

BEING A GOOD CITIZEN DURING THE HOLIDAY SEASON

Learning Objective(s): The students will

1. Identify the characteristics of a good citizen.
2. Understand the responsibilities of a good citizen.
3. Demonstrate an understanding of how they can exhibit the characteristics of a good citizen in their community.
4. Use the problem-solving process to identify and solve a problem in the community.

TEKS: SS K.14B, 15A, 16A, 1.12C, 17B, 18A, 19A, 2.13A, 18B, 19A, 20A

Materials Needed: *The Great Trash Bash* by Loreen Leedy, copies of the Decision Tree Attachment

Vocabulary: Citizens, compost, decision, incinerator, landfill, mayor, polluted, recycling, tools, town meeting

Teaching Strategy:

1. To introduce the lesson, lead a discussion concerning the characteristics of a good citizen. The teacher should record the responses of students on the board, chart paper, or a transparency.
2. Read the book *The Great Trash Bash* by Loreen Leedy to the class.
3. Discuss how the citizens of Beaston exhibited good citizenship when they cleaned up their town and opened a recycling center. Compare the actions of the characters in the book to the characteristics of a good citizen that students listed at the beginning of the lesson.
4. Explain that the founders of our country believed that it was each citizen's responsibility to work to help others, and that citizens should put the good of their community before their own needs.
5. Divide students into teams of 4 and assign each member of the team a number from #1 to #4. Tell students that the topic the teams are going to discuss is what they, as a class, can do to help someone in their community during the holiday season. (Alternative topics may be chosen such as helping someone in the school, neighborhood, or even servicemen.)
6. Tell students that they will each have 10 seconds to think of their own ideas for helping someone in the community. Using the students pre-assigned numbers, announce the discussion partners. (For example:

Students #1 and #2 will be partners and students #3 and #4 will be discussion partners.) Have the pairs of students discuss their ideas for helping someone in the community for approximately 30 seconds to minute.

7. After partners have held their discussions, have students share their ideas with the class. Ideas should be recorded by the teacher.
8. Lead the class in the selection of the best 2 or 3 ideas for helping someone during the holiday season.
9. Give each student a copy of the Decision Tree Attachment or display a copy of the attachment for students to see.
10. Demonstrate how students should use the diagram by entering the 2-3 choices on the trunk of the tree. Lead students through a discussion of the main negatives and positives of each project and list responses on the diagram. Facilitate the evaluation of the best project for the class to carry out and write the decision on the line at the top of the tree.
11. Guide the students as they develop an action plan, determine any materials or supplies they will need, create a timeline or calendar for events/deadlines, assign responsibilities, and carry out their project.
12. Notify appropriate sources such as the local newspaper, television station(s), and/or the school district for coverage of the completion of the project.

Extension for Gifted/Talented: Have students take digital pictures of the students as they carry out their holiday community project from the beginning to the end. Students should then design a bulletin board display about the class project.

DECISION TREE

Decision

A B C

Positive

1.
2.
3.

Positive

1.
2.
3.

Positive

1.
2.
3.

Consequences

Negative

1.
2.
3.

Negative

1.
2.
3.

Negative

1.
2.
3.

A B C (Write 2-3 alternatives in trunk of tree.)

Occasion of Decision