

Citizenship Lesson

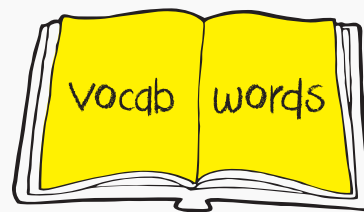
Citizens of the School

Introduction:

Meredith and her friends donate their hair to a community organization, Locks of Love, as a way to help make life easier for peers like Callie Connaughton.



How do we show
we are good
citizens?



"Adopt a Highway"
sign examples

Large paper/board to chart ideas

Citizens' Daily Duty
Chart picture template

characterize

citizenship

community

contribute

Pre-viewing:

The following can be asked/done before watching video.

- Introduce the idea of student citizenship: the children are members of the class in this school; in other words, they are citizens of the school. Therefore, students have the right to a good education, a safe classroom, and a wonderful teacher.
- With citizenship in this classroom and this school comes responsibility and duties: when you are a citizen you owe it to the classroom and the school to do certain jobs. Ask students: What is your duty as a student citizen of this classroom?
- Expand the definition of being a good citizen of the community and how every citizen can find ways to make the community a better place.

Notes:

Discussion Questions:

The following can be asked/done after watching video:

- How did Callie feel after she received a wig from Locks of Love? Why?
- Why should you make an effort to help others in your community?
- How can you demonstrate good citizenship at home, at school, and in your community?
- What types of organizations, community agencies, and services in your city could you contact to help?

Notes:

Procedure:

Introduction:

- ✦ Introduce the term ‘adoption.’ Adoption means to choose something or take something and make it yours. Most children will understand adoption in terms of adopting a pet or the adopting a child into a family. When families adopt, they promise to take care of and love the child or pet always.
- ✦ In some parts of the United States, there are signs on roads that say “Adopt A Highway” or “Adopt a Park.” This means that certain citizens choose to take care of a part of a main road or a public park. They do this by collecting trash and litter and sometimes donating money to the city or state to make that part of the road or the park more beautiful. Examples of signs are provided near end of lesson.
- ✦ In this lesson students will decide on a part of the school the class will adopt.

Direct Instruction (I do):

- ✦ Discuss the ways students show good citizenship in the classroom.
 - ✦ What are the duties we have as citizens of the class?
 - ✦ How do students care for the classroom?
 - ✦ How do students keep the classroom neat?
 - ✦ What are some ways we make the classroom beautiful?
 - ✦ Why do this?
- ✦ Explain that the class is going to explore ways to expand our classroom citizenship to another part of the school by adopting a section of the school.

Procedure Continued:

Guided Exploration (We do)

- ✦ Ask the students to think of areas of the school that need extra help to keep clean. Make a list of the areas on the board/on big paper.
- ✦ As a group, vote on an area that they would like to adopt.
- ✦ Discuss how they will talk to the principal about adopting this area.
- ✦ Make a list of tasks they will need to do each day to keep the adopted area clean. (Use this list for the “Citizens’ Daily Daily Duties Chart.”)

Independent Practice (You do)

- ✦ Ask students to select one of the following tasks to prepare materials for the school area adoption:
 - ✦ Write a letter to the principal about adopting the area of the school
 - ✦ Draw a picture for the Citizens’ Daily Duties Chart (templates provided at the end of the lesson)
- ✦ The picture should show an example of a student doing one of the tasks that will be necessary to keep the adopted part of the school clean and beautiful. The picture can have words.
- ✦ Work as a group to create a sign that says, “This part of the school is adopted by _____ (teacher’s name) class.”
- ✦ Give the students time to work on their selected projects.

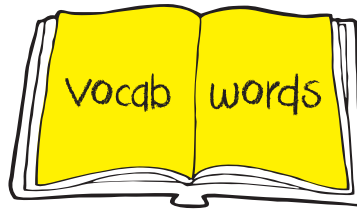
Procedure Continued:

Conclusion:

- After the adoption has been approved by the administration, assign tasks using the Citizens' Daily Duties Chart and set the time these tasks will be completed.
- Each day, have a team check the chart to see what needs to be done to keep the adopted area of the school running and looking neat, clean, and beautiful.
- Periodically review the class progress with their adopted area of the school:
 - How are they showing good citizenship?
 - Is the area running smoothly? Does the area look neat, clean, and beautiful?
 - How can they share the project with the rest of the school?
 - How does this project make them feel like good citizens?

Notes:

Vocabulary & Definitions



characterize (v.) Definition: to describe one's character, qualities, traits, etc., in a particular way

Context: I would characterize Mark as a friendly person because he says hello to everyone he meets.

citizenship (n.) Definition: being responsible and helpful in one's community; the quality of an individual's response to membership in a community

Context: Adults demonstrate good citizenship by voting in elections.

community (n.) Definition: the area in which a group of people lives, works, attends school, etc.

Context: Taylor serves his community each month by cleaning up litter along the stream behind his house.

contribute (v.) Definition: to give money, help, ideas, etc., to improve a situation

Context: The teacher asked each student to contribute one can of food to help feed the needy in their community.

Source: Longman Advanced American Dictionary. Harlow: Pearson Education Limited, 2000.



**ADOPT A
HIGHWAY**



**ADOPT
A PARK**

KEEP PLAINVIEW BEAUTIFUL



**ADOPT-A-HALLWAY
PROJECT**



**ADOPT-A-HALLWAY
PROJECT
EST. 2014-2015
CREATED BY
DICKSON COUNTY
YOUTH
LEADERSHIP 2**

CHIEF DESIGNER: DAVIDA. JOHNSON

