

# ALEX AND THE AMAZING LEMONADE STAND: THE POWER OF ONE

Grades 4-5

Lesson #1

## Objectives

1. Students will learn about Alex Scott, the "Power of One," and how she made a difference for others.
2. Students will improve their literacy skills as they listen to and discuss *Alex and the Amazing Lemonade Stand*.
3. Students will learn a few basic facts about childhood cancer.
4. Students will learn effective strategies for spreading the word about an event for a cause.
5. Students will develop empathy for children with cancer.

## Time

40 minutes

## Materials

*Alex and the Amazing Lemonade Stand* book

Play money (one \$100 bill for each student)

Plain paper and crayons or markers

## Preparation

Write "Power of One" on the chalkboard in big letters

## Procedures

*Attention-Getter:* Have everyone sit in a circle and then dialogue with the class as follows.

"I want you to think of someone who has made a big difference in the world. It could be someone you know or someone you have heard about." (Invite students to share their ideas and make a list of the people they mention on the board). "Today we are going to learn about 'the power of one' person to make a difference." (Point to the words on the board). "As you listen to the story, I want you to think about how Alex, the little girl in the story, showed how one person can be powerful through caring action."

## *Lesson Steps:*

1. Read *Alex and the Amazing Lemonade Stand* to the class. (Make sure to the very last page of the book which is not numbered and follows the story).
2. As you are reading (or after the conclusion of the book), ask the following questions:
  - What was wrong with Alex?
  - What did Alex do to help others?
  - Do you think it was hard for Alex to run a lemonade stand? Why or why not?
  - How does Alex show us the "Power of One" person to make a difference?
  - How do you think so many people heard about Alex?
  - What does the last line of the story mean, "When life gives you lemons, make lemonade"? How does this apply to Alex's life?

3. Pass out play money (\$100 each) to the students, then share the following hypothetical scenario:

“Let’s imagine that I wanted to raise money to help Alex find a cure for cancer. If I go to three of you and ask you to help, how much money would I collect?” (Students should say \$300). “What would happen if I went to three students and not only asked for their help but also asked them to ask others to help as well. Let’s imagine that the first student asked two others, the second asked three others, and the third asked five others and that everyone said yes and each person gave \$100.” (Invite students to use paper and pencil and/or work with a partner to determine the answer - \$1200).

Then ask the class, “Why did we collect so much more money the second time? How does our activity with play money show how Alex was able to collect a lot of money for cancer research?”

4. Ask the students if they know any children who have or had cancer? If so, what do you know about childhood cancer? Share the following basic facts with students:

One in four elementary schools has a student who has childhood cancer.  
The causes of childhood cancer are mostly unknown; it is not contagious and you can’t catch it from someone else.  
Doctors and scientists are working on research on childhood cancer to find a cure.

5. Ask students to reflect on Alex’s success in fundraising for cancer research through her yearly lemonade stands. The story tells us that many people learned about and supported Alex and that she became famous. Ask students to share their ideas about how this happened. What are some strategies people can use for getting the word out about an event?

6. Ask students to look at the list of people on the board who made a difference. Discuss the following questions using a talking stick (See Discussion Methods resource). How many of them worked with others or were supported by others to make a difference? Did any of these people use the strategies we mentioned in discussing Alex’s efforts? Which ones?

7. Give each student a “Getting the Word Out” handout and ask each student to complete it on their own. Collect to review later or have students trade papers and discuss as a class.

*Reflection:* Ask the students to tell a partner what the “Power of One” means and to give an example of something they have done to make a difference at home, at school, or in their community. Ask the students to state something they learned about childhood cancer today.

*Conclusion:* Ask the class, “What else would you like to know about childhood cancer?” and record their ideas on chart paper for future lessons. Tell the class that in the next lesson they will be learning more about cancer treatment and the difficulties faced by ill children and their families. Also tell them that later on they will get to do a project to make a difference for children with cancer and their families.

Modifications:

*For English as Second Language Learners* – Either show the *Alex and the Amazing Lemonade Stand* book to them ahead of time, or have an aide sit down with them after the class reading to review their understanding of the story. Use pictures of TV, computers, newspapers, and so forth during the discussion of strategies for getting the word out.

*For Struggling Learners* – Pair them with advanced readers to read the book again during reading time. Also, pair these students with high achievers in the class to complete the handout.

*For Gifted and Talented Students* – Invite students to create a plan for getting the word out about a lemonade stand in their community. Estimate how much money might be collected if cups sold for \$3 each and 645 people each bought one cup of lemonade.

## OVERCOMING OBSTACLES

Grades 4-5

Lesson #2

### Objectives

1. Students will learn about the concepts of “obstacles” and “overcoming” and apply them to their own lives.
2. Students will tell how Alex overcame the obstacles in her life to make a difference for others.
3. Students will learn about the obstacles faced by children with cancer and consider strategies for how ill children and their families overcome those obstacles.
4. Students will collaborate to design an obstacle course for younger students in the school and they will teach a lesson to these students about overcoming obstacles.
5. Students will become motivated to get involved in a service-learning project to help children and families affected by childhood cancer.

### Time

40 minutes

### Materials

*Alex and the Amazing Lemonade Stand* book

Gym equipment for the obstacle course

Chart paper

### Preparation

Collect gym equipment for the obstacle course from the P.E. teacher. Possibilities include plastic cones, a jump rope, balance beam, hula hoop, pogo stick, and stilts. (Note: If these materials are not available at the school, contact a local recreation center or teacher education program to help with this lesson and provide the needed equipment).

Find a teacher of younger children in the school who would be willing to have your students teach the younger children about obstacles and overcoming them through setting up and guiding the younger children through an obstacle course.

### Procedures

*Attention-Getter:*

Gather students in a circle and ask them to talk about a difficult task they had to work at learning to do (for example, playing a musical instrument, learning a language, or following a recipe). Pass the talking stick around the circle to encourage each child to share. After all students have shared, introduce the word “obstacle” to the class and write it on the board. Ask, “Does anyone know what the word ‘obstacle’ means?” Welcome students’ ideas and tell them that *obstacles are things that get in our way* when we try to do something we want. Ask a few students to identify the obstacles they encountered when trying to learn the difficult tasks they talked about earlier. Tell students that obstacles can be our own thinking or lack of skills as well as resources we need but don’t have. Emphasize that *obstacles are there to teach you something important you need to learn or change to complete the task, not to prevent you from being successful.*

Ask the students to raise their hands if they were able to learn the difficult task after a while. Tell them that if they were successful, it was because they were able to *overcome* the obstacles. *Overcoming means using one or more strategies to get beyond or change the obstacle.* Ask a few students to share what they did to overcome the obstacles they faced in learning how to do their difficult task. Strategies might include: practicing, telling oneself "I can do it", getting help, or using a tool (such as a cookbook for preparing food).

#### *Lesson Steps:*

1. Tell students that today we are going to continue learning about Alex and the Lemonade Stand she created. (If desired, reread *Alex and the Amazing Lemonade Stand*). Ask the students the following questions: What obstacles did Alex face? How did she overcome these obstacles to help others? Did Alex give up or keep trying? Why do you think she kept organizing a lemonade stand each year?

2. Say to students, "I am going to tell you some more facts about children who have cancer, like Alex, and I would like you to think about what obstacles these children might face." Share the following facts:

- a. Cancer is the abnormal growth of cells in your body.
- b. Not many children get cancer and many who get it can be treated and cured.
- c. Cancer isn't contagious like a cold; you can't catch it from someone.
- d. When children have cancer they often feel tired or sick and sometimes they can't leave their homes because they might get germs that would make them sicker for a long time.
- e. Difficulties children with cancer may face include hair loss, keeping up in school, not being able to be very active, and feeling scared, sad, or stressed.
- f. Childhood cancer creates financial and emotional hardships for the families of children who are ill.

3. Say to students, "Most children want to play and go to school with their friends. They want to go outside and be active, playing games and riding bikes. They want to do fun things with their families. They want to live life fully and be happy." Do you think children who have cancer can do these things? What gets in their way? What obstacles do they have to deal with?" Use the nerf ball discussion method to discuss these questions.

4. Tell students that there are many strategies that ill children can use to try to overcome the obstacles they face. Ask students to brainstorm what children might do to feel better and to be able to do some of the things they want to. Make a list of students' ideas on chart paper. If students do not mention them, suggest the following strategies and add them to the list on the chart paper:

- Communicating with family and friends (in person, phone, email, Skype, chats, etc.)
- Expressing one's feelings through journaling, art or music
- Joining a support group or reading stories of cancer survivors
- Getting outside in the fresh air
- Accepting their feelings of sadness, fear, and/or anger

Discuss as a class how these strategies can help ill children feel better or do more of the things they would like to do.

5. Tell the class that people of all ages will benefit from learning about obstacles and how to overcome them. Ask the students if they would be interested in creating an obstacle course for younger children in the school as a way to teach them about obstacles and strategies for overcoming them. If there is sufficient interest, divide students into small groups to plan one part of the obstacle course. Each group can choose one type of gym equipment. Challenge students to teach something useful about obstacles and overcoming them as they plan their station for the course. For example, a group could set up a low-to-the-ground balance beam and teach the younger students about the power of positive thinking by having them say "I can do it!" three times before walking across the beam. Another possibility would be to set up station where students must put their bodies through a hula hoop without touching it. Is this possible to do by oneself? Teach the lesson that asking others

for help can make our task much easier by having the younger students ask one of the 4<sup>th</sup>/5<sup>th</sup> graders to hold the hula hoop while s/he steps through it.

*Reflection:* The students had to work together to plan an obstacle course station and to teach something about obstacles and overcoming them in the process. Ask students to talk and/or write about what obstacles they faced in coming up with a doable idea, working with their peers, and/or facilitating the activity with the younger students. What strategies did they use to overcome the obstacles they encountered? Also, ask students to write in their reflection journals about an activity in the near future to which they could apply what they have learned about obstacles and overcoming them.

*Conclusion:* Ask each student to write down three things they learned about obstacles and overcoming them. Invite those who are interested to share what they wrote. Then suggest to students that as a class we could do something to help children with cancer and their families. We could work together to help children and their families overcome some of the obstacles they face. Ask students if they think it is possible for us to help in some way? Would they like to try?

Modifications:

*For English as Second Language Learners* – Read *Alex and the Amazing Lemonade Stand* book again to them. Partner ESL learners with their English speaking classmates to work on the obstacle course activity.

*For Struggling Learners* – Make sure these students choose a task for the obstacle course activity that they are likely to be successful with. Provide assistance with generating ideas for the activity and what they might teach to younger students.

*For Gifted and Talented Students* – Encourage these students to choose a challenging task for the obstacle course activity and to design a handout for the younger students to take home that provides a summary of their learning about obstacles and overcoming them.

## **FAMILY SUPPORT**

### **Part 1**

Grades 4-5

Lesson #3

#### Objectives

1. Students will learn about the many needs families have when a child in the family has cancer.
2. Students will complete a service project to address one or more needs of a local family who has a child with cancer.
3. Students will develop their math and literacy skills while designing and implementing a service activity.
4. Students will value the importance of community members helping each other in times of need.

#### Time

40 minutes

#### Materials

*Lion in the House* DVD

DVD Player

(Note: If you cannot purchase the DVD or have access to a DVD player, use one or more books from the handout, *A List of Books on Childhood Cancer for Elementary Students*).

Service-learning journals and pencils

#### Preparation

Contact a local family who has a child with cancer. (This must be done sensitively and usually through word-of-mouth due to HIPPA confidentiality laws). Ask one of the adults in the family if s/he would be interested in having some support from your class. Ask what needs the family has and also suggest that your students could make meals, do yard and house work, and/or organize an activity day for younger children in the family.

#### Procedures

*Attention-Getter:* Watch at least the segment on Tim Woods and his family in the PBS documentary film, *A Lion in the House* (or read a book on how cancer affects children and their families). (You can purchase the complete film on DVD for \$11.98 at <http://www.shoppbs.org/product/index.jsp?productId=2961606>). This award winning film compresses six years in the lives of five families who have a child with cancer. Before watching the film segment, ask students to discuss how they think having a child in the family with a long-term illness like cancer might affect the family.

#### *Lesson Steps:*

1. Discuss the film (or the book) using the following questions:
  - What difficulties do family members experience when a child has cancer?
  - What common routines and activities are interrupted or ignored?
  - What are the financial challenges associated with having a child with cancer?
  - What are the emotional stresses that accompany having a child with cancer?

2. Next, tell the students that you have found a local family who has a child with cancer and that they would like our help at this difficult time in their lives. Tell the students about the needs expressed by the family and/or ask students to brainstorm ways that they could help. (Possibilities include: a work-day at their home, raking leaves, shoveling snow, craft projects with younger children, decorating the family's home for the holidays, automobile or home repairs, cleaning, shopping, caring for pets, or providing meals).

3. (Note: The remainder of this lesson will vary depending on which activities are selected from the list above. For the purposes of completing this lesson plan, I have selected three of the above activities). Have students select which of the three activities they would most like to help with: making a dinner, doing yard work, or planning a Saturday afternoon activity for the two young children in the family. Divide students into three groups based on their choices and enlist the assistance of two other adults (aide, parent, or teacher education student) so that there is one adult supervising each of the activity groups.

4. Each group should plan out their activity, including supplies they will need, when they will complete the activity, and who will take responsibility for the various tasks. All students should list this information in their service-learning journals. For example, the dinner preparation group should plan a low-cost menu and decide who will contribute the food, where and when they will make the meal, and who will deliver the meal to the family.

5. Make sure to include opportunities for students to use both math and literacy skills in planning and implementing their service projects. For example, the dinner preparation group will need to plan quantities of foods, read food labels and recipes, and measure foods as they are preparing the meal.

*Reflection:* Have the students write down in their journals one benefit to the family they are helping for each of the three activities they are planning to complete. Ask some students to share what they have written. The sharing will hopefully illustrate that there may be multiple benefits from the same activity. For example, the yard work will allow the family to spend time on something else, will conserve their energy for other tasks, and will make the yard look more beautiful. The meal will save the family some money, provide nutritious food, and save them the time they would have spent cooking that day.

*Conclusion:* At the end of the lesson, ask one student from each group to report to the whole class on the plans thus far for their selected activity. Do they need any additional help or resources from the rest of the class? Affirm students' good work in their groups and their willingness to help a family in our community.

#### Modifications:

*For English as Second Language Learners* – Match these students with an activity that will allow them to make a significant contribution. For example, can the students contribute to a dinner that includes food from their native cultures or can the activity with young children include a game or learning some of the language from their cultures?

*For Struggling Learners* – Make sure these students choose an activity that they feel motivated to participate in. Also, during the journal writing, support them in completing the assignment with adult or peer assistance as needed.

*For Gifted and Talented Students* – Give these students additional responsibilities in their activity groups (e.g. writing out the menu with a list of ingredients for the dinner). Also, challenge these students to come up more than one benefit for each activity as they write in their journals.

## **FAMILY SUPPORT**

### **Part 2**

Grades 4-5

Lesson #4

#### Objectives

1. Students will learn about the many needs families have when a child in the family has cancer.
2. Students will complete a service project to address one or more needs of a local family who has a child with cancer.
3. Students will create a photo essay on their service project.
4. Students will value the importance of community members helping each other in times of need.

#### Time

40 minutes

#### Materials

A digital camera

Cardstock, poster board or matte board

Service-learning journals and pencils

#### Preparation

Make sure that when students complete their service activities, that someone is documenting the activity from start to finish with a digital (or disposable) camera. Print at least ten good quality photos from each project. (Note: The family may not want to be included in these photos so make sure to ask and respect their choice).

#### Procedures

*Attention-Getter:* Show the class four photos of an event, in random order (an event other than one of their service projects). Ask the class to think about the most likely sequence for these photos if we want to tell a story of the event to others. After the class has determined the correct sequence, tell the class that today we will be using the photos taken during our service projects to create "photo essays" that will tell the story of our experience to others.

#### *Lesson Steps:*

1. Ask students to get in their service project groups and distribute the set of at least ten photos from their project to their group. Have students look at the photos, reflect on and discuss their experience, and line up the photos in order.
2. Tell the class that we will be mounting the photos and developing captions or short descriptions of each photo to share the stories of what we did with others. Discuss the following questions: "Who would be interested in learning about our experiences from our photo essays? Who might be inspired through learning about our experiences to get involved in service themselves?" Possible ideas for an audience for the photo

essays include: students' parents, the general public, other classes in the school, and/or various local civic groups. Decide as a class where to display the photo essays.

3. Give students directions for how to mount or matte their photos. Because the photo essays will be on display to others, have students write out their captions and descriptions in draft form in their service-learning journals before producing a final version for the photo essay. Ask each group to take turns showing their photos and reading their captions and descriptions to the rest of the class. Students who are serving as the audience can provide feedback to as to whether or not the story of the project makes sense to an outsider. Revisions to the text can then be made accordingly.

4. Students can then type their captions and descriptions on a computer and print them out. Make sure that the font is at least 16 point so that the captions/descriptions can be read easily. The printed words can then be mounted, either directly below the mounted photos or on separate cardstock, poster board or matte board.

5. Have a few students type out a beginning and ending information sheet for the photo essays. The beginning page should include information about the three projects and why the class chose to do these service activities. The ending page should have information about how to get involved in making a difference in regard to childhood cancer. Local or national organization contact information could be included.

6. Post the photo essays in the agreed upon location. Invite local media to come and do a story on the displays and students' efforts.

*Reflection:* Ask students to write answers to the following questions in their service-learning journals: Did you make a difference for the family we were helping? If so, what is the evidence of your impact? If not, what happened? What would you do differently if you were to do this project again?

*Conclusion:* Ask the students to think about how our photo essays are another type of service. What is the most desired outcome of someone viewing our photo essays? Hopefully students will respond that the viewer becomes inspired to get involved in helping address the needs and problems of children and families who are affected by childhood cancer.

Modifications:

*For English as Second Language Learners* – Let these students take the lead in sequencing the photos in the order of the project events.

*For Struggling Learners* – Partner these students with higher achieving students for both the caption/description writing and the journal writing.

*For Gifted and Talented Students* – Ask these students to write out the beginning and ending pages for the photo essays. They can use computer graphics and design strategies for creating attractive pages to introduce the projects and provide contact information for others to get involved in service.

## **SILENT AUCTION**

### **Part 1**

Grades 4-5

Lesson #5

#### Objectives

1. The students will learn about the importance of fundraising for cancer research.
2. The students will make phone calls to local businesses to obtain donations for a silent auction.
3. The students will learn about different advertising methods.
4. The students will develop their writing skills by creating flyers, news articles, and a program for the silent auction.

#### Time

50 minutes

#### Materials

Phone books

Chart paper and markers

Service-learning journals and pencils

#### Preparation

Borrow several cell phones (from other teachers or students' families) so that students can make calls to businesses during this lesson.

#### Procedures

*Attention-Getter:* Ask the students to think about and then discuss which of the following service activities could make the biggest difference in regard to childhood cancer: A) tutoring a child who has cancer, B) making a meal for a family that has a child who has cancer, or C) raising funds for cancer research. Hopefully students will realize that if we can find a cure for childhood cancer, then many children's lives will be saved and families will be saved from many types of hardship.

#### *Lesson Steps:*

1. Tell the students that we are going to raise funds for research on childhood cancer by coordinating a silent auction. Have some of the students experienced a silent auction before? Ask them to tell the class what it is and how it works. What did they like about the silent auctions they attended? What ideas for improvements would they suggest?
2. Brainstorm with the students which businesses in the community they could contact to donate an item or service for the silent auction. Use the phone books as needed to look for businesses. Make a list on chart paper of all the businesses and their phone numbers.
3. Tell students that they will each get to call one of these businesses to ask for a donation. Have each student choose one business to call. Before making these calls, we will write out a script together so that you will know

what to say. Write a script together (or have students work on possible scripts in pairs and then read aloud and compare to develop one script that has the best parts). The students' script might look something like this:

Hello, my name is \_\_\_\_\_. I am a 5<sup>th</sup> grader at Snow Elementary School and we are having a silent auction to raise funds for childhood cancer research. May I please speak to the owner or manager? I am calling to see if your business would donate an item for the silent auction.

Tell students that when they speak to the manager, they should repeat all of the script except asking to speak to the manager. They could also add the following. "Businesses who donate an item to the silent auction will be listed in our program and our advertising for this event. The auction will be held in the library at Snow Elementary School on (date) and we would like to have all the items for the auction by (date)."

4. Tell students to take notes in their service-learning journals about the calls. Record the date and time they called, with whom they spoke, and whether or not they need to follow up. If a donation was assured, students should write down the item being donated, and if it must be picked up or if it will be brought to the school by the business owner.

5. After most of the donations have been assured, plan the advertising for the event. Brainstorm possible means for getting the word out to others about the silent auction. TV and radio ads are fantastic, but can be costly. Flyers, emails, newspaper articles and local magazine or newspaper ads can be more affordable. You may even get some of the periodicals to donate advertising space to you.

6. Divide students into groups based on their choosing and their writing abilities to work on either a flier, a news article, or a public service announcement (for local radio and TV stations and the school's morning announcements).

7. All students can take fliers home and put up some in the community. As a class, decide which newspapers to send the article to. You could also post the event on online calendars for your community.

*Reflection:* How did it feel to make a phone call to someone you don't know? Did it work to use our script? Define "success" in this activity as making the call, being polite, and stating the necessary information. Given this definition, how many of you were successful?

*Conclusion:* Ask students to state why we are doing the Silent Auction. How might the funds we collect positively affect children with cancer and their families?

#### Modifications:

*For English as Second Language Learners* – If an ESL student is unable to make a phone call effectively, have them partner with another student and at least dial the number on the phone and record the results in their service-learning journal.

*For Struggling Learners* – Provide support for these students by allowing them to make a practice call to you or another student who pretends to be a business owner.

*For Gifted and Talented Students* – After all the items have been donated, these students can create a program for the silent auction day. The program should list all of the items for auction, all of the businesses that made donations and general instructions for how to participate (e.g. If you want to bid on an item, write your name, email or phone number, and the amount you want to bid on the sheet in front of the item). The program should also clearly state when and how winners can pick up their items (e.g. If you win an item, we will contact you by phone or email on [date] and you can come to Mrs. Toole's classroom at Snow Elementary between 8 am and 6 pm on [date] to pick up your item).

## **SILENT AUCTION**

### **Part 2**

Grades 4-5

Lesson #6

#### Objectives

1. The students will learn about the importance of fundraising for cancer research.
2. The students will practice their math skills as they work with the bid sheets for the silent auction.
3. The students will take turns welcoming those who come to the silent auction and overseeing the silent auction process.
4. Students will practice their phone call skills by each calling a winner for an item from the silent auction.

#### Time

30 minutes for this lesson

30 minutes for each pair of students on the next day at the silent auction

20 minutes on the day after the silent auction

#### Materials

Silent Auction bid sheets (one for each donated item)

Sample Silent Auction bid sheet (one copy for each student)

Paper, envelopes, and stamps

Service-learning journals and pencils

#### Preparation

Enlist an additional adult or two to assist on the day of the silent auction (school aides, parents, community members, or teacher education students). Print out a bid sheet for each donated item (See Silent Auction Bid Sheet handout). Also, fill in a bid sheet for a hypothetical item listing at least five increasingly larger bids. Make copies of this sample for all the students in the class.

#### Procedures

*Attention-Getter:* Gather the class together and remind them that tomorrow is the day for our Silent Auction in the school library! Tell the students that they will be welcoming those who attend and overseeing the auction for a half hour each, with another classmate. Role-play welcoming those who attend (e.g. "Hello, my name is \_\_\_\_\_. Welcome to our Silent Auction to raise funds for childhood cancer research. Here is a program that will tell you what is in the auction and how to bid. On the far table you will find information about childhood cancer. Thank you for coming and please let us know if you have any questions").

#### *Lesson Steps:*

1. Pass out the bid sheets to the students and explain how they are used. Have each student fill in the top part of the bid sheet for one of the donated items (or this can be completed by the teacher or an adult volunteer).

2. Pass out the sample bid sheet on the hypothetical item. Have students look at it and answer the following questions: What is the item? Which business donated this item? What is the value of the item? What was the first bid? What was the highest and winning bid? Who won this item? (Note: You could also create math problems for the students to complete using this sample bid sheet. For example, what is the difference between the lowest and highest bids? What was the largest difference between two adjacent bids?)

3. Explain to the class how the silent auction items will be set up in the library. (Note: If possible, have some or all of the students involved in actually setting up the tables, auction items and their bid sheets). Set up a schedule for the students to be working at the auction, a half hour for each pair of students. Also, plan to have at least one adult volunteer at the auction all day and another to accompany the students back and forth from the classroom to the library if needed.

4. On the day after the auction, have students each look at one bid sheet and answer the following questions: How many people bid on this item? Who is the winner? What is the difference between the lowest and highest bid? What is the difference between the highest bid and the estimated value of the item? (Note: Have students complete additional math problems using their bid sheets as you wish).

5. Have students write letters to inform the bidder that s/he won an item. Plan a script with the class or use the following one. "Hi, my name is \_\_\_ and I am a 5<sup>th</sup> grader at Snow Elementary School. I am writing to tell you that you won (item name) at our Silent Auction for Childhood Cancer. You bid (dollar amount) on this item. Please bring a check or cash for this amount to (designated location and date/time) where you can then pick up your item. Thank you for coming to our auction and congratulations!). (Note: If phones or computers are available, students could call or email the winners instead).

*Reflection:* Ask students to write answers to these questions in their service-learning journals. How did it feel to write to the person who won the item? Did you enjoy helping out with the silent auction? What was your favorite part? Was there anything you found difficult? Do you think our silent auction was a success? After they finish writing, have students sit in small groups of three or four to share with each other what they would like to from their journal entry.

*Conclusion:* As a class, total up all of the funds raised from the silent auction items. Thank the students for their hard work on this project and tell them that they have made an important contribution for childhood cancer research by raising these funds.

#### Modifications:

*For English as Second Language Learners* – Pair ESL students with strong English speakers for the work at the auction. Make sure that ESL students are involved, at least by shaking hands with the attendees, saying hello, and offering them the programs.

*For Struggling Learners* – Provide an opportunity for these students to role play the silent auction welcome the morning of the auction or to observe other students in this role before they take their turn.

*For Gifted and Talented Students* – These students can set up the display of informational materials on childhood cancer. (Note: Information can be downloaded from the Resources section of the Alex's Lemonade Stand Foundation website at <http://www.alsf.org> ).

## CHILDHOOD CANCER AWARENESS DAY

Grades 4-5

Lesson #7

### Objectives

1. Students will learn about the importance of creating community awareness about the need for federal funding for childhood cancer research.
2. Students will conduct research online to learn about national efforts to increase federal funding for childhood cancer research.
3. Students will learn the necessary steps involved in getting a local proclamation passed.
4. Students will petition their local town/city officials to proclaim September 13<sup>th</sup> the community's Childhood Cancer Awareness Day.

### Time

45 minutes (for this lesson – additional lesson times will be needed)

### Materials

Computers with internet access

### Preparation

Research your town or city's process for getting a proclamation passed. (Note: If it varies from the sequence of tasks in this lesson, adjust the lesson procedures accordingly).

### Procedures

*Attention-Getter:* Put the following quote on the board: "Life isn't about waiting for the storm, it's about learning to dance in the rain." Ask students to discuss what they think this quote means in regard to childhood cancer. What might this quote mean to a family whose child has cancer? What might it mean to those who want to find cures for childhood cancer? Tell students that we can take action now to help children with cancer.

### *Lesson Steps:*

1. During computer lab time, ask students to research online what groups are working on the issue of funding for childhood cancer research nationally. (Note: In addition to Alex's Lemonade Stand Foundation, direct students to look at the work of CureSearch ([www.curesearch.org](http://www.curesearch.org)) and People Against Childhood Cancer (PAC2) at <http://curechildhoodcancer.ning.com>).
2. Ask students to take notes on events, advocacy campaigns, and other efforts to raise awareness of the need for childhood cancer research (e.g. gold ribbons). Discuss as a class and compile what students have learned for use in this lesson and the next one on planning a Childhood Cancer Awareness Day event for the local community. Also, ask students to focus on finding facts related to the need for funding for research on childhood cancer.
3. Tell students that National Childhood Cancer Awareness Month is September and that in 2008, September 13 was declared as National Childhood Cancer Awareness Day. Tell students that we are going to petition the local city council to declare September 13 a Childhood Cancer Awareness Day in our community.

4. The main task will be to submit a resolution to the mayor. (See an example of a resolution on childhood cancer at [http://www.michigan.gov/gov/0,1607,7-168-23442\\_25488\\_47946\\_47955-199130--RSS,00.html](http://www.michigan.gov/gov/0,1607,7-168-23442_25488_47946_47955-199130--RSS,00.html)). However, before submitting the resolution, it will be helpful to enlist support from the community. Have students choose from the following tasks and then create small groups with additional adult guidance (e.g. parents, school aides, teacher education students) to carry out the tasks.

- Getting the support of a local city official to help spearhead your cause
- Collecting signatures from community groups and organizations in support of the proclamation
- Collecting signatures from community members in support of the proclamation
- Contacting the local media and asking for their support in publicizing your efforts
- Drafting the resolution in support of the mayor's proclamation

5. As students work in their groups on these tasks, encourage them to first brainstorm the possibilities. For example, what strategies can we use to collect community signatures in support of the mayor's proclamation? Second, they can decide what they will actually do. For example, students will develop a petition, bring it home, and ask their parents/guardians to take it to their workplaces for other adults to sign. Third, the group should decide and write down who is going to do what toward the agreed-upon goal and when their work should be complete. (Note: Provide additional class time for groups to meet as needed on this project and tell students when you will be checking on their progress and/or expect them to have finished their group's task).

6. With support from community groups, community members, and/or a local city official, submit the resolution to ask the mayor to proclaim September 13 at your community's Childhood Cancer Awareness Day. If possible, take the class on a field trip to present the resolution to the mayor and meet with him/her personally to present the reasons for your request. Invite the local media to attend this meeting as well.

*Reflection:* Ask students to write answers to the following questions in their service-learning journals. How did you feel when we met with the mayor? What was the mayor's reaction to our proposal? Do you think it made a difference that we had community support? Why or why not? What do you think will happen next? After writing, discuss as a class.

*Conclusion:* Tell the class that they will know if the mayor will make a proclamation by a certain date. (Check with the mayor or his staff so you can give the students an accurate date). Ask students to tell you what they learned about the process of creating change locally in their community from their efforts to get the proclamation passed.

#### Modifications:

*For English as Second Language Learners* – Have students do the internet search with a partner who is skilled in English and computer use.

*For Struggling Learners* – These students can also be partnered with high achieving students. Make sure these students have chosen which small group they want to work with in order to increase their motivation.

*For Gifted and Talented Students* – The small group work in this lesson provides many opportunities for gifted and talented students to exercise leadership and higher order thinking skills. For example, these students could collect multiple samples of resolutions and proclamations to use in drafting their own. They could also create a website or written document for other elementary students to guide their efforts to participate in the local political process.

## CHILDHOOD CANCER AWARENESS DAY

### Part 2

Grades 4-5

Lesson #8

#### Objectives

1. Students will learn about the importance of creating community awareness about the need for federal funding for childhood cancer research.
2. Students will plan and carry out a local event on Childhood Cancer Awareness Day.
3. Students will learn strategies for working with the local media to publicize a community event.

#### Time

45 minutes (for this lesson – additional lesson times will be needed)

#### Materials

Large empty and clean cans

Gold wrapping paper

Gold satin ribbon and safety pins (if not purchasing pins for sale)

Long table and chairs

#### Preparation

Collect several quart size or larger cans. Enlist adult volunteers (parents, school aides, or teacher education students) to help with the small group activities and on the day of the event.

#### Procedures

*Attention-Getter:* Show students a gold ribbon (similar to the Breast Cancer pink ribbon in shape) and ask them if they learned from their research what this is. If not, tell them that it is being used to raise awareness about childhood cancer and the need for more research funding. Brainstorm with the students about what they would like to do to have an event on September 13, National Childhood Cancer Awareness Day. (Note: If your mayor passed a proclamation for this day locally, that is terrific, but this lesson can be done regardless).

#### *Lesson Steps:*

1. Students will have many ideas for an event on September 13, based on the internet research they completed as part of the previous lesson. (Note: In 2009, September 13 is a Sunday so you may want to have this event on the previous Friday instead). Students may want to hold a fundraiser (lemonade stand, car wash, bake sale, etc.) or create a public display of photos (Consider using a set of 19 educational and emotionally stirring photos of families dealing with childhood cancer in their own ways found at: [http://www.boston.com/bigpicture/2008/09/childhood\\_cancer\\_awareness\\_mon.html](http://www.boston.com/bigpicture/2008/09/childhood_cancer_awareness_mon.html)). We will imagine here that students have chosen to make and distribute gold ribbons and collect donations for cancer research at a prominent community location.

2. Decide if you want to make gold ribbon pins (using gold satin ribbon and safety pins) or if you want to buy them. (See [http://www.goldribbons.com/products\\_pins.html](http://www.goldribbons.com/products_pins.html) or <http://www.choosehope.com/commerce/product.jsp?prodId=10628> for details and prices on ordering).
4. Prepare to distribute literature about childhood cancer at the same time and place as the pins. Either print information sheets from one of the childhood cancer websites students reviewed or have students put together their own fact sheet.
5. Consider the best location for this event. A public venue with many potential “customers” is best, such as a large grocery store, the public library, or town hall. However, for ease, the school could be the selected site.
6. Ask students to think about which local media would be helpful in advertising our Childhood Cancer Awareness Day event. Consider the school newsletter and website, local radio, local TV, magazines, newspapers, local online calendars and listings, and any other options in your community.
7. Have students work in small groups to develop a plan for and then contact the different types of local media. One group can design a PSA (public service announcement) to distribute to the various local media. Other groups can design a fact sheet (if not using one from a website) and make collection cans for donated funds. (Wrap large cans with gold wrapping paper. Students can print or draw labels for the cans).
8. Plan a schedule for students to staff the table on the event day. If the event is held at a site other than the school, arrange for adults to transport a few students at a time to staff the table for a shift and then return them to school.

*Reflection:* Before the event day, ask students what they have learned about publicizing a community event? Which media do they think will be most helpful in getting the word out? On the event day, ask people who attend how they hear about the event and tally their responses on a chart (e.g. word-of-mouth, school newsletter, radio, newspaper article, etc.).

*Conclusion:* After the event, gather as a class to count the money raised and to review and discuss the results on how people heard about the event. Ask students to use the talking stick to share something they learned from this effort and how they felt by participating in it.

Modifications:

*For English as Second Language Learners* – These students could be in charge of decorating the collection cans.

*For Struggling Learners* – Make sure these students have chosen which small group they want to work with in order to increase their motivation.

*For Gifted and Talented Students* – The small group work in this lesson provides many opportunities for gifted and talented students to exercise leadership and higher order thinking skills. List several students as contacts on the information sent out to local media.

## WHAT WE LEARNED: MIND MAPS

Grades 4-5

Lesson #9

### Objectives

1. Students will review what they have learned and experienced through the Lemonade from Lemons program.
2. Students will plan draw a mind map of at least 8 facts and 8 experiences from the unit.
3. Students will share with the class the most meaningful part of their experience in the Lemonade from Lemons program.
4. Students will recognize the needs and problems of children with cancer and their families.

### Time

45 minutes

### Materials

White paper

Markers or colored pencils

### Preparation

Write the following categories across the top of the blackboard or chart paper: cancer facts, strategies for making a difference, families with children who have cancer, cancer treatment. (Note: This lesson is based on the assumption that all of the previous eight lessons have been completed. If this is not the case, please adjust the content of this lesson accordingly).

### Procedures

*Attention-Getter:* Tell the class that we are finishing up our unit on making a difference for children with cancer and that now we will think about everything we have learned and work together to make a class book. Re-read *Alex and the Amazing Lemonade Stand* to the class.

### *Lesson Steps:*

1. Tell the class that we will begin by brainstorming what we learned throughout the last weeks about children with cancer. Direct the students to looking at the categories on the board. For each, ask the class "What did you learn about...?" Write down the ideas students offer.
2. Then ask students, "What activities and lessons did we do about...?" for each category. Add those ideas to the list on the board. (Note: If students do not recall some activities or lessons, ask leading questions to prompt their memory or simply add them to the list yourself).
3. Tell students that you would like them to use paper and markers (or colored pencils) to draw a mind map of what they learned and experienced in this unit. Tell the students that you would like to see at least eight facts and eight experiences represented on their map. Show the students the sample mind map accompanying this lesson. (Note: For many more examples of mind maps and details on the mind mapping process, see *Mapping Inner Space: Learning and Teaching Visual Mapping* by Nancy Margulies and Nusa Maal, 2001, Corwin Press).

4. When students are finishing their mind maps, ask them to choose one part that represents their most meaningful experience to share with the class. Also, ask the students to write a short paragraph about this experience on the back of their mind map.

*Reflection:* Ask students to discuss whether or not we made a difference for children with cancer and their families. How do we know? What evidence of our efforts is there?

*Conclusion:* Invite each student to share about their most meaningful experience in the Lemonade from Lemons program and to read what they wrote on the back of their mind map. Finally, post the students' mind maps on a classroom bulletin board or in the hallway for others to see.

Modifications:

*For English as Second Language Learners* – Use photos or “artifacts” of the unit’s lessons and activities to prompt these students’ contributions. They could work with a peer partner on their mind maps.

*For Struggling Learners* – Since mind mapping is a fun activity that involves simple drawings, these students should enjoy and be successful at completing their mind maps.

*For Gifted and Talented Students* – Challenge these students to include more than eight facts and experiences in their mind maps or to include other visual images such as charts and graphs.

## COMMUNITY CELEBRATION

Grades 4-5

Lesson #10

### Objectives

1. Students will celebrate their service-learning efforts with the local community.
2. Students will use their literacy skills to prepare presentations and publicity for the celebration.
3. Students will encourage others to learn about and get involved in helping children with cancer and their families.

### Time

45 minutes (and 1 hour for the celebration)

### Materials

Lined paper and pencils

### Preparation

Make sure to save "artifacts" (e.g. student work, publicity, letters from the community, etc.) and take photos for each of the service activities in this unit. Set a date and time for the celebration during the evening of a school day. Reserve a room in an appropriate community setting (e.g. the public library). Email or send a newsletter to families at least one month ahead so they can arrange to attend. (Note: The plans for the celebration in this lesson are based on the assumption that the students have completed all three service activities in the grades 4-5 unit. If this is not the case, please adjust this lesson accordingly).

### Procedures

*Attention-Getter:* Tell the class that we are going to plan a celebration to share with others about our efforts to make a difference for children with cancer and their families. Ask the students to tell what they did (e.g. family support, silent auction, childhood cancer awareness day). Show the students the photos and "artifacts" you have saved from the three projects.

### *Lesson Steps:*

1. Tell the class that there are two reasons for our celebration. First, we will recognize our successful service activities. Second, we will share with our community about what we did and encourage them to get involved. We will be inviting our families, our community partners, and any others in the school or local community who would like to attend.
2. Ask students what type of foods they would like to have at the celebration. Take suggestions and then vote. Decide who will be responsible for bringing or buying the food. As a class, try to estimate the number of people who will attend the celebration and the amount of food needed.
3. Tell the class that the celebration will be set up similar to a science fair in that each pair of students will create a presentation to tell about one aspect of the Lemonade to Lemons curriculum (an academic lesson or one of the service activities). Brainstorm with students the possible topics for their presentations and then develop a plan. Each pair of students will have a table to set up some photos or other "artifacts" from their work. They could also design brochures or copy fact sheets from one or more websites on childhood cancer to distribute to participants. Students may want to be creative and plan a game that others can play at their table

or create a PowerPoint presentation that can run on a laptop computer. Allow students to develop a display/presentation that represents their strengths and interests. Finally, they should plan out what they will say to people who come by their table to briefly explain what they did or learned.

3. Ask the students: "How will we publicize our celebration?" Consider options such as newspaper articles or ads, posters, flyers, word-of-mouth, radio or local TV announcements, email, or other ideas that occur to them. (Note: Have students work on various forms of media outreach individually or in small groups. You will need additional class time for this).

*Reflection:* When people attending our celebration learn about the service projects we did for children with cancer and their families, they may want to get involved in helping themselves. What is one idea you have for how those who attend could help children with cancer and their families? Pass the talking stick around the class for students to share their ideas. (Note: If students mention an idea that could happen at the celebration, such as a donation can, make plans to include it).

*Conclusion:* Ask the class to consider the following question, "How is our celebration another form of service to children with cancer and their families?" Hopefully students will see that as we raise others' awareness and show them options for how they can help, more people will get involved.

Modifications:

*For English as Second Language Learners* – Make sure that these students have a role to play during the display/presentations they feel comfortable with and invite them to translate some of what they are sharing into their native language and share that with the participants as well.

*For Struggling Learners* – Make sure these students have a concrete and realistic goal for their part of the display/presentation. Check with them and their partners to see how the planning is going.

*For Gifted and Talented Students* – Invite students to take leadership in planning the sequence of events at the celebration and the order in which events will take place. They could also design an agenda for the celebration that you could copy and give to people as they arrive.