

CL-15C

Being a Good Neighbor

Grades 4–5

Interpersonal Effectiveness

Making a Difference

Students learn that civic responsibility means doing your part for the common good, see how volunteers and nonprofit groups help, and plan a free, safe class service project.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Project Planner

BIG IDEA

Everyone can make a difference by doing their part for the common good.

1 I CAN

- ☐ explain civic responsibility: doing your part for the common good.
- ☐ explain how volunteers and nonprofit groups serve the common good.
- ☐ use the Project Planner steps to plan a free, safe school project.

KEY WORDS / PALABRAS CLAVE

civic responsibility	responsabilidad cívica
common good	bien común
volunteer	voluntario, voluntaria
nonprofit	sin fines de lucro
service project	proyecto de servicio
community	comunidad

3 STANDARDS

Texas Model 5th ed., 2018	Interpersonal Effectiveness
ASCA Standards Mindsets & Behaviors, 2021	B-SS 5 Ethical decision-making and social responsibility · B-SS 6 Effective collaboration and cooperation skills
Social Studies TEKS Gr 4 §113.15(c)(15)(B)	explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as ... writing letters, and participating in ... service projects
Social Studies TEKS Gr 5 §113.16(c)(17)(A)	explain why individuals have a duty to participate in civic affairs at the local, state, and national levels
Health TEKS Gr 4 §115.16(b)(12)(C)	identify strategies that can be used to promote safety in homes, schools, and communities
ELA TEKS Gr 4 §110.6(b)(1)(D) · Gr 5 §110.7(b)(1)(D)	work collaboratively with others to develop a plan of shared responsibilities. Used in the extension.
Character traits TEC §29.906(b)(8)	good citizenship, including ... concern for the common good and the community, responsible decision-making skills, and respect for authority and the law

2 MATERIALS

- ☐ Projector page (p. 4) on the document camera
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Project Planner cards (p. 6), one set, and chart paper or sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once; cut the cards apart.
- Ask the teacher when the class could do a project near Earth Day (April 22). Get the principal's OK before it starts.

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. Use the names in the stories. After a windy weekend, a story school's playground is covered with paper, cups and small branches. Listen to two fifth graders."

ANDRÉS "Cleaning up is the custodians' job. Not mine."

MARISOL "The custodians will do the big jobs. But it's everybody's playground. Our class could do our part, the safe way."

ASK "Which idea helps the common good more? Why?" Take two answers, then say: "Marisol sees that everyone can help. That's civic responsibility: doing your part for the common good, what is good for everyone in the community."

TEACH 5 min

DO Show the projector page. Point to each card as you read it.

SAY "A good neighbor helps others and takes care of the places we share. A volunteer chooses to help without being paid. Nonprofit groups, like the Red Cross or a food bank, bring volunteers together to serve the common good. The Red Cross helps people in emergencies, and a food bank gets food to neighbors who need it. Kids can help with a service project: a plan to meet a need."

SAY "Our class projects give time and effort, not money, food or things, so everyone can take part. Use the Project Planner steps: 1. **Pick** a project that meets a need. 2. **List** the jobs. 3. **Safety check**: free, safe, at school. 4. **Get the principal's OK.**"

ASK "Why might a nonprofit like the Red Cross need volunteers?" (So it can help more people; many hands make big jobs possible.)

PRACTICE 9 min

DO · 2 MIN Ready or not yet? Students draw a check in the air for **Ready** or make an X with their arms for **Not yet**. Partners name a fix for each Not yet.

READY 1. Renata's group plans a campus clean-up with gloves and a grown-up. The principal says yes.

NOT YET 2. Esteban's group wants to ask families to send cans of food for the food bank.

NOT YET 3. Kayla's group wants to pick up trash along the busy road after school.

READY 4. Jack's group writes kindness notes for the cafeteria team. The principal says yes.

Item 2: say, "Food drives help many people, and giving is kind. Our class projects just don't ask families for food, money or things, so everyone can take part." Fix: give time, like kindness notes. Item 3: not safe, not at school. Fix: a playground clean-up.

DO · 7 MIN Worksheet. Students write their name and teacher. Parts 1 and 2 on their own. For Part 3, partners talk for one minute first; if they disagree, they say, "I see it differently because ____." Then each student writes.

Answer key. Part 1: Ready 1, 4, 5; Not yet 2 (no principal's OK yet), 3 (not safe, not at school). Part 2: any helper and how it helps everyone. Part 3: any free, safe project at school with jobs.

WRAP-UP 3 min

SAY "Marisol's class used the Project Planner steps for a playground clean-up, with gloves, a grown-up and the principal's OK. Soon our class can plan a project for our own school."

CHECK "Ready or not yet: Maya's group wants to make welcome signs in English and Spanish for the front office. The principal says yes." (Ready.) Give the family letters to the teacher for take-home folders.

Short on time? Use practice items 1 and 2 only, and do worksheet Part 3 as a class discussion before students write.

5 OPTIONAL EXTENSION · 10 MINUTES

Project Planner. Groups of 3 or 4 each take one project card from page 6. Rule: every project is free, safe, at school and principal-approved. Projects give time and effort, never money, food or things.

- 1 Read the card and plan on chart paper or a sticky note: **Pick** (the need), **List** the jobs (who does what), **Safety check** (free, safe, at school) and **Principal's OK** (what to ask) (4 minutes).
- 2 Each group shares its plan in 30 seconds. Classmates add one idea or respectfully disagree: "I see it differently because ____" (4 minutes).
- 3 With the teacher, the class picks one project to take to the principal (2 minutes).

Groups write on chart paper or sticky notes, so the cards stay clean. The principal approves the chosen project before it starts, and the teacher reads any notes, posters or announcements before they are shared.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Point out cognates: *comunidad, voluntario, proyecto, responsabilidad cívica*. Partners may plan in Spanish first. Frames: "____ serves the common good by ____." and "I see it differently because ____."

EXTRA SUPPORT

Read the sort items aloud and do items 1–3 with a partner. In Part 3, students may pick a project from the extension cards and list two jobs.

STRETCH

Ask: "Why does a community need people who take part, not just people who watch?" Early finishers plan a second project from page 6.

7 QUICK CHECK

During practice: listen for the safety check. If many partners call item 2 or 3 ready, replay the four steps before the worksheet.

After class: I collect the worksheets and sort Part 1 into "all 5 right" and "not yet." They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect. Project plans are about our school; keep them in the classroom.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 15

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Thursday, April 22, is Earth Day. Make a difference: do your part for the common good, and leave our school cleaner than you found it."

ES "¡Buenos días, Yellow Jackets! El jueves 22 de abril es el Día de la Tierra. Marquen la diferencia: pongan de su parte por el bien común y dejen nuestra escuela más limpia de lo que la encontraron."

8 PICTURE BOOKS (OPTIONAL)

Maybe Something Beautiful by F. Isabel Campoy & Theresa Howell (HMH, 2016). Spanish edition: *Quizás algo hermoso*. Mira, a muralist and her neighbors brighten a gray city block. Inspired by a true story; a good launch for a class service project.

The lesson works without a book. Preview any book before you read it to a class.

HALLWAY IDEA

Grow a big paper "Good Neighbor Tree" near the office for Earth Day (Thursday, April 22). As each class finishes a service project, add a leaf with its class name and project, such as "Room 21: welcome signs."

TEACHER TIP

Name it when you see it: "Room 21, you left the cafeteria tables cleaner than you found them. That's doing your part for the common good."

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Marisol could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Making a Difference

Civic responsibility means doing your part for the common good, what is good for everyone in the community.



Volunteers

Choose to help without being paid.



Nonprofit groups

Like the Red Cross or a food bank, they serve the common good.



Service projects

A plan to meet a need.

Project Planner Steps · Plan it before you do it.



Pick a project
that meets a
need.



List the jobs.



Safety
check: free,
safe, at
school.



Get the
principal's
OK.

Escoge un proyecto que cubra una necesidad · Haz la lista de tareas · Revisa: gratis, seguro, en la escuela · Pide el visto bueno del director o la directora

Our class projects give time and effort, not money, food or things, so everyone can take part.

Name _____

Teacher _____

Making a Difference

Civic responsibility means doing your part for the common good, what is good for everyone in the community.

Part 1 Ready to plan? Ready = free, safe, at school and principal-approved. Circle **READY** or **NOT YET**.

- | | | | |
|---|---|--|---|
| 1 | Isaac's class makes recycling posters. The principal says yes. | ☒ READY | ☐ NOT YET |
| 2 | Nora's class hangs up posters before asking the principal. | ☒ READY | ☐ NOT YET |
| 3 | Leonardo's class wants to pick up trash by the highway. | ☒ READY | ☐ NOT YET |
| 4 | Valeria's class writes thank-you notes. The principal says yes. | ☒ READY | ☐ NOT YET |
| 5 | Ava's class sorts library books. The principal says yes. | ☒ READY | ☐ NOT YET |

Part 2 Who serves the common good? Pick one helper. How did they serve the common good?

