

Lucky Dog Humane Education- Citizenship – Self (Advocate) Portraits

Aligns to the following Common Core Standards for K-5

(ELA = English Language Arts)

! **ELA Speaking and Listening** - Standards 1, 4 & 6

Aligns to Social Emotional Learning Outcomes

! **Self Awareness:** Identifying emotions, thoughts and values

! **Self Management:** Self-discipline - Impulse control

! **Social Awareness:** Perspective-taking - Empathy - Respect for others - Diversity

! **Relationship Skills:** Communication - Relationship building

! **Responsible Decision-making:** Identifying problems - Analyzing situations - Solving Problems - Ethical responsibility - Reflecting

OBJECTIVE: To inspire children to feel empathy and compassion for animals and all living creatures and think of ways they can create change. To encourage children to advocate for causes that are important to them. To empower children to use their voice and get involved to be a part of creating a better world.

PREPARATION: Read BOOKS ON CHILD ADVOCACY (i.e. *Maggie's Second Chance* by Nancy Furstinger, *Malala Yousafzai: Warrior with Words* by Karen Leggett Abourayo, *One Plastic Bag* – By Isatou Ceesay and the Recycling Women of the Gambia, and *The Promise* – By Nicola Davies) follow up an interactive session on being kind, helping others, and speaking up for change. This gives students basic knowledge of being a responsible citizen and doing their part to create change. Introduce the children to the term “advocate” and encourage them to become an advocate for a cause that is important to them.

METHOD:

- Lucky Dog H.E. presenters will use a PowerPoint presentation, accompanied by videos, guest speakers, animals, and props – Presenters will leave expansion activities for the classroom. These activities will help teachers promote compassion for animals and compassion in the classroom. They will also inspire children to understand that they, too, can participate in positive change.

IMPLEMENTATION:

After participating in the Lucky Dog Citizenship presentation, the teacher will facilitate a class discussion on causes that are important to each student. The students may plan to start a club or help a cause together or they may all have different causes that are important to them. Once each student has decided on a cause that is the most important to them, have them make a “self-advocate” puppet or portrait. (Self-portrait, paper doll template or paper bag puppet, wearing a slogan shirt and carrying an advocacy sign)

Materials: Paper, precut “paper doll” silhouettes, or brown lunch bags, plus colored pencils/crayons/markers, yarn (hair), construction paper (clothes, sign), popsicle stick (for sign stick), glue

Concepts: Building Character, helping children think about ways to make a difference, empowering students to become advocates for a cause or causes that are important to them.

CONCLUSION/EXPANSION: Have the 5th grade classes map community needs and resources and present their ideas for a schoolwide Service Learning Project. Have the school vote on which project, official project will be announced next month, the children will ALL participate in marketing and implementing the project during the FAIRNESS unit.

The Schoolwide Service Learning Project will not be every student’s first choice, but it is important that they all join in and work together. Encourage ALL children to get involved in the school wide project but also remind children that all causes are equally important and that they can continue to create change in the areas they are most passionate about too. Give children an opportunity to perform a puppet show with their self (advocate) puppets or display their self (advocate) portraits and reflect, voice and share the cause that is the most important to them.