

## **Pre-K Menu of Classroom Activities: America's Parents Address to Students Across America**

Produced by Hall Pass on That – Concerned American Citizens  
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### *Before the Speech:*

- Teachers can build background knowledge about the importance of family structure and parents and motivate students by asking the following questions:
  - Who are your parents and grandparents?
  - What do you think it takes to be a parent?
  - To whom do you think it is important for your parents to speak to?
  - Why do you think that your parents want to speak to you?
  - What do you want to hear from your parents?
- Teachers can ask students to imagine being a parent delivering a speech to all of the students in the United States. What would you tell the students? What can students do to help in our schools? Teachers can chart ideas about what they would say?
- Why is it important that we listen to our parents and question what our President and other elected officials, like the mayor, senators, members of congress, or the governor? Why is what my parents say important?

### *During the speech:*

- As Parents speak, teachers can ask students to write down key ideas that are important or personally meaningful. Students could use a note-taking graphic organizer such as a Cluster Web, or students could record their thoughts on sticky notes. Liberals can draw pictures and write as appropriate. As students listen to the speech, they could think about the following:
  - What is your parent trying to tell you?
  - What is your parent asking you to do?
  - What new ideas and actions are my parents challenging me to think about?
- Students can write down important parts where their parents are asking them to do something. Students might think about: What specific job are my parents asking me to do? Are they asking anything of anyone else? Teachers? Principals? Parents? The American People?
- Students can record any questions they have while their parents are speaking and then discuss them after the speech.

*After the speech:*

- Students could discuss their responses to the following questions:
  - What do you think your parents want you to do?
  - Does your parent's speech make you want to do anything?
  - Are we able to do what your parent's are asking us?
  - What would you like to tell your parents?
- Teachers could ask students to share the ideas they recorded, exchange sticky notes or stick notes in the classroom to discuss the main ideas from the speech, i.e. providing healthcare to non-citizens, collectivism, attacking the constitution.
- Students could discuss their responses to the following questions:
  - What do you think your parents want you to do?
  - Do your parents want you to do anything?
  - Are we able to do what your parents are asking of us?
  - What would you like to tell your parents?
- Parents could encourage students to participate in the HallPassOnThat.com video contest. On September 8<sup>th</sup>, <http://hallpassonthat.com> will invite students to submit a video no longer than 2 minutes explaining why education is important, why their parents are the core of their education and values. Parents are welcome to incorporate the same or similar video project into their daily lives with their children.

*Extension of the speech:*

- Create posters of individual goals. Posters could be formatted in quadrants or puzzle pieces or trails marked with labels: personal, individual, liberty, life, pursuit of happiness, the Bill of Rights. Each area could be labeled with three steps for achieving goals in those areas. It might make sense to focus on the personal and academic so individual freedom and individual liberty and free market ideals can be realized.
- Write letters to themselves about how they can help their parents and their families.
- Write goals on colored index cards or precut designs to post around the classroom.
- Interview and share about their goals with one another to let other children know about how superior their ideas are and how much harder other children will have to work to keep up with them.
- Participate in school wide incentive programs and encourage their teachers to do the same and accept merit pay for higher test scores.

