

Unit Overview	Prekindergarten Unit Overview
Suggested Class	Science
Suggested Lessons	Five lessons, 20 minutes each (optional single day lesson at end of unit)
Topic	Each integrated unit of five lessons contributes to a cumulative social activism project to spread awareness for the Don't mess with Texas® campaign. For the pre-K culminating project, students will create a digital litter campaign to publish on a private YouTube channel.
End of Prekindergarten Year Outcomes covered in unit	<p>II.A.1. Child shows understanding by responding appropriately.</p> <p>II.B.3. Child provides appropriate information for various situations.</p> <p>II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p> <p>VI.A.1. Child observes, investigates, describes, and discusses properties and characteristics of common objects.</p> <p>VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.</p>
Lesson 1 Overview	<p>Building Background Knowledge</p> <ul style="list-style-type: none"> ● Introduce story/concept of litter using pages 1-4 of the Don't mess with Texas® Activity Book. ● Provide definition of litter ● Students give examples of times they have seen people litter ● Students get time to work in activity book <p>Objective: Students will be able to define litter and the purpose of the Don't mess with Texas® campaign.</p>
Lesson 2 Overview	Litter vs. Non-Litter

	<ul style="list-style-type: none"> • Sample slide deck for sorting activity <p>Objective: Students will be able to define/distinguish between litter and non-litter items.</p>
<p>Lesson 3 Overview</p>	<p>Project Preparation</p> <ul style="list-style-type: none"> • Teacher tells students they will make a commercial <ul style="list-style-type: none"> ○ Commercial will have students name why people shouldn't litter ○ Commercial will include the phrase "Don't mess with Texas" ○ Commercial can include any other student-made materials (i.e. signs, costumes, etc.) • Students watch DMWT TV ads and name common characteristics of the commercials/what made them "good commercials" <p>Objective: Students will describe common characteristics of an effective commercial.</p>
<p>Lesson 4 Overview</p>	<p>Project Practice</p> <ul style="list-style-type: none"> • Teacher works with small groups to practice for commercial recording • Students are working on fine-motor skills handout while teacher practices with groups • Activity book work • Students can work on art/signs for the commercial <p>Objective: Students will articulate the reasons why littering is bad and encourage others not to litter.</p>
<p>Lesson 5 Overview</p>	<p>Project Recording</p> <ul style="list-style-type: none"> • Teacher records the student-created commercial <p>Objective: Students will communicate the reasons why people shouldn't litter.</p>

Lesson Plan	Building Background Knowledge – Day 1
Suggested Class	Science
Suggested Lessons	One of five (20 minutes)
Topic	What is litter? What is the Don't mess with Texas® litter campaign?
Learning Objectives	Students will be able to define litter and the purpose of the Don't mess with Texas campaign.
Standards	II.A.1. Child shows understanding by responding appropriately. II.B.3. Child provides appropriate information for various situations.
Materials	Don't mess with Texas Activity Book
Introduction	<p>Teacher introduces page 1 of the activity book. The teacher shares that Darrel the Barrel is a character who represents the Don't mess with Texas® campaign.</p> <p>Teacher asks students what they think Darrel is and predict what he will teach them about. Teacher can give the following sentence stem as a prompt:</p> <p><i>I think Darrel the Barrel is a _____. He may be teaching us to _____.</i></p> <p>Students share their responses in a group discussion.</p>
Instruction	<p>Teacher instructs students to turn to page 2 in their activity book. Each student is asked to write their name in the activity book. (Teacher should preview that they will have the opportunity after they read to color/complete activity pages.)</p> <p>Teacher has everyone turn to page 3 in the Activity Book. She reads and points to the title, "On the Road with Darrel the Barrel".</p> <p>Teacher will narrate the following story elements as she reads the page: character (Darrel the Barrel), title (On the Road with Darrel the Barrel), setting (Texas).</p>

	<p>Teacher asks students to share additional information they can gather from the page.</p> <p>Guiding questions for page 3: What is Darrel? The setting says they are in Texas. Who can give me more information about where Darrel is? (on the highway, in the car) Are there any more characters on page 3? (a man) What is happening on page 3? (drinking a soda) Why do you think Darrel says, “Nothing like a cool drink on a hot Texas day?” (we like cool drinks when it’s hot outside)</p> <p>Teacher has everyone turn to page 4 in the activity book. The teacher reads the phrase, “All is well until....”</p> <p>(Dramatic pause). Teacher asks, “What is happening in the picture?” (someone is rolling down the window and throwing the empty cup out of the window)</p> <p>Teacher reads, “Stop!” and asks students, “Why did Darrel shout, ‘Stop!’?” (he wants the guy to put his cup in the trash)</p> <p>Teacher then reads the next sentence, “Don’t mess with Texas’ means don’t litter.” What do you think littering means then? The teacher gives several students the opportunity to speak and share their ideas.</p> <p>Teacher explains that littering is when someone throws trash anywhere it does not belong like a trash can, a recycle bin, or taking it home.</p> <p>Teacher asks students to draw a picture of a time they saw someone litter.</p> <p>If time allows, students can color/complete any page of their choice of the activity book.</p>
Assessment	<p>Teacher will use a student list to check that each student had the opportunity and was able to answer a question by staying on topic. Teacher should cold call students who have not had the opportunity to answer throughout the lesson (i.e. via popsicle sticks).</p>
Follow-up/Reflection	<p>The teacher shares that the Don’t mess with Texas® campaign is to help people realize that littering is bad for the Earth and to try to get them to stop. Students will be given the opportunity to share about their drawing of when they saw someone litter.</p>

Lesson Plan	Categorizing Litter vs. Non-Litter– Day 2
Suggested Class	Science
Suggested Lessons	One of five (20 minutes)
Topic	Identifying Litter
Learning Objectives	Students will be able to define and distinguish between litter and non-litter items.
Standards	<p>II.A.1. Child shows understanding by responding appropriately.</p> <p>II.B.3. Child provides appropriate information for various situations.</p> <p>II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p>
Materials	Slide Deck , green and red cards for each student
Introduction	Teacher reviews what it means to litter and what litter is by calling on students to share.
Instruction	<p>Teacher identifies that not everything we see or not all trash is litter. Litter is trash that was not thrown away correctly.</p> <p>Teacher distributes one green and one red card to each student. Teacher explains that students will see a picture and decide if the items in the picture are litter or not litter. Students will hold up the green card if the picture is litter and the red card if the picture is not litter.</p> <p>Teacher has students practice using slide 2 (litter - coke can).</p> <p>As teacher shows each slide and students show their cards, the teacher will call on a student to justify the answer selected.</p> <p>If time allows, students can color/complete any page of their choice of the activity book.</p>
Assessment	Teacher will monitor correct/incorrect responses and identify students who continue to struggle with the concept of litter.
Follow-up/Reflection	Students will identify places where they see litter (i.e. the park, the street).

Lesson Plan	Project Preparation - DAY 3
Suggested Class	Science
Suggested Lessons	One of five (20 minutes)
Topic	What is the purpose of a commercial? What makes a good commercial?
Learning Objectives	Students will describe common characteristics of an effective commercial.
Standards	<p>VI.A.1. Child observes, investigates, describes, and discusses properties and characteristics of common objects.</p> <p>II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p>
Materials	Don't mess with Texas® Activity Book , Don't mess with Texas® TV ad campaigns
Introduction	<p>The teacher shares with students that they will be making a Don't mess with Texas® YouTube commercial to help spread the word that littering is bad.</p> <p>Teacher asks students to remember and name why people shouldn't litter.</p>
Instruction	<p>The teacher shares that in order to prepare to make their own commercial, they will watch several Don't mess with Texas TV commercials that have been made over the years. The teacher will ask them to think of the following guiding questions while they are watching:</p> <p>What makes this a "good" commercial?</p> <p>What are the people in the commercial doing, saying, holding, and wearing?</p>

	<p>Suggested commercials to watch with class: Mathew McConnaughey, Grupo Fantasma, Shamu</p> <p>Group discussion: What was the same about all of these commercials? (They all had the slogan, Don't mess with Texas®)</p> <p>Class vote: Which commercial was your favorite? Students hold up their finger for their choice.</p> <p>Mathew McConnaughey- 1; Grupo Fantasma- 2; Shamu- 3</p> <p>Teacher records their answers on a chart.</p> <p>What made your favorite commercial a good ad? (i.e. it had music, it showed people putting trash in a trash can, etc.)</p> <p>What were the people in the ad doing? Holding? Saying? Wearing?</p> <p>If time allows, students can color/complete any page of their choice of the activity book.</p>
Assessment	Teacher will assess that each student voted for their favorite commercial and could justify what made it a "good" commercial.
Follow-up/Reflection	When students go home that day, they should notice what items they or their family puts into the trash can.

Lesson Plan	Project Practice - DAY 4
Suggested Class	Science
Suggested Lessons	One of five (20 minutes)
Topic	Preparing for Recording the Commercial
Learning Objectives	Students will articulate the reasons why littering is bad and encourage others not to litter.
Standards	II.A.1. Child shows understanding by responding appropriately.

	<p>II.B.3. Child provides appropriate information for various situations.</p> <p>VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.</p>
Materials	Don't mess with Texas® Activity Book, construction paper, crayons
Introduction	Teacher tells students they are preparing for the commercial.
Instruction	<p>The teacher will pull small groups of students to see what role (i.e. throwing away trash, saying "Don't mess with Texas", holding up a sign/picture, saying why littering is bad) they want in the commercial. Students will practice their role in the commercial.</p> <p>While not in a small group with the teacher, students will complete the Trash goes in the Barrel fine motor page, work on their sign/picture for the commercial, or work in the DMWT activity book.</p>
Assessment	Completion of fine motor skills page
Follow-up/Reflection	When students go home, they will share why littering is bad with at least one person/family member.

Lesson Plan	Project Recording- DAY 5
Suggested Class	Science
Suggested Lessons	One of five (20 minutes)
Topic	Record Don't mess with Texas® commercial
Learning Objectives	Students will communicate the reasons why people shouldn't litter.
Standards	II.A.1. Child shows understanding by responding appropriately.

	<p>II.B.3. Child provides appropriate information for various situations.</p> <p>VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.</p>
Materials	iPhone, computer, or other recording device, any student prop materials
Introduction	<p>Teacher reminds students they are recording a commercial to be shown to other classes and on social media (check media releases first)</p> <ul style="list-style-type: none"> ○ Commercial will include the phrase “Don’t mess with Texas” ○ Commercial can include any other student-made materials (i.e. signs, costumes, etc...)
Instruction	<p>Teacher walks students through a rehearsal before recording the commercial.</p> <p>Teacher records the final project and shares with school community.</p> <p>Students each receive their certificate and sign their name pledging to not litter.</p>
Assessment	Commitment/certificate for students to sign (agreeing to not litter)
Follow-up/Reflection	Students will commit to reminding friends and family not to litter and why it’s important to keep Texas litter free.

Single Day Option

Lesson Plan	Single Day Option
Suggested Class	Science
Suggested Lessons	60 minutes
Topic	Record Don’t mess with Texas® commercial

Learning Objectives	Students will communicate the reasons why people shouldn't litter.
Standards	<p>II.A.1. Child shows understanding by responding appropriately.</p> <p>II.B.3. Child provides appropriate information for various situations.</p> <p>VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.</p>
Materials	iPhone, computer, or other recording device, any student prop materials
Introduction	Teacher informs students they are recording a commercial to be shown to other classes and on social media (check media releases first)
Instruction	<p>Teacher introduces the concept of litter by reading pages 1-4 of the DMWT activity book. Students define what litter is.</p> <p>The teacher shares with students that they will be making a Don't mess with Texas® YouTube commercial to help spread the word that littering is bad.</p> <p>Students watch DMWT TV ads and name common characteristics of the commercials.</p> <p>Students create their own Don't mess with Texas® signs using various art mediums.</p> <p>Students practice reciting the slogan, Don't mess with Texas®, while holding their signs for the teacher to record for the commercial.</p> <p>Teacher records the final project and shares it with school community.</p> <p>Students each receive their certificate and sign their name pledging to not litter.</p>
Assessment	Commitment/certificate for students to sign (agreeing to not litter)
Follow-up/Reflection	Students can take home the activity book to color and share with their families.



Students will commit to reminding friends and family not to litter and why it's important to keep Texas litter free.