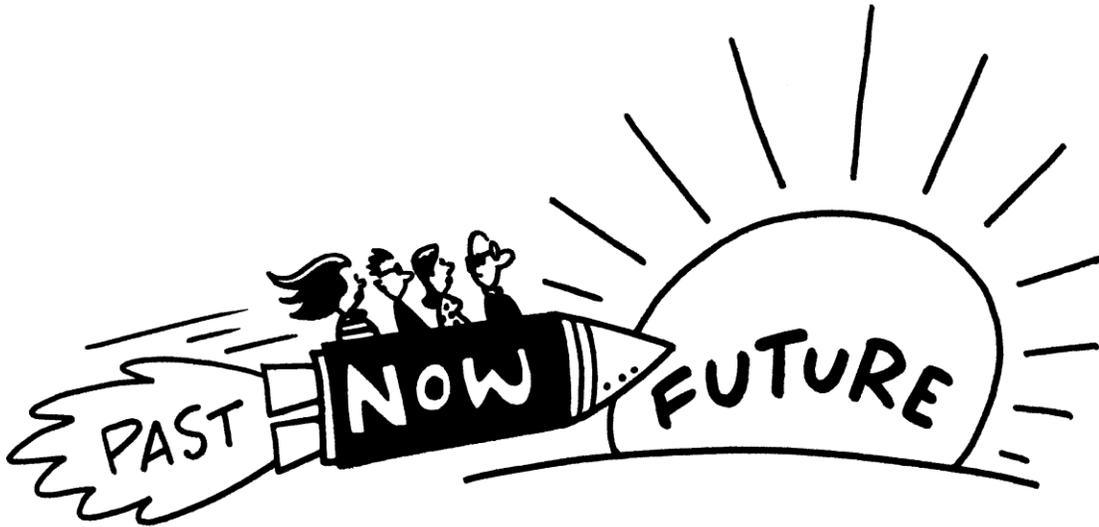


National Farmers Union

“Understanding Your Past, Looking Forward to Your Future”



Section 3: Grades 6-8

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Lesson 1: How High Can You Go? Bouncing Into Success

- Unit Objective:** Students will learn to think about goal setting and what it takes to be successful
- Grades:** 6,7,8
- Length:** 1 hour
- Materials Needed:** Glue, cornstarch, Borax, lukewarm water, food coloring, heavy spoon that won't bend easily, measuring spoons, plastic containers (old margarine tubs work well), plastic baggie with zip top, permanent marker, ruler
- Preparation Needed:** Split up materials, enough for 5-6 groups, so students will be ready to start as soon as lesson does.
- Lesson Adapted From:** and handout are from http://character-education.info/resources/lesson_plans_example_lesson.htm

Background:

This lesson helps students think about goal setting and the main elements of success. The lesson incorporates a fun craft that coincided with the theme "Bouncing Into Success".

Teaching Strategy:

1. Start the lesson with a discussion on success and what it means to the students. Ask the question: *Within the next 10 years, what are some areas of life that you would like to have succeeded in? What careers are you interested in? How are you going to achieve that success?* Allow for group discussion and feedback, the main objective is to get the students to start thinking about the ingredients to being successful (i.e. hard work, commitment). **(10 minutes)**
2. Have the students break up into groups of 4-5, and come up with a list of their "Five Ingredients of Success". When they are finished have each group share with the class, comparing and contrasting the differences. **(10 minutes)**
3. Explain: *No matter what happens in life, each of you can bounce back too and achieve success.* Each group will be using 5 ingredients: glue, cornstarch, Borax, Lukewarm water, food coloring (five keys to success) to make bouncy balls. Groups will need supervision and an explanation of the directions; you should go over each step with the class and hand out materials for each group, they should have enough to make at least one bouncy ball per person. **(5 minutes)**
4. Instructions to print out for each group **(give 30-35 minutes to complete):**
 - ✓ Add 2 tablespoons of lukewarm water to an empty plastic container.
 - ✓ Measure ½ teaspoon of Borax and add to the water. Stir until the Borax has dissolved completely.
 - ✓ If you want the balls to have a specific color, add a few drops of food coloring. How deep you want the color is up to you. For a darker, truer color, add more drops. For a more translucent color, add less.
 - ✓ Measure one tablespoon of glue and dump it into the second empty plastic container.
 - ✓ Add ½ teaspoon of the Borax and water solution as well as 1 tablespoon of cornstarch to the glue. Don't start stirring immediately. Wait 20 to 30 seconds to begin.
 - ✓ Stir mixing the ingredients completely. When the mixture becomes too hard to stir, remove it from the plastic container and knead it between your hands. You should begin to form the mixture into the shape of a ball.
 - ✓ The ball will start off being a little sticky, but it'll harden as it dries. Once it's dry, it should bounce. Set this ball aside and make additional balls until you have the perfect number. **Clean up!**

After you're done bouncing, store the balls in the plastic bag.



Lesson Plan 2: Water You Doing About This?

Unit Objective: *In this lesson students will figure out the quantities of water that an average student uses on a daily basis. They will examine and explain how water can be conserved.*

Length: 1 hour

Lesson From: <https://alex.state.al.us>

Materials Needed: See activity section

1. Explain: Water is too important to take for granted: without it, life would not exist on Earth. Our bodies need water to function properly. Tremendous amounts of water have been used all over the world. Water use in the United States is as follows: 8% for domestic use (washing, drinking, toilet) 10% for business/industry, 33% for irrigation, 49% for electric power plants. Although the world's total water supply is enormous, over 97% of it is salty ocean water. Salt water cannot be used for drinking, irrigating crops, power plants, or other industries. All of these uses require fresh water supplies that only make up three percent of the world's total water; and 2/3 of that is frozen in Antarctica, Greenland, and alpine glaciers. Only 0.6% of the Earth's water supply is usable as liquid and fresh water. This water is unevenly distributed in lakes, rivers, and underground. Since the water supply on Earth is fixed, the total amount stays the same. As the world's population grows, the demand for water also increases.
2. We cannot increase the water supply, however, we can manage it more effectively. Scientists estimate that 30-50 % of the water in the United States is wasted. One part of water management in which everyone can take part is water conservation--using only what is needed.
3. We can also encourage conservation of water through industries by legislative action. Laws can be passed to require water conservation equipment and methods. Federal and state subsidies that encourage waste of water can be eliminated or reduced.
4. Have the students list various ways that water is used in the home. Before students record how much water they use in a day and a week, have students record on their Data Sheet how much they THINK they use.
5. Ask students to review the Student Sheet of average water volumes required for typical activities and then answer the following using the data from their two/three days.
 - Estimate the total amount of water your family uses in a week. Give your answer in gallons and liters. (approximately 4.2 liters in a gallon)
 - Estimate the total amount of water used at camp per day
 - Compare the daily volume of water used per person in your family to the average daily water volume used per person in the United States (100 gallons). Ask how they can better conserve water at home, at camp.

Activity

Throughout much of the developing world, water is the most precious commodity around. It is necessary for many people to walk miles to reach drinkable water and as such, the utmost care must be taken in delivering clean water back to their kids and families. Every drop lost along the journey home is a small tragedy. This simple water conservation awareness activity will demonstrate the delicate process of traveling with water, which happens in countless communities across the globe. Hopefully it will inspire your kids to be conscious of water scarcity while brushing teeth, taking a shower and playing beneath a sprinkler this summer.

Materials:

- ✓ Wax Paper
- ✓ Tape
- ✓ Straw
- ✓ Water

1. Tear off a sheet of wax paper and tape it down smooth to a table.
2. Place a thumbprint-size droplet of water at one end of the wax paper.
3. Carefully blow air through the straw in an attempt to move the water to the other side of the wax paper without it breaking apart into separate droplets. This simulates the journey some people must take to transport clean water back to their villages without spilling a drop. **Note: the bigger the water droplet, the more of a challenge it will be to keep the water from breaking into multiple droplets.*
4. Experiment with the angle of the straw and the strength of your breath through the straw to observe if/when the water droplet becomes fractured during its trip across the wax paper.
5. Slurp up the water at the end — because you wouldn't want to waste any, right?

Lesson Plan 3: Daily Citizenship: The Future of My Community

- Unit Objective:** Students will learn how good citizenship fits into their daily lives.
- Length:** 1 hour: 10 min. for One Minute of Words activity, 20 min. for Activity Sheet B and discussion, 30 min. for Activity Sheet C.
- Materials Needed:** Pens, loose-leaf paper, a few prizes for an individual or for enough for each member of a winning group, Activity Sheets B and C.
- Preparation Needed:** Cut out words from Activity Sheet B and place them in a hat, make enough copies of Activity Sheet B and C for every group member. Prepare prizes.

Background:

The principles of good citizenship can be found in everyday activities. They're doing your share, being responsible, serving your community, caring for the environment, being respectful and obeying the law. Good citizenship is achieved by all contributions, large and small, made by individuals and groups, with the greater good in mind.

Teaching Strategy:

1. Introduce the concept of the lesson with an overview of the background information above.
2. Hand out paper and pens and explain the rules for the One Minute of Words game. *I will set the timer for one minute and you should write as many words or phrases that you can think of that describe good citizenship. These can be personal attributes, attitudes or actions that a good citizen might display. Afterward, we'll count up the words and/or phrases and the person (or group) with the most legitimate words or phrases wins a prize. When I say stop, put your pens down immediately or face disqualification. (The prize might be a Farmers Union T-shirt or another donated gift that a young person would enjoy.)* After one minute is up, call time, and have people raise their hands if they had two words or more, three or more, four or more, etc. When you get to a handful of people left, have them come forward and state the words or phrases they have on their sheets. Ask a seated volunteer to come forward to write the words or phrases on a board or flipchart for all to see. Once the finalists have stated their words, have them state how many words they have one at a time. If there is a winner, verify, and award him or her. If there is a tie, award all equally, or have a 30-second bonus round to break the tie in which the finalists write all the words or phrases they can think of to describe Farmers Union or a cooperative. Ask those seated to share other items on their lists that have not yet been mentioned.
3. Hand out Activity Sheet B, allow five minutes for them to fill out as individuals, pairs or groups and at least five minutes to discuss questions as a group.
4. Pass around the hat and have each group member draw one of the words from the hat. Have them tell the rest of the group what they will do personally to make sure that they, and those around them, do not live without the word they drew. Depending on the size of the group, this may need to be done in groups or with partners.
5. *I'm confident each of you display good citizenship in your daily lives, and there may be other opportunities that you haven't thought about yet.* Have the students complete Activity Sheet C and ask for volunteers to share their Citizenship Autobiography with the group or divide into groups to discuss.

Principles of Citizenship

Circle five principles from the following list that you would be most willing to live without.

Dignity

Forgiveness

Respect

Honor

Integrity

Fairness

Humility

Loyalty

Responsibility

Self-control

Courage

Justice

Patience

Honesty

Compassion

Freedom

Trust

Kindness

What would it be like to live without the ones that you chose?

Which, if any, are you living without or have less of in your life?

Put a star in front of the three principles in this list that you value most. Why did you choose these three?

Do your actions and the actions of those around you reflect these three principles that you value most? Explain.

Can you think of other principles that are not on the list that are important for a successful society and for positive personal relationships with family, friends and others?

Name _____ Grade _____ Activity _____
Sheet C

My Citizenship Autobiography

Reflect on your development as an informed and contributing citizen by answering the questions below.

Family involvement:

Activism in school:

Organizations:

Involvement in the community:

Politics:

What do you see are your citizenship roles? _____

What personal skills do you have that contribute to your citizenship?

How did you gain the skills you need for action?

What are some of the issues that you care about?

What are needs in your community?

What are your citizenship goals?
