



Many Hands Together Make a Lighter Load

Source: <http://live-learning-to-give.pantheon.io/units/many-hands-together-make-lighter-load2nd-grade/many-hands-together-make-lighter-load-2nd-grade>

Standards: Please refer to website for specific standard look up.

<http://live-learning-to-give.pantheon.io/units/many-hands-together-make-lighter-load2nd-grade/many-hands-together-make-lighter-load-2nd-grade#block-views-ae565e9bc923c99f39e8017da09af2c7>

Duration

One 45 minute class period

Objectives

The learner will:

- Identify and describe the behaviors of the characters in the book, *Selavi, That is Life*.
- Name the problem and the solution that was discovered in the story.
- Define philanthropy as the giving and sharing of time, talent or treasure intended for the common good.
- Explain how we as individuals can give time, talent and/or treasure for the common good.
- Describe a benefit of group cooperation.
- Participate in a group effort to help people in the community.
- Hold a penny drive or collection of canned goods, donation to can brought to Kansas State Fair for Reno County Food Bank and participate in Hunger Fighters scavenger hunt. (Kansas FFA Association Agriculture Educational Exhibits/Wick Buildings, Gate E5)

Materials

Selavi, That is Life: A Haitian Story of Hope by Youme Landowne (see Bibliographical References)

Teacher Preparation

It is important to be sensitive to the possibility that someone in your class may have some personal experience with homelessness, hunger and poverty.

Prior to the start of this lesson, contact several charitable organizations in the community to determine their needs. Students should decide what they want to do for the service learning project, but the teacher should have an idea of the needs of local organizations to help guide the students in their decisions.

Bibliography

Youme Landowne. *Selavi, That is Life: A Haitian Story of Hope*. Cinco Puntos Press, 2004. ISBN: 0938317849

2016 Kansas State Fair Food Drive

Educational Lesson Plans

Grades: 2

**Subjects: Language Arts, Philanthropy,
Social Studies, Media / Technology**



INSTRUCTIONS

Anticipatory Set:

1. Anticipatory Set:
Ask students if they know the meaning of the word “homeless.” Talk about the meaning of the suffix “less.” Let them know that homeless people are everywhere--in big and small communities. Remind the students that one cannot tell if a person is “homeless” just by looking at their outward appearance. Discuss what a homeless person might need other than a home. Where do students think a person who is homeless might go to get those needs met?
2. Read the book *Selavi, That is Life: A Haitian Story of Hope* to the class. Use a finger to run under the line being read and to point to key picture items.
3. On selected pages, stop and encourage the children to interact with the book in the following ways:
 - Label the feelings of the characters
 - Identify key items in the picture that will aid in listening comprehension.
 - Hypothesize about what may happen next, what the motives of characters might be, and why something is happening.
4. Discuss how Selavi worked with the other homeless children in the neighborhood to help themselves and the other children. Selavi could not have solved the problem alone. Discuss the benefit of group cooperation.
5. Define the terms common good and philanthropy. Ask whether Selavi and the other children were philanthropists, and how they acted for the common good.
6. After reading the story, ask the students if they think there is anything that they might like to do to help those in need in their community. Challenge students to brainstorm examples of how their class/school can do something for the common good to help. Record their responses on the board.
7. After a list has been made, let the class know that they will be holding a food drive for people in their community in need.
8. Explain to the students that they have an opportunity to join together as a class and school to donate money (or

Assessment

Teacher observation of student participation in the lesson and service project will serve as the assessment for this lesson.

Cross Curriculum

Students come to a consensus on voluntary action to address an identified need related to poverty, hunger, and homelessness.

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other items) to a cause.

9. Tell them that they may bring in coins or food items from home. Talk with the students about where the money might come from. Suggest that they might offer to do jobs for family and friends to earn money, or their families might help them collect money from family members and friends.
10. Send home a note introducing the project and explaining how you will be collecting money to donate to a charitable cause (See Attachment One: Letter to Families and Caregivers).
11. Based on the needs of the organizations/individuals, the students should select and organize plan to help demonstrate working together for the common good.
12. When the food drive is over, donations can be taken to the Kansas State Fair for drop off, where they will be given to the Reno County Food Bank for people within the community. Students will also have the chance to participate in the Hunger Fighters scavenger hunt where they will learn more about hunger and food production in Kansas.
13. After the students have participated in the project to address a need in the community, have them draw and/or write a reflection about the experience. Students should include a description of the experience: how the need was determined, what did they do to prepare, their successes.

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Dear Family,

Our class is learning about being philanthropists. A philanthropist can be anyone, of any age, who gives of his/her time, talent and treasure, and takes action for the common good. The lesson encourages students to think about choices people make with their own resources. We will learn the differences between spending, saving and donating.

The project involves collecting money and/or food to donate to a nonprofit organization. The children may use money from their own personal banks, earn money by doing extra jobs, or by enlisting help from family members and friends of the family.

This is not meant to be a major donation, but something from the heart and generosity of the students. Spend time with your child talking about where they can get some small change for this project. Please do not send your child door to door.

The money that our class gathers until the date of _____ will be collected in one large classroom container.

We will practice our math skills by sorting and counting the money.

Please talk with your child about the following vocabulary words and concepts:

Philanthropy: giving or sharing of time, talent or treasure, and taking action for the common good.

Spend: using money for immediate needs or wants.

Save: keeping for future needs or wants.

Donate: to make a gift of money, time or talent.

Community: a group of people that work, live or gather together for a purpose.

Charity: money or help given to aid the needy.

Thank you for your support!

Sincerely,