**First Grade**

**Key Concept 1:**

**Being a Good Citizen Lesson**

**Overview:**

The purpose of this lesson is to introduce the idea of what it means to be a good citizen to students.

**For the Teacher:**

Know your students food sensitivities and check with administration for “allowed food” in the classroom!

**Materials Needed:**

1. Pretzels
2. M&M’s
3. Popcorn
4. Raisins
5. Cheez-Its
6. Large Bowl to Mix ingredients
7. Small paper cups for student portions
8. Hand Sanitizer
9. Chart Paper or white/black board

**Key Vocabulary:**

Citizen Honest

Best Recipe

Respect Responsibility

**Objectives:**

C.2.1.3 Demonstrate ways of being a good citizen in multiple settings

C.2.1.4 Use listening, consensus-building, and voting procedures in the classroom

C.3.1.1 Explain why rules, laws, and consequences are needed

C.3.1.2 Describe ways people improve communities

C.3.1.3 Describe ways classroom and schools work to accomplish common tasks and establish responsibilities

E.4.1.2 Identify benefits and costs of making a decision

H.13.1.6 Identify changes in the classroom/school in terms of cause and effect

**Instructions:**

1. Begin by explaining to the class that over the next couple of weeks we are going to be talking about what it means to be a good citizen. Ask students if any of them know what it means to be a “good citizen.” Tell the students that today they are going to learn the characteristics that it takes to be a good citizen. Explain that they are going to make a “good citizen” trail mix that they will be able to enjoy later.
2. Tell students that a good citizen is someone who possesses many different characteristics. A good citizen is someone who works hard to help make their community a better place. Explain to the students that their classroom is a community, and that they should strive to have a classroom full of good citizens.
3. Show the students the giant bowl in which you are going to prepare the trail mix in. Explain that we are going to let the bowl represent our classroom, and we are going to fill the bowl with all the things that good citizens do.
4. Tell students that one of the characteristics of a good citizen is honesty. Ask students if any of them know what it means to be “honest”. Show the students the pretzels and explain that we are going to let the pretzels represent honesty in our trail mix. Ask a student to come up and put the pretzels into the bowl.
5. Tell the students that another characteristic of a good citizen is always doing your personal best. Ask the students if any of them know what it means to do your personal best. Show the students the M&Ms. Explain that these are going to represent doing your personal best in our trail mix. Ask a student to come up and put the M&Ms in the bowl.
6. Continue in this manner two more times. Let the raisins represent “respecting others” and the popcorn represent “responsibility” (know your students food sensitivities and check with administration for “allowed food” in the classroom!)
7. Explain to students that there are many more qualities that a good citizen may have. Ask students to raise their hands and give an example of another characteristic that a good citizen might have. Choose one of the student suggestions for the Cheez‐Its to represent. Have this student come up and put the Cheez‐Its in the trail mix.
8. After all of the ingredients are in the bowl, mix them together and explain to students that a good citizen would have all of these qualities. Give each student a serving of the trail mix to eat and enjoy.
9. While the students are eating the trail mix ask, “Do you enjoy eating just pretzels for a snack?” (Most students should answer yes.) Ask the students, “Do you think that the trail mix would have been as good if it just had pretzels in it?” Ask the students “How do you think this is similar to the idea of being a good citizen?” Have the students turn to a partner and discuss.
10. Explain to the students that although each of these snacks would be good by themselves, together they make an even tastier snack. This is kind of like being a good citizen. It is good to have one of these characteristics, but it is even better to have all of them.
11. After the students have finished their snack, explain that they are now going to write their very own recipe for a good citizen. Ask students if they have ever seen someone use a recipe. What do you use a recipe for? Have an example ready.
12. Pass out a recipe card to each student. Have the students fill out each line of the recipe card with a characteristic of a good citizen.
13. Tell the students that they can use the ones that we discussed in class, or they can use ones that they have come up with on their own.
14. Have students turn in their recipes. Assess by making sure that each student has completed each line of their card with a characteristic of a good citizen.

RECIPE FOR A GOOD CITIZEN



BY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1 CUP \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

½ TABLESPOON \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A DASH OF \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A PINCH OF \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RECIPE FOR A GOOD CITIZEN



BY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1 CUP \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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A DASH OF \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A PINCH OF \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_