

## Working for the Good of the Community Overview

### Main Points:

Resiliency research shows that children need to see themselves as an active participant in their world with a sense of power to influence their environment. They need to feel that they have the power to influence their life. They also need to see themselves as an important part of the community as a whole. This lesson works to help them see that they have power to not only affect their world but to improve it for themselves and others around them. It encourages them to take initiative to make their world better not just for themselves but also for others. They learn that their actions, either positive or negative, have consequences not just for themselves but the community around them.

The book uses the terms leaders, scoopers, winners, players and heroes to describe someone who shows initiative. This is confusing especially for younger grades. We labeled them doers and substituted that term through the book. Doers is a more concrete term and more easily understood by all grades.

### Essential Questions:

- 1.How do you decide what is the right thing to do?
- 2.What should you do when you see a problem?

### Alternate Books

George Washington's Teeth – Deborah Chandra (February/Presidents' Day)

Light of Christmas – Richard Paul Evans (Good Christmas story)

Pick & Say – Patricia Pollacco

Secret of The King – Rachel Ann Nunes

Magical Hands by Marjorie Barker

Adventures From the Book of Virtues – Citizenship (Story of the stone in the road)

### Activities:

In the younger grades you may want to allow 1-2 minutes to allow the students to practice being a doer by cleaning up their classroom.

### Utah State Core Curriculum:

**K-2 Core - Fine Arts, Health, Physical Education, Science, and Social Studies**

**Standard 2: Students will develop a sense of self in relation to families and community.**

K - 1e; 1<sup>st</sup> - 1d; 2<sup>nd</sup> - 1d

**3-6 Responsible Healthy Lifestyles**

**Standard 7: The students will understand the value of service and effective consumer practices.**

3<sup>rd</sup> - 2b,c; 4<sup>th</sup> - 1a; 5<sup>th</sup> - 1b; 6<sup>th</sup> - 1b

## Working for the Good of the Community Lesson

### Review:

Briefly review the main points of the previous lesson and point out any connections to the current lesson.

### Main Points:

A- Introduce the lesson by explaining that you have a really fun book to read but that you will need the class's help to be able to finish the book. Let them know that the book is about dog poop and if every time the words dog poop are mentioned you have to stop and wait for comments, you will never finish the book. Give examples of what is an acceptable reaction, i.e. rolling eyes.

B- Do any of you have a dog? What do you like about the dog? What do you dislike about the dog? Does anyone dislike cleaning up the dog poop?

C- Define initiative:

- 1- A plan to address the needs, issues or desires of a community.
- 2- To do what is necessary or needed without being told to do it. Making the first step or movement to address a problem

D- Read the book Dog Poop Initiative by Kirk Weisler

1- Some people ignore the problems they create (page with dog pooping).

2- What was the impact? Who was effected by the poop? Who uses the park? (use the pages where people see the poop and warn others)

3- How many pointers have you seen? Who is avoiding the problem?

4-Did all the pointing solve the problem?

5- As suggestions are offered, ask if they are helpful- do they solve the problem?

6-What is the difference with father and son's attitude/actions about the problem? Are they going to get a reward? Are they going to be praised?

7-Did cleaning up the poop require special training or equipment? Was the father the only one who could do it? Who could have done it?

8-Was the father and son's choice good or bad and why?

E- Discuss with the class what a pointer looks like in the classroom setting and what a doer looks like in the classroom setting. Discuss what it is when someone refuses to pick up a crayon, pencil, etc. because it isn't theirs.

### Challenge:

Try to be a Doer instead of a pointer over the next week.

### Goals:

Each student can list 2 areas/problems they could help solve.

Each student can give an example of how they could be a doer not a pointer