On Park Day in a story town, city workers fix the broken swings. Volunteers from a nonprofit garden club plant trees. Rodrigo and his older cousin join a grown-up team to pick up litter with gloves.



Helper: _____

They served the common good by _____

Part 3 Plan it! Talk with a partner. Then write.

Marisol's class wants to make a difference at school before Earth Day. Joaquín sees litter by the playground fence. Elena sees new students getting lost on the way to the library.



Plan a free, safe project for Marisol's class. Use the Project Planner steps.

The class could _____

Jobs: _____

It passes the safety check because _____

Project Planner

✂ Cut on the dashed lines.

1. Read your card. 2. Plan it on chart paper or a sticky note: Pick, List the jobs, Safety check, Principal's OK. 3. Share in 30 seconds. Every project is free, safe, at school and principal-approved.

PROJECT #1



Campus Clean-Up. Pick up litter on the playground with gloves and a grown-up. Never touch glass or sharp things; tell the custodian.

Pick: what need?

List the jobs

Safety check

Principal's OK

PROJECT #2



Kindness Notes for school staff. Each student writes a specific thank-you. The teacher reads them before delivery.

Pick: what need?

List the jobs

Safety check

Principal's OK

PROJECT #3



Library Helpers. Straighten shelves and sort returned books during library time, if the librarian says yes.

Pick: what need?

List the jobs

Safety check

Principal's OK

PROJECT #4



Recycle Right. If your school recycles, make posters and a 30-second announcement about what goes in the bin. The teacher checks them first.

Pick: what need?

List the jobs

Safety check

Principal's OK

PROJECT #5



Garden Crew. If your school has a garden or planters, weed and water them with gloves and a grown-up.

Pick: what need?

List the jobs

Safety check

Principal's OK

PROJECT #6



Welcome Signs. Make signs in English and Spanish that help visitors find the office, library and gym. The teacher checks them first.

Pick: what need?

List the jobs

Safety check

Principal's OK

PROJECT #7



Playground Rules. Make posters about the playground safety rules. The teacher checks them, and an adult hangs them.

Pick: what need?

List the jobs

Safety check

Principal's OK

PROJECT #8



Your Idea. Plan your own project. It must be free, safe, at school and OK'd by the principal.

Pick: what need?

List the jobs

Safety check

Principal's OK

Being a Good Neighbor

Ser un buen vecino

Family letter · Carta para la familia · Grades 4–5 · Grados 4–5



ENGLISH

Dear Family,

This week, your child's class had a lesson about **making a difference** with the school counselor. Civic responsibility means doing your part for the common good, what is good for everyone in the community. We talked about how volunteers and nonprofit groups, like the Red Cross or a food bank, serve the common good.

PROJECT PLANNER STEPS

1. **Pick** a project that meets a need. · 2. **List** the jobs. · 3. **Safety check:** free, safe, at school. · 4. **Get the principal's OK.**

TRY THIS AT HOME

1. Talk about helpers who serve the common good, such as library volunteers, firefighters or a park clean-up crew, and why their work matters.
2. If you like, choose a small, safe way to help together, such as picking up litter with gloves on Earth Day (Thursday, April 22).

TALK ABOUT IT AT HOME

"Why does a community need volunteers?"

Your child's class may plan a free service project at school, with the principal's OK. Nothing needs to be bought or sent from home.

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **cómo marcar la diferencia** con la consejera escolar. La responsabilidad cívica es poner de nuestra parte por el bien común, es decir, por lo que es bueno para todos en la comunidad. Hablamos de cómo los voluntarios y las organizaciones sin fines de lucro, como la Cruz Roja o un banco de alimentos, sirven al bien común.

PASOS PARA PLANEAR UN PROYECTO

1. **Escoger** un proyecto que cubra una necesidad. · 2. **Hacer la lista** de tareas. · 3. **Revisar la seguridad:** gratis, seguro y en la escuela. · 4. **Pedir el visto bueno** del director o la directora. (En clase usamos las palabras en inglés *Project Planner*.)

PARA PRACTICAR EN CASA

1. Platicuen sobre personas que sirven al bien común, como los voluntarios de la biblioteca, los bomberos o un grupo que limpia el parque, y por qué su trabajo es importante.
2. Si gustan, escojan juntos una pequeña manera segura de ayudar, como recoger basura con guantes el Día de la Tierra (jueves 22 de abril).

PARA PLATICAR EN FAMILIA

"¿Por qué una comunidad necesita voluntarios?"

Es posible que el grupo de su hijo(a) planee un proyecto de servicio gratuito en la escuela, con el visto bueno del director o la directora. No hace falta comprar ni mandar nada de casa.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar