

REALIZE
the DREAM



Clean feels **GOOD**

Spark good feelings by creating clean spaces



**A CLASSROOM RESOURCE FOR INTRODUCING MEANINGFUL
SERVICE LEARNING AND POSITIVE CLEANING HABITS.**



KINDERGARTEN TO GRADE 3

Clean Feels Good. And does good, too.

an initiative of
**MARTIN
LUTHER
KING III
FOUNDATION**

LEGACY+



“The objective of
CLEANING
is not just to clean, but to feel
HAPPINESS
living within that environment.”

– Marie Kondo

Organizing consultant, author & tv personality

WHAT IS EXPERIENTIAL SERVICE LEARNING?

Experiential service learning is based on a structured academic foundation that goes beyond volunteering and community service. It's an instructional practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

The Four Steps of Service Learning

PART 1

Investigate & Learn

Students explore issues related to a real-world challenge or opportunity.

PART 2

Action Plan

Students develop a plan to implement their service-learning project.

PART 3

Take Action

Students implement their action plan.

PART 4

Report & Celebrate

Students present the results of their service-learning initiatives and share through art projects, presentations, social media or other forms of celebration.

Essential Question

- What is experiential service learning and how can I incorporate it into my classroom instruction with **Clean Feels Good** resources?

About Clean Feels Good, Clorox and Education+

Grounded in the belief that **Clean Feels Good**—in homes, in classrooms and in communities—Clorox partnered with **Realize the Dream** to provide resources around introducing kids to the feel-good power of clean. Together, they've developed this free curriculum that reinforces this message through acts of service that feel personal and doable for kids nationwide, like practicing personal care, helping tidy up their classroom or stepping up for neighbors.

Education+ is a free platform designed to help teachers inspire students to change their lives by changing the world. It uses experiential service learning that challenges young people to identify the local issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change.

The goal of the **Clean Feels Good** lesson package is to inspire students to take pride in their surroundings and develop lifelong habits of care, responsibility and teamwork by engaging in meaningful cleaning and service activities that make a positive impact on their classroom, home and community.

ADDITIONAL EDUCATOR RESOURCES:

“Creating a Culture of Caring Through Student-Led Service Learning”

<https://www.edutopia.org/video/elementary-student-led-service-learning-caring-confidence>

“Ready to Engage”

https://casel.org/readytoengage_final/

“How Teachers Can Make Caring More Common”

<https://www.gse.harvard.edu/ideas/usable-knowledge/14/09/how-teachers-can-make-caring-more-common>

“Developing SEL Skills With Service Learning”

<https://www.edutopia.org/article/service-learning-fosters-sel/>



Educator’s Note: Volunteer and community service experiences help to promote social, emotional, mental and physical well-being and provide opportunities to develop competencies such as social awareness, self-management, responsible decision making and relationship skills.



COMMUNITY SERVICE: EMPOWERING YOUTH THROUGH POSITIVE ACTION OVERVIEW

The **Clean Feels Good** lesson package helps students explore the power of their actions in creating cleaner, more positive environments. Through hands-on activities and thoughtful reflection, students will learn the difference between simply helping and making a lasting impact through service. Each cleaning experience is an opportunity to contribute to their classroom, home and community in meaningful ways.

Students will discover that they have the ability to make a real difference—both locally and globally—by taking pride in their surroundings and working together.

After completing these lessons, students will be equipped and inspired to take action, becoming leaders who share the feel-good power of clean.

UN Sustainable Development Goal Connection

Cleaning and caring for our environments supports many of the United Nations Sustainable Development Goals (SDGs). Whether it's promoting good health and well-being, ensuring quality education or building sustainable communities, every act of cleaning contributes to a better world for everyone. By taking action, students become part of a global movement for peace, prosperity and a healthier planet.

Rationale

We believe that engaging students in service activities like cleaning empowers them to become thoughtful, responsible citizens. This lesson package is designed to help students understand the impact of their actions on real-world issues, develop critical thinking and reflection skills and inspire hope and unity within their communities. By fostering habits of care and teamwork, we support youth in building safer, healthier and more connected spaces for all.

Service-Learning Skills Legend



ARGUMENT
FORMATION



ACTION
PLANNING



INFORMATION
LITERACY



RESEARCH AND
WRITING



CRITICAL
THINKING



ORGANIZATION



REFLECTION



LEADERSHIP
SKILLS

Essential Questions

- How does cleaning and caring for our spaces help others and ourselves?
- In what ways can small acts of cleaning lead to big, positive changes in our community?

ASSESSING THE LEARNING

You know your students best—their learning styles and preferences, skill levels and knowledge. You are in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used. Teaching strategies include collaborative group work, videos, picture books, T-charts, graphic organizers, questions and discussion, action planning and reflection. Assessment strategies include observation, entry and exit slips, charts, written, verbal or recorded reflection, discussions, presentations and the composition of a persuasive essay.

This classroom resource includes suggestions for a variety of books, videos and other resources designed to engage student interest and deepen understanding. Before beginning, visit your media specialist, local library or school district resource center to get access to the resources listed.

Explore other resources and current campaign offerings at <https://educationplus.org/>



LESSON 1:
WHY
CLEANLINESS
MATTERS

LESSON 1: WHY CLEANLINESS MATTERS

SKILLS LEARNED:



INFORMATION
LITERACY



REFLECTION

LEARNING GOALS:

Students will:

- Understand what it means to care for and tidy up a space.
- Recognize the difference between a clean and messy space.
- Begin to associate cleaning with positive feelings like pride and joy.
- Reflect on how they feel when a space looks and feels cared for.

SUGGESTED TIME:

- 40–45 minutes

SEL:

- Self-Awareness, Social Awareness

MATERIALS:

- Chart paper/whiteboard and markers
- Paper and crayons/colored pencils
- “The Berenstain Bears and the Messy Room” by Stan Berenstain, or other read-aloud featuring messy vs. clean living areas

Common Core Alignment

■ CCSS.ELA-Literacy RI.K.1, RI.1.1, RI.2.1, RI.3.1	Ask and answer questions about key details in a text.
■ CCSS.ELA-Literacy SL.K.5, SL.1.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

Word Bank

■ Clean	Free from dirt or mess
■ Germs	Tiny things that can make us sick
■ Responsibility	Doing your part to take care of yourself and your things
■ Tidy	Neat and organized

1. Introduction (5 min)

Ask students:

- What does it mean to be clean?
- Why do you think cleaning is important?
- What places do we clean and why?

Introduce the word bank and discuss new words.

2. Read-Aloud and Discussion (10 min)

Read a story featuring messy vs. clean living areas such as *Germs Are Not for Sharing* by Elizabeