



# National Farmers Union *“Leading by Serving”*

## Section 2: Grades 3-5

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Optional Activities

*\* Lesson contains a cooperative education component.*

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# Lesson 1: Caring & Sharing

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- Unit Objective:** Children will explore volunteerism and the gifts of service they have to share.
- Grades:** 3-5
- Length:** 1 hour: 5 min. for lesson introduction, 10 min. for “Gifts of Service Charades,” 10 min. for “Alphabet Service Game,” 10 min. for cooperative snack time, 10 min. for discussion on charities, and 15 min. for greeting cards
- Materials Needed:** Whiteboard or flipchart, markers, colored pencils, crayons, construction paper, a small bowl, scissors, stickers that can be cut into strips of three to five stickers, one large bowl, a 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
- Preparation Needed:** Make one copy of “Gifts of Service Charades,” and cut out action items and place in a bowl.

## 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 also 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. Open the lesson with 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 a time you gave a gift to someone else. How does it feel to give a gift to someone?*
2. Introduce the background information above. Then record the answers to the following questions on the whiteboard or flipchart: *Our gifts of service can be divided into three areas: time, talents and treasures. What ideas do you have for giving our time as a gift of service? What talents do we have to give to help others? What treasures do you have?*
3. Divide the group into teams of two. Each team will take turns miming service actions from “Gifts of Service Charades” for the other teams to guess. When a team member guesses the correct activity, it is her or his team's turn to act or to choose a team that hasn't acted yet. The two team members must **cooperate** in order to act out the service activity.
4. Have the room “letter-off,” calling out A, B, or C. Divide into three groups: all A's in a group, all B's in group B, and all C's in group C. Provide a poster board and markers to each group.
5. Introduce the “Alphabet Service Game.” The object of the game is to come up with words and phrases that describe actions they can take to serve others that begin with each letter of the alphabet. For example, under the letter “A” one might write “assist or appreciate.” The first word or phrase under each letter is worth one point and other entries under the same letter are worth a half point. So, in the previous example, that team would receive 1 ½ points for two entries under the letter “A.” The winning team will come up with the most words and phrases related to “service” within five minutes.
6. Have the teams display their alphabet posters and count up their points. Declare the winning team. Since the winners have an abundance of service ideas, they will “serve” the members of the other teams during the next activity.
7. *It's snack time!* Before handling food, circulate wipes or send children to a sink to be sure everyone has clean hands. Ask the alphabet poster 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.

8. 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.*
9. *There are many organizations out there that we could volunteer with or donate to. Some are called **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? How many can we name?*
10. Take notes at the front of the room of all the groups, causes or charities they can think of. 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.
11. *How do you know what types of things to volunteer for? How would you decide? (Something that is important to you, matches your values and beliefs, has to do with our personal experiences or history, etc.)*
12. Hand out three to five stickers to the group members. Have each person go up front and pick three to five of the charities or causes that they care about the most. Afterward, talk about why they chose the causes they did. Point out that everyone has different issues that are important to them, and that is why it is important that everyone volunteer for the things they believe in.
13. *Has anyone ever heard of Hallmark? What is it? (Hallmark is a popular greeting card company.) You may have seen Hallmark commercials. Can anyone tell me what Hallmark's motto is? (When you care enough to send the very best.) Since today we are talking about caring enough to give our very best as volunteers, it could be fun to make our own greeting cards to commemorate our gifts of service.*
14. Lay out various colors of construction paper, crayons and markers. Instruct students to fold the construction paper in half like a greeting card. On the outside of the card, have the students draw pictures of the time, talent and treasures that they have to give. On the inside have them write a brief note to the person, charity or cause to which they might choose to give their gifts of service.
15. Have volunteers show their cards and tell about the pictures they drew and the messages inside.

**Source:** Activities adapted from Learning to Give lessons “ABC’s of Philanthropy,” (<http://learningtogive.org/youthworkers/1%20Roots%20of%20Philanthropy/activity01.asp>) and “Caring Enough to Give Your Very Best,” (<http://learningtogive.org/youthworkers/7%20Growing%20as%20a%20Philanthropist/activity18.asp>).

# Gifts of Service Charades

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Smile at someone.

Help someone who is sick.

