



# National Farmers Union *“Project Citizenship”*

## Grades 3-5

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### Contents:

Lesson 1: Am I a Citizen? ~ 1 hour

Lesson 2: Do Kids Have Power? ~ 45 minutes

Lesson 3\*: Cooperative Citizenship ~ 1 hour

Lesson 4: Global Citizenship ~ 1 hour

Optional Activities

*\* Lesson contains a cooperative education component.*

For more information contact:

**Laura Johnston Monchuk**

NFU Director of Education

[laura.monchuk@nfu.org](mailto:laura.monchuk@nfu.org)

202.741.9410

[www.nfu.org](http://www.nfu.org)

# Lesson Plan 1: Am I a Citizen?

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- Unit Objective:** Students will learn what it means to be a citizen and their role as a citizen.
- Grades:** 3-5
- Length:** 1 hour: 10 min. for Activity Sheet A, 10 min. for background and discussion, 10 min. for Activity Sheet B, 10 min. for patriotism activities on Activity Sheet C, 10 min. for One Minute of Words, 10 min. for Citizenship Charades.
- Materials Needed:** Activity Sheet A, B and C, “Seven Stars of Citizenship,” U.S. flag, pencils.
- Preparation Needed:** Cut the “Seven Stars of Citizenship” on the dotted lines. Fold each and place them in a hat or a bowl before the lesson begins. Make copies of Activity Sheets A and B on plain paper.

## Background:

Being a citizen basically means you are a member of something or that you belong to a specific community or country. For example, you are American citizens! You are a citizen of the United States of America if you were born here, or maybe you were born in another country and you applied to become a citizen of the United States. The United States Constitution contains the Bill of Rights that lists actions that all Americans have rights to equally. Rights are also often referred to as freedoms. Today we are going to learn about some of the rights and freedoms you have as a citizen of the United States of America.

In addition to the rights you have as a citizen, you also have responsibilities. When you live up to these responsibilities, it is said you are displaying good citizenship. Doing your part and respect for others is a way we can display good citizenship. Pride in your country, or patriotism, is another important citizenship responsibility.

## Teaching Strategy:

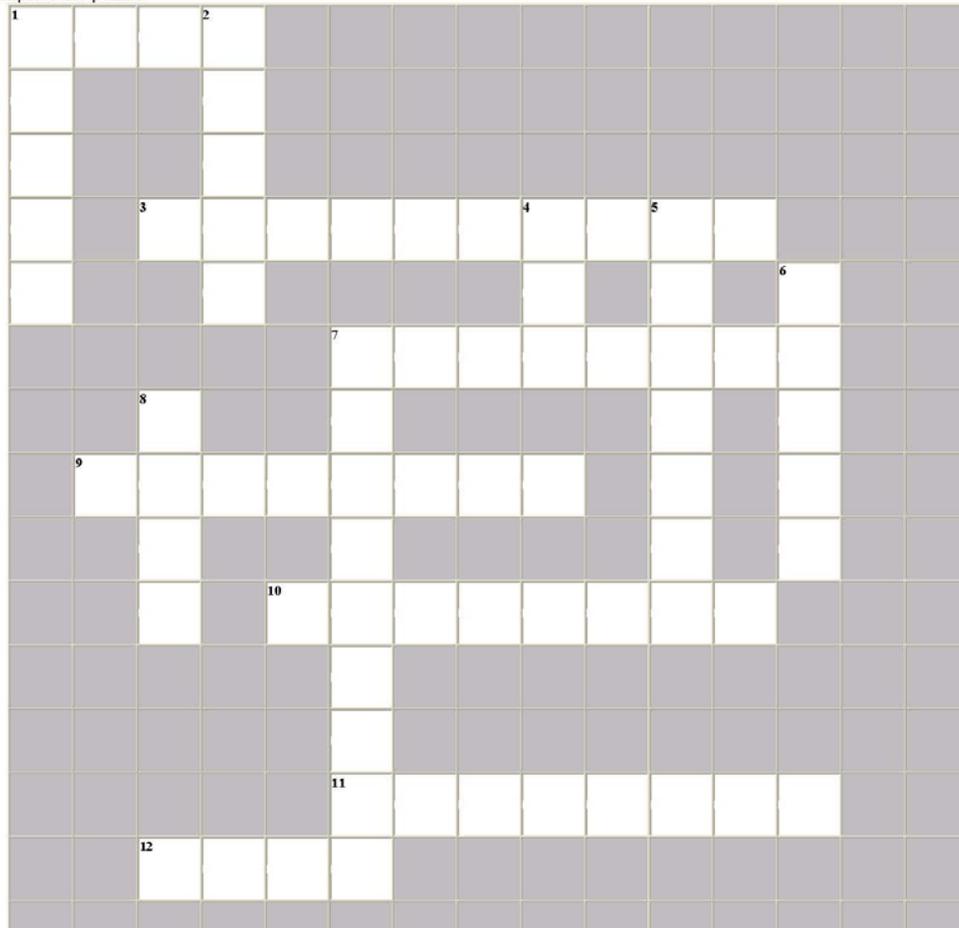
1. *How much do you know about citizenship? Let's test your citizenship knowledge with this crossword puzzle.* Hand out Activity Sheet A. Give a prize to the first to correctly solve the puzzle. Answer key is included in this lesson. Give enough time for all to try to answer all questions and go over any answers that they may not have gotten.
2. *Are you a citizen? How do you know? What are you a citizen of? What does that mean to you?* Introduce background information above.
3. Hand out Activity Sheet B with pencils. Explain that the students will be drawing eight of their rights as U.S. citizens in the boxes.
4. Explain their rights as citizens and as you discuss it, have them draw it. Pause to allow time for them to sketch their right.
  - a. In the first box, draw a picture of your school, because you have the right to go to a good school.
  - b. In the second box, draw a picture of yourself saying something you want to say because you have the right to freedom of speech.
  - c. One right as a citizen is you may go to a house of worship of your choice, or, your family has the right to attend none at all. Draw a church, a synagogue, a mosque or a temple if you wish.
  - d. You have the right to meet when and where you want. Draw a picture of yourself at a meeting. What type of meeting might you go to? A Farmers Union meeting? A team sports meeting? Any other ideas? Draw them.
  - e. In the next box, draw your house and something you own because you have the right to live where you want to and the right to own things.
  - f. In the United States, when you turn 18 years old, you will have the right to vote for who you want to be mayor of your city, governor of your state and even the President of the United States, which the adults you know will be doing later this year! Draw a picture of you voting.

- g. You have a right to a trial by jury. What is a jury? (When a group of citizens are chosen to listen to the facts in a court case and decide what is true.) There are between seven and 12 people on a jury. Draw a court with between seven and 12 people sitting in a jury box listening.
  - h. Finally, you have the right as an American citizen to keep people from searching your home unless they have a special paper from a judge called a warrant. Draw a picture of your house with someone standing in front with a piece of paper in his or her hand that says “warrant.”
5. Ask what the students think about these rights. *Are they good rights to have? What would it be like if we didn't have these freedoms? What other rights may we have in our families, at school, our teams, our clubs or in our neighborhoods?*
  6. Explain that with all rights, come responsibilities, and that being a good citizen means living up to those responsibilities.
  7. *One responsibility is to display patriotism, or pride in your country.* Hand out Activity Sheet C and explain that all good citizens learn the words to our country's pledge and our song. Give them time to fill in the blanks.
  8. *One way to show your pride is to say the “Pledge of Allegiance” and salute the U.S. flag. Does everyone know our Pledge of Allegiance? Have a volunteer lead the class in the pledge, facing the flag.*
  9. *Explain that every country has a national song. We call the national song, our national anthem. Does anyone know the name of the U.S. anthem? “The Star-Spangled Banner.” It is about the American flag. Francis Scott Key was an American who wrote the words for our anthem in 1814. Does everyone know the words and the tune to the anthem? Let's sing it together.*
  10. Go over the Seven Stars of Citizenship and ask volunteers to give examples of each one.
  11. Have the class divide into groups for Citizenship Charades. Have a group pick a Star of Citizenship description from the bowl and devise a short skit that illustrates the citizenship action. Be available to help this age group come up with examples. Once someone guesses which action the group is acting out, she or he picks which team will select and act out the next action. Play until each team has a chance to act something out.
  12. Hand out paper and pencils and explain the rules for the One Minute of Words game. *I will set the timer for one minute and you should write as many words or phrases that you can think of that describe good citizenship. These can be personal attributes, attitudes or actions that a good citizen might display. Afterward, we'll count up the words and/or phrases and the person (or group) with the most legitimate words or phrases wins a prize. When I say stop, put your pens down immediately or face disqualification.* (The prize might be a snack, a Farmers Union T-shirt or another donated gift that a young person would enjoy.) After one minute is up, call time, and have people raise their hands if they had two words or more, three or more, four or more, etc. Once the finalists have stated their words, have them state how many words they have one at a time. If there is a winner, verify, and award him or her. If there is a tie, award all equally, or have a 30-second bonus round to break the tie in which the finalists write all the words or phrases they can think of to describe Farmers Union or a cooperative. Ask those seated to share other items on their lists that have not yet been mentioned.
  13. *We've learned today that each of us is a citizen of the United States of America and a citizen of our communities. As citizens we all have important rights, freedoms, and responsibilities.*

**Sources:** Puzzle created at edHelper.com. Seven Stars of Citizenship adapted from K-5 Citizenship Teaching Guide, [www.GoodCharacter.com](http://www.GoodCharacter.com). Copyright Elkind+Sweet Communications/Live Wire Media. Reprinted by permission. LearningtoGive.org.

# Test Your Citizenship Knowledge

Complete the puzzle.



**Down**

1. The last word in the U.S. national anthem
2. The basic belief of the Declaration of Independence: all men are created . . .
4. The number of presidential terms AND the number of senators each state is allowed
5. There are 13 on the U.S. flag representing the original colonies
6. The last of these was added to the U.S. flag in 1960 for Hawaii
7. The type of government of the United States
8. You must be 18 to do this

**Across**

1. A color in the U.S. flag
3. Pride in your country
7. One of the primary political parties
9. The month we vote for President
10. Action in support or in opposition of a cause
11. The body that makes U.S. laws
12. Independence Day is celebrated on the 4th of this month

# 3-5 Citizenship Crossword Answer Key

| Answer Key     |                |                 |                |                 |                 |   |   |                |   |                |                |   |
|----------------|----------------|-----------------|----------------|-----------------|-----------------|---|---|----------------|---|----------------|----------------|---|
| <sup>1</sup> B | L              | U               | <sup>2</sup> E |                 |                 |   |   |                |   |                |                |   |
| R              |                |                 | Q              |                 |                 |   |   |                |   |                |                |   |
| A              |                |                 | U              |                 |                 |   |   |                |   |                |                |   |
| V              |                | <sup>3</sup> P  | A              | T               | R               | I | O | <sup>4</sup> T | I | <sup>5</sup> S | M              |   |
| E              |                |                 | L              |                 |                 |   |   | W              |   | T              | <sup>6</sup> S |   |
|                |                |                 |                |                 | <sup>7</sup> D  | E | M | O              | C | R              | A              | T |
|                |                | <sup>8</sup> V  |                |                 | E               |   |   |                |   | I              |                | A |
|                | <sup>9</sup> N | O               | V              | E               | M               | B | E | R              |   | P              |                | R |
|                |                | T               |                |                 | O               |   |   |                |   | E              |                | S |
|                |                | E               |                | <sup>10</sup> A | C               | T | I | V              | I | S              | M              |   |
|                |                |                 |                |                 | R               |   |   |                |   |                |                |   |
|                |                |                 |                |                 | A               |   |   |                |   |                |                |   |
|                |                |                 |                |                 | <sup>11</sup> C | O | N | G              | R | E              | S              | S |
|                |                | <sup>12</sup> J | U              | L               | Y               |   |   |                |   |                |                |   |

# My Rights as a U.S. Citizen

|    |    |
|----|----|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |

# Seven Stars of Citizenship



**Do your share!** Do your part in making your home, school, community and world a better place. Doing your share also includes speaking up for what you believe.

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**Be responsible!** Take responsibility for your actions and what happens because of your actions.

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**Serve your community!** Participate in community service projects that help others.

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**Care for the environment!** Conserve our natural resources, don't pollute and clean up after yourself.

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**Be a good neighbor!** Share and help others when they need assistance.

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**Be respectful!** Treat others with respect and dignity no matter who they are. Listen politely to those with different opinions and share your thoughts in a respectful way.

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**Play by the rules!** Follow the rules of your family, your school, and the laws of your society.

## The Pledge of ??? and The Star-Spangled ???

All good citizens should learn these words and what they mean to us as Americans. Have you learned them yet? If you have not, after this lesson you will!

### The Pledge of \_\_\_\_\_

I \_\_\_\_\_ allegiance to the \_\_\_\_\_  
of the United States of America.

And to the \_\_\_\_\_ for which it \_\_\_\_\_,  
One nation under \_\_\_\_\_, indivisible,  
with \_\_\_\_\_ and \_\_\_\_\_ for all!

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### The Star-Spangled \_\_\_\_\_

Oh say can you \_\_\_\_\_, by the dawn's early \_\_\_\_\_,  
What so proudly we hailed at the twilight's last gleaming.

Whose broad \_\_\_\_\_ and bright \_\_\_\_\_, through the perilous fight,  
O'er the ramparts we watched, were so gallantly streaming.

And the \_\_\_\_\_ red glare, the bombs bursting in \_\_\_\_\_,  
Gave proof through the night that our \_\_\_\_\_ was still there.  
Oh, say does that \_\_\_\_\_-Spangled Banner yet wave.

O'er the land of the \_\_\_\_\_ and the home of the \_\_\_\_\_ !

# Lesson Plan 2: Do Kids Have Power?

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**Unit Objective:** Students will learn that they are powerful. Their actions have reactions. They can make a difference.

**Grades:** 3-5

**Length:** 45 min.: 5 min. for power discussion and background introduction, 25 min. for Activity Sheet D, and 15 min. for Activity Sheet E with discussion.

**Materials Needed:** Activity Sheets D and E, and pencils.

**Preparation Needed:** Print out Activity Sheets D and E.

**Background:**

Although the principles of good citizenship are simple and can be found in everyday activities, good citizenship is powerful. Doing your share, being responsible, serving your community, caring for the environment, being respectful and obeying the law – each of these actions can have a powerful reaction in our communities and our world.

When making a decision and taking an action, it is important to think about the impact it may have on everyone involved, even those we may never meet.

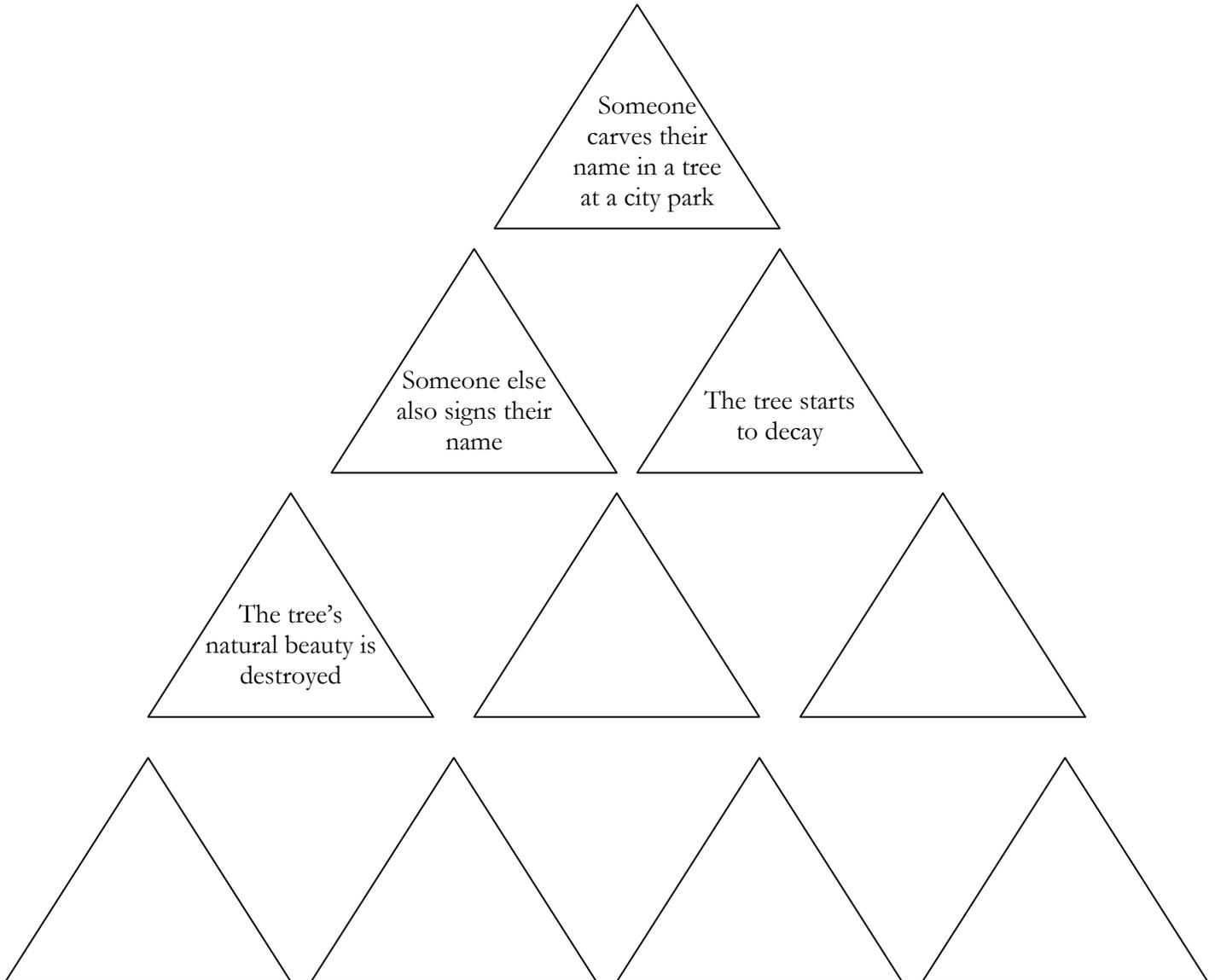
**Teaching Strategy:**

1. Write the word “power” on the board, or display it on a poster. Ask them to think about what the word “power” means to them. *Name someone who is powerful. Why are they powerful? How did they become powerful? What about kids? Do kids have power? What kinds of power might kids have? Are you powerful? How would a kid become powerful?*
2. Introduce the background information above.
3. Lead the group in the Activity Sheet D to explore the interconnectivity of actions and consequences. The young people may do this as a small group activity. When they are finished, discuss the outcomes.
4. When they are finished with the negative citizenship action, have them choose a positive citizenship action and have them brainstorm with their group the potential impacts. Examples might be picking up trash in their community, fund-raising for a cause or something as simple as smiling at a stranger on the street. Have the small groups nominate a leader to stand before the entire group to share the ramifications of their positive act of citizenship. After each group shares, ask if anyone has any other ideas for potential reactions to the action?
5. Next, lead a group discussion about cause and affect. *How many negative reactions came from the one negative act? How many positive reactions came from one positive act of citizenship? Do the reactions of our actions impact only us? As you can see, the action of one person is powerful, whether that is negative or positive. It is up to us to make sure that we are using our power for the common good every day.*
6. Pass out Activity Sheet E and ask children to draw a map of their communities or neighborhoods pointing out places of interest. Give them five minutes to complete the task and then ask for volunteers to stand up and show and tell about their communities, what they like about it and any ideas they have for how they could help make their community a better place to live.

# Cause & Effect Brainstorming

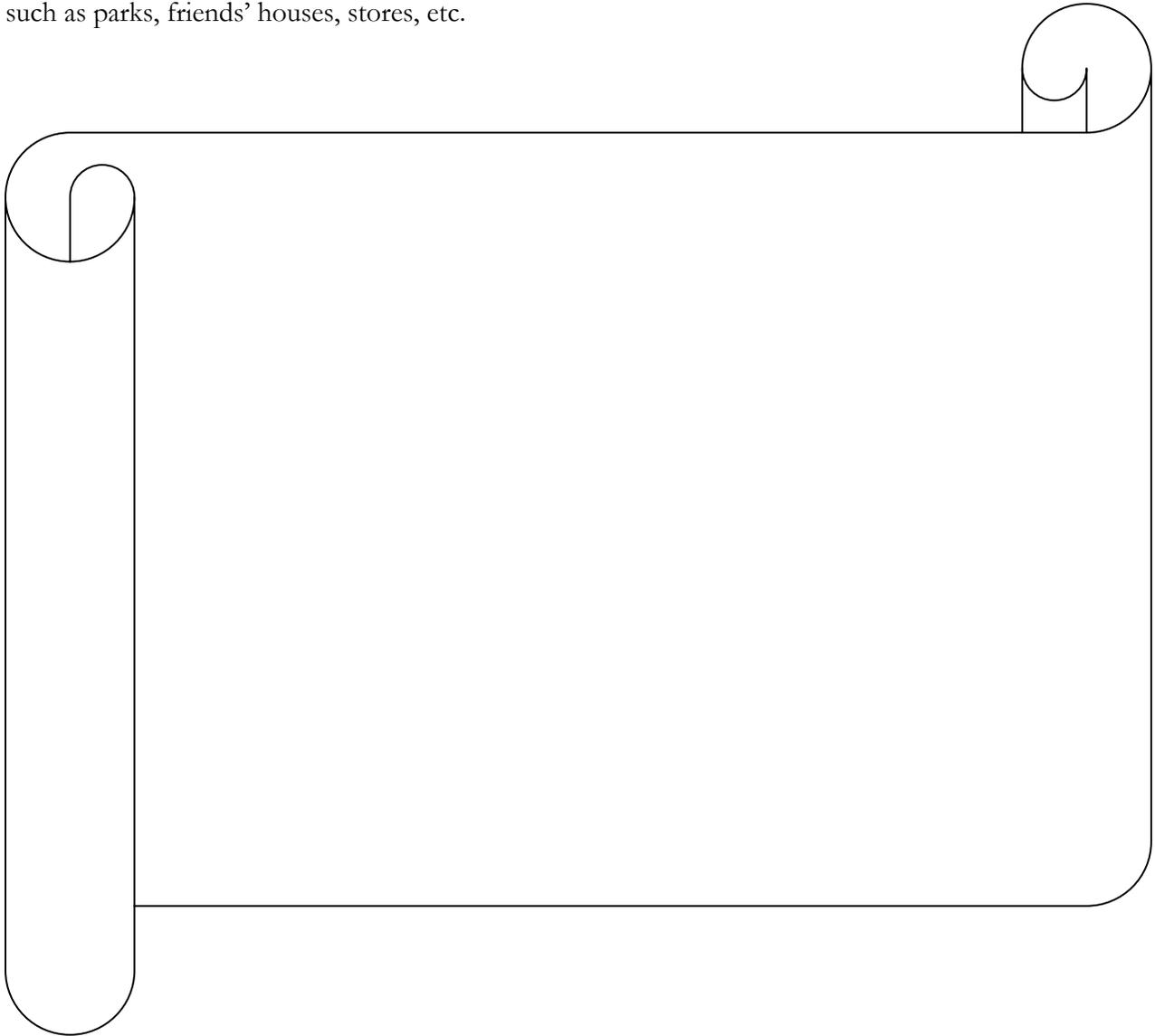
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Every action has a reaction, whether the action is negative or positive. Someone carves their name in a tree at your local park. What happens now? How does this impact others? See how one action can lead to another? Work through the likely chain of consequences below. Feel free to add your own triangles to the page or transfer the activity to a larger sheet of paper.



# This is My Community

Draw a map of your community and label where you live, your school, and other interesting places such as parks, friends' houses, stores, etc.



What makes your neighborhood a nice place to live?

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What could you do to make your neighborhood a better place to live?

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# Lesson Plan 3: Cooperative Citizenship

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- Unit Objective:** Children will learn about cooperation and how to use it for common good.
- Grades:** 3-5
- Length:** 1 hour: 10 min. for “co-op-s’more-ation” snack time, 5 min. for introduction of background information, 10 min. for “Co-op Story Time” and questions, 10 min. for marketing activity, 25 min. for cooperative games.
- Materials Needed:** “Market with a Mission,” graham crackers, chocolate frosting or Nutella, marshmallow cream, plastic spoons or knives, napkins, construction paper, glue sticks, scissors, markers, pens, pencils, materials for co-op games.
- Preparation Needed:** Print the “Market with a Mission” hand-out for each student.

**Background:**

We have learned that we are able to make a difference as individuals, yet together, we can do even more. When we work together for a common purpose or a common good, this is called cooperation.

Cooperatives, also called co-ops, are a type of business in which members work together for a common purpose and benefit. Cooperatives exist to benefit everyone who is involved with them as well as the communities around them. The members own it and share in the money the business spends and makes. All cooperative members have a say in what direction the group takes. Another goal of a cooperative is to give back to the community through cooperative education. Because of these and other reasons, cooperatives are good citizens.

**Teaching Strategy:**

1. Divide the groups into three for “snack time.” Give one group a jar of Nutella or chocolate frosting. Give one group a box of graham crackers. Give the third group the marshmallow cream. The adult leader keeps the plastic knives or spoons and napkins. If they’re slow to figure out they should be cooperating, suggest it might call for some “co-op-s’more-ation.”
2. *Just like in our snack-time situation, cooperation is often the best way to solve a problem so that everyone benefits.* Introduce the background information.
3. *Now we’re going to learn about a cooperative business in the Farmers Union family that is a good citizen.* Hand out “Market with a Mission.” Have volunteers take turns reading the lesson aloud.
4. Challenge students to design a three-fold marketing brochure to encourage people to visit the cooperative market. Lay out the craft supplies and encourage them to use the photos and positive attributes from the “Market with a Mission” lesson page to decorate their brochures. *What is the market’s strengths? How can you highlight their community citizenship as a cooperative to draw in potential customers? What other marketing techniques would you recommend to the board?*
5. *Knowing what we now do about citizenship, would you call CFAM a good citizen? Why? Which of the Seven Stars of Citizenship (from Lesson 1) do they display in their communities? If CFAM was in your community, would you like for your family to become a member? Why?*
6. Lead children in a couple cooperative games of your choice.

**Sources:** Rocky Mountain Farmers Union, [www.rmfu.org](http://www.rmfu.org).

# Market with a Mission

Frustrated with a lack of available market outlets and consumer appreciation for local food, a group of farmers near Colorado Springs banded together five years ago to form a new organization that would promote their local, mostly organic, products. The mission of this new association would be to educate consumers about local food systems and put a face on area farmers.

Early on, a group of Southern Colorado artisans asked if they could join the group to showcase high-quality regional art, for a multi-sensory experience. Thus, the Colorado Farm and Art Market cooperative (CFAM) was born.



Produce must be Colorado-grown and organic is strongly encouraged. Efforts are made to attract high-quality artists including painters, potters and jewelry makers.

A diverse mix of young families, students and retirees can be found mingling among booths overflowing with the season's offerings. New machines now make it possible for low-income consumers, who have not historically been strong supporters of the farmers market, to purchase produce with food stamps. CFAM's board of directors has been reaching out to these patrons through direct-marketing efforts,

advertising in urban newspapers and building relationships with local charities.

Members of the board see the "Wal-Mart mentality" of mainstream consumers as a major impediment to the market's continued growth. Many lower and middle income consumers are perceived to be unwilling or unable to pay a premium for the type of value-added produce that CFAM strives to offer.

Another limitation is the seasonality of local products and the inability to supply fresh product year-round. There's also competition from other farmers markets. A small promotion budget limits the market's ability to reach out to new customers.

The market has added some new features such as a Saturday market, evening markets, prepared food vendors, local chef visits, taste-testing, musicians and informational displays.

Dan Hobbs, a fifth generation Colorado vegetable farmer and former cooperative specialist with the Rocky Mountain Farmers Union, helped found CFAM. Through his role with Farmers Union, he was able to assist the group with a business and marketing plan and to source legal help to get the group incorporated. The Rocky Mountain Farmers Union Cooperative Development Center provided in-kind time and helped CFAM to succeed in getting a Rural Business Enterprise grant.

Dan helped CFAM form an educational mission of informing consumers of the differences between store-bought produce and locally grown, organic products that are purchased direct from the producer. They teach customers about the importance of respecting the environment and supporting local growers. The farmers market is making their community a better place by supplying healthy foods, supporting area farmers and contributing to the local economy.



# Lesson Plan 4: Global Citizenship

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- Unit Objective:** Students will observe similarities and differences of farmers living around the world. They will be challenged to think about how they can participate as global citizens.
- Grades:** 3-5
- Length:** 1 hour: 5 minutes for opening activity, 5 minutes for discussion of background information, 10 minutes for Activity Sheet A reading, answers and discussion, 30 minutes for service craft, and 10 minutes for song activity.
- Materials Needed:** A globe, two small sticky notes labeled or in different colors, Activity Sheet F, instructions and materials needed for “Lesson 4 Service Craft,” “Seed Packet Templates,” and lyrics to “It’s a Small World.”
- Preparation Needed:** Request donated seeds or order sacks of seeds for service craft project. Print Activity Sheet F, “It’s a Small World” lyrics and “Seed Packet Templates” for each student.

## Background:

There are farmers all over the world. Although they may be miles or even an ocean apart, they all share a need for land. They all plant seeds and make their livings from what grows from those seeds.

However, farmers in some parts of the world have a tough time getting what they need to properly grow their crops and feed their families. For example, the Shuar (*Sh-war*) tribe in Ecuador has lost a lot of the knowledge of how to farm over the last several years. As a result of this and other cultural factors, many women and children in the Shuar community don’t have enough to eat.

Farmers Union members in North Dakota wanted to connect with family farmers in other parts of the world. United through Farmers Union, these American farmers are working together to help family farmers in Ecuador. Their goal is to raise \$50,000 to help women farmers buy seeds and to educate them about how to plant the seeds and care for their crops.

The money will be loaned to these women farmers so that they may buy more seeds, which they will plant for food for their families and can sell at the nearby markets. The women also use these seeds to make beautiful jewelry, which they also sell at the markets. The money they make helps them to purchase clean water and electricity and send their kids to school.

This is what being a “global citizen” or a “world citizen” is all about: helping our friends and neighbors around the world. Part of good citizenship is being a good neighbor.

## Teaching Strategy:

1. Draw circle(s) on the ground or floor and ask everyone to jump into a circle when something is called out that applies to them: *I have long hair, I have brown eyes, I like to read, I live in \_\_\_\_\_, I like green vegetables, etc.* Then transition into more universal statements, such as *I live on the planet Earth, I need clean water, I need healthy food, I need my family, I need my home, I need to go to school, I need to be safe, I need to stay healthy.*
2. Ask the groups to sit outside their circle facing inward with you in the middle and so they can look at the others around the circle. Explain to the group that at first you asked questions that illustrated our differences – the things that make us individuals and have our own opinions that should be respected. The second set of statements showed that although we all may be different, all human beings have some needs that are the same and we are connected through these similarities.
3. Explain that today they will be learning about people who are different from us but that are connected to us in many ways.
4. Ask for a team of volunteers to work together to find their state or country on a globe. This may be tough for children in this age group, which will provide the leader an opportunity to lead a discussion. *There are many countries in the world other than the United States. Does anyone know how many countries there are in the world? There are 194 countries in the world! Have any of you ever visited another country? What was that like? Can anyone name a country other than the*

*United States?* When the volunteers have found the United States, place a small sticky note on it.

5. Next, ask if anyone knows where Ecuador is. (It is likely they do not know where it is. Give them a hint that it is in Western South America. Give a short time for anyone who would like to try, before offering help.) Place a small sticky note of another color on Ecuador.
6. Introduce the concept of the lesson with an overview of the background information above. If there's time and availability of equipment, you may show the NDFU video about the Ecuador project: <http://www.ndfu.org/data/upfiles/video/careproject.mov>
7. *What does it mean to be a good neighbor? How can you identify a good neighbor? They share, they help each other when they have needs, they watch out for each other.*
8. *Who are our neighbors? Those who live on our street? Go to our school? Live in our state? Live in our country? Those who live in our world? Everyone – even those from other countries are our neighbors.*
9. *What are some ways that we could be a good global citizen and help our neighbors in other countries? Even we can do our part.*
10. Have students take turns reading Activity Sheet F and give them a few minutes to answer the questions and discuss them as a group.
11. Introduce the “Lesson 4 Service Craft.” When children finish their seed packets suggest that they create promotional posters that explain to adults why it's important to donate to the Ecuador project.
12. Hand out lyric sheet for Lesson 4 Song, “It's a Small World.” Teach them the song, divide them into groups and have them work together to create a third, related verse. Have the teams share their lyrics with the others.

**Sources:** North Dakota Farmers Union, [www.ndfu.org](http://www.ndfu.org)



## Our Neighbors in Ecuador

Ecuador is a country about the size of Colorado in the northwest part of South America. Violeta is a young girl who lives in a small Amazon community in Ecuador. Her people are called the Shuar. Violeta’s mother and father work alongside each other to provide for their family.

Eighty percent of the women and children in Violeta’s community have been malnourished and did not have enough to eat. For centuries, the Shuar had passed on traditional dances, songs and farming practices to the next generation. However, over the last several years, the Shuars have been losing the traditions and sustainable farming practices of their ancestors.

North Dakota Farmers Union has teamed up with CARE, the Cooperative for Assistance and Relief Everywhere, to help the Shuar revive their dying culture and learn to grow the crops that were used by their ancestors. The North Dakota Farmers Union is raising money to loan to the Shuars so they can buy more seeds and be able to grow more nutritious food and medicine for their families and to have more produce to sell in nearby markets.

Violeta’s family has received seeds and agricultural training. Her family’s field now produces a variety of beautiful crops that they have been able to sell for money to buy more seeds, plus clean water, electricity and schooling for Violeta.

Violeta’s mother is now training other women in her community and the community is flourishing. Violeta and other children are now able to attend school, where in addition to their regular classes, they learn dances their ancestors danced and songs their ancestors sang.

The Shuar women have started a cooperative. They make jelly from the excess fruits and jewelry from the excess seeds to sell in nearby markets and in other countries.



*Ecuador children  
photo courtesy of NDFU*

1. Why is North Dakota Farmers Union helping the Shuar community in Ecuador?  
\_\_\_\_\_
2. How is the assistance making a difference in the Shuar community? \_\_\_\_\_
3. How is the Shuar community passing on the assistance to others? \_\_\_\_\_

# Lesson 4 Service Craft

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**Learning Objective:** We all can be active global citizens, serve others and make a difference by using the talents that we have.

**Materials Needed:** seeds (donated from a local farmer if possible, or pound bags of wildflowers or other types of seeds), Seed Pack Template Page, construction paper, scissors and markers, crayons or colored pencils. For seed packets: additional construction paper and glue sticks. For seed sacks: fabric scraps pre-cut into squares or that kids may cut into squares, film canisters or a shot glass that may be used to help fill seed sacks, a single hole punch, ribbon or string.

**Background:** The Shuar community in Ecuador depend on seeds for their livelihoods. They plant the seeds and grow food for their families. They use seeds to grow produce that they can sell at their markets. The Shuar women also use seeds to make beautiful jewelry that they sell at the markets.

We can use seeds to help farmers in the Shuar community! Today we are going to make crafts from seeds that we can give to those who make a donation to the North Dakota Farmers Union-CARE initiative to help farmers from Ecuador. The money that is raised will be given to Shuar women farmers to help them buy and plant more seeds, which, in turn, will help them to purchase clean water and electricity and send their kids to school.

Today we will be decorating seed packs filled with seeds that donors can plant in their gardens to remind us all how important it is to be good global citizens.

**Instructions for seed packets:** Pass out the top template, construction paper, scissors and colors. Have the children cut the template out first and then position it on the construction paper to trace and cut. Two packets should be able to be traced on one sheet of construction paper. Illustrate how to glue a packet together with a glue stick so that it will hold seed. Have them decorate the fronts and backs of their seed packets. Suggest things they may include on the packet, such as a picture of the plant that will grow from the seed, a message of thanks, their Farmers Union chapter name, their names and ages or a message related to the lesson, such as “We are global citizens” or “Farmers Union Project Citizenship.” Once the packets are completed, help them use a spoon to scoop the seeds into their packets and seal them with the glue sticks.

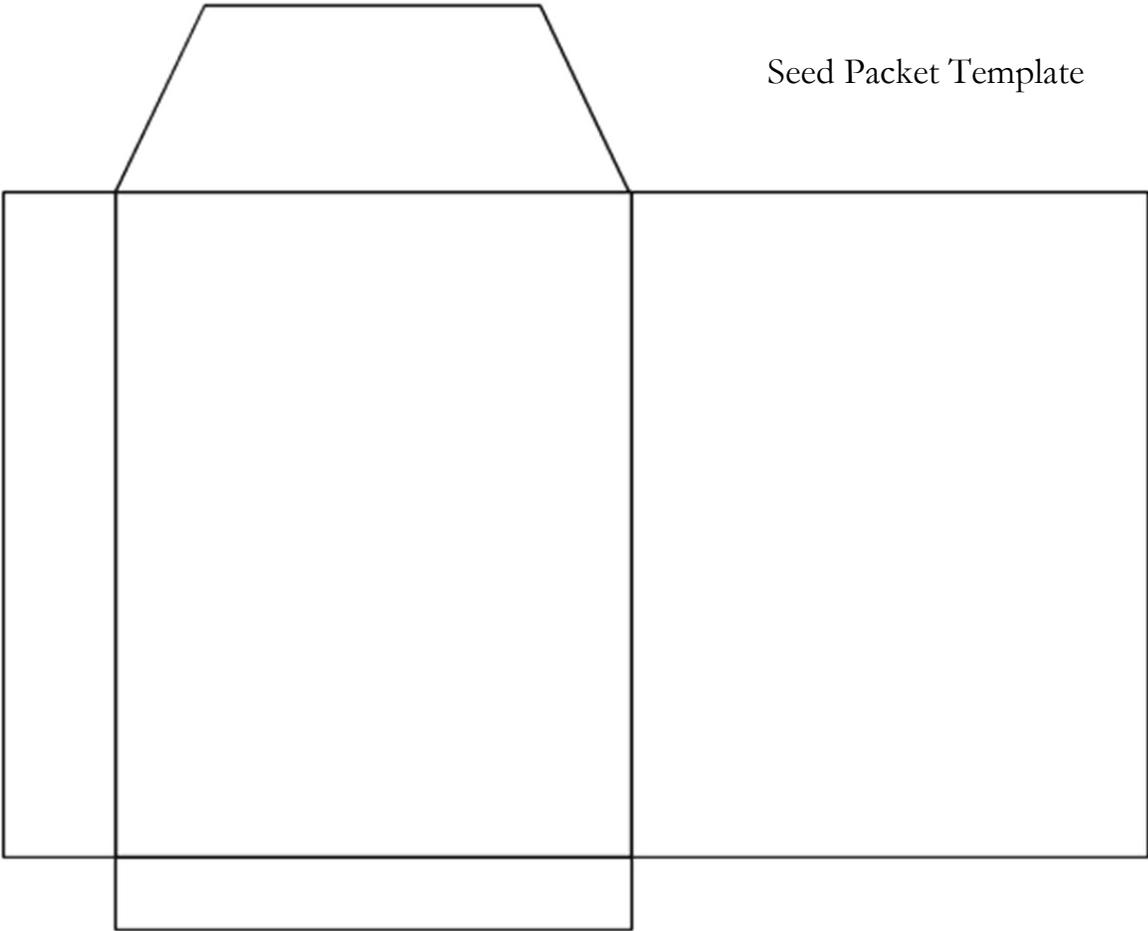
**Instructions for seed sacks:** Pass out the lower templates, scissors, fabric, ribbon and colors. Have them cut the template out and position it on the fabric. Have the children trace around the note cards on scrap construction paper and decorate the note cards with sample messages above. Hole punch the top left of the folded note card and have the children run a ribbon through the hole and cut the ribbon long enough to tie a knot and bow. It may be helpful for small hands to stuff the fabric into a small shot glass or empty film canister before pouring the seeds in and tying the bow with notecard on it.

