



# COMMON GOOD

<b>Grade:</b> First	<b>Character Trait:</b> Citizenship	<b>Week:</b> 36
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## Curriculum Standards Addressed:

- 1. English: Writing 1.13** - The student will write to communicate ideas for a variety of purposes, such as to a) generate ideas; b) focus on one topic; c) revise by adding descriptive words when writing about people, places, things, and events; d) use complete sentences in final copies; e) begin each sentence with a capital letter and use end punctuation in final copies; f) use correct spelling for commonly used sight words and phonetically regular words in final copies; g) share writing with others.
- 2. History and Social Studies: Civics 1.10** - The student will apply the traits of a good citizen by a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect; b) recognizing the purpose of rules and practicing self-control; c) working hard in school; d) taking responsibility for one's own actions; e) valuing honesty and truthfulness in oneself and others.
- 3. Health: Community Health and Wellness 1.6** - The student will demonstrate responsible personal and social behaviors in the school and community. Key concepts/skills include: a) cooperative behavior; b) respect for others; c) adherence to school rules; d) acceptance of responsibility; e) respect for the property of others.

## MATERIALS NEEDED:

- Charlie Chipmunk
- Promethean Flipchart for grade 1 or a white board and dry erase markers
- 1 handout per student
- Character cards

## LEARNING GOAL:

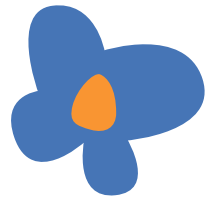
Students will identify actions that support the common good of the school, the city/town, and the world.

## LESSON SUMMARY:

Students will enter the class to find trash spread around the room and together they will react to what they find. The resulting discussion will show students that it takes people helping and doing the right thing with others to make all of our lives better. Together the class will work to improve the classroom. Students will discuss the theme of the common good and the instructor will ask students what are good acts that students can engage in. Students then will complete a worksheet activity. Lastly, students will describe how they will act to help the common good.

Note to instructor: Before students enter the classroom, litter the room with various trash items, wrappers, crumpled paper, cups, Popsicle sticks, etc. on the ground and on various desks, etc.





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**LESSON PLAN:** (Est. length 30 min) \*Please note: Items marked with an asterisk in the lesson plan have accompanying flipchart pages in the grade 1 file.

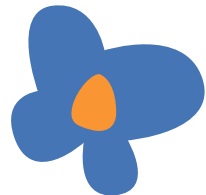
## Step 1: Anticipatory Set (Introduction and Accessing of Prior Knowledge)

1. **Students enter the classroom** to find it littered with trash. Allow a few moments for student reactions: be sure not to engage in conversation at this time. Gather students in a common meeting area and discuss their reactions to the litter in the classroom.
2. **Ask** questions such as, "How do you feel about the classroom being so messy?" "Would the litter bother you if it was in another classroom?" "How would you feel if this mess was outside or in a place like the store or library?" Allow students to give brief responses to questions.
3. **Present** Charlie Chipmunk and your 'magic wand'.\* Tell students you & Charlie will fix the situation right away. Dramatically wave your 'wand' about several times. Ask the students what happened? Did the litter disappear?
4. **Explain** to the students that there is no magic fix for this situation. Ask, "What can be done about the situation in our classroom?" "Who can help the situation to be better for everyone?" Students will answer along the lines of picking up the trash, putting items away, etc. Review with students how they felt when they walked into a messy classroom. Do they enjoy the messy environment or do they prefer a neat classroom?

## Step 2: Direct Discussion (I Do)

1. **Discussion Prompt:** When we choose not to clean up our areas or to not take care of things (toys, etc.), we are affecting others. Guide students in a discussion about ways their actions affect others: e.g., leaving their coat on the floor can cause someone to trip and fall; not taking care of playground equipment means others cannot enjoy it; cleaning their rooms, etc.
2. **Remind** students that Charlie is here to help us learn about being good citizens. Part of practicing good citizenship is doing things that are for the Common Good, i.e., something that is good for themselves as well as others.
3. Ask students what good acts they do every day? Ask, "Have you ever gone to the playground and found a broken swing or slide? How did it make you feel?" Say, "When we all make good choices and take care of things, we are making sure that others can enjoy it too. We are contributing to the Common Good." Stress to students that most of the things we do everyday help to contribute to the Common Good: learning in school, following the rules, playing games by the rules.





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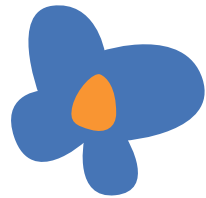
## LESSON PLAN: (cont.)

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### Step 3: Guided Practice (We Do)

1. **Show** Community Cards depicting various members of the community members contributing to the common good and discuss: police officers make sure there is no crime, cafeteria workers make sure we have lunch, garbage collectors take care of the trash, even insects take action to help the common good—bees pollinate and have worker bees that help the hive, etc. [Note to teacher: Stress to students that Common Good is an action that benefits the student AS WELL AS others.] Have students identify cards that do NOT show an action toward the common good.\*
2. **Guide** students in a discussion by suggesting ways that they can contribute to the common good. Suggest a few ways: pick up litter, take care of toys so others can use them, etc.)\* Allow a brief moment for discussion about the common good. Stress the importance of working together, keeping their promises, being willing to do their part, accepting responsibilities for their mistakes, etc. Be sure to make real world connections involving individuals who have an everyday impact with the students (cafeteria workers, janitorial staff, etc.).
3. **Dismiss** students to contribute to the Common Good of the classroom (remove trash, litter, etc.) Allow 2-3min for activity. After a sufficient time has passed, Charlie Chipmunk will announce “Freeze”, students will return to desk area.
4. **Brainstorm** together a list of actions that students can take to contribute to the common good of their school and home environments: creating artwork to enhance the atmosphere; keeping their areas clean; taking care of supplies, etc.





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### Step 4: Independent Practice (You Do)

1. **Once students have returned to the desk area**, have them complete the statement on the handout, "I will be part of the common good by \_\_\_\_\_."

### Step 5: Assessment

1. **Evaluate** student responses for examples of actions that contribute to the common good.

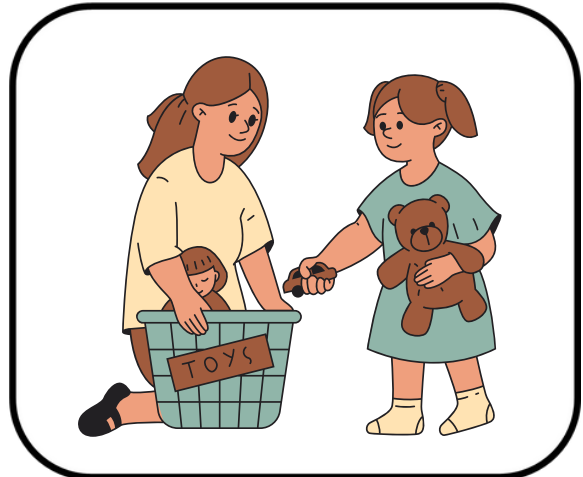
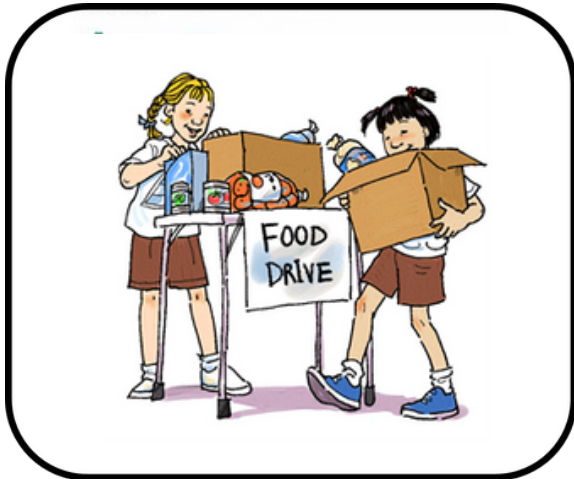
### Extension Activity

- The Common Good trait lends itself across the curriculum in a fluid manner. We observe others contributing to the common good each and every day.
- Guide students to locate and identify examples of actions for the Common Good in various trade books, magazines, etc.
- Create a list of individuals within the school community that work toward the common good and visit them during the day (cafeteria workers, janitorial staff, observe students following the rules, etc.). Students then can create posters illustrating the actions they observed as well as dictate a sentence describing how the action contributes to the common good of the school community.
- Come up with a list of actions that support the common good. Challenge students to put some of their ideas into action, collaborate as a class to determine the steps and supplies needed to enact their ideas.



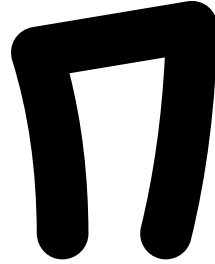
# COMMON GOOD

## Character Cards



# Common Good

## Pledge



I will be part of the  
common good by

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