Pick up someone else's litter.

Open the door for someone.

Read a book to someone who cannot read.

Set the table.

Help with the dishes.

Donate a book to the library.

Pick up something that someone has dropped and give it back.

Donate toys you don't play with anymore to a charity.

Visit people at a senior center or nursing home.

Donate food to a food bank.

Donate money to a charity.

Plant a tree.

Serve food.

Adopt a pet.

Talk to someone standing by themselves.

Volunteer to help with hand outs in class.

Take out the trash without being asked.

# Lesson 2: Giving & Growing

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- Unit Objective:** Students will learn the definition and importance of philanthropy.
- Grades:** 3-5
- Length:** 1 hour: 30 min. for “Uncle Newt’s Will,” 10 min. for “A Very Special Word Puzzle” and discussion, 20 min. for decorating and discussing the philanthropy bank
- Materials Needed:** Whiteboard or flipchart, markers, colored pencils, butcher paper or plain wrapping paper, scissors, Scotch tape, assorted stickers, empty coffee cans or boxes, rolls of nickels so that each student gets at least one nickel, a copy of “A Very Special Word Puzzle” for each child, an envelope with a copy of “Uncle Newt’s Will” inside, two pages of blank checks for each child, calculators to share
- Preparation Needed:** Make copies of “A Very Special Word Puzzle.” Make a copy of “Uncle Newt’s Will” and enclose it in an envelope. Make multiple copies of blank checks.

## Background:

If you are here today, it is likely that you have the food, water, clothes and shelter that you need. It 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 in our communities, who have far less than they need. We who have basic necessities in abundance have the opportunity and the responsibility to share what we have with those in need. A bigger, fancier word for sharing our time, talents and treasures with others for the common good is **philanthropy**.

## Teaching Strategy:

1. As children settle into their seats, the leader should take on the guise of an attorney.
2. *Thank you for gathering to witness the reading of the will of Mr. Newt Gresham. I am his attorney. You are his last relatives, his great-nieces and nephews, and though you did not know Newt personally, he was proud of you and included each of you in his will. Let’s begin.*
3. Open the envelope, take out a copy of “Uncle Newt’s Will,” and read it.
4. Explain that today every person in the room has received a check for \$100,000 from Great Uncle Newt’s bequest and they must decide today how they will spend the money.
5. Hand out a page of blank checks for each child.
6. Off the bat, each child will need to pay 20 percent inheritance tax and 15 percent income tax. So, each child should use one of their checks to pay \$35,000 to the IRS.
7. That leaves each person with \$65,000. *How will you choose to use the rest of your money? Have each of the students fill out the checks with how they will use their money. I’m sure each of you will have fun things that you will want to do with some of the money. You also might consider some money for things that would help you in the future, such as an education fund. We’ve been talking about gifts of service. Maybe you will decide to share your gift in some way.*
8. Have each person share their checks with the group or in a small group setting.
9. Open the floor for discussion:
  - a. *How did it feel to have to pay the taxes right off the bat? Paying taxes is part of U.S. citizenship.*
  - b. *What are our taxes used for? Are these things important to you?*
  - c. *What is the difference between giving and being taxed for these things?*
  - d. *Did you know that by giving money to charitable causes, less money is paid in taxes? Charitable donations can be deducted from your taxable income. So, those of you who chose to make charitable donations can expect a partial refund check back from the IRS.*
  - e. *How many of you gave money to causes you believed in?*
  - f. *How did you decide how you would use your money?*

