

What Is My Responsibility?

Lesson 5

From Unit: [Healthy Youth, Healthy Community \(K-2\)](#)

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Kindergarten-2nd Grade

Subjects:

Health and PE, Language Arts,
Philanthropy, Science and Social Studies

Key Words/Concepts [click to view](#)

Purpose:

Children explore what it means to be *responsible* in school and in the community. Children learn what it means to be a *responsible citizen* in school and in the community. Children make and distribute *Responsible Citizen* badges to citizens who work to make their community healthy.

Duration:

Seven 20-30 Minute Class Sessions

Objectives:

Learners will:

- define the words *leader*, *citizen* and *responsible* and define what it means to be a responsible citizen in a school community.
- practice helping others and describe how it feels.
- define the concepts of *tolerance* and *acceptance*.
- compare and contrast the concepts of needs and wants.
- identify places in the neighborhood that fulfill food and exercise needs.
- generate ideas for ways to improve the neighborhood healthy living resources.
- select a focus for a service project.
- list project needs and components.
- carry out their service plan.
- reflect on the positive elements of the service project.
- reflect on what they learned.

Service Experience:

Although this lesson contains a service project example, decisions about service plans and implementation should be made by students, as age appropriate.

[Learn more about the stages of service-learning.](#)

The children plan and implement a service-learning project that promotes good health in the community. They choose an area of the community that needs support and brainstorm ways they can act to make the community healthier. They may create posters or mini-books. They may challenge people through a walk-a-thon or a pledge to eat better or exercise more regularly. The children make the choice and follow their passions and interests.

Vocabulary:

citizen: a member of a community, entitled to the rights and responsibilities of the community members

responsible: can be counted on to do what is expected

leader: someone who guides or inspires others

tolerance: sympathy for or understanding of someone with different views than one's own

acceptance: the act of recognizing something as true or proper

Materials:

- kickball or soccer ball
- read aloud copy of *How Full Is Your Bucket? for Kids* by Tom Rath and Mary Reckmeyer
- student copies of *Responsible Healthy Citizen Badge* (Handout 1)
- a read aloud copy of *Martin's Big Words* by Doreen Rappaport
- student copies of *Neighborhood Health Needs* (Handout 2)
- one copy per group of *Make it Better* (Handout 3)
- crayons and markers
- camera (optional)
- slips of paper (size of an index card cut in fourths)
- hat or bag for holding papers
- chart paper
- balloons

Teacher Preparation:

For Session Five, while planning the project, invite parents or learning buddies to the classroom to help facilitate small groups. If appropriate, invite guests to participate in a celebration, including volunteers, community members, and other children.

Instructional Procedure(s):

Session One:

Anticipatory Set: (Estimated Time: 10 minutes)

*Introduce new vocabulary: **citizen** and responsible. Tell children they are all citizens of this class, this school, and this **community**. Explain that a member of a **community** is a **citizen**. Then cite examples of how they are responsible citizens of the class. For example, Jamal is responsible for watering the plants today. Kellie is responsible for cleaning up the blocks she played with. Then ask children to tell what responsible means (can be counted on to do what is expected, such as watering plants or putting blocks away).*

*Tell children that responsible citizens can be trusted and relied on to do their work and to help the **community**.*

- Play *Leg Ball*. Children sit in a circle with their legs straight and feet toward the center. Have them place their hands on the floor next to or slightly behind their hips. Identify body parts: hips, legs, thighs, knees, shins, ankles, and feet. Tell children that they will pass a ball around the circle from person to person using just their legs. When the ball comes to them, they must pass it to the person sitting next to them. Place the ball on one child's shin. Have the child move his or her legs to pass the ball to the next player. Continue until the ball is back at the start. Encourage children to verbally help each other.
- Ask the following reflection questions:
 - How easy was it to get the ball around the circle? (Answers will vary.)
 - How did you help each other to pass the ball? (Answers may include: I moved the ball between my knees and then rolled over to Amy; I lifted my shins to pass the ball to Ari.)
 - In what ways were you all acting like good citizens? (Answers may include: We passed the ball all the way around the circle; we followed the rules; we helped each other.)

Focus Activity (Estimated Time: 15-20 minutes)

- Talk about how children are responsible citizens at home. On the board or chart paper, list the chores/activities they do. These may include feeding pets, helping to care for siblings, and setting the table.
- Read aloud the book *How Full Is Your Bucket? for Kids* by Tom Rath and Mary Reckmeyer. In this book, Felix learns to treat others kindly and to be aware of his feelings. The book uses a metaphor of an invisible bucket that fills when we feel good. We can fill our own buckets by acting kindly and responsibly. Ask the following discussion questions:
 - Why did Grandpa tell Felix that he dipped from his sister's bucket? (Felix wouldn't let Anna play with him. Anna got angry and knocked over Felix's block tower.)
 - What happened at breakfast? What happened to Felix's bucket? (Felix dropped cereal all over the floor and made a mess. A drop spilled out of his bucket.)
 - What does it mean when drops spill out of your bucket? (You feel bad.)
 - What happened that made drops land in Felix's bucket? (He got an A+ on a story, everyone clapped, he was team captain in gym, his painting was praised, and a friend admired his new backpack.)

- How did Felix act when he felt his bucket was full? (He helped others, he introduced himself to a new boy in school, and he played with Anna after school.)
- What did you do today that made drops land in your bucket? (Answers will vary.)
- Have children think of ways they have been responsible citizens, helping to fill their own invisible buckets and the buckets of others. Remind them that when they share information about eating healthy and exercising with their families and friends, they are being good citizens.
- Have children think of other people in school and the **community** who are responsible citizens because they help others to be healthy. Examples may include teachers, school nurses or doctors, P.E. instructors, or friends and **family** members who have encouraged others to be healthy.
- Give each child a Responsible Healthy **Citizen** Badge (Handout 1). Help them write the name of a person they think is a **responsible citizen** who has helped make the **community** healthier. Children draw a picture on the badge of that person helping. Let children cut out the badges and mount on art paper to present to the recipient.

Session Two:

Anticipatory set: (Estimated Time: 20 minutes)

*Introduce the themes: Leadership and **Service**. Tell children that being a leader means doing things that inspires or guides people. **Service** is when you do something for other people that they need.*

- Play Simon Says. Tell children that they will all get a chance to be Simon. One child at a time is Simon. Simon tells others what to do, such as "Simon Says, 'jump three times.'" The players must do what Simon says or they are out. If Simon doesn't say "Simon says" before the command, the other players must not do what he says or they are out. The facilitator begins the game to be sure children all know how to play. Then say, *Simon Says Jenna is Simon*. After Jenna leads 3 or 4 movements, tell Jenna to pick a new Simon. Play until all children have been the game leader.
- Ask the following reflection questions:
 - How did it feel to be the leader? (Answers will vary: It was fun; I like being the boss.)
 - How does picking actions that everyone could do make a good leader? (allows everyone to play the game and have fun.)
 - What does a good game leader need to know? (the rules and what everyone can do so everyone can play)
 - What do you think a **community** leader **needs** to know? (what the **community needs** and what people can do to make the **community** better)

Focus Activity (Estimated Time: 15-20 minutes)

Tell the children that they will listen to a story about Dr. Martin Luther King, Jr. and hear about King's leadership role in gaining equality, respect, tolerance, and peace. Dr. King showed leadership through **service** to the **community**. Explain that serving one's **community** means making it a better place for everybody. Tell children that when they help the **community** become healthier, by eating right and exercising, they are serving the **community** as healthy-living leaders.

- Brainstorm on the board or chart paper a list of words that describe a leader.
- Tell the children you are going to read a book about a real leader and ask them to listen for ways he acted like a leader. Read *Martin's Big Words* by Doreen Rappaport. Have children echo read the "big" words in large type.
- Discuss the reading:
 - In what ways was Dr. Martin Luther King, Jr. a leader? (Answers will vary: He helped get equal rights for black people)
 - How did he serve his **community**? (He taught people that love is power. He helped people use nonviolent protests, such as marches, and singing and praying to get **justice**/equal rights.)
- After reading, select the "big words" best suited to the group:
 - "You are as good as anyone."
 - "Everyone can be great."
 - "Hate cannot drive out hate. Only love can do that."
 - "All the people of the world will have to discover a way to live together."
 - "Love is the key to the problems of the world."
 - "I have a dream that one day ... little black boys and girls will join hands with little white boys and girls as sisters and brothers."
- Have children work with partners or in small groups to create pictures illustrating the chosen "big words."
- Display the pictures on a bulletin board under the heading: Dr. Martin Luther King, Jr.'s Big Words
- As children draw, tell them that they are **community** leaders, too. When they teach their families and friends and neighbors about healthy living, eating right and exercising, they are being leaders. They can inspire and use encouraging words and modeling to teach others.

Session Three:

Anticipatory Set: (Estimated Time: 10 minutes)

Introduce the theme **Community Needs**. Explain that the class will identify what we need to improve the health of our **community**.

- Play *Simon Needs, Simon Wants*. Help children distinguish between **needs** and **wants** with this variation of Simon Says. The facilitator says, "Simon **needs** you to _____ (an action, such as pat your arm)" and children perform that action. When the

leader says "Simon **wants** you to _____ (an action)" then children may not act. When children respond correctly to **needs** and **wants** by acting or not, they remain in the game; otherwise, they are out. Play until there is a winner.

• Ask the following reflection questions:

- What do we *need* to be healthy? (healthy foods, exercise, sleep, etc.). What are things we *want*? (ice cream, new video games, *another* pair of sneakers, etc.)
- How are the things you *want* different from the things you *need*? (things that you want are not necessary to live)
- Is learning about healthy living a *need* or a *want*? (need)

Focus Activity (Estimated Time: 10-15 minutes, plus walk time)

- Revisit student notes from the neighborhood walking tour. Review the *Where We Eat* and *Where We Play* charts and the details children noted about each place. You may take another neighborhood walking tour. (If possible in advance), take photographs of the places where children eat and play. Display photographs.
- Give each child a copy of *Neighborhood Health Needs* and crayons. Have them draw a picture of one place that provides a healthy choice in their **community**.
- Have children sit together in groups by the kind of place they drew: restaurant, food store, playground, park, or school..
- Give each group a *Make it Better* handout. Tell children to talk about the places they drew, how the places **contribute** to healthy living, and what would make them even better. Have them list their ideas on their group chart.

Session Four:

Anticipatory Set: (Estimated Time: 10 minutes)

*Tell the children that today the class will start planning a **service** project to improve the health of our **community**. Before they make that important decision, they are going to play a game in which they practice making a choice between two options.*

- Play the game *What Would You Rather Be?* Ask the children to brainstorm different occupations and careers. Write each one on a slip of paper. When there are several more career choices than children in the class, place the paper slips in a bag or hat. Have one child choose two slips randomly from the hat. Help the child read the two careers. Then ask the child which of the two sounds like a better career or occupation? Have the child pick one and tell why he or she made that choice. Then put the slips back in the hat for the next child. Encourage all children to participate.
- Careers may include: doctor, lawyer, firefighter, police officer, teacher, mother, father, actor, singer, dancer, painter, **principal**, gardener, photographer, builder, bus/taxi driver, train engineer, **pilot**, sailor, tailor, president of the United States, mayor, baseball player, basketball player, swimmer, runner, skier, decorator, fashion designer, miner, factory worker, nurse, car mechanic, plumber, and so on.
- Ask the following reflection questions:
 - Some decisions are easy to make. Some are more difficult. Was your choice of careers easy or difficult? (Answers will vary.)
 - How did you decide which one to choose? What questions did you ask yourself when making your choice? (Answers will vary.)

Focus Activity (Estimated Time: 10-15 minutes)

- Display children's *Neighborhood Health Needs* drawings and *Make It Better* plans from the previous session.
- Review the places they picked to draw. List the categories on the board and tally the number of children's drawings for each. Then write the totals. For example:
Stores: IIII II 7
Restaurants: IIII III 10
Parks: IIII 5
Playgrounds: IIII IIII 9
School: IIII 3
- Based on this information, have the children identify the top three areas of interest. In the above example, the top three are stores, restaurants, and playgrounds.
- Post a chart paper for each of the top three places. Read children's *Make It Better* ideas for each category. List them on the chart paper. Ask children for other ideas for ways to make these places better to add to the list.
- Read the lists of ideas. Ask children which of the three top places they would like to focus on for their **service** project. Point to each chart, read the title, and ask children to raise their hands for their choice. Tally the show of hands as above.
- Announce the **service** project choice of place. Praise children for their good thinking and decision-making.
- If there is time, give children drawing materials and have them illustrate making the chosen place healthier. Help children write a caption sentence for their drawings. Save their pictures for the next session.

Session Five:

Anticipatory Set: (Estimated Time: 5-10 minutes)

*Tell children that they will work together to choose, plan, and create a **service** project to make the **community** healthier. To do so, they will need to work together. So first they are going to practice cooperation and play a **cooperative** game.*

- **Balloon Walk**—Play this **cooperative** game by pairing children and giving each team a balloon. Players carry the balloon from one end of the room to the other without using their hands. They can walk back-to-back with the balloon between them, or facing each other with the balloon between their bellies. Have extra balloons available in case some burst.

- Ask the following reflection questions:
 - What did you and your partner have to do to walk the balloon? (Work together/cooperate)
 - What did you discover about keeping the balloon between you? (To be gentle—too much pressure and it burst, too little pressure and it slipped out.)
 - How many different ways did partners walk their balloons? (Answers will vary.)
 - Is there one “right” way, or did several methods work? (several methods work.)
 - What did you learn about working together from this game? (There are many ways to work together successfully.)

Focus Activity (Estimated Time: 15-20 minutes)

- Brainstorm possible service projects for food or exercise (depending on the focus chosen in the last session). See Handout 4: Service Project Ideas, as well as ideas below.
- Food projects: teach others about the journey of food from the farmer to our neighborhood; taste testing healthy foods, nutrition posters, obesity awareness posters, food pyramid place mats, healthy snack non-bake off, healthy pledge week (give up soda, one snack a day, try a new vegetable or fruit everyday), make healthy eating diaries to give to people in the community
- Exercise projects: walk-a-mile challenge, park clean-up, playground repair, stair climbing challenge, healthy pledge week (walk 10 blocks a day), make exercise logs to give to people in the community.
- Put children into groups of 3 or 4. Give one blank chart paper and markers to each group. Have the groups choose one project from the brainstormed list and work through the details of carrying out that project. They should write the **pros and cons** for carrying out this project and the **questions** they have, and the **resources needed**. Younger children will need a buddy from an older grade or a parent to facilitate this planning session.
- Invite each group to show their chart and tell about the service project or projects they discussed. Display charts.
- Review all the charts and then as a group, choose one project by discussion and vote. Have children raise their hands for their favorite project.
- Choose a service project by vote.
- With children, brainstorm a list of materials needed for the chosen project.
- Collect the materials with the help of the children before the next session.

Session Six:

Anticipatory Set: (Estimated Time: 5 -10 minutes)

Introduce the theme: Get Active! The children get active by carrying out the planned service project.

Review the service project and list of materials. Have children check that they have all the materials that they need.

As you lead the class in a discussion of project steps, list their responses on chart paper. Number each step.

Ask the following questions to guide the planning:

- We know what our service project is going to be. We have all the materials we need. What do we need now? (a plan for doing the project)
- What do we need to do first?
- What do we need to do next?
- What is the next step?

Focus Activity (Estimated Time: 15-20 minutes) Take action and carry out the plan.

- Review list of steps to complete the project. Depending on the project, ask for volunteers to work on individual steps. Set up small group work tables with the materials needed for each step.
- Circulate around the room as children work in their small groups. Help as needed.
- If the project involves distributing materials around the neighborhood, or bringing the project to a specific store, restaurant, or community group, plan time to do so as a group. If possible, bring a camera to record what happens and reactions.

Session Seven:

Anticipatory Set: (Estimated Time: 5 minutes)

Tell Children that they will celebrate by recognizing and demonstrating their accomplishments and by thanking others who helped to make our project successful.

- Brainstorm a list of words to describe how children feel about their service project. List the words on the board. (Words should include: happy, proud, warm inside, smile-y, helpful, smart, etc.)
- *Then* use the feeling words to sing, “If You’re Happy and You Know It.”
 - If you’re proud and you know it, clap your hands.
 - If you’re proud and you know it, clap your hands.
 - If you’re proud and you know it, then your face will surely show it,
 - If you’re proud and you know it, shout “hooray!”
 - Repeat for each feeling word (warm inside, smile-y, smart) and vary the actions: clap your hands, stand up tall, touch your toes, hop on one foot.

- Ask the following reflection questions:
 - What was your favorite part of the service project?
 - What is the most favorite thing you learned doing the service project?
 - What could we do better next time?

Focus Activity (Estimated Time: 10-20 minutes)

- List the people who helped your class complete and/or distribute the service project.
- Tell children that today they will write thank-you letters to the people outside the classroom who helped with the service project.
- Write a class thank-you letter on chart paper or divide children into small groups to write their thank-you letters. Depending on the project and children's abilities, you may want to have them write or dictate a group thank-you letter, write a letter with a partner, or write individual letters.
- For a pre-writing activity, begin by listing what children want to say to the individual. Write their ideas on the board. Prompt as needed by asking:
 - How did the volunteer help?
 - What did you enjoy about working with the volunteer?
 - What did the volunteer help you learn?
- Review the parts of a thank-you letter: writer's address and date (in the upper right corner), greeting/salutation, body (with indented paragraphs), closing, and signature. Give individuals, partners, or small groups of children writing paper to write a first draft of their thank-you letters.
- Review drafts before giving children large sheets of writing paper for the final copy of the letter.
- Encourage them to decorate the borders of the letter. Mail or deliver thank-you letters.

Youth Voice:

Encourage the children to share their ideas for making the world beautiful. Encourage them to follow their passions for taking action. Follow the interests and ideas of the children to select a service project. Trust them to have ideas about what their community/neighborhood needs to make it healthier and safer for all children.

Encourage the children to talk about their project ideas at home, so they have time to process what interests and excites them about making the community a healthier place. The final project will be chosen and inspired by the students' passions and voice that suit the real needs of the community.

Encourage children to plan as much as possible of the project steps and gather the needed materials. The facilitator is more of a guide on the side, not the primary planner.

School/Home Connection:

Organize and hold a family night. Children may display their projects from all of the Building Healthy Communities lessons. The group may sing the songs they learned in the unit. They may demonstrate what they did for a service project and describe the outcomes that they observed in themselves and in the community. They may also serve healthy foods at the event.

Cross-Curriculum Extensions:

Language Arts: Ask children to imagine the world in ten years with all the health problems of today fixed. Brainstorm a list of things that will be better in that imagined world (no cancer, everyone active and happy). Then ask them what little things they can do in the next ten years for that imagined world to come to life (eat healthy, teach others about good health, organize activity events). Encourage them to get started with one little action for the good health of the community.

Language Arts: Read *Miss Rumphius* by Barbara Cooney and discuss ways that they can make the world a more beautiful place. Ask:

- What three things did little Alice promise to do when she grew up? (Visit faraway places, live by the sea, and make the world more beautiful)
- How did Miss Rumphius fill her own invisible bucket and other people's as well? (She spread seeds all over town so beautiful flowers would grow.)
- What can you do to make the world more beautiful?

Social Studies: Children use mural paper and drawing materials to make a neighborhood map with details from their actual community. Tell them to use symbols to mark places on the map to buy food and places to play/exercise. Circle the healthy places and X the unhealthy places such as fast food stores and vacant lots.

Social Studies: Set up a store in the classroom for play and practicing skills. Provide play foods, a cash register, play money, costumes, and bags and baskets.

Interdisciplinary: Have children design a restaurant menu with healthy food selections, written descriptions and illustrations of food, and prices.

Language Arts: Read *The Littlest Volunteers* by Danielle Speckhart and Terry Kovalcik to introduce children to volunteerism. After reading, ask:

- What does it mean to volunteer? (Giving your time to help others.)
- Why is volunteering important? (Volunteering helps others and makes you feel good because you are helping.)
- How did Annie plan for her event? (Organized her friends into groups; each group had list of things to do)
- Why is planning important? (It helps to know what you need and how you are going to do something.)
- As a result of planning, how did her event turn out? (It was great!)
- How are you like Annie and her bug friends in the story? (Our service project is volunteering to help the community.)
- What did Annie and her friends do to help their community? (They organized a fun day and gave each little bug a bag of things to take home with them.)

Art/Writing: Have each child trace a hand on construction paper and cut it out. On each finger of the hand, they write one way they can share and listen to hear another's point of view. Post all the hands on bulletin board with a title of "Hands Are for Sharing."

Poetry: Read aloud Hug O' War, a poem by Shel Silverstein from the book *Where the Sidewalk Ends*. The poem can be found at: www.neverhitachild.org/shel.html

Social Studies/Nutrition: Tell the students that their community is like a fruit salad. A fruit salad is made up of very different fruits, but mixed together, they make one delicious food. Like the fruits, the children are all different and special, and they all add their good traits to make up one fantastic community. Have students each bring in a different fruit. Assign fruits with a variety of flavors and textures. Before cutting up the fruits, allow children to use their senses (of touch, smell, and sight) to compare the fruits. Involve the children in cutting and mixing the fruit. Enjoy eating the salad as a community.

Science: Go for a sensory walk in the neighborhood. Tell the children to use as many senses as possible to observe the neighborhood. Back in the classroom, discuss what you heard, saw, smelled, and felt on the walk.

Math: Read nutrition labels on a variety of food products. Compare the amount of fat, calories, fiber, and vitamins in different products.

Science: Teach children to find their pulse and count the beats for six seconds. Add a zero to the number they count to get the beats per minute. Try several times and show them different pulse points (neck and wrist).

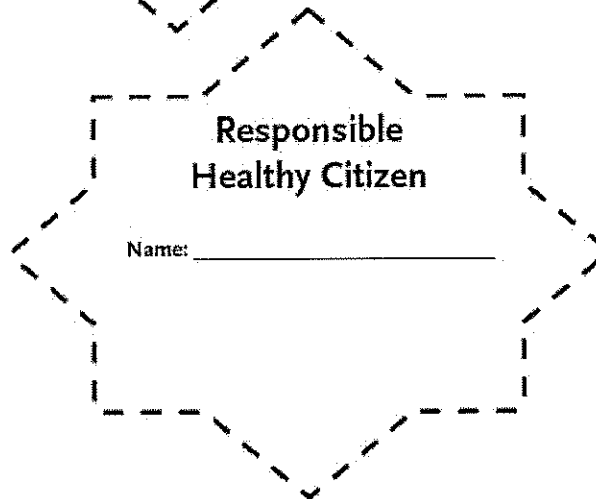
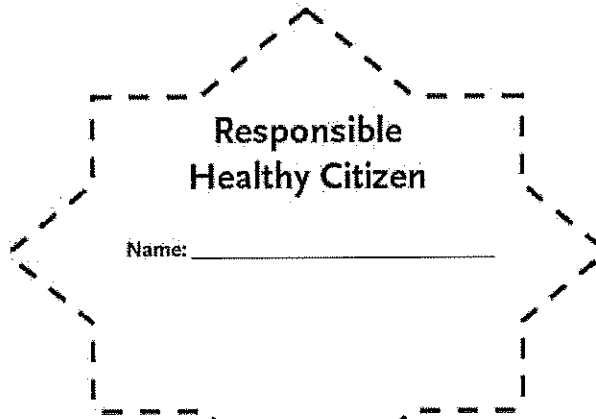
Reflection: (click to view)

Handout 1

Healthy Responsible Citizen Badge



Responsible Healthy Citizen Badges



Handout 2

Neighborhood Health Needs

Which healthy place in your community would you like to draw? (Circle one below)

Food store Restaurant Park Playground School

Draw a picture of it. Show how it makes the neighborhood or community healthy.

Handout 3

Make it Better

Make it Better

Names of people in the group:

Neighborhood place:

Ways to make it better:

Handout 4

Service Project Ideas

- Make a school bulletin board to teach people in the school community about healthy choices: Begin a dedicated bulletin board to health issues and information. Suggested titles: Stuff You've GOT to Know, BE COOL, BE HEALTHY. Post articles, charts, posters, food riddles and jokes, healthy recipes, and interesting and disturbing facts about health. Add, change and revise the bulletin board every week or two.
- Newsletter: Begin a Healthy Community newsletter to share information about health (as suggested above) to distribute to students, parents, and neighborhood businesses.
- *Heathy Foods Families Really Eat*: Create a cookbook with recipes from students' families. Include favorite Taste Testers snacks and treats that use healthier alternatives to white flour, oils, and sugar. Optional: Use as a fundraiser for a local health-related charity.
- Organize and raise money for a walk-a-thon. Work with students to organize, advertise, and implement a student and teacher walk-a-thon to raise awareness and prevent obesity by encouraging exercise. The American Diabetes Association has some pointers here: <http://www.schoolwalk.diabetes.org/>
- Create a Public Service Announcement (PSA). Brainstorm ideas for a public service announcement about health that targets young people. Some guiding themes include the following: What is it important for your peers to know about health? How can you create a message that will influence other young people? How will you inspire them to take control of their health?
 - Ask each small group to generate one idea for a PSA about health that targets young people. Then, ask each small group to present its idea to the class.
 - When each small group has presented its idea, vote so that every student has a voice in choosing the concept for the class PSA.
 - On chart paper have the class create a draft script for the PSA.
 - Options for presenting the PSA: to an after-school group, to an entire grade, or to the school during an assembly. Students may also choose to make and distribute copies of their script to the school community.
 - If video is an option, submit PSA to local and national network and cable stations.

Change a current advertisement to a healthy message. Ask students to think of a current advertisement (print, TV, or radio) and how they might change it to reflect a healthy message. Create a new, effective version of the ad that presents a healthy message. Perform it for the class.

Letter to a Network—Students may write letters to a network station, or to a specific company, describing what they have learned about how the media influences choices we make affecting our health. They may make suggestions about how to present healthier messages (i.e. accepting or developing commercials that show people in various shapes and sizes, endorsing more shows that promote healthy living, etc.)

Create a Character—Ask students to consider characters like talking M&M's. How do characters like these help to market unhealthy foods to children? Students should think about the qualities that make characters like M&M's appealing and then create characters that make healthy foods just as tempting. (Bro Broccoli?)

Jokes and Riddles: Create a series of Fun Food Facts posters using riddles and interesting/surprising information about different healthy foods.

Mini-Books: Make mini-books of student-illustrated food riddles and include a fun food fact with each one. For example:

Why did the banana go to the doctor? It wasn't peeling well.

Why did the peanut butter jump into the ocean? To be with the jellyfish

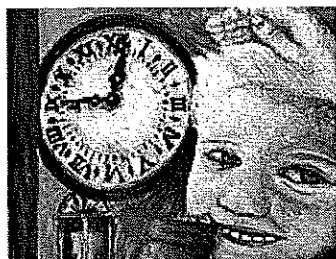
What dessert do fish serve at their parties? Crab cakes

Academic Standards:

State/Country:

Philanthropy Framework:

Strand	Standard	Benchmark
IV. Volunteering and Service	VS 01. Needs Assessment	E 1. Identify a need in the school, local community, state, nation, or world.
IV. Volunteering and Service	VS 01. Needs Assessment	E 2. Research the need in the school, neighborhood, local community, state, nation, or world.
IV. Volunteering and Service	VS 02. Service and Learning	E 1. Select a service project based on interests, abilities, and research.
IV. Volunteering and Service	VS 02. Service and Learning	E 2. Identify specific learning objectives from the academic core curriculum that are being applied in the service-learning project.
IV. Volunteering and Service	VS 03. Providing Service	E 1. Provide a needed service.
IV. Volunteering and Service	VS 03. Providing Service	E 2. Describe the goals of the project and their impact.
IV. Volunteering and Service	VS 03. Providing Service	E 3. Describe the task and the student role.
IV. Volunteering and Service	VS 03. Providing Service	E 4. Demonstrate the skills needed for the successful performance of the volunteer job.
IV. Volunteering and Service	VS 03. Providing Service	E 5. Articulate and demonstrate the safety procedures that are part of the volunteer experience.
IV. Volunteering and Service	VS 03. Providing Service	E 6. Describe the procedures and the importance of sensitivity to the people with whom students are working.



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Lesson 5: What Is My Responsibility?

Handout 4

Service Project Ideas

- Make a school bulletin board to teach people in the school community about healthy choices: Begin a dedicated bulletin board to health issues and information. Suggested titles: Stuff You've GOT to Know, BE COOL, BE HEALTHY. Post articles, charts, posters, food riddles and jokes, healthy recipes, and interesting and disturbing facts about health. Add, change and revise the bulletin board every week or two.
- Newsletter: Begin a Healthy Community newsletter to share information about health (as suggested above) to distribute to students, parents, and neighborhood businesses.
- *Heathy Foods Families Really Eat*: Create a cookbook with recipes from students' families. Include favorite Taste Testers snacks and treats that use healthier alternatives to white flour, oils, and sugar. Optional: Use as a fundraiser for a local health-related charity.
- Organize and raise money for a walk-a-thon. Work with students to organize, advertise, and implement a student and teacher walk-a-thon to raise awareness and prevent obesity by encouraging exercise. The American Diabetes Association has some pointers here: <http://www.schoolwalk.diabetes.org/>
- Create a Public Service Announcement (PSA). Brainstorm ideas for a public service announcement about health that targets young people. Some guiding themes include the following: What is it important for your peers to know about health? How can you create a message that will influence other young people? How will you inspire them to take control of their health?
 - Ask each small group to generate one idea for a PSA about health that targets young people. Then, ask each small group to present its idea to the class.
 - When each small group has presented its idea, vote so that every student has a voice in choosing the concept for the class PSA.
 - On chart paper have the class create a draft script for the PSA.
 - Options for presenting the PSA: to an after-school group, to an entire grade, or to the school during an assembly. Students may also choose to make and distribute copies of their script to the school community.
 - If video is an option, submit PSA to local and national network and cable stations.
- Change a current advertisement to a healthy message. Ask students to think of a current advertisement (print, TV, or radio) and how they might change it to reflect a healthy message. Create a new, effective version of the ad that presents a healthy message. Perform it for the class.
- Letter to a Network—Students may write letters to a network station, or to a specific company, describing what they have learned about how the media influences choices we make affecting our health. They may make suggestions about how to present healthier messages (i.e. accepting or developing commercials that show people in various shapes and sizes, endorsing more shows that promote healthy living, etc.)
- Create a Character—Ask students to consider characters like talking M&M's. How do characters like these help to market unhealthy foods to children? Students should think about the qualities that make characters like M&M's appealing and then create characters that make healthy foods just as tempting. (Bro Broccoli?)
- Jokes and Riddles: Create a series of Fun Food Facts posters using riddles and interesting/surprising information about different healthy foods.

- Mini-Books: Make mini-books of student-illustrated food riddles and include a fun food fact with each one. For example:
 - Why did the banana go to the doctor? It wasn't peeling well.
 - Why did the peanut butter jump into the ocean? To be with the jellyfish
 - What dessert do fish serve at their parties? Crab cakes