



National Farmers Union *“Project Citizenship”*

Grades 1-2

Contents:

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Optional Activities

** Lesson contains a cooperative education component.*

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Lesson Plan 1: What is a Citizen?

- Unit Objective:** Students will learn what it means to be a citizen and explore their rights as citizens of the United States.
- Grades:** 1-2
- Length:** 1 hour: 25 min. for SimCitizen Game, 5 min. of background information and discussion, 20 min. to draw, color and explain rights on Activity Sheet A, 10 min. to play “You Have the Right.”
- Materials Needed:** Pencils, colors, Activity Sheet A. Optional materials: party hats, leis or stickers in various colors to differentiate groups for SimCitizen.
- Preparation Needed:** Make copies of Activity Sheet A on plain paper.

Background:

What does it mean to be a citizen? It basically means you are a member of something or that you belong to a specific community or country.

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.

Teaching Strategy:

1. Lead children in the SimCitizen citizenship simulation activity.
2. *What were your rights as a citizen of your group? What other groups or communities do you belong to?*
3. Introduce the Background information above and pass out Activity Sheet A with pencils. Explain that the students will be drawing eight of their rights as U.S. citizens in the boxes. Later they will have the opportunity to add color and detail.
4. Explain their rights as citizens and as you discuss it, have them draw it. You may need to draw your own on a chalkboard so they can better understand.
 - 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. We have the right to vote. In our Citizenship Game earlier, you voted on leaders for your group and you also voted on some of the laws that your group enacted. 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. Now give the kids time to go back and color what they drew in the boxes. While they are coloring, ask for volunteers to explain what they have drawn in each of the boxes and what right it represents.
6. *What do you 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?*
7. *Now we're going to divide into our groups and play "You Have the Right."* (This is a game similar to Simon Says.) The presidents of the groups go first and explain that as president of their group, they will be telling the rest of the group to do something, by saying, “You have the right to wave hello, smile, jump, flex your biceps, touch your toes, turn around, etc.” If they do something without the president saying, “You have the right.” They must sit down for that round. The last person standing gets to be president in the next round.
8. *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 and freedoms.*

Sources: Lesson adapted from resources on LearningtoGive.org.

SimCitizen Game

Learning Objective: Children will learn what it means to belong to something and what it means to be a citizen.

Leader Directions: Name two or more groups and signify membership in the group by a colored lei or sticker or other colorful insignia you have on hand.

Open the game by appointing at least two people each for each group. Explain that these initial members of the group are born into the group and, because they belong to this group, they are considered “citizens” of this group. As a member of these groups they have certain rights. Explain the Group’s Bill of Rights.

Group Bill of Rights:

1. You have the right to elect the leaders of your group.
2. You have the right to speak in your group.
3. You have the right to set rules for your group.
4. (Any others that may be specific to your setting? Some groups may have rights that others don’t.)

The other children must request to join one of the groups by answering a question. Once they have answered one of the questions correctly, they will become naturalized citizens of the group and will have all the rights of the other citizens.

Place these questions on one side of a card with the answers on the other side. Explain that these questions are some of the questions that are asked of people from other countries who want to become citizens of the United States. The group will ask the potential citizens one of the following questions for entry into the group.

Potential Questions:

1. What are the colors of the United States Flag? (Red, White and Blue)
2. How many stars are there in the U.S. flag? (50)
3. What color are the stars on the U.S. flag? (white)
4. What do the stars on the flag mean? (One for each state)
5. What is the name of our national anthem? (The Star Spangled Banner)
6. What state do we live in?
7. What day is U.S. Independence Day? (July 4)
8. Who was the first president of the United States? (George Washington)
9. Who is the president of the United States? (George Bush)
10. Recite the Pledge of Allegiance?

Once everyone becomes a citizen of a group, explain that the groups will be responsible for setting their group’s rules for the day and electing leaders. The youth leader may need to help kids work through the process.

They have five minutes to vote on leaders for their group. They must elect a president, vice president and secretary. The President presents the final rules to the class. The vice president is the motivator and timer in the group. The secretary records the rule-making process and is in charge of all materials. They can also choose other officers for their group if they wish to share responsibilities. Those who want to run for office should raise their hands and make a statement about why they think they would be a good officer. Next the officers decide how the rule-making process will run. They will have five minutes to come up with no more than three rules for their group and penalties for disobeying. Rules may be practical like, “No interrupting others.” Or, they could be silly such as “Before speaking you must raise your hand and say, ‘Farmers Union Rocks!’” When finished, they have two minutes each to share their results with the class. It is up to the officers to make sure the rules are followed throughout the lesson. *“Project Citizenship” Lesson 1 ~ National Farmers Union Curriculum*

My Rights as a U.S. Citizen

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

Lesson Plan 2: I Can Make a Difference

- Unit Objective:** Children will explore their responsibilities as citizens and begin to think about ways they can make a difference in their communities.
- Grades:** 1-2
- Length:** 1 hour: 10 min. for “Trash Talk” and clean up, 10 min. for lesson introduction and discussion of Stars of Citizenship, 10 min. for Community Chain activity, 10 min. for Citizenship Charades, 15 min. for Activity Sheet B coloring and show and tell, 5 min. for handing out Citizenship Awards and completing Activity Sheet C.
- Materials Needed:** Trash of various types, four boxes, red, white and blue construction paper, glue, pencils, crayons, Activity Sheet B and C, “Seven Stars of Citizenship,” and “Farmers Union’s Star of Citizenship” certificate. Optional materials: cardstock for a nicer certificate and a gold pen with which to sign certificates.
- Preparation Needed:** Before students enter the learning area for this portion of the lesson, litter it with trash, such as pop cans, paper, empty plastic containers, and bottles. Cut many 2 x 8 1/2 strips of red, white and blue construction paper for chain project. Cut the “Seven Stars of Citizenship” on the dotted lines, and fold each and place them in a hat or a bowl before the lesson begins. Make copies of Activity Sheets B and C on plain paper and copies of the “Farmers Union’s Star of Citizenship” certificates on heavier paper if possible. Plan how you will project the Seven Stars of Citizenship so that the entire class may see them.

Background:

As a citizen of a country or community, you are given certain laws and rights. With every right you have, you also have responsibilities. For example, as a citizen of the United States, you have the right to attend public school. With that right, you have the responsibility to attend school, obey school rules and do your best.

Good citizenship is living up to the responsibilities that come with the rights and freedoms we have as a citizen. Citizenship means doing your best to make your home, neighborhood and school better places. That means taking good care of the people, things and resources around you. A good citizen uses kind words and demonstrates good manners. A good citizen does their part in their communities. Good citizens do not litter, and they pick up trash when they see it. A good citizen knows the laws, obeys them, and respects authority.

Each of us in this room is a citizen of the United States of America and citizens of our communities. As citizens we all have rights and responsibilities to practice good citizenship. Everyone doing their responsibilities, keep our country and communities strong.

Teaching Strategy:

1. Allow the students to enter the learning environment and react to it being littered with trash. Call them aside to discuss their reactions to the trash found within their learning area. *How do you feel about this mess? Why do you feel that way? Would it bother you if this mess was in your home or yard, or your library or movie theater? What can be done about it? Do you know of another place that has a trash problem, someplace in your community, maybe? If so, what action could be taken for the common good?*
2. *Who can tell me what “recycling” means? By sorting our trash and taking it to recycling centers, some trash is able to be turned into things that we can use again instead of filling our community trash heaps. National Farmers Union’s policy supports recycling as a responsible activity that protects our environment and natural resources. What do you think about recycling?*
3. *It’s easy to recycle. In fact, let’s clean up this place by sorting out our trash into the type of materials the trash is made from: paper, plastic, aluminum or glass.* Provide containers and have students sort the trash. Explain that they just exhibited good citizenship by making the learning space better.

4. Introduce the lesson with the background information above. *What are some of the responsibilities you have at home? What are you expected to do? As a family member you have duties or responsibilities.*
5. *We have learned about our rights as American citizens. With these rights, come responsibilities. When we live up to our responsibilities as citizens, it's called good citizenship.*
6. *Some of our responsibilities as citizens can be summed up by these Seven Stars of Citizenship.* Introduce the “Seven Stars of Citizenship.” Go through each one and ask for examples from the class that they have done or have seen others do.
7. Explain that they’re going to make a community chain. *Chains are made of links. When the links are attached to each other they make a chain. A chain is strong and hard to break. A community is formed by responsible citizens linked together like a chain. A country or community is held together because all citizens do their part. What would it be like if people didn't live up to their responsibilities?*
8. Give three or four construction paper strips to each student and ask them to write one responsibility of a citizen on each strip. When the students finish writing on their strips, instruct them to work together to make a chain. *Look how long our community chain is! Imagine how long it would have taken one of us to make a chain this long.*
9. 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 or until you are down to only one action left. With the last one, ask the group to give examples of that action.
10. Pass out Activity Sheet B 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.
11. Fill out one “Farmers Union’s Star of Citizenship” certificate for each child. When they are finished with their community show and tell, present them with the certificate with their name on it for them to take home. (This is an opportunity to teach how to accept an award by looking you in the eyes, shaking your hand firmly and saying “thank you.”)
12. Have a volunteer pass out Activity Sheet C for them to complete while you are preparing for the next activity.

Sources: Lesson adapted from resources on LearningtoGive.org. Seven Stars of Citizenship adapted from K-5 Citizenship Teaching Guide, www.GoodCharacter.com. Copyright Elkind+Sweet Communications/Live Wire Media. Reprinted by permission. Maze created at www.GlassGiant.com.

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.



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



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



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



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



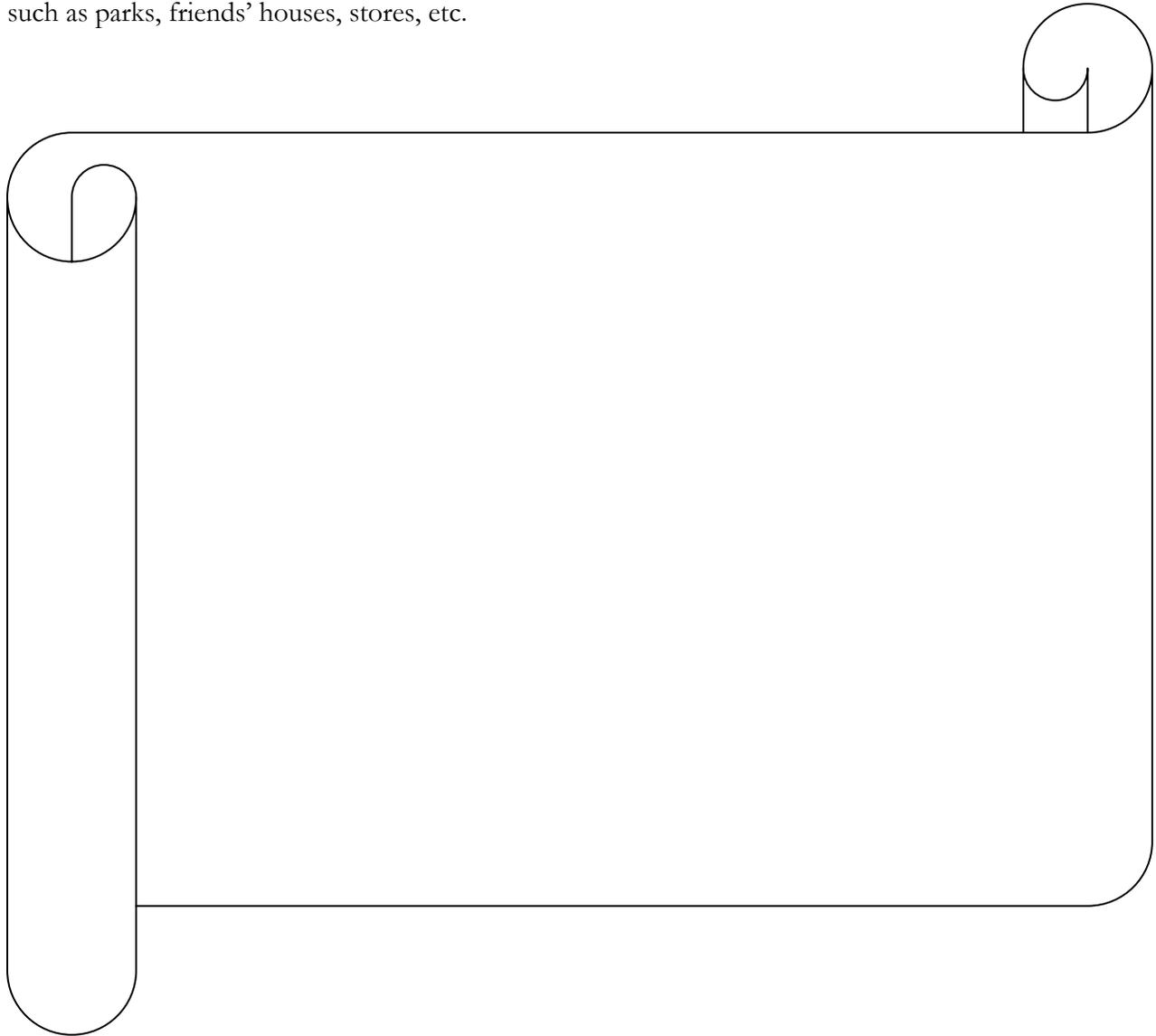
Be respectful! Treat others with respect and dignity no matter who they are. Listen politely to those with different opinions and share your thoughts in a respectful way.



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

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?

Citizenship Maze

Find the “Start” circle and work through the maze with a pencil until you reach the “Good Citizenship” square. The Seven Stars of Citizenship can help you find your way.

Do your share

START

Serve your community

Treat others with respect

GOOD CITIZENSHIP

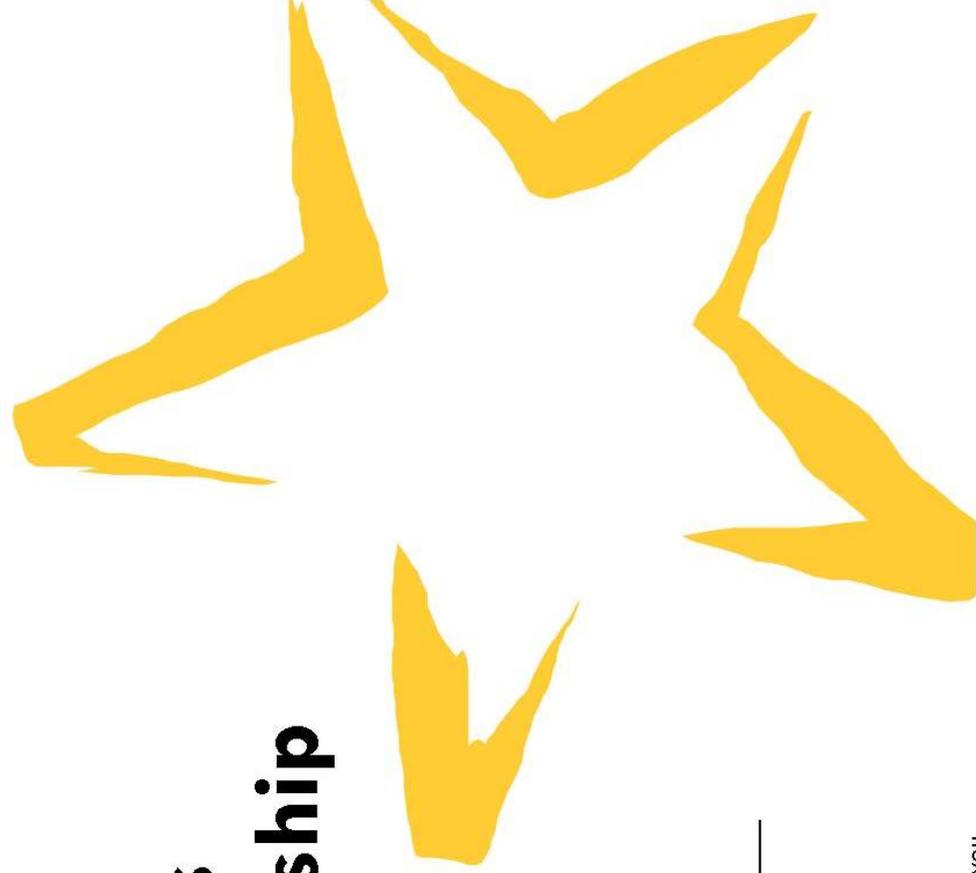
Obey the rules

Help care for the environment

Be a good neighbor

Take responsibility

Farmers Union's Star of Citizenship



This certificate is awarded to

**In recognition of good citizenship and for
learning the Seven Stars of Citizenship:**

1. Doing your share to make your home, school, community and world a better place.
2. Taking responsibility for what goes on around you.
3. Participating in community service.
4. Helping take care of the environment.
5. Being a good neighbor.
6. Treating other people with respect and dignity.
7. Following the rules of your family, your school and society.

Signature

Date

Signature

Lesson Plan 3: Cooperative Citizenship

- Unit Objective:** Children will learn about cooperation and how to use it for common good.
- Grades:** 1-2
- Length:** 1 hour: 10 min. for “co-op-s’more-ation” snack time, 10 min. to teach and sing song through once in beginning and once at end of lesson, 5 min. for introduction of background information, 10 min. for Co-op Story Time and questions, 25 min. for cooperative games.
- Materials Needed:** “Co-op Story Time” booklet, graham crackers, chocolate frosting or Nutella, marshmallow cream, plastic spoons or knives, napkins, computer or player for “Teamwork Train Song,” any materials needed for cooperative games.
- Preparation Needed:** Prepare the “Co-op Story Time” booklet in a two-page, two-sided booklet for each student, and set up the music for the “Teamwork Train Song.”

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. Explain to them that they are welcome to snack on what you gave them, but wouldn't it be yummy to have some of the chocolate or marshmallow or both on a graham cracker? *I bet it would taste like a yummy s'more!* Explain that if they had one of your utensils, it might be easier to spread something on a cracker. Ask if anyone has any ideas for cooperating so everyone involved gets a yummy snack. *Now that's what I call "co-op-s'more-ation!"*
2. *When someone says we're working for the "common good," what does that mean? This means sharing so everyone involved benefits.*
3. Lead kids in the “Teamwork Train Song.”
4. Introduce the background information above.
5. *Now we're going to learn about a cooperative business in the Farmers Union family that is a good citizen.* Have the kids be seated for “Co-op Story Time.” Read the story aloud to them, having them follow along on their pre-printed two-sided copies.
6. *Knowing what we now do about citizenship, would you call La Montanita Food Market a good citizen? Why? What Stars of Citizenship do they display in their communities? If La Montanita was in your community, would you like for your family to become a member? Why?*
7. Lead kids in a couple cooperative games of your choice.
8. Finish off playing and singing the “Teamwork Train Song” one last time. If appropriate, on the last chorus, have them form a train to move to their next activity.

Sources: Rocky Mountain Farmers Union, www.rmfu.org. Song by Kate Carpenter.

It was not always easy, but the co-op members stuck together and remained true to their goals and to the communities they serve.



Rocky Mountain Farmers Union Cooperative Development Center has helped provide La Montanita with business advice and clear direction over the years, which has helped in the co-op's success.

The four communities the co-op currently serves are happy that La Montanita will be providing them with healthy food for years to come.

"Project Citizenship" ~ National Farmers Union Curriculum

Co-op Story Time!



A Tale of How a Little Co-op Can Make a Big Difference in the Community

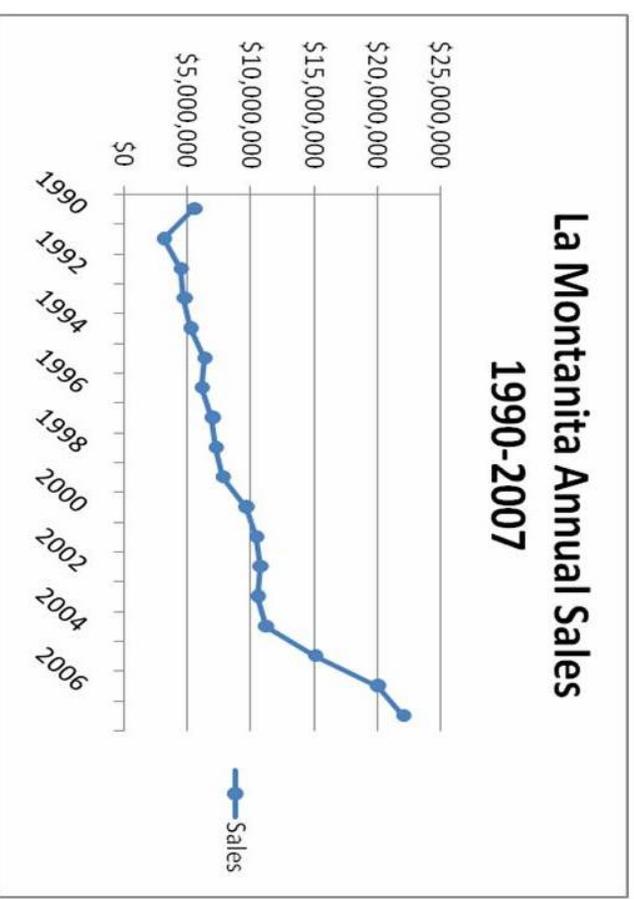


About 30 years ago, American consumers became more aware of the benefits of eating fresh vegetables, natural grains and high-quality meats. Unfortunately, it was hard to find these types of products at most grocery stores.

Often, the only options in a community would be processed foods and produce that had been shipped from all over the country and world.

In the last 30 years, La Montanita has grown from serving about 300 households to nearly 14,000 households and has expanded from one store to four locations. Co-op members are considering opening an additional location in Colorado.

Sales have also increased. The line below shows how La Montanita's sales have grown in the last two decades.





As part of La Montanita's commitment to making good food available to all who want it, members who have disabilities or who live outside the city limits are offered free delivery.

Although there are many other places to shop, the community has rewarded La Montanita for its good citizenship by continually shopping at the co-op.

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In 1976, a small group of citizens in New Mexico saw the need for natural, local food in their community. They came together to form a cooperative store called La Montanita Food Market.

Their goal was to make their community a better place to live by supplying healthy foods, supporting area businesses and contributing to the local economy by keeping more money and jobs in the area.



"Project Citizenship" ~ National Farmers Union Curriculum 2

Approximately 25 percent of the foods at La Montanita come from local producers. All dairy products come from local dairy farmers. The remaining goods come from nationally recognized organic and natural brands.

The store also has a gourmet deli with top-of-the-line meats, cheeses, soups, salads and entrees prepared fresh daily.



Meet Lauren. She is a staff member at La Montanita, as well as a member-owner.

As a cooperative, La Montanita is member-owned. While the store is open to anyone who wishes to shop there, members enjoy special benefits including product discounts and refunds, whereby any year-end profits the co-op earns are returned to the members based on how often they shop.

Members also have the ability to help make decisions about their cooperative.

Teamwork Train Song

Play the song at: <http://www.audiosparx.com/sa/archive/Childrens/Childrens-English-vocals/Teamwork/258188> or request file from laura.monchuk@nfu.org for use with this lesson plan.

CHORUS:

Two...are better than one.
Two...are better than one.
Because if we're really workin'
Nobody's shirkin'
All pistons perkin'
Get this big job done.
Because if we're really tryin'
All fingers flyin'
Hey, we can say this work was FUN FUN FUN!



VERSE 1:

You and you and you and I, we call ourselves a team.
We're more than just a group because together we can dream
We start out with a brainstorm and we come up with a plan.
It's tried and true; it's teamwork,
And we do the best we can.

REPEAT CHORUS

VERSE 2:

One works fast and one is slow, another's really strong.
One may have a handicap, and something might go wrong.
We put our petty problems and our little gripes aside.
We're hopping over hurdles
And we're pressing on with pride.

REPEAT CHORUS

VERSE 3:

We're teaming up our talent, our ideas and our skills,
No one's gonna stop us, 'cause we can and yes, we will!
We believe in quality; we're bound to make it great.
Here's how we work together... We are Team COOPERATE!

REPEAT CHORUS

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Lesson Plan 4: Global Citizenship

Unit Objective: Students will observe similarities and differences of people and farmers living around the world. They will be challenged to think about how they can participate as global citizens.

Grades: 1-2

Length: 1 hour: 5 min. for M&M diversity lesson, 15-20 min. of background and discussion questions, 30 min. for service craft, and 5 min. for closing song.

Materials Needed: Paper cups, one for each child, and large sacks of colored M&Ms, some with nuts, some without, enough for a total of at least 200 M&Ms. A globe or world map, two small sticky notes labeled or in different colors, instructions and materials needed for Lesson 4 Service Craft and seed pack templates, lyrics.

Preparation Needed: Ask parents if children have nut allergies on their registration forms. Request donated seeds or order sacks of seeds for service craft project.

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. Use a clear jar or a bowl with around 194 M&Ms of various colors and types in it in order to start a discussion about diversity. Make sure that each student has time to study the M&Ms in the bowl. *What do you notice about the candies in this bowl? Some are green, some are brown, some come in different shapes and sizes. They're all M&M candies and they're all mmmm...good! There are exactly 194 M&Ms in this bowl. There is one M&M in this bowl for each country in the world. That's right! There are 194 countries in the world and each is different. They come in different sizes and have different types of weather and cultures. Many countries have a variety of different languages and beliefs. Did you know that there are more than 6,800 active languages spoken in the world? But, no matter our language, our age, what we look like, or what country we come from, we're all people. We share this earth, and we all deserve respect and kindness.*
2. As you discuss, share the M&Ms by dividing them evenly into cups enough so that each child has a cup of M&Ms. (You should ask the children or their parents in advance if they have nut allergies so they may avoid the nut M&Ms.) Explain that they may eat them after every child has been served.
3. 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. Remember 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 other countries other than the*

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

4. 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, and then offer your help.) Place a small sticky note of another color on Ecuador.
5. 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>
6. *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.*
7. *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.*
8. *We are global citizens, and we can be good neighbors. What are some ways that we could be a good global citizen and help our neighbors in other countries?* Introduce the Lesson 4 Service Craft.
9. Gather children in a circle. While holding hands, lead them in “It’s a Small World.”

Sources: North Dakota Farmers Union, www.ndfu.org

Lesson 4 Service Craft



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

Materials Needed: A box to hold all finished crafts, 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 to the Ecuador project 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 “Farmers Union: Sharing Seeds with Ecuador.” Once the packets are completed, help them use a spoon to scoop the seeds into their packets and seal them with the glue sticks.

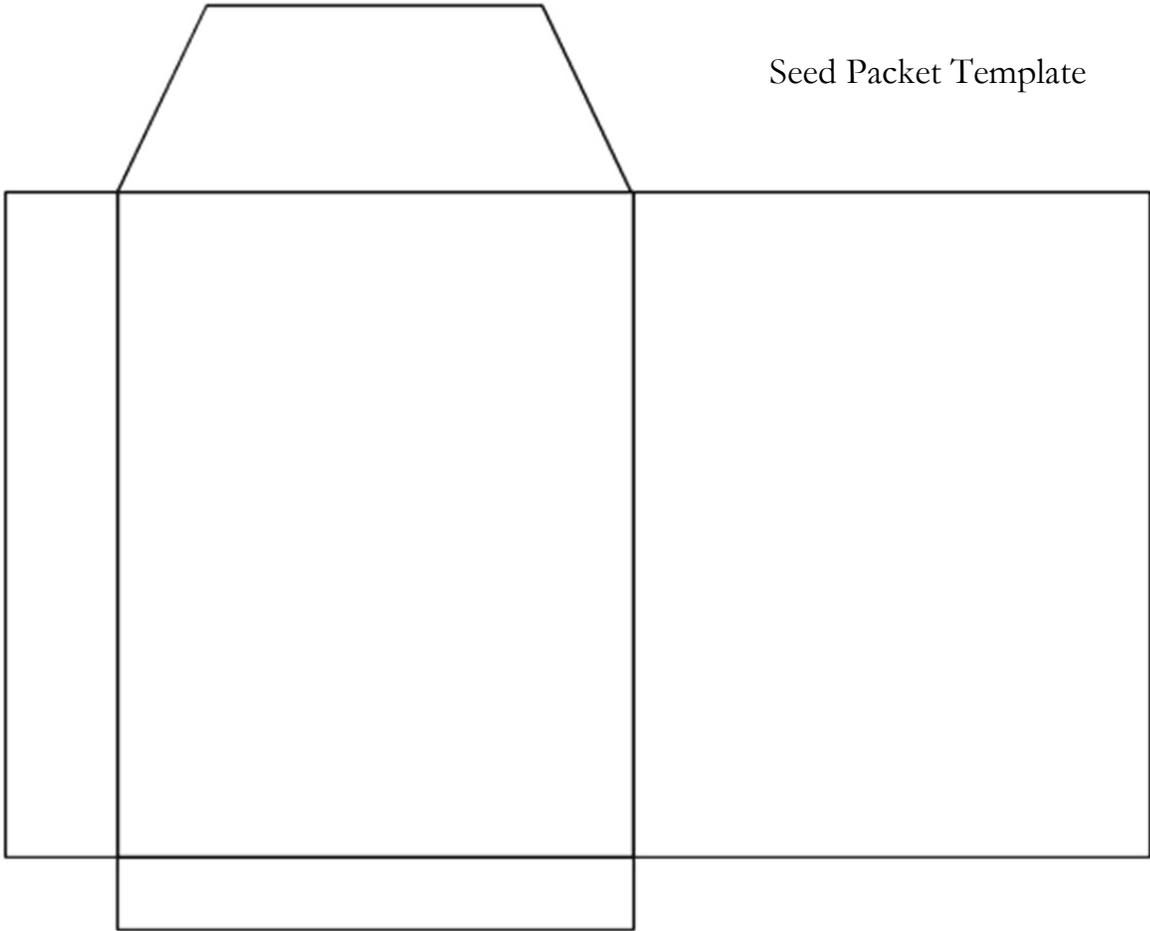
Instructions for seed sacks: Pass out the lower templates, scissors, fabric, ribbon and colors. Have them cut the template out and position it on the fabric. Have the children trace around the note cards on scrap construction paper and decorate the note cards with sample message above. Hole punch the 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 note card 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.

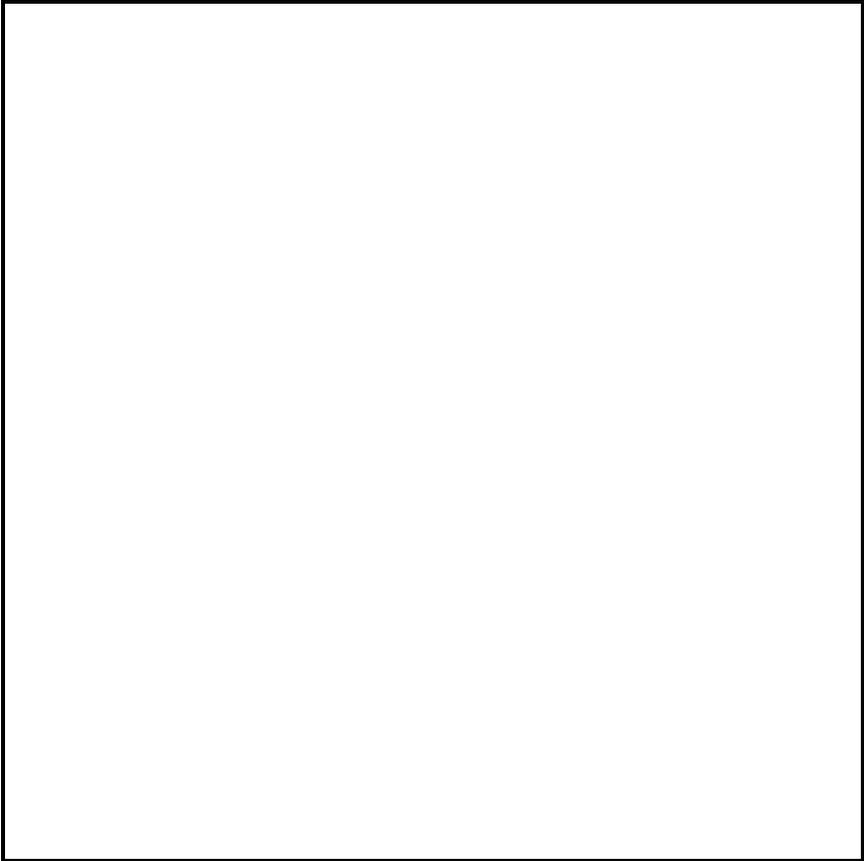
The project could also be tailored in your state to raise money for another global cause as long as the young people understand the connection and learn that they can be active global citizens.

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

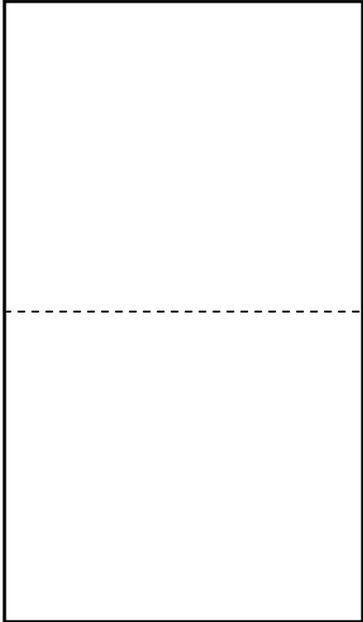
Seed Packet Template



Seed Sack Template



Note Card Template



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

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.

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

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

1. Have the kids draw pictures of some of their ideas of citizenship.
2. Print out pictures of children in another country. Ask them to think of the similarities and differences between their lives and the lives of the children in the pictures.
3. Order the Harvest Time cooperative board game for children to play.
<http://www.amazon.com/Cooperative-Harvest-Crops-Before-Winter/dp/B00000IU7> The object of the game is for players to plant and harvest four different crops before winter comes. Players learn they must cooperate in order to succeed in the game.
4. Use left-over seeds from Lesson 4 to make mosaics. The children glue the pieces in a design with white glue on cardboard. Have show and tell.
5. Adapt Grades 3-5, Lesson 4 activities for this age group.
6. Provide an opportunity for the kids to sing the new songs they have learned to another group.
7. Teach some Farmers Union songs.