some of the acts of service that helped navigate you through the maze? What are some of the distractions in the maze that could have led you astray? Do you think these things keep people from leading by serving and helping others in real life? Would some of these distractions keep you from actually following through on these acts of service in real life?*
4. *What are some of the other gifts of service you came up with that could help a family in need?* Write the answers on a whiteboard or flip chart for all to see.
5. Introduce the guest speaker. Ask the speaker to explain what the organization does, why it exists, who it serves and his or her role within the organization. Ask the speaker to share a story about one of the families or individuals who have been helped through the organization. Have the speaker outline the gifts of service kids and their families have that would be helpful to the organization.
6. Tell the group that you know a special soup recipe that they could put into jars and share with those in need through the local organization. The people who receive the soup mixture would only need water to make a healthy meal. Ask the guest speaker in front of the children if he or she thinks these soup jars could be useful.
7. Excuse children to wash their hands or use wet-wipes and return quickly to begin the craft. While they are washing up, begin distributing copies of “Soup Service Craft” instructions, empty jars and ingredients among the tables.
8. Have the children share supplies for making the tags to go on the jars of soup. They should cut out the cooking instructions included on the “Soup Service Craft” sheet, write a nice note on the back of the instruction card such as: “enjoy,” “have a happy day,” or just a

smiley face. They may also choose to include their first name only, their age and the name of their Farmers Union organization or camp name.

9. Finally, they should punch a hole in a top corner of the tag and tie it around the neck of the jar with ribbon.
10. *How did you feel about helping those who are in need of food? How do you think the people who receive this food will feel? Are there any other ways can you think of to help those who are in need of food?* If no one has suggested it, ask if they would be interested in participating in a local food drive.

Sources: Bean soup craft adapted from ideas submitted by Rocky Mountain Farmers Union and a recipe from AllFreeCrafts.com.