- g. *How well did you balance the money between fun things, planning for the future and giving?*
  - h. *What lessons might Great Uncle Newt want you to learn from his gift?*
10. 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. Explain to them that when they string together the words that the pictures represent, it sounds like a very big, but special, word that they will learn about in today’s lesson.
  11. After the students have had time to work on the word puzzle, ask for volunteers to sound out the very important word.
  12. Spell out the word **philanthropy** on the board. Have them write the correct spelling of the word on 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.
  13. Introduce the background information above. Take notes on the whiteboard or flip chart on the following discussion points:
    - a. *What would the world be like if everyone was a philanthropist?*
    - b. *What would the world be like if no one volunteered?*
  14. *We’ve said philanthropy means sharing our time, talents and treasures. What sorts of treasures do we have to share with others in our community?* (money, as well as extra toys, clothes, food, blood for donations)
  15. *Do you ever receive money as a gift or an allowance? What are some of the things you do with your money?* 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? (If they have already done so in Lesson 1.)*
  16. *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.*
  17. Let students chose a container, and share the paper, markers and stickers to decorate the banks.
  18. Consider giving at least one nickel per child for them to start their banks. *One nickel may not seem like much, but let’s see what this might look like in a year.* Go to the whiteboard and help them figure out that if they put only 5 cents each week into their banks, how much money they might have to give 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 we only help one person, it makes a difference! If we all did our part, we could make even more of a difference.* Add up the amount of money they would have if the entire class pooled their money at the end of the year. Multiply that by 16 and announce how many food bank meals that would be able to supply.
  19. Allow time for the class to show off their banks and tell about how they plan to share their money in the future.
  20. 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.
  21. Having finished the lesson on philanthropy, ask if any of the students would change how they allocated their money from Great Uncle Newt.
  22. *By the way, does anyone know who Newt Gresham was?* (A founding father of the National Farmers Union in 1902.)

**Source:** Adapted from the Learning to Give lesson, “Gift to Give,”

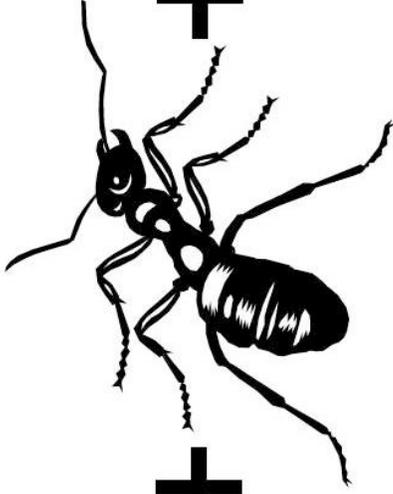
<http://learningtogive.org/youthworkers/7%20Growing%20as%20a%20Philanthropist/activity19.asp>

# A Very Special Word Puzzle

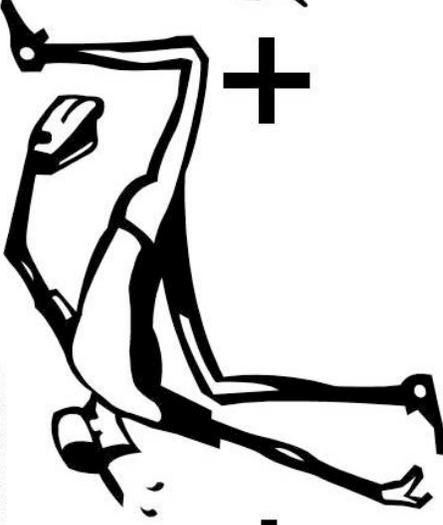
The pictures below are clues to a very special word that we will use in today's lesson. As you color the pictures, try to figure out what words they represent below. Fill in the blanks, sound out the words that the letters form and ask your leader for the correct spelling of the very special word below.



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(A Very Special Word)

# Uncle Newt's Will



## **LAST WILL AND TESTAMENT OF MR. NEWT GRESHAM:**

I, Isaac Newton Gresham, of Point, Texas, being of sound mind, declare this to be my last will and testament and I revoke all prior wills heretofore made by me.

To each of my great nieces and nephews, I give, devise and bequeath the sum of \$100,000 each. The remainder of my estate, valued at approximately \$5 million, I do give, devise and bequeath to my favorite non-profit organization, the National Farmers Union.

Name: \_\_\_\_\_  
Address: \_\_\_\_\_ Date: \_\_\_\_\_

Pay to the order of: \_\_\_\_\_ Amount: \$ \_\_\_\_\_  
\_\_\_\_\_/100 dollars

Memo: \_\_\_\_\_ Signed: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_ Date: \_\_\_\_\_

Pay to the order of: \_\_\_\_\_ Amount: \$ \_\_\_\_\_  
\_\_\_\_\_/100 dollars

Memo: \_\_\_\_\_ Signed: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_ Date: \_\_\_\_\_

Pay to the order of: \_\_\_\_\_ Amount: \$ \_\_\_\_\_  
\_\_\_\_\_/100 dollars

Memo: \_\_\_\_\_ Signed: \_\_\_\_\_

# Lesson 3: Cooperating & Serving

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- Unit Objective:** Students will learn about Farmers Union’s history of cooperation and service.
- Grades:** 3-5
- Length:** 1 hour: 10 min. for background and introduction to “Farmers Union: A Century of Service,” 20 min. for guest speaker, 15 min. for “What Makes a Co-op a Co-op” activity and discussion, and 15 min. for “Cooperative Caterpillar Olympics”
- Materials Needed:** Pencils, poster board, markers, construction paper, glue sticks, double-sided copies of “Farmers Union: A Century of Service” and “What Makes a Co-op a Co-op?” for each child
- Preparation Needed:** Contact a guest speaker who can share stories of Farmers Union’s local history and current activities related to service and community development. Make double-sided copies of “Farmers Union: A Century of Service” and “What Makes a Co-op a Co-op?” for each child. Create a starting line and a finish line for the “Cooperative Caterpillar Olympics.”

## Background:

### Teaching Strategy:

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 sheets of paper I’m handing out show some of the important service projects that National Farmers Union has done each decade over the past century. Let’s read them aloud.*
3. Have students take turns reading “Farmers Union: A Century of Service” aloud.
4. Follow up with questions:
  - a. *What did you learn about National Farmers Union’s history from this hand-out?*
  - b. *What are some of the communities that National Farmers Union has served over the past century?*
  - c. *If you were to incorporate your local or state organization’s community service contributions into the Farmers Union timeline, what might that look like? (They may or may not know of any, which will lead into the purpose of the guest speaker.)*
5. *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 question and answer time with the speaker. Be prepared to ask questions in case the children are shy to ask their own.
6. *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?*
7. *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.*
8. Ask the group to turn over their hand-outs to the “What Makes a Co-op a Co-op” side. Hand out pencils, markers and construction paper.
9. Have the room number off to seven. All the ones work together, twos together, etc. Each team should pick out key words and phrases that make them think of leading and serving from the

cooperative principle that matches the number of their team. For example, the number one team might pick out “voluntary” and “without discrimination” or other words or phrases from the description of the number one cooperative principle: voluntary and open membership. Once they have chosen these words, they should write the words on construction paper, decorate and cut around them however they wish.

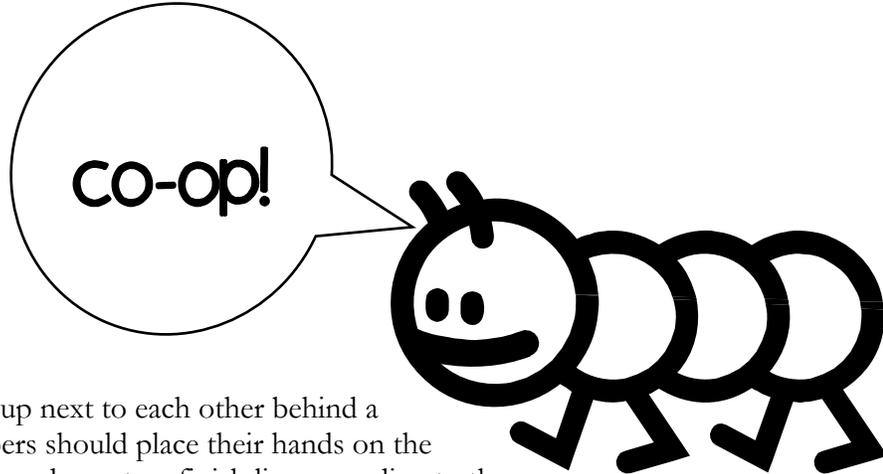
10. When all the words and phrases have been created, have the group form a collage with the words on a piece of poster board that has “Cooperatives are . . .” or something similar. Plan for a way to display the poster in the community or at a Farmers Union function in the future.
11. *An important principle 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.*
12. *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.*
13. Form teams of equal size for the “Cooperative Caterpillar Olympics.” Have the teams come up with a one-syllable name for their “caterpillars.”
14. Proceed with the games listed on the “Cooperative Caterpillar Olympics” handout. Declare a winner of each section as well as an overall winner.
15. Discuss afterward. *Were these races easy or difficult? What was your favorite of the three games?* Ask the winning teams what their secret was to getting across the finish line efficiently as a team.
16. *What are some of the most important things you learned about cooperatives today? What new things did you learn about Farmers Union today?*

**Sources:** Seven International Principles of Cooperation adapted from “Co-operative Young Leaders,” Ontario Co-operative Association and history information collected from *Connecting America’s Farmers with America’s Future: The National Farmers Union 1902-2002* by Lee Egerstrom, Milton Hakel & Bob Denman

# Cooperative Caterpillar Olympics

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*Form teams of equal size for the “Cooperative Caterpillar Olympics.” Have the teams come up with a one-syllable name for their “caterpillars.”*



**Game 1:** Have teams line up next to each other behind a starting line. Team members should place their hands on the shoulders in front of them and race to a finish line according to the following rules of movement. The first person in line may hop one step forward with both feet. The next person can then hop one step, on down the line until the last person in line hops forward one step. After the last person hops, he or she must shout out the name of their caterpillar and “co-op!” For example, a team named “Frog” would say, “Frog Co-op.” Then the whole team may hop one step forward at the same time. Repeat the process. Players must keep their hands on the shoulders of the team members in front of them at all times during the race. If a team member breaks any of these rules, they must go to the starting line again.

**Game 2:** Have teams line up again next to each other behind the starting line. This time, the team members will sit down and put their feet on the person’s shoulders in front of them. Together, their caterpillar will inch forward. The rules of this game are that feet should never leave the person’s shoulders in front of them. While the person in front can lead with his feet, the others have to “walk” only with their hands and backsides.

**Game 3:** The person at the front of the line kneels down. The person behind also kneels down and grasps the starter’s ankles, and so on, to form the caterpillar for the final game. 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.

# Farmers Union: A Century of Service

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- 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.

# What Makes a Co-op a Co-op?

## The Seven International Principles of Cooperation

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### 1. Voluntary and Open Membership:

Cooperatives are voluntary organizations, open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, political, or religious discrimination.

### 2. Democratic Member Control:

Cooperatives are democratic organizations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary cooperatives members have equal voting rights (one member, one vote).

### 3. Member Economic Participation:

Members contribute equitably to, and democratically control, the capital of their cooperative. Members allocate surpluses for any of the following purposes: developing their cooperative; benefiting members in proportion to their transactions with the cooperative; and supporting other activities supported by the membership.

### 4. Autonomy and Independence:

Cooperatives are autonomous, self-help organizations controlled by their members. Agreements with other organizations must be done in such a way as to preserve autonomous member control.

### 5. Education, Training and Information:

Cooperatives provide education and training for members, elected representatives, managers and employees so that they can contribute effectively to the development of the cooperative. They inform young people about the nature and benefits of cooperation.

### 6. Cooperation Among Cooperatives:

Cooperatives serve their members most effectively and strengthen the cooperative movement by working together through local, regional, national, and international structures.

### 7. Concern for Community:

Cooperatives work for the sustainable development of their communities through policies approved by their members.

# Lesson 4: Dreaming & Achieving

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- Unit Objective:** Students will identify their dreams for their communities and plan service ideas for achieving these dreams.
- Grades:** 3-5
- Length:** 1 hour: 10 min. for intro discussion on community, 25 min. “Community Makeover” and presentation, 10 min. for service project planning and 15 min. for “Dream Catcher” take-home craft
- Materials Needed:** Whiteboard or flipchart and markers, a piece of poster board for every two students, paper plates, yarn, single hole puncher, beads and feathers

## Background:

President Obama has asked all Americans to participate in our nation’s recovery and renewal by serving in our communities. Our communities have many needs and opportunities for involvement.

It takes a **community** of dreamers and doers to achieve positive change. What dreams do you have for your community and what positive changes will you help create through service?