**Leader Note:** These seed sacks could be given in exchange for donations at county meetings, fairs, conventions or other appropriate community venues. Donation solicitations may be incorporated as a service project for older age groups. Suggested donations might be \$20. Donations should be shipped to North Dakota Farmers Union no later than Aug. 29, 2008, to be used for the Ecuador project. Send a check payable to the North Dakota Farmers Union Foundation to North Dakota Farmers Union-CARE Project, P.O. Box 2136, Jamestown, ND 58401.

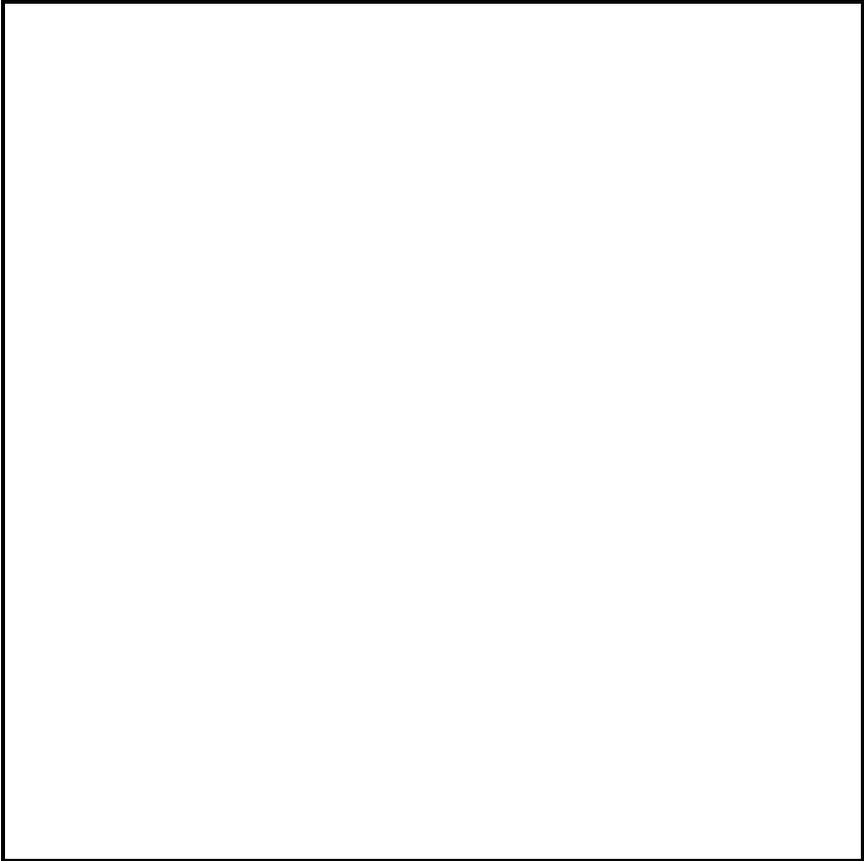
The project could also be tailored in your state to raise money for another global cause as long as the young people understand the connection and learn that they can be active global citizens.

Have all students place their finished crafts carefully in a box and explain again what you will be doing with the box of crafts.

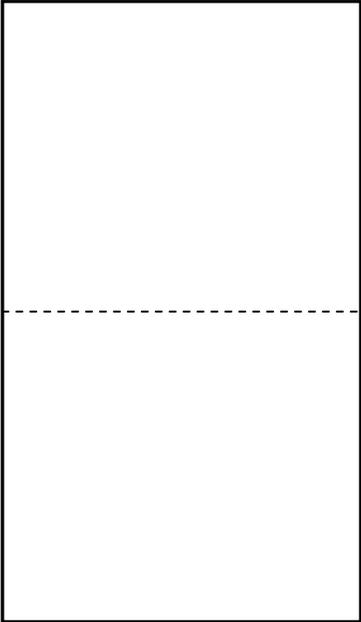
Seed Packet Template



Seed Sack Template



Note Card Template



# Lesson 4 Song: *It's A Small World*

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Listen to the tune at: <http://kids.niehs.nih.gov/lyrics/smworld.htm>

**CHORUS:**

It's a small world after all  
It's a small world after all  
It's a small world after all  
It's a small, small world!

**VERSE 1:**

It's a world of laughter  
A world of tears  
It's a world of hopes  
And a world of fears.  
There's so much that we share,  
That it's time we're aware,  
It's a small world after all.



**CHORUS:**

It's a small world after all.  
It's a small world after all.  
It's a small world after all.  
It's a small, small world!

**VERSE 2:**

There is just one moon,  
And one golden sun,  
And a smile means  
Friendship to everyone.  
Thought the mountains divide,  
And the oceans are wide,  
It's a small world after all.

**VERSE 3: Create & Share Your Own!**

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**CHORUS:**

It's a small world after all.  
It's a small world after all.  
It's a small world after all.  
It's a small, small world!

*By Richard M. and Robert B. Sherman*

# Optional Activities

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

1. Lead young people in the Grade 1-2, Lesson 1 SimCitizen Game.
2. Make copies of the Grade 1-2, Lesson 3 Co-op Story Time and have students take turns sight-reading a paragraph each.
3. Charades or hangman with new vocabulary words.
4. Have students create posters, jingles, slogans, advertisements or other forms of promotion to convince others to be good citizens.
5. Teach the “Teamwork Train Song” from Grade 1-2, Lesson 3.
6. Lead Grade 1-2, Lesson 4 M&M diversity lesson.
7. Check out the Passport Game:  
<http://www.freedomfromhunger.org/bytes/passport/>
8. Teach some Farmers Union songs.