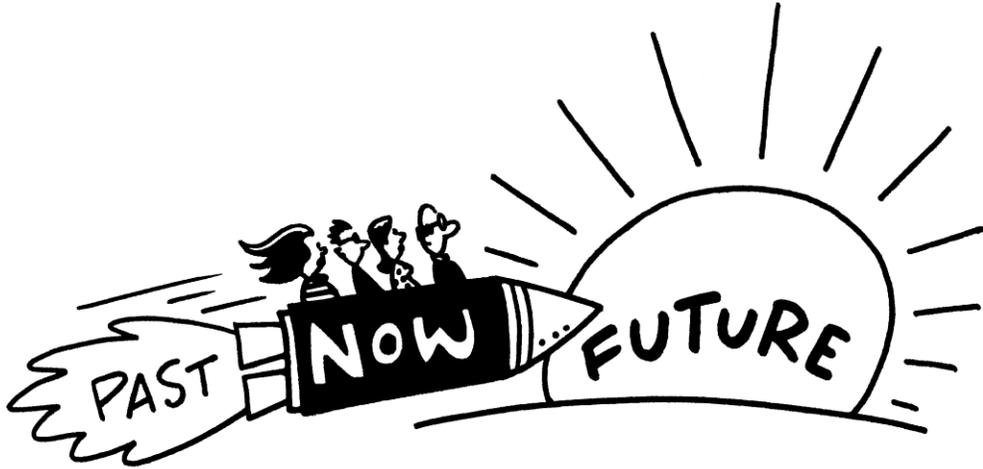


National Farmers Union

“Understanding Your Past, Looking Forward to Your Future”



Section 2: Grades 3-5

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Lesson Plan 1: Who Polluted the River?

Unit Objective: Students will learn about water pollution issues in their community.

Length: 1 hour

Lesson From: www.populationconnection.com

Materials

- A clear gallon jar of water
- A plastic film canister for each student, with label taped to it (canisters are often available for free at film processing stores)
- One cut-out image of character in story from those provided for each student

Dry Elements

- Trees: Dry, crumbled leaves
- Building site: 1/2 tsp. dry clay soil (not sand)^[L]_[SEP]
- Farmer: 1/4 tsp. baking soda^[L]_[SEP]
- Family picnic: Assorted litter
- People fishing: Tangle of fishing line (or dental floss)

Wet Elements^[L]_[SEP]

- Barnyard: 1/2 tsp. brown liquid, a few crystals of instant coffee mixed with water or food color mix
- Factory: 1/4 tsp. of diluted red food coloring
- Cars/Drivers: 1/4 tsp. of vegetable oil
- Washing the car: 1/2 canister of soapy water
- Motorboat: 1/4 tsp. vegetable oil

Procedure

1. Prepare and label the film canisters as described in the materials section, ^[L]_[SEP]enough for each student to have at least one canister. ^[L]_[SEP]
2. Fill a clear, wide-mouthed gallon container with water nearly to the top. Place it near where you will be reading the story. (If using a fish toy, put it in the water now. As one of the questions that appear throughout the story, point to the fish and ask “How do you think the fish feels?”) ^[L]_[SEP]
3. Distribute one cut-out image to each student.

[NOTE: Every student should get an image, and later, a canister. Unless your class is very small, this will mean you need multiples of many of the canisters. Just don't have more than one barnyard canister (coffee), as two doses of it will make the water too dark to notice the progression of pollution afterwards.]

4. Set up the labeled canisters within easy reach of where you'll be facilitating the activity, lined up in the order in which they are to go into the water.
5. Explain that you will tell a story about the river, (insert the name of a river in your area, if you wish) and that each of the students will play a part in the story. When they hear the name of the item pictured on the cut-out you've given them, they should come up to you and get the matching canister, open it, and empty its contents into the container, which represents the river.

[NOTE: If you feel the students will have trouble opening the canisters without spilling the contents, remove the lids for them, or leave the lids off altogether.]

6. Read the story that follows. Pause after questions within the story to give the students time to think and respond. Refer to the discussion questions below after you have read the entire story. ^[L]_[SEP]

Lesson Plan 2: Making a Difference for the Future of My Community

Unit Objective: *This lesson plan will help students better understand civic engagement and the importance of being involved in their community.*

Length: 1 hour

Lesson from: <https://kinderart.com/art-lessons/music/easy-make-musical-instruments/>

Foodspanlearning.org

Materials Needed: See activity section

Preparation Needed: See activity section

1. Write "Important Community Issues/Problems" on the board. Ask students what they think young people can do to help improve their school or community (town, neighborhood). Explain that they are important members of their community, the school community and the community at-large.
2. Now, ask students to write a quick list of as many important community problems they can think of (examples include homelessness, people out of work, litter/graffiti, overcrowded schools, water shortages). After a few minutes, ask students to share their ideas. Challenge the class to share issues that have not been previously stated. Appoint a note taker to record each response on the board.
3. Ask students if they can think of any children who have really made a difference in the community beyond their local school. Now tell students that in 1983, a 6th grader named Trevor Ferrell was watching television on a cold night in Philadelphia. The news broadcaster warned that because of the cold temperature, homeless people should go to shelters. Ferrell wanted to help the homeless, so he convinced his father to let him bring a blanket downtown. He thought he'd give it to a homeless person. Soon, Ferrell was helping 100 homeless people a night get food for dinner and warmth in the cold. Because of

his efforts, a shelter was built for homeless people. Trevor Ferrell, a 12-year-old boy, made such a huge difference that the president of the United States at the time, Ronald Reagan, invited him to sit next to Mrs. Reagan when he made a major address to the United States Congress. The president introduced Trevor. Challenge students to consider how they could make a difference in their community.

4. Divide students into groups of three or four. Tell them that each group must come up with one way they could significantly contribute to either the school community or the town or city in which they live. Distribute the Making a Difference in My Community worksheet and ask each group to complete the questions.
5. Now, reconvene the group. Ask students to share their ideas with the group. Obviously, these suggestions should be reasonable. For example, if a group suggests that school should always be cancelled, challenge them to consider the positive and negative consequences of such an action. Students will have the opportunity to consider their proposals in much greater depth in later steps. The sole purpose of this step is to ensure that all suggestions are reasonable.
6. Now remind students that the first step in helping the community is becoming informed. Trevor could not help the homeless until he knew that there were people who did not have homes and did not have enough to eat.
7. Have students rejoin their groups and tell them that today, they will develop the project that will help their community.
- 8. ACTIVITY, See attached sheet**
9. When students have finished, remind them that talking about important community issues or problems is a very important right belonging to American citizens. Students should consider that rights come with responsibilities. The responsibility that accompanies this right includes **respectfully listening to other points of view**. The most sophisticated, best ideas are only developed after considering multiple perspectives and taking the best ideas from each.

Activity

What You Need:

- Empty/clean coffee cans with a plastic lid (small, large, whatever you have).
- Construction paper, glue & scissors.
- Paint or markers.
- Paintbrushes & water.
- Dowels or sticks from trees in the park.
- String, leather, feathers, beads... any bits of scrap material you might have.

This activity will show students how they can make a difference in their community by using materials that may have otherwise ended up in the landfill. Making musical instruments out of recycled material is a way to reuse old materials and fun to make music with the group!!

- 1) Handout the *Recycling Fun Facts* worksheet to each student. Go over the facts as a class and explain the impacts trash and litter has had on your community. For example “**Litter** creates toxins and pollutants that are harmful to our environment and animals. Discarded **garbage** clogs our waterways, **affects** our soils, and may remain in landfills forever. ... Recycle whenever possible and properly dispose of your **garbage** to avoid needless and harmful **litter.**”
- 2) Explain that recycling is a way that we can reuse our trash and litter so it does not end up in the landfill.
- 3) Hand out a recycled coffee can to each student, place all the decoration materials on a larger table or someplace each student can have access to the materials.
- 4) You have two options here. Either paint the coffee can with paint or cover the can with construction paper. Leave the plastic lid on the coffee can; this will be your drumhead.
- 5) If you cover the coffee can with construction paper, you can paint or draw designs and creatures on the coffee can. Have a look at pictures of different kinds of drums and the images found on them. (Try covering the can with aluminum foil for a neat effect.)

- 6) After the paint is dry, you can glue all sorts of wonderful things to your drum.
- 7) Using wooden dowels or simply wooden sticks, drum away on your new coffee can drum.