## Teaching Strategy:

1. Introduce background information above.
2. Open the lesson by having the children define “community” in their own words. Take notes of key words and phrases on the whiteboard or flipchart. Next, ask them to identify what they like about their community. Finally, ask what needs to be improved in their community.
3. Divide the group into teams of two for a “Community Makeover.” Have the pairs pick an area of their community that they feel could be improved in the next 5 years. The teams should **cooperate** to draw before and after pictures of this aspect of their community. They should draw a line down the center of the poster and write “before” on the left and “after” on the right. After they draw the area in their community that needs work on the left, they should work together to create the change that they would like to see on the right.
4. Afterward, the teams should share their posters with the rest of the group. When they are finished presenting, continue with discussion:
  - a. *What are some of the common themes and dreams that are being displayed on our Community Makeover posters?*
  - b. *Why do you think these things have not yet been achieved in our community?*
  - c. *A famous philosopher named Mahatma Gandhi once said, “Be the change you want to see in the world.” What do you think he meant by that?*
  - d. *How can we do our part to make sure these dreams come true in 5 years?*
  - e. *What challenges might we face in making these dreams a reality?*
  - f. *What are some service projects that we could undertake as a group that would help achieve these dreams?*
5. Make a list of service projects that the posters represent. Have students prioritize the service projects to find the ones that are most important or are most interesting to them. Have the group vote by a show of hands which project they think they should undertake as a group. Establish goals, resources they need to accomplish the project and a time frame. (As much as is possible with this age group.)
  - a. *What are our goals for the project?*
  - b. *What resources would we need to accomplish this service project?*
  - c. *How long do you think this service project would take a group this size to do?*
  - d. *What are some of the intermediate steps we need to do before undertaking this service project?*
  - e. *Are there any other details about this service project that we have not discussed?*
  - f. *After this service project is completed, how will we measure our success?*
  - g. *Plan a time in the future for the entire group to follow-through with the service project ideas.*

6. *You all have done an excellent job dreaming positive changes for your community. You can continue dreaming and doing after you go back home. Let's all make dream catchers to take home to capture those good ideas each of you have!*
7. Display a real dream catcher or a paper-plate version like the one they will be creating. Explain that dream catchers originated with the Ojibwa Nation, also known as the Chippewa Native American people. Over the years dream catchers have been adopted by Native Americans of a number of different nations. Some consider the dream catcher a symbol of unity among the various tribes. Traditionally, the Ojibwa construct dream catchers by tying sinew strands in a web around a small round frame of willow. The resulting dream catcher would be hung above their beds and used as a charm to protect sleeping children from nightmares. They believed only good dreams would be allowed to filter through and bad dreams would be trapped in the net and disappear in the morning. The good dreams would pass through the center and slide down the feathers to the sleeper. Whether students believe this tradition or not, the dream catcher is a good visual reminder to dream good dreams for our communities.
8. Directions for the dream catcher take-home craft follow:
  - a. Cut out the center of the plate so there is about 2 inches of the rim left.
  - b. Punch holes 1/2-inch to an inch apart around the rim of the plate.
  - c. Take a piece of yarn about two arms-lengths long and tie it to a hole.
  - d. Start weaving it from one hole to the next. Make sure it overlaps a few times to look more like a real web.
  - e. Add beads to the middle of the dream catcher by slipping them onto the yarn as you weave it in and out of the holes.
  - f. Tie a knot at the end of the yarn when finished.
  - g. Punch three more holes at the bottom of the dream catcher and string a 5-inch piece of yarn to each of the holes.
  - h. Thread beads onto the yarn and tie a feather to the end. (Feathers could also be made with construction paper.)
  - i. Use markers to decorate the paper plate.
  - j. Punch a hole in the top of the dream catcher and thread a piece of yarn through the hole and tie it to make a hanger.

**Sources:** Wikipedia entry on “dream catchers” and PBSKids.org “Dream Catcher” craft, (<http://pbskids.org/zoom/activities/do/dreamcatcher.html>)

# Optional Activities

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

1. Have students draw pictures of their ideas about service and volunteerism.
2. Play hangman, charades or a word scramble with some of the bolded words in the background of each of the lessons.
3. Lead the service craft project from Section 1, Lesson 4.
4. Read and discuss “I’ll Be Shopping with You, Mom” from “Leading by Serving,” Section 3, Lesson 1.
5. 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.
6. Organize young people for a volunteer community service project.
7. Teach some Farmers Union songs. Provide an opportunity for the kids to sing the new songs they have learned to a group of senior citizens.