

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

Grades K-1

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 draw a picture to illustrate how Alex helped others.
5. Students will develop empathy for children with cancer.

## Time

40 minutes

## Materials

*Alex and the Amazing Lemonade Stand* by Liz and Jay Scott, with help from Alex Scott

Play money (a \$1 bill for each student in the class)

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 a time when you did something to help someone. (Invite students to share with their neighbor or have a few students share with the whole class what they did). 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.
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 \$1 bills in play money to the students (just one bill for each student), 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, let’s see how much money I can collect.”

(Role play going to three students and asking for money and collecting it. Count the money collected and write the amount on the board).

“Now let’s see what happens if I go to three students and not only ask for their help but also ask them to ask others to help as well.”

(Return the play money to the three students you collected it from. Go to three different students and ask them for money AND ask them to help by going to other students in the class and asking those they approach both for money for cancer research and to go to other students as well. Within a few minutes, everyone in the class will be included. Again, count the money collected and write the amount on the board).

“Did we collect more money the first time or the second time? Why did we get so much more the second time? How does our activity with play money show how Alex was able to collect so much 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? Answer any questions students have. Tell them that cancer is a disease that is not contagious; you can’t catch it from someone, like you would a cold or the flu. Doctors and scientists are working on research to find cures for childhood cancer.

5. Hand out drawing paper and crayons or markers. Ask the students to draw a scene from the book *Alex and the Amazing Lemonade Stand* that shows people who got involved in helping Alex and her cause. Have students write (or dictate a sentence to you to write) about their picture underneath it. Invite students to take their drawings home to share with their families about Alex and her actions.

*Reflection:* Ask the students to tell a partner what the “Power of One” means. 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.

*For Struggling Learners* – Pair them with advanced readers to read the book again during choice time or reading time. Provide support as students identify the scene they would like to draw from the book.

*For Gifted and Talented Students* – Invite students to draw a picture that illustrates the “Power of One” and how many people can become involved in a cause quickly if each person reaches out to others and asks them to reach out to others as well.

## OVERCOMING OBSTACLES

Grades K-1

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 choose one task they cannot currently perform and practice using at least one of three strategies to overcome their obstacles to learning to perform the task.
5. Students will become motivated to get involved in a service-learning project to help children and families affected by childhood cancer.

### Time

30 minutes

### Materials

*Alex and the Amazing Lemonade Stand* book

Hula hoops

Sentence strips

Nerf ball

### Preparation

Borrow enough hula hoops for half the class from the gym teacher. (Note: If hula hoops are not available, you can substitute a task for this lesson such as standing on one foot for two minutes or doing a somersault or cartwheel). Write a sentence with several challenging words that most of the students cannot read and make copies for half the class on sentence strips.

### Procedures

#### *Attention-Getter:*

Gather students in a circle and ask them to talk about a very difficult task they had to work at learning to do (for example, riding a bike, tying their shoes, or learning to read). 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 probe their thinking if needed by suggesting they think about an "obstacle course" they may have experienced in gym or at a summer camp.

Tell students 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, 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 training wheels for bike riding).

#### *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. 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.

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. 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. Three that we will consider today are: being patient in doing what one can, talking with friends and family, and asking for help. 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 students that they are going to practice overcoming obstacles. Ask children to choose a task from the following that they are not yet able to do: count up to 20 (or by 5's to 50), hula hoop (or one legged stand, cartwheel, or somersault), or read a sentence that has some challenging words. After each student has chosen one of these tasks, distribute the needed materials and ask that they work on overcoming the obstacles using the three strategies previously discussed (being patient in doing what one can, talking with friends, and asking for help).

*Reflection:* 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? Why or why not?

*Conclusion:* Form a circle again and give students an opportunity to share how it was to use the three strategies to overcome the obstacles to learn something new. Were they successful? Do they need more time to practice, talk with others and ask for help? Encourage students to continue to use these strategies in and outside of school to overcome the obstacles in their lives.

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 for the activity using the hula hoop (or other physical task) or sentence strip.

*For Struggling Learners* – Make sure to offer an activity that they will be successful with during the time allotted (e.g. learning a simpler sentence or mastering an easier math task).

*For Gifted and Talented Students* – Provide these students with challenging brain-teasers or puzzles (e.g. Sudoku, crossword) for the overcoming obstacles activity.

# BOOK DRIVE

## Part 1

Grades K-1

Lesson #3

### Objectives

1. Students will collect books (or toys or other needed items) to give to the local hospital oncology unit.
2. Students will learn strategies for networking with the local community to support a collection project.
3. Students will help design a flyer to advertise the collection project.
4. Students will appreciate the importance of collecting needed resources for children who are ill in the hospital.

### Time

40 minutes

### Materials

Paper and crayons or markers

Large cardboard boxes

Wrapping paper

Tape and scissors

### Preparation

Contact the local hospital oncology unit or Ronald MacDonald House to see if they need toys, books, or other items that your students can gather via a community-wide collection. (Note: This lesson will focus on a book drive but can be easily adapted for collecting toys or other items). Find out specifically what types of books or toys are needed and for what ages. Choose a date by which the collection will be complete and a representative from the organization can come to your class to talk with your students and receive the collected items.

### Procedures

*Attention-Getter:* Write the words "Book Drive" on the board. Ask the students, "What is a book drive?" "Is it a book with wheels that goes down the highway?" If someone does not know what it is, suggest that it is like a food drive or clothing drive. It means collecting books. Tell students that we are going to collect many books for children with cancer to read and enjoy.

### *Lesson Steps:*

1. Tell students that first we need to decide the what, who, how, and when of our book drive. Discuss and make decisions about the following questions:
  - a. *What types of books will we collect?* Fiction? Non-fiction? Books on a certain theme? New and/or gently used? For what ages of children? (It may be more appropriate for some or all of these questions to be answered by someone in the organization with whom you are collaborating).
  - b. *From whom will we collect books?* (Possibilities include students' families, the

school, specific groups in the community, the public).

c. *How will we collect the books?* (Suggest to the students that we can place large cardboard boxes with signs on them in good locations in the school and community).

d. *When will we collect the books?* (Tell the students that we will need a week to make the flyers and distribute boxes and then we can have our book drive for two weeks after that).

2. Brainstorm with the students where to put the book collection boxes. Possibilities include several locations in the school and public locations such as a grocery store, library, or town hall.

3. After you have decided on the details for your book drive, print a flyer similar to the sample Book Drive flyer with this lesson. Have students use crayons or markers to illustrate the flyer with drawings of books or their favorite books or book characters.

4. Cover the needed number of collection boxes with bright chart paper or wrapping paper. (Note: Ask some extra adults to help students with this task). Attach a flyer to the front of the wrapped box.

5. Distribute the boxes to the chosen locations and check them periodically for becoming too full. (Note: Adults besides the teacher can easily fulfill these tasks).

6. If you or some of the other adult helpers have the time and ability, publicize the book drive through various local media (public access TV, radio, newspaper, school website, etc.).

*Reflection:* Ask students to talk about why the class is doing this project. What do we hope to accomplish? How will we know if we are successful? What is a minimum number of books that we would like to collect?

*Conclusion:* Have each student take home an illustrated book drive flyer to share with their families and then post in the community. Decide as a class where each student will put their flyer and write the location on the back of it. (If desired, send home or e-mail a note to families about helping the students post their flyer). Invite interested students to illustrate a second flyer; these can be posted around the school.

#### Modifications:

*For English as Second Language Learners* – Talk with these students to make sure they understand the project and why we are collecting books. Go over the details on the flyer with them.

*For Struggling Learners* – Ask the students to read the flyer to you. Before beginning the illustration activity, ask the students to tell you about their favorite books and/or book characters.

*For Gifted and Talented Students* – Ask students to illustrate a flyer with people and thought or speech bubbles showing their ideas about the book drive. Have students decide where to post these flyers in the school or community.

Please support our

**Book Drive**

**for Children with Cancer**

Please donate new and gently used children's story books for ages 3-10

Donate books by May 15!

This book drive is being organized by Ms. Kappen's 1<sup>st</sup> graders at West Elementary School.

For more info, email  
[skappen@westelem.k12.co.us](mailto:skappen@westelem.k12.co.us)

## **BOOK DRIVE**

### **Part 2**

Grades K-1

Lesson #4

#### Objectives

1. Students will collect books (or toys or other needed items) to give to the local hospital oncology unit.
2. Students will sort and categorize the items collected.
3. Students will prepare questions to ask a guest speaker from the community.
4. Students will appreciate the importance of collecting needed resources for children who are ill in the hospital.

#### Time

40 minutes (and 30 minutes the next day when the guest speaker is present)

#### Materials

Paper and crayons or markers

#### Preparation

Confirm the date and time for the classroom visit from the guest speaker, a representative from the oncology unit or other organization to which you will donate the books collected.

#### Procedures

*Attention-Getter:* Choose five of the books collected and place them on the chalkboard so students can see the titles. Ask the students, "What do some of these books have in common? Do you see anything that is the same or similar about two or more of these books?" If needed, ask students to think about the type of book (fiction or non-fiction), the age range for the book, or the theme/topic of the book. Tell students that in today's lesson we will be sorting and counting all the books we have collected for children with cancer.

#### *Lesson Steps:*

1. Review with students the types of books we wanted to collect, for example, new or gently used children's literature books for ages 3-10. As students look through the books collected, ask them to set aside any books that they think do not fit the selected criteria.  
Foster students' critical thinking by discussing these books as a class to determine if they should be included in the books donated to the hospital or not.
2. Working in pairs or small groups, divide the books collected so that each group has a small number of books. Students can then sort the books by age group (pre-school/kindergarten, grades 1-3, and grades 4-6, for example) or by other selected criteria (e.g. topic, fiction/non-fiction). After students have sorted the books, have them count the number of books in each category.
3. On the board, make a chart using the sorting categories and have each group of students send one child to the board to write the number of books they had in their group in each category. Add the total for each category and the total number of books collected overall.

(Note: You could use the books and/or these numbers for a variety of counting and basic addition and subtraction activities. For example, how many hardcover books did we collect? If we donate 20 books, how many will we have left? Let's count all the books about animals).

4. Tell students that a representative from the oncology unit at the hospital will be coming to our class tomorrow to receive the books. This is also an opportunity for us to learn more about children with cancer. Brainstorm questions to ask the guest speaker (e.g. what do the children do for fun in the hospital? Do their families come to visit often? How do the doctors and nurses help the children get better?). Write them on large chart paper or the board. As a class, decide who will announce the presentation of the books and which children will help carry the books in the large collection boxes out to the guest speaker's vehicle.

5. The next day, welcome the guest speaker. Have the selected student make the presentation of the books. After the guest speaker thanks the class for their efforts and tells them how their gift will impact children who are ill, invite the class to ask the questions they brainstormed. At the end of the half hour, thank the guest speaker for coming and have the selected students carry the boxes of books out to the guest speaker's vehicle.

*Reflection:* Use the talking stick (See Reflection and Discussion Methods resource) to go around the class and give everyone an opportunity to speak. Invite students to say one or two words about how they are feeling about the book drive and the visit from the guest speaker.

*Conclusion:* Thank the students for their hard work on the book drive and their participation with the guest speaker. Invite students to talk about what they enjoy about reading, and then remind them that they have just done something that is going to lead to a lot of the same feelings for other children. Finally, give the children a snack and read a favorite book to them.

#### Modifications:

*For English as Second Language Learners* – Enlist these students to help with carrying the books out to the guest speaker's vehicle. Also, they might want to teach the class how to say "hello" to the guest speaker in their native languages.

*For Struggling Learners* – Pair these students with advanced learners to categorize and count the books. Ask these students to help with the presentation of the books and/or carrying the books to the guest speaker's vehicle.

*For Gifted and Talented Students* – Construct more challenging math problems using the collected books for these students. Invite these students to create a chart to give the guest speaker that provides an overview of the types of books collected and the numbers of books in each category.

## **SIBLING PACKS**

### **Part 1**

Grades K-1

Lesson #5

#### Objectives

1. Students will learn about the impact that childhood cancer has on siblings.
2. Students will organize a service project in which they provide backpacks filled with small gifts and goodies to acknowledge and validate the siblings of children with childhood cancer.
3. Students will brainstorm who to ask to contribute supplies to the SibPacks.
4. Students will develop a categorizing and storing system for the collected items.
5. Students will develop empathy for siblings of children with cancer.

#### Time

30 minutes

#### Materials

None

#### Preparation

Talk to someone at the oncology unit of the local hospital to see if they would be interested in distributing SibPacks to the siblings of children who are undergoing cancer treatment at the hospital. If not, consult [www.supersibs.org](http://www.supersibs.org) about sending the SibPacks to another location. Contact a local sporting goods or department store (e.g. Target, K-Mart) to see if they would be willing to donate small backpacks for this project. If not, ask the school's PTO to provide funding for purchasing the backpacks.

#### Procedures

*Attention-Getter:* Gather students in a circle and tell them that in a few minutes you will read a story to them. Ask them to wait quietly. Then just sit there. Students will likely be a bit confused and some students will probably get "antsy" after just a minute or two. After this happens, explain to students that today's lesson will focus in part on waiting. Ask the students the following questions. Do you like to wait? Why or why not? How do you feel when you have to wait a long time? What do you do when you are waiting? Ask a few students to share an experience they had recently with waiting. What were the circumstances and how did they deal with it?

#### *Lesson Steps:*

1. Tell students that the siblings (brothers and sisters) of a child who has cancer are greatly affected by having an ill member of the family. Ask the students, "How do you think it would be to have a brother or sister who is very ill? What would be the effects on your life?" (Impacts include worry, fear, feeling guilty, waiting in hospitals while the ill sibling is treated, one's needs not being attended to by one's parents who are preoccupied with the ill child, and the family not having the time or resources to support the well child's interests and

activities. Ask leading questions to encourage students' realization of these facts and/or share unmentioned facts with the class.

2. Explain to the students that we are going to create SibPacks, backpacks with various materials siblings of cancer patients can use when they are waiting for their brother or sister to be treated in the hospital. The purpose of creating SibPacks is to provide emotional support to siblings of children living with cancer. You can learn more about SibPacks and the needs of siblings of ill children at [www.supersibs.org](http://www.supersibs.org).

3. Brainstorm ideas of items to include in the backpacks. What types of art materials, toys, games, books and so forth would help a child pass the time in a hospital waiting room? As students brainstorm their ideas, create lists of items to include. Possible items include art supplies, paper, playing cards, books, snacks, and simple games. Some discussion points:

- Ask students to imagine they are filling the pack for someone they know personally (for example, a friend).
- What kinds of things do you do when you're waiting (e.g., play games, read, write, and draw)?
- What are some useful things you could put in a backpack?
- What could you include in the pack to make it really special? A note? A card? A drawing?

4. After students complete the list of possible items to include in a SibPack, discuss who to ask for these items. Tell the class that you will design and reproduce a flyer they can share with their friends, families, and neighbors. Make a list together of whom to give flyers to personally and where in the school and community they might want to post flyers. Send a note home to the students' families explaining about the SibPack projects and asking the families to help spread the word about the items needed.

5. If desired, cover large cardboard boxes to serve as collection sites for the SibPack supplies. Boxes could be placed in the school or key community locations such as the public library, town hall, or a large grocery store.

6. Before supplies come in, talk with the students to create a plan for organizing the materials (e.g. let's stack all the books here, put the art supplies in this cupboard, and the games on this shelf).

*Reflection:* Ask students to tell you why we are making SibPacks. How will they help families with children who have cancer?

*Conclusion:* Tell students that after all the supplies are collected, they will be organizing the items and putting them in small backpacks. Set a goal with the class for how many backpacks you would like to fill and give to the hospital. How many items would ideally be in each pack?

#### Modifications:

*For English as Second Language Learners* – Use items to illustrate the project. Get a small backpack and show samples of the types of resources that might be collected.

*For Struggling Learners* – Have these students focus their brainstorming on one type of item. For example, let's make a list of all the different types of art supplies we might collect.

*For Gifted and Talented Students* – Ask students to create small board games, crossword puzzles, or word searches to be included in the SibPacks. Copy the students' work on cardstock then laminate for durability.

## **SIBLING PACKS**

### **Part 2**

Grades K-1

Lesson #6

#### Objectives

2. Students will organize a service project in which they provide backpacks filled with small gifts and goodies to acknowledge and validate the siblings of children with childhood cancer.
3. Students will sort and categorize donated items for the Sib Packs.
4. Students will develop their literacy skills by making cards to be included in the Sib Packs.
5. Students will develop empathy for siblings of children with cancer.

#### Time

30 minutes (and 30 minutes on the next day for the visitor from the oncology unit)

#### Materials

Backpacks and supplies collected for the Sib Packs

Card making supplies (e.g. paper, markers, crayons)

Talking stick

#### Preparation

Collect all donated items from school and community collection sites before beginning this lesson. Contact someone at the oncology unit who would be willing to come to your class to receive the completed Sib Packs and arrange the date and time for their visit.

#### Procedures

*Attention-Getter:* Choose ten items from the supplies that have been donated for the Sib Packs. Ask students, "If we could put five items in one pack for a young child and five in another backpack for an older child, which items would you put in each pack and why?" Have students work with a partner to decide and then discuss their ideas and reasons.

#### *Lesson Steps:*

1. Have students sort the remaining items collected into the previously determined categories (e.g. art supplies, games, snacks, books and so forth). Have students count the number of items in each category and list them on the board. Then determine how many items will go in each backpack. (Note: If there were a great number of items donated, try to get more backpacks).
2. Have pairs or small groups of students work on filling one Sib Pack by selecting the correct number of items from the various groups. Tell students what age range they should be thinking about as they select the items for their pack.
3. Have students create cards to go along with the Sib Packs. You can reproduce a simple message on the card in advance and they can sign their name or students can write their own message or dictate their message to

an adult to write on the card. All students can draw pictures on their cards. What type of picture would help the sibling feel happy and cared for? You might also want to include a photo of the class with the card. Place the cards in the Sib Packs.

4. Tell students that a representative from the oncology unit at the hospital will be coming to our class tomorrow to receive the Sib Packs. This is also an opportunity for us to learn more about the experience of siblings of children with cancer. Brainstorm questions to ask the guest speaker (e.g. How often do siblings come to the hospital? What do they do for fun in the hospital? How long do they have to wait?). Write them on large chart paper or the board. As a class, decide who will announce the presentation of the Sib Packs and which children will help carry the Sib Packs out to the guest speaker's vehicle.

5. The next day, welcome the guest speaker. Have the selected student make the presentation of the Sib Packs. After the guest speaker thanks the class for their efforts and tells them how their gift will impact the siblings of children who are ill, invite the class to ask the questions they brainstormed. At the end of the half hour, thank the guest speaker for coming and have the selected students carry the Sib Packs out to the guest speaker's vehicle. (Note: If possible, have the hospital email you digital photos of the siblings receiving and/or using their Sib Packs).

*Reflection:* Ask students to reflect on how they would feel if they received a Sib Pack. Ask students to tell you how the Sib Packs will impact families of children with cancer.

*Conclusion:* Thank students for their hard work on this project. Use the talking stick discussion method to give every student the opportunity to share something they enjoyed about this project and something new they learned.

Modifications:

*For English as Second Language Learners* – Pair or group the ESL students with others for the counting and sorting activity.

*For Struggling Learners* – Pair these students with high achieving students for the sorting and counting activity. Provide needed support for students to write something simple on their cards.

*For Gifted and Talented Students* – Ask students to write letters to be included with the cards. The letters could express their hopes and wishes for the ill child and the sibling. Also, the letters could include an introduction to the items in the Sib Pack.

## LOCKS OF LOVE

### Part 1

Grades K-1

Lesson #7

#### Objectives

1. Students will learn that cancer treatment often causes people to lose their hair.
2. Students will help coordinate a Locks of Love Day in their community for people to donate their hair to make wigs for children who have lost their hair due to a medical condition.
3. Students will develop empathy for children who have lost their hair due to a medical condition.

#### Time

30 minutes

#### Materials

Locks of Love Fact Sheet (2 copies for each student, print the pdf at this link:  
<http://www.locksoflove.org/Hair%20Donation%20Guidelines.pdf>)

Crayons or markers

#### Preparation

Get a list of local barbers and hairdressers in your community.

#### Procedures

*Attention-Getter:* Gather the children in a circle and show them a long hairpiece of at least 10 inches (or a photo of one). Ask the class, "What does this hair have to do with children who have cancer?" Ask the students probing questions as needed (e.g. Do you know what happens to one's hair as a result of cancer treatment?) until students state that children who have cancer often lose all their hair and many choose to wear wigs or hairpieces. Tell the class that today we are going to begin a project to help children who have lost their hair get a wig.

#### *Lesson Steps:*

1. Introduce the Locks of Love program to the class and tell them that we are going to plan a Locks of Love Day where people in our community can get their hair cut for free if they donate it to Locks of Love. (For details see <http://www.locksoflove.org>). This will enable many children who have lost their hair due to cancer treatment or other medical causes get a wig.
2. As a class, develop a letter to send to local barbers and hairdressers to ask if they would be willing to give free haircuts to Locks of Love donors on Locks of Love Day. The letter should include WHAT you are asking the recipients to do, WHEN to respond to this request and WHEN the Locks of Love Day will be held. The letter should also include details on HOW to let you know that they are willing to help (an email address and/or phone number). Also let them know that you will be including the names of businesses that support the day in all of your publicity on the event. Write the letter on large chart paper. Students can copy it onto lined paper or you can make copies for the students to decorate and write "Please support Locks of Love Day" across the top. Mail out the letters when they are finished.

3. Talk with students about who we can ask to donate their hair. The Locks of Love program notes that 80% of the donations they receive are from children. Therefore, tell students that it might be best for us to ask students in the area middle schools and high schools. How would they like to do this? Would they be interested in going to the school and giving a short presentation or make an announcement on the school's intercom? (Note: These efforts will require additional adult help and transportation as well as planning with the students about what they will say).

4. Another approach would be to make posters to be put up in the hallways of the schools. Give each student a piece of large white paper (11" by 14") and ask them to write across the top "Donate 10 inches of your hair for a child in need on Locks of Love Day." Print the following (or something similar) on a smaller piece of paper and have students attach it to the bottom part of the poster: "Locks of Love is a program that takes donated hair and makes wigs for children who have lost their hair due to cancer or other medical reasons. You have to have at least 10 inches of hair in a clean, neat braid or pony tail to donate. The following area businesses will cut your hair for FREE on (date) if you are donating your hair to Locks of Love. (List the names of the businesses). For more details, please contact Ms. Wentworth at (email address) or (phone number) or go to [www.locksoflove.org](http://www.locksoflove.org). Thank you for your caring and support! Ms. Wentworth's 1<sup>st</sup> Graders"

5. In the middle of the poster ask students to draw three heads, one with a smiling face and long hair, the second with a sad face and bald head, and the third with a smiling face and a wig on. The students can write the words "you," "a child in need" and "a child helped" underneath the three heads.

6. In addition to sending or taking the posters to be put up in the hallways at local middle and high schools, you can also publicize the Locks of Love Day in local calendars, newspapers, the school newsletter and other local venues for spreading the word.

*Reflection:* How do you think it would feel to be bald as a child? Would you want to wear a wig made of real hair donated by another child? Why or why not? How many people do you think will donate their hair at our Locks of Love Day?

*Conclusion:* Give each student two copies of the Locks of Love Fact Sheet along with a letter to their families about helping to get the word out about our Locks of Love Day. Ask each family to share the details about the Locks of Love program and our donation day with at least one other family.

Modifications:

*For English as Second Language Learners* – Use photos and pictures as needed to illustrate what this project is about.

*For Struggling Learners* – Have students pair up with higher achieving students or teaching assistants as they work on their posters for the middle and high schools.

*For Gifted and Talented Students* – Have these students address the letters to the barbers and hairdressers.

## LOCKS OF LOVE

### Part 2

Grades K-1

Lesson #8

#### Objectives

1. Students will develop their math skills through counting the number of people who donated hair and the number of inches of hair donated.
2. Students will write thank you notes to people who donated their hair on the Locks of Love Day.
3. Students will develop empathy for children who have lost their hair due to a medical condition.

#### Time

30 minutes

#### Materials

Blank cards (or folded paper) and envelopes

Stamps

Crayons or markers

#### Preparation

Before the Locks of Love Day, ask participating barbers and hairdressers to keep a list of those who donated their hair, the number of inches donated, and the donors' mailing addresses. (See Locks of Love Donations form to be used for this purpose). Collect these forms before doing this lesson. Also, contact the local newspaper and ask them to do a story on the Locks of Love Day.

#### Procedures

*Attention-Getter:* The day after the community Locks of Love Day, gather the students together and show them the article in the local paper. Read it aloud and thank the students for their help in making this a successful day for children in need.

#### *Lesson Steps:*

1. Divide the forms from the barbers and hairdressers among the children. (Note: Depending on how many you have you can give a form to each student or each pair or small group). Ask each group to count and then state aloud how many donors are on their form. Use tally marks on the board for each group and then, as a class, count up the number of donors overall.
2. Next, ask the groups to add up the number of inches of hair donated. Assume there are 10" of hair for each donor (even though some may have donated more). If desired, put numbers on the board counting from 10 to 100 by 10's (e.g. 10, 20, 30, to 100). Work with students to compute the number of inches donated per group and then to add up the number of inches of hair donated overall.
3. Tell the students that we are going to thank those who helped our Locks of Love Day to be successful by sending them thank you cards. Distribute blank cards (or folded white paper) and crayons or markers. Ask students to draw on the front of the card something related to our project (e.g. someone getting a haircut, a

smiling child with a new wig) and on the inside, to print the words "Thank you for giving" and sign their names. These cards can be sent to both hairdressers/barbers and people who donated their hair. (Note: If desired, copy a longer message to include in the card).

4. Have high achieving students or adult volunteers put addresses and stamps on the envelopes. Mail the cards.

*Reflection:* How did the results of our Locks of Love Day compare with our hopes before the event? If we held another Locks of Love Day next year, what do you think would happen? What happens with the results of Alex's lemonade stand as she continued to organize this for several years?

*Conclusion:* Take a ball of yarn and measure out the distance in inches of all the hair donated on the Locks of Love Day. Go outside and have the class stretch out the yarn across the playground or in a big circle with everyone holding on somewhere. Tell the class how proud you are of what they were able to do for children in need. Encourage everyone to clap and cheer for themselves and each other and then reward the class with some extra recess time.

Modifications:

*For English as Second Language Learners* – Have them sit close to the board and/or ask an adult volunteer to work with them on the math tasks in this lesson.

*For Struggling Learners* – Have students pair up with higher achieving students or teaching assistants as they work on the cards.

*For Gifted and Talented Students* – Have these students address the envelopes for the letters to the donors and barbers/hairdressers. Also, encourage these students to write more on their thank you cards and/or perform some additional computations using the data from the donors.

## WHAT WE LEARNED: CLASS BOOK

Grades K-1

Lesson #9

### Objectives

1. Students will reflect on what they have learned through the Lemonade from Lemons Unit.
2. Students will draw a picture and write a sentence or two about a favorite activity or something they learned in this unit.
3. Students will work together to produce a class book.
4. Students will recognize the needs and problems of children with cancer and their families.

### Time

40 minutes

### Materials

Paper and crayons or markers

White paper (standard size)

### Preparation

Write the following categories across the top of the blackboard or chart paper: cancer facts, 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 in a moment you will read the list aloud and you would like each of them to choose one fact or event to draw a picture about and write a couple of sentences about for a class book. Read the list aloud.

4. Invite students to raise their hands to choose a fact or event they want to focus on for their book page. Write the students' names next to their choices. If more than one student chooses one item in the list, encourage one of the students to choose another.
5. Distribute the paper and crayons or markers. Ask students to draw their picture first and then write out (or dictate to you or a volunteer to write) their sentences at the bottom of the page.
6. Assemble the pages of the book in a logical order. Make copies of the book for students and their families as well as any others involved in your projects.

*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:* Ask each student to show his/her drawing to the class and read the sentences describing it. As a class, decide the best order for the pages to go in to make a book. Tell the class that they will each get a copy of the book to take home and that the book will also be on display at our celebration (see lesson #10).

Modifications:

*For English as Second Language Learners* – Use photos or “artifacts” of the activities conducted in this unit as you review with the class.

*For Struggling Learners* – Make sure they choose a fact or activity in which they are interested and will be able to draw something. Provide support and affirmation as needed.

*For Gifted and Talented Students* – Ask students to design a cover for the book with a title, illustration, date, and “authors” (e.g. by Mr. Townsend’s class).

## CLASSROOM CELEBRATION

Grades K-1

Lesson #10

### Objectives

1. Students will celebrate their service-learning efforts with their families.
2. Students will use their literacy skills to make invitations to the celebration to give to their families.
3. Students will encourage their families to learn about and get involved in helping children with cancer and their families.

### Time

30 minutes (and 1 hour for the celebration)

### Materials

White paper or card stock for card making

Crayons or markers

### 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 last hour of the school day. Email or send a newsletter to parents 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 K-1 unit. If this is not the case, please adjust this lesson accordingly). Type out an invitation with the details of the celebration for use in the cards students will make in this lesson.

### Procedures

*Attention-Getter:* Tell the class that we are going to plan a party to celebrate their efforts to make a difference for children with cancer and their families. Ask the students to tell what they did (e.g. book drive, sibling packs, and Locks of Love 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 party. First, we will celebrate our successful service activities. Second, we will share with our families about what we did and encourage them to get involved.
2. Show students the artifacts and photos you saved from each of the projects. Tell the students that on the day of the party, you will divide them into three groups and give them the artifacts and photos to help arrange on a table or bulletin board. Ask for six student volunteers, two for each project, who would be willing to give a short explanation to our families about what that project was all about. Tell students that everyone will be involved in sharing with their families when we take turns reading our pages in the class book (see lesson #9).
3. Ask students what type of simple food snack they would like to have at the party. Take suggestions and then vote. Decide who will be responsible for getting the snack. Ask students who they think will be attending

from their families and to raise fingers to indicate how many people. As a class, count the total number of people and then decide on how much food is needed.

4. Give students the card making supplies and ask them to make a card with a drawing from one of the service activities and the words "Please come to our party" or "You are invited!" or another phrase of the students' choosing. Before students put the cards in envelopes to take home, give them a copy of the celebration details to paste inside the card.

*Reflection:* When our family members 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 your family members could help children with cancer and their families? Pass the talking stick around the class for students to share their ideas.

*Conclusion:* Ask the class if there is anything else they would like to do at our party. Sing a song? Play a game? Perhaps we could give our family members a chance to say something brief about what they learned or how they felt when we were doing these projects. Give the students some ownership and choice in designing part of the final celebration party.

Modifications:

*For English as Second Language Learners* – Using photos or "artifacts" of the activities conducted in this unit will be helpful to these students. They could be leaders in creating the displays for the service activities.

*For Struggling Learners* – Include these students among those who will make the presentations about the service activities to families.

*For Gifted and Talented Students* – Invite students to write and/or draw more on their cards if they wish. They could also make signs for the party.