



## I CAN BE A GOOD CITIZEN

**Learning Objectives:** The students will...

1. Identify the characteristics of good citizenship at school.
2. Use critical thinking skills to evaluate actions that show good or poor citizenship.
3. Express ideas orally by giving examples of ways to be a good citizen at school.
4. Create written and visual materials to reflect their ideas.

**TEKS:** SS K.14C&D, 1.17C&D, 2.10A, 2.16E&F

**Materials Needed:** I Can Be a Good Citizen PowerPoint, Action/Behavior strips (cut apart), Thumbs Up/Thumbs Down signs (second grade only), small paper plates and tongue depressors (kindergarten and first grade only), *Do Unto Otters* by Laurie Keller (if available), paper, markers, and/or crayons.

**Vocabulary:** citizenship, characteristic, respectful, cooperative, honest, considerate, polite

**Teaching Strategy:**

1. Discuss with students what it means to be a good citizen at school. Show the Power Point presentation, "I Can Be a Good Citizen". As each slide is shown, discuss what the characteristic means and ask students to give examples of ways they can put that characteristic into action.
  - a. Alternative: Read the book, *Be Kind to Otters* by Laurie Keller. Discuss each characteristic and ask students to give additional examples to those presented in the book.
2. Tell students they are going to be judges and decide whether a situation shows good or poor citizenship.
3. Second Grade Strategy
  - a. Post the Thumbs Up and Thumbs Down signs on opposite sides of the room.
  - b. Give each student a slip of paper on which an action or behavior is described. Have them read their action/behavior slip and decide whether or not it shows good citizenship.
  - c. If it does, they should stand on the Thumbs Up side of the room; if not, they stand on the Thumbs Down side.
  - d. After students have chosen sides of the room, have them take turns reading their strips aloud. They should identify the good citizenship characteristic involved or tell why the person was not showing good citizenship. Encourage students to tell how the actions showing poor citizenship could be changed to show good citizenship.
4. Kindergarten and First Grade Strategy
  - a. Give students a small paper plate. Have them draw a happy face on one side and a frowning face on the other side. Attach the plate to a tongue depressor.
  - b. As the teacher reads the action/behavior strips, students will hold up the happy face side for good citizenship or the frowning face side for poor citizenship.
  - c. As strips are read have students identify the good citizenship characteristic involved or tell why the person was not showing good citizenship. Encourage students to tell how the actions showing poor citizenship could be changed to show good citizenship.
5. After all the strips have been read and discussed give each student a piece of drawing paper.

Have them draw a picture of themselves doing something that illustrates one of the characteristics of good citizenship and then write a sentence or two about the picture. (Teacher will take dictation from non-writers). Bind all pages together into a class book titled "I Can Be a Good Citizen."

Evaluation:

Debrief with the following questions:

1. Why is it important to be a good citizen in school?
2. What can you do to be a better citizen in school?
3. How do you think our classroom and school would be different if everyone tried to be a good citizen?

**Extension for Gifted/Talented:**

Have students choose one of the characteristics of a good citizen and make an acrostic illustrating that characteristic. Develop into posters to be used in the classroom.

## Action/Behavior Strips

David holds the classroom door for Jimmy's mother when she brings the snacks.

Amy uses Kendra's crayons without asking her permission.

Jose invites the new student to play with him and his friends on the playground.

Celina picks up a candy wrapper on the school sidewalk and puts it in the trash.

Barry makes fun of Robert's new haircut.

Naomi blurts out the answer to a question without raising her hand.

John helps Patrick up when he trips and falls on the playground.

Derek laughs at Patrick when he trips and falls on the playground.

Kate cuts in front of Marissa in the lunch line.

Beth leaves the art center in a big mess.

Alonzo copies off Peter's paper during the spelling test.

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Bethany lets Jorge use her purple marker when his runs out of ink.  
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Summer tells Mrs. Miller she didn't tear the page in the book, even though she did.  
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Rosie doesn't want to be in Sophie's group, so she sits away from the group and doesn't help.  
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Jenny helps Wendy find a book she's looking for in the library.  
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Russell talks to his friend while the teacher is giving the class instructions.  
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Andy throws his pickle at Cindy in the cafeteria.  
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Stephanie always remembers to say please and thank you.  
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Carolyn helps Mrs. Dolan water the plants after school.  
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Brenda promised to play with Ginny at center time, but ignores Ginny and plays with Karin instead.  
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Jonathan gets his work done neatly and on time.  
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Gwen helps the substitute teacher find where Mrs. Adler keeps the art supplies.  
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Trey shares his cookies with Sean at snack time.  
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Kevin gets mad when he loses the game he and Tripp were playing.  
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Fran lets Sheila have a turn at the computer, even though she wants to stay herself.  
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Sunny apologizes when she accidentally spills her juice on Melissa's new dress.  
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