



NSDAR Educational Resources Committee

"You Can Make a Difference: Empowering Student
Change Agents"

Contributor: Dr. Kay Moore **Grade Level:** 5

1. Identify the standards to be addressed:

A) Social Science - Processes, rules, and laws (C) SS.5.24. Investigate methods by which individuals can influence rules and laws in the classroom, school, government, and/or society.

B) Speaking and Listening - Presentation of Ideas and Knowledge: 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or theme

2. Statement of the objective and lesson outcomes:

After discussion and presentation, students will write and videotape their 2-minute persuasive presentation so their voices as change agents can be heard by various adult groups (parents, community government. etc.).

3. Materials, resources, and technology to be used by teacher/students:

If Available: Lipshaw. Suzanne. (2019). I Campaigned for Ice Cream: A Boy's Quest for Ice Cream. Warren Publishing, Inc. (picture book); Background data: <https://www.candgnews.com/news/woman-authorsbook-on-howice-cream-trucks-cameto-west-bloomfield-113468> - Whiteboard or other means of recording data which total classroom of students can see - Copy of Local Laws regarding food trucks or Speaker from Local Government who can share them Sample: <https://files.lasvegasnevada.gov/business-licensing/Mobile-Food-Vendor-Instruction-Sheet>. - 5" x 8" Index Cards (1 per student) - Video and Computer Equipment (if available); If not, drawing paper, markers and/or crayons.

4. Introduction of the topic:

Teacher-led Discussion:

A) Raise your hand if you have ever seen the TV show, "The Great Food Truck Race. Have you eaten food you purchased from a food truck? Where was the truck and what did you buy? Get a few responses

B) Do you know why we do/don't (choose) have food trucks in our local community? Let's list the reasons that we can think of (use classroom whiteboard or other means all can see).

C) You came up with great reasons. What if we disagree with the laws that control food trucks? What if we wanted more types of food to be sold by them? Is there anything you could do? Students respond.

D) If available, read book by Suzanne Lipshaw. If not, read book synopsis. Try to get a speaker from community government to briefly share a few of the local laws about food trucks (usually called mobile food units) with students. If not possible, teacher should share and briefly explain 3-4 to students. Most can be found online (see sample).

5. Procedure for instruction:

Now that you have learned the laws for operating a food truck, you are going to help the owner of one get approved by the community government. Decide the following: - What type of food will be sold from the food truck (only one such as onion rings) - Name of the business (Be creative) - Why this type of food truck is needed in your community - Why this food truck won't cause problems in the community (litter; traffic/pedestrian congestion) In pairs, students will write up their 3-minute (maximum) persuasive presentation and practice

saying to another pair. This should occur several times so content and length can be discussed by the two students. Final copy should be written on a 5" x 8" index card.

Day 2: Continuation of Lesson Instruction:

Students will need access to computers to find music or graphics to print out and incorporate into their presentation. If this is not available, have students draw a picture of the food truck the pair is trying to persuade the community government to license. Have one draw the food truck and the other design the logo. Early finishers can practice their presentations. Day 3: Continuation of Lesson Instruction Students will share their presentations with class. These should be videotaped, if possible, so they can be shown to parents (perhaps Open House Night) or other adults.

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6. **Lesson closure:**

Now that you have seen that young people can make a difference in their communities, see if opportunities arise where you can get involved. This doesn't have to be with local government - your voice is important in all aspects of your community.

7. **Assessment of Understanding:**

Each pair of students should have a persuasive presentation about food trucks, Needed items: - Food Truck Name/Logo - Type of food sold - Why community needs this type of food truck - How food truck will work to not negatively affect the community - Two visual or audio additions to students' verbal presentation.

A True Story

(As shared in *I Campaigned for Ice Cream* by proud mom Suzanne Jacobs Lipshaw; Warren Publishing, 2019)

Nine-year old Josh Lipshaw loved chocolate crunch ice cream bars. Whenever he attended his brother Jeremy's tee-ball games in the next town, he enjoyed one he bought from an ice cream truck.

One day in July 2001, he asked his mom why ice cream trucks never came to their neighborhood. It took a phone call to Town Hall to find out that Josh's town, West Bloomfield, Michigan, had banned selling anything on city streets in the 1950s. Josh decided that law needed to be changed. He wrote a petition and got 165 signatures on it! Many people like ice cream!

Josh mailed a letter he wrote and the petition to the board of trustees of his town. A week later, he was on their meeting agenda as a speaker.

Josh wrote his speech carefully. On the big day, Josh and his family went to Town Hall. Many of the supporters of Josh's idea were already there. Most were children. When item #6 was called, it was Josh's turn. He shared his idea that ice cream trucks be separated out from other banned trucks and mentioned that six police departments around his town reported no safety issues with ice cream trucks. When Josh finished, many people clapped including a few members of the board.

But that didn't mean Josh had achieved his goal. The trustees debated for what seemed like hours. Safety issues, increased trash, and licensing for the truck drivers were all debated. Even the music the trucks could play was discussed.

One of the board members finally made a motion to accept Josh's idea. He held his breath! Every board member agreed with his idea! Josh thought he had won, but soon discovered this was only the first step. Two more meetings were needed before this could become a law.

While all this was going on, Josh did interviews for local newspaper and television stations. He heard from media in Canada and Australia. It seemed "a child fighting city hall" was newsworthy!

It took until April 2002, for Josh's idea to finally become a law. He learned a lot about town government and thanks to him, children in West Bloomfield enjoy eating ice cream each summer that they purchase from ice cream trucks in their neighborhoods.