Lead with Service Maze

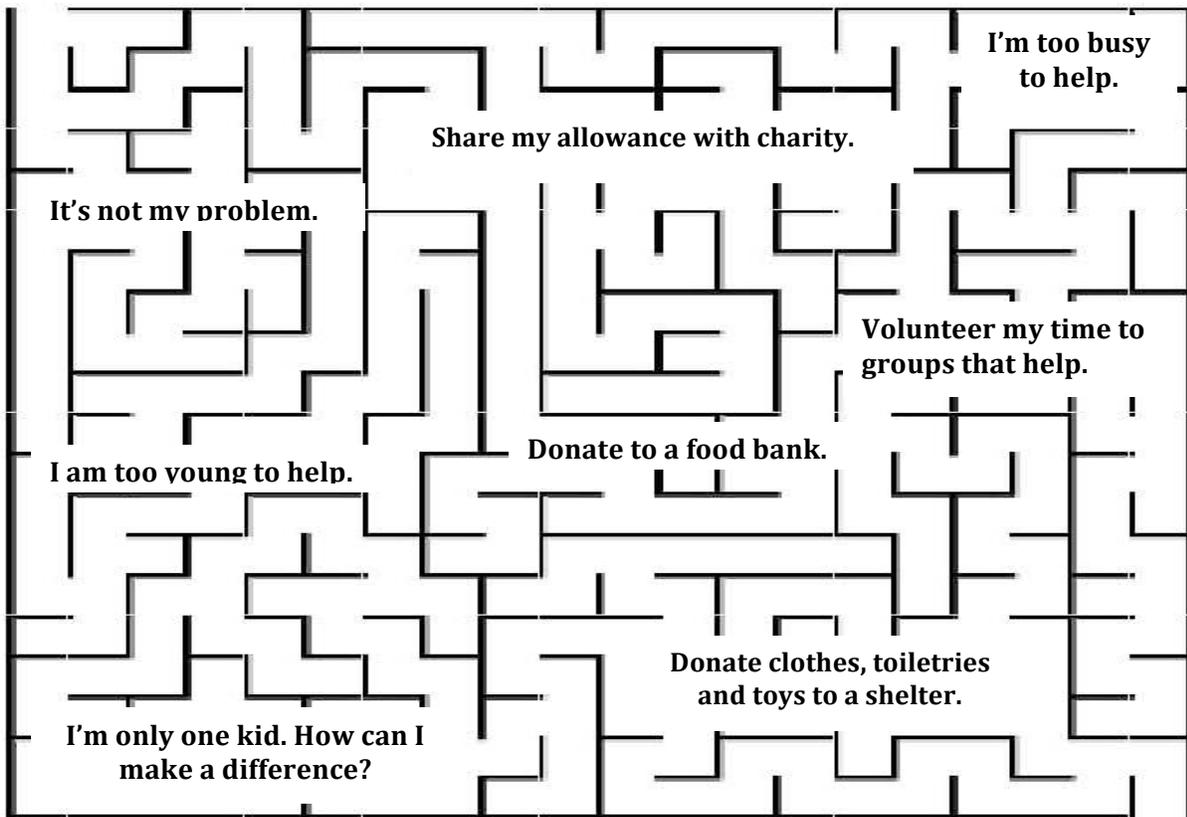


Help! A needy family is having trouble finding their way.

Help them find their way out of a maze of hunger and poverty with gifts of service. Work through the maze below with a pencil until you reach the end. The gifts of service can help lead the way. Watch out for distractions that may steer you in the wrong direction.



START HERE.



Would you consider doing some of these acts of service in real life? Why or why not?

- Donate to a food bank?
- Donate clothes, toiletries or toys?
- Volunteer my time to charity?
- Give part of my allowance to charity?

What are other gifts of service that could help those in need?



Soup Service Craft

1. Layer the following ingredients in a two-cup jar, in the order given.
2. Lightly pack down each layer with a spoon before adding the next layer.
 - 1/4 cup mixed dried vegetables
 - 1/4 cup split peas
 - 1/3 cup romano beans
 - 1/3 cup white navy beans
 - 1/3 cup pinto beans
 - 1/4 cup pearl barley
 - 3 tablespoons beef bouillon granules
 - 3 tablespoons dried onion flakes
 - 1 tablespoon celery seed
 - 1 teaspoon dried basil
 - 1 bay leaf

3. If there is room left, add a few more beans, peas, or vegetable flakes to fill the jar.
4. Cut out the cooking instructions and write a nice note on the back of the card, such as “enjoy,” “have a happy day,” or just a smiley face. You also may choose to include your first name, age and the name of your Farmers Union organization or camp name.
5. Hole punch in the upper left-hand corner and attach the card to your jar with ribbon.

Three Bean Soup Mix

Empty jar contents into a large soup pot. Cover with 10 cups of water and bring to a boil. Simmer for two minutes, remove from heat, cover and let soak for one hour. After soaking, stir in two more cups of water and bring soup back to a boil. Reduce heat, cover and simmer, stirring occasionally, for 1 ½ hours to 2 hours or until beans are tender. If soup thickens too much during cooking, add more water as required. Season with salt and pepper to taste. Remove bay leaf before serving.

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 - 1/4 cup mixed dried vegetables
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3. If there is room left, add a few more beans, peas, or vegetable flakes to fill the jar.
4. Cut out the cooking instructions and write a nice note on the back of the card, such as “enjoy,” “have a happy day,” or just a smiley face. You also may choose to include your first name, age and the name of your Farmers Union organization or camp name.
5. Hole punch in the upper left-hand corner and attach the card to your jar with ribbon.

Three Bean Soup Mix

Empty jar contents into a large soup pot. Cover with 10 cups of water and bring to a boil. Simmer for two minutes, remove from heat, cover and let soak for one hour. After soaking, stir in two more cups of water and bring soup back to a boil. Reduce heat, cover and simmer, stirring occasionally, for 1 ½ hours to 2 hours or until beans are tender. If soup thickens too much during cooking, add more water as required. Season with salt and pepper to taste. Remove bay leaf before serving.

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Optional Activities

The following activities could be incorporated at the end of any lesson to fill extra time.

1. Play hangman, charades or a word scramble with some of the bolded words in the background of each of the lessons.
2. Work with your group to organize a food drive for the local food bank.
3. Have students write down the names of as many people that they can think of who they consider to be leaders. See how many they can think of and discuss what makes each of them leaders.
4. Teach some Farmers Union songs. Provide an opportunity for the kids to sing the new songs they have learned to another group.