FEARLESS KIDS AROUND THE WORLD

Solving a Community Problem

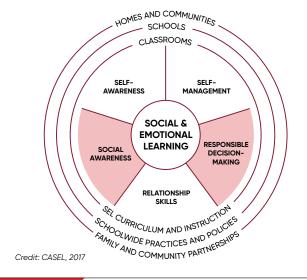**Teacher's Edition** · **Grades:** 4–8 · **Length:** 45 minutes

OBJECTIVES

In this lesson, students will:

- Participate in a project to develop social awareness and responsible decision-making skills
- Identify and recognize someone in their community who solved a problem
- Share out their project ideas

Featured Social-Emotional Learning Competencies:
Social Awareness, Responsible Decision-Making Skills

Credit: CASEL, 2017

VOCABULARY

SOCIAL-EMOTIONAL LEARNING TERMS

Empathy: ability to understand and share the feelings of others

Diversity: made up of a variety of different people or things

Evaluate: form an idea of the amount or importance of something

Analyze: carefully examine a situation or circumstance

Propose: to make a suggestion

WORDS TO KNOW

Traditional: a long-established pattern

Coexist: together at the same time and in the same place

Depend: rely on

Retaliation: returning an attack; attacking someone or something because they attacked you first

SET-UP

Introduce and watch "Fearless Kids Around the World | Richard Turere" video.

Today, Carmen Sandiego™ introduces us to this episode's fearless kid, Richard Turere, from Kenya. Kenya is a country in Africa, and it is famous because of the diversity of animals that live there, including a list that is known as "the Big Five": lions, leopards, elephants, rhinoceroses, and buffalos. Richard is a teen who lives in Kenya. For many years, his community struggled because hungry lions would regularly attack the livestock, like goats and cows, that lived on farms. This made the farmers want to kill the lions to protect their farm animals. It was a big problem. But when he was just 12, Richard got an idea. He invented Lion Lights, motion-sensor light bulbs that would shine when a lion got near, scaring them away and protecting farm animals.

What Richard did was pretty clever–he protected the lions and the farm animals in his community. Can you think of someone you know who's come up with a good solution to a community problem?

MISSION:
Protect Wildlife

LEARN

After watching the video, talk through the video as a group, gradually introducing social-emotional learning concepts and terms the video explores. Ask the following questions:

- **Why is Kenya a special place in Africa?**
  E.g., They have a lot of wildlife that travelers from around the world like to see, including the Big Five; it's a beautiful country.

- **What is special about the place where you live? Write down 2 or 3 things that make your home unique.**
  E.g., We live in a place with a lot of parks; we live in a city with lots of art and museums; we live near the ocean/ mountains/country.

- **What problem did Richards recognize in his community?**
  E.g., Lions were attacking livestock.

- **What did Richard do to try to solve the problem?**
  E.g., He invented Lion Lights and shared his idea with his community; now many people who live near wild animals use the lights to protect livestock.

- **Can you think of a person in your community, your country, or your world who has created a clever solution to a problem that everyone was dealing with?**
  E.g., Someone at school started recycling bottles and cans; someone got a stop sign put up at a busy intersection.

WORKING PERIOD

Now students will work on creating a trading card.

Students will apply what they have learned about social awareness and responsible decision-making skills.

Introduce project.

You've learned about someone who solved a problem in his community and thought of someone in your community who had a good idea to solve a problem. You can also choose a person you've heard about outside of your community.

With a partner, use the graphic organizer to create a trading card that highlights the person you chose and his or her accomplishment. Be sure to include the person's name and information about him or her, such as his or role and how he or she got interested in the issue. You can also draw or print and glue a picture on the card. Take turns working on each other's cards with your partner. Then, together, present your person and his or her idea to your class. Ask students to explain why they think the problem solved was so important and what would have happened if a solution wasn't put in place.

SHARE-OUT

Close the lesson by bringing the class back together as a group to share their work and celebrate their ideas.

- Students will share their trading cards with the class.
- Provide feedback about their completed projects.

SUPPORT

Research Round Up

For students having trouble identifying a person or project, share research materials like newspapers, magazines, and classroom-friendly websites for inspiration.

Provide a Sample

Create a sample trading card for someone who did something you admire for students to follow as a guide.

EXTEND

Submit a Nomination

Many local media outlets, like newspapers and TV stations, as well as civic organizations host programs to recognize the achievements of people in the community. Invite students to nominate their trading card person for a recognition of this type.

Follow Up

Ask students to find out what Richard is up to today. Is he studying engineering? Has he invented anything else? Do we know how many people are using Lion Lights today?

To access more classroom resources, visit **carmensandiego.com.**

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CARMEN SANDIEGO

NAME(S):

DATE OF BIRTH:

PLACE OF BIRTH:

FAMILY MEMBERS:

SPECIAL TALENT:

GREATEST ACCOMPLISHMENT:

INSERT PICTURE

NAME: