

**CIVIC EDUCATION ACTIVITY FOR NOVEMBER 4<sup>TH</sup>**

**CHAMPIONS FOR CHILDREN’S HEALTH STROLLER BRIGADE**

**GRADES K-2**

**OBJECTIVES**

Students will participate in the Champions for Children’s Health Stroller Brigade to demonstrate their concern for the health of America’s children.

Students will walk to key government buildings to observe their architecture and discuss the kinds of decision-making activities that are conducted inside the buildings.

Students will discuss the role of government in decisions that impact children’s health.

**ACTIVITY DESCRIPTION\***

Each student will receive a picture map of the government buildings in proximity to the U.S. Capitol. Teachers and their students will follow the picture map and participate in a sight discovery activity. Teachers/group leaders will guide students to each place on the map while they refer to their maps. The teacher/group leader will share with the students an overview of the building and what business takes place in the building. Pictures may be taken for a class scrapbook or bulletin board about the experience. Featured stops will include: The U.S. Supreme Court, the U.S. Capitol and the U.S. Library of Congress.

**VOCABULARY**

Powers	Leaders
Rights	Advocates
Laws	Government
Health Care	Nation
Decision Makers	State

\*All materials for November 4 are available online for teachers to access and make copies for their students prior to the event.

**CIVIC EDUCATION LESSON PLAN IN PREPARATION FOR NOVEMBER 4<sup>TH</sup>**  
**Grades K-2**

**FOCUS:** Decision makers, laws, children's health

**OBJECTIVES:** Students will be able to:

- Articulate the general process of making decisions about all children in the nation
- Demonstrate an understanding of the needs of children with regard to health care
- Describe the civic responsibility to participate in the American democratic process
- Be a voice for themselves and other children in the nation

**SUGGESTED**

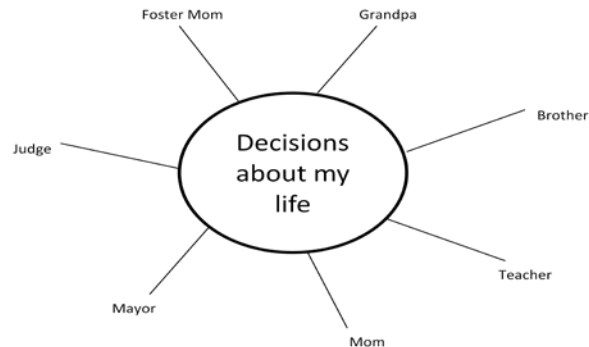
**MATERIALS:** Butcher or chart paper/construction paper/white paper/markers/crayons

**SUGGESTED**

**TIME:** 2 hours

**OPENING ACTIVITY:** Create a web chart about life decisions. Have students share the people who make decisions about their lives. These decision makers may be their parents, grandparents, teachers, etc., including themselves. List all responses on the web chart. Have students discuss what types of decisions these people make for them (i.e. bed time, clothes, etc.)

**EXAMPLE:**



**MAIN ACTIVITY:**

**Part I**

Have students discuss things children need to be healthy and strong and list their responses on chart paper (list at least 10 responses). Have students vote on the top 3 things from the list that they think all children in the nation should have in order to be healthy and strong. Share with students how many children

cannot get the things they need to be healthy and strong (affordable, accessible, comprehensive health care).

Recommendations for Discussion:

- Why are the things listed important for children?
- Do you think children should have all things on the list? Why? Why not?
- How did it feel to make a decision for other children about the top 3 things they need?
- How did it make you feel to choose only 3 things for children? Explain.
- How do you think laws are made for children in America?
- Who do think is responsible for making the rules for children at home? Who is responsible for making laws for children at school? Across the country? Why do different people have different responsibilities to make rules and laws for children?

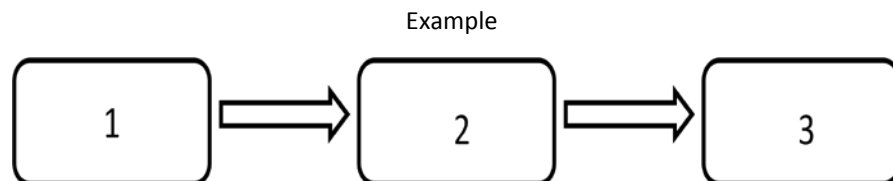
Discuss with students the importance of voting for leaders to make laws that impact the lives of children, families, and the whole community. Discuss why it is important for children and others to communicate their ideas about rules and laws to the leaders elected from their communities and states.

Get students excited about the significant role they will play as young citizens at the *Champions for Children’s Health Stroller Brigade*. Using construction and white paper have students create messages through illustration, writing, etc. on their thoughts about children and health care.

***PART II (suggested activity to follow the November 4<sup>th</sup> Champions for Children’s Health Stroller Brigade)***

Have students share their reactions to their participation in the November 4<sup>th</sup> activities.

Using a story map, review the activities of November 4<sup>th</sup> with students. Have students recall each activity in chronological order, referring to materials from the event.



Have students refer to the U.S. Capitol Building as the place where laws are made for everyone, including children. Share pictures of the interior and exterior of the

U.S. Capitol. Have students illustrate how they think laws are made inside of the Capitol. Allow students to share their ideas and illustrations.

**CLOSING:** Have students write or dictate a letter to select leaders in Congress and to family members about what children need with regard to health care.

**EXTENSIONS:** *To continue the learning process, extension activities can be used in after school settings, student groups, and as special take home projects.*

Have students discuss their roles as young citizens with regard to health reform for all children. Students can view “*Mighty Times: The Children’s March*” documentary to better understand how children were engaged in civic activities in 1963.

Have students create posters to persuade decision makers and voters to focus on health care reform that includes children. Allow students to display posters throughout the local community.