To make maracas and shakers:

What You Need:

- 2 plastic cups or yogurt containers — the same size — clean and dry
- 1/2 cup of coffee beans or dried peas or macaroni, rice or beads
- Glue (hot glue will work well but requires adult supervision)
- Masking tape
- Paint (acrylic paint is the best for this type of material but you can also use poster paint or tempera with glue added to it to make it stick to the plastic.)
- Fabric (optional)

What You Do:

1. Put the beans or peas into one of the cups or containers
2. Hot glue/tape the 2 containers together
3. Wrap masking tape around the rims for added support
4. Paint the shaker with bright colors and glue on fabric pieces too if you wish

Lesson Plan 3: Do Kids Have Power?

- 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.

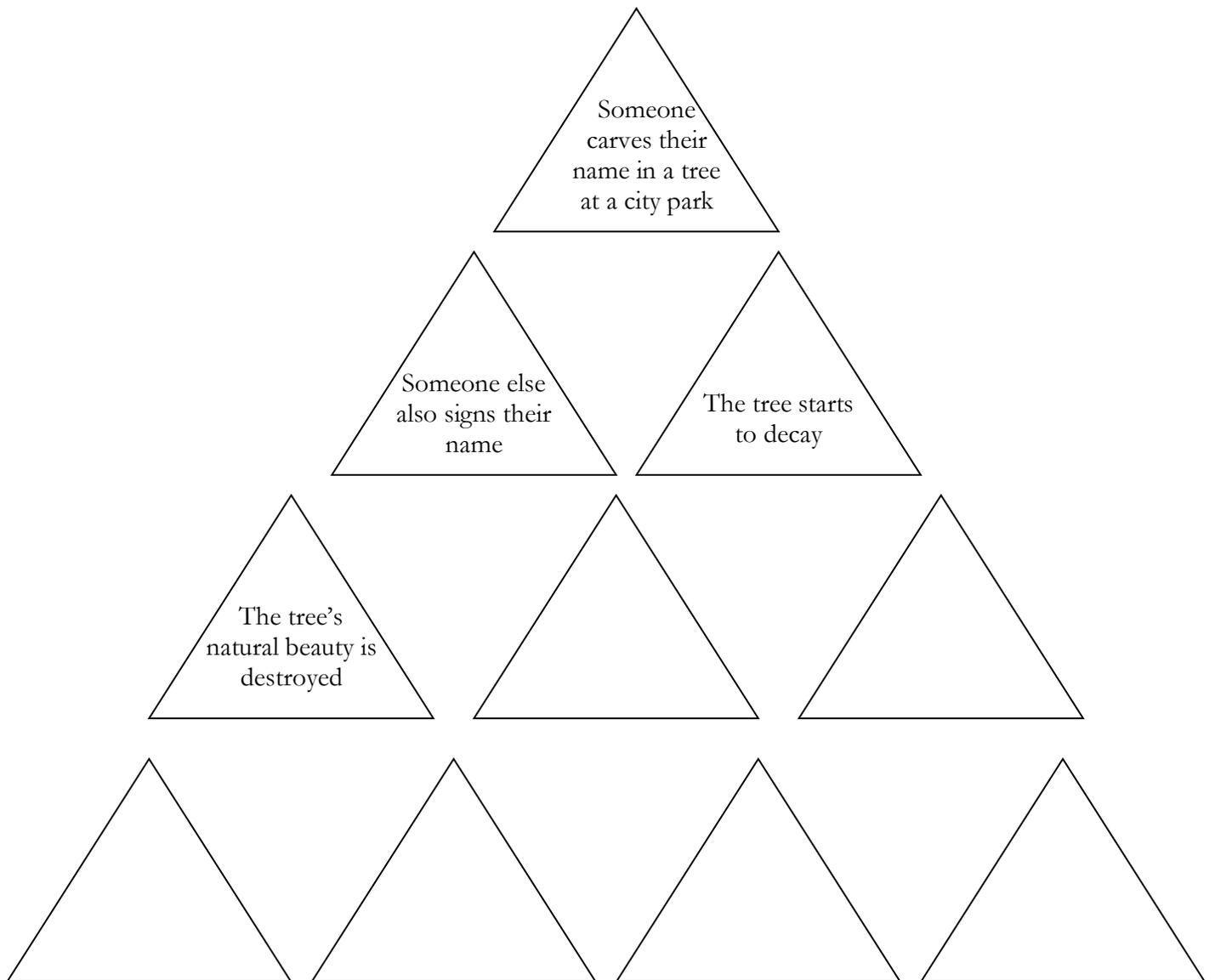
Teaching Strategy:

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

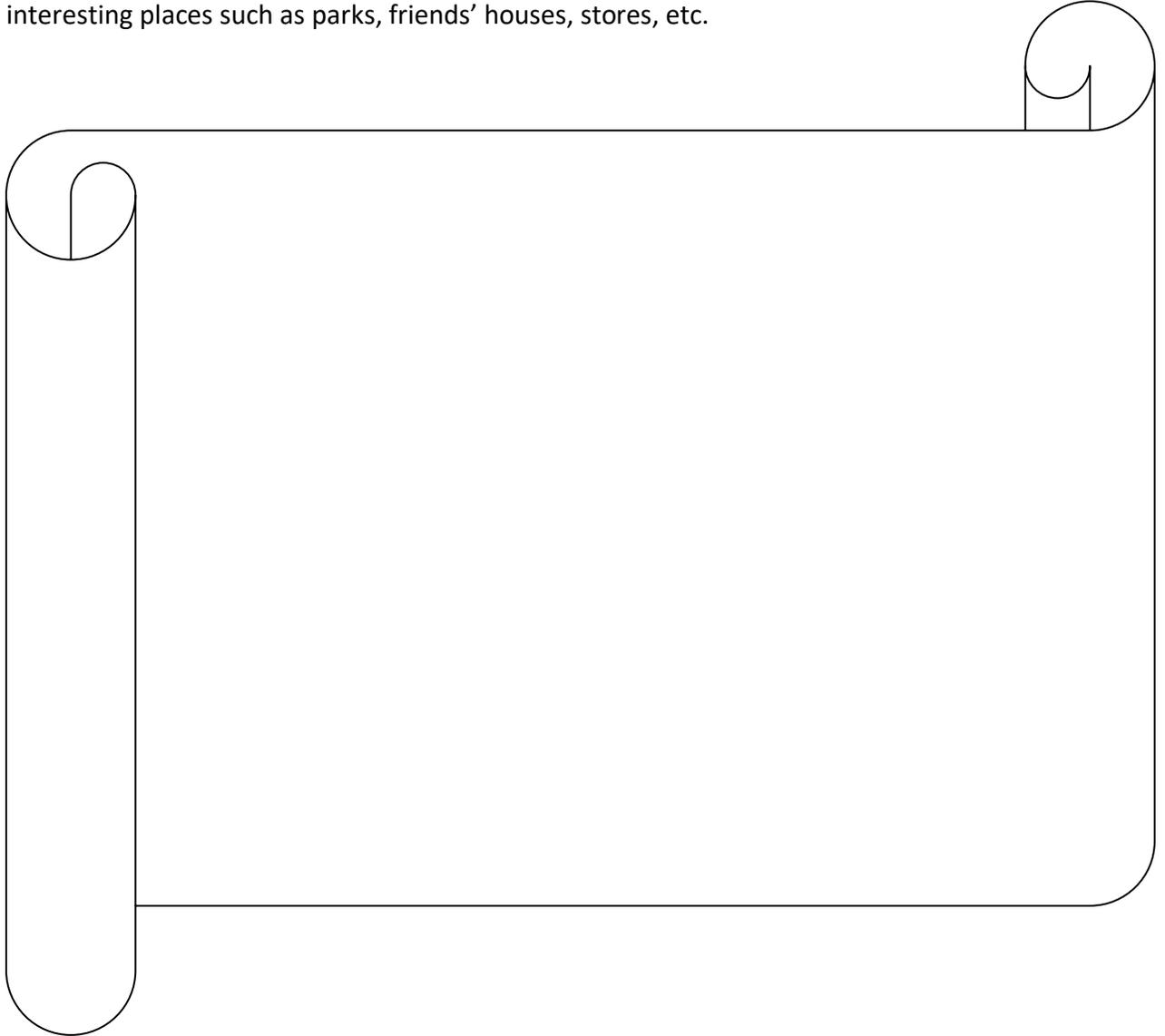
Every action has a reaction, whether the action is negative or positive. Someone carves their name in a tree at your local park. What happens now? How does this impact others? See how one action can lead to another? Work through the likely chain of consequences below. Feel free to add your own triangles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



Name _____ Grade _____ Activity _____
Sheet E

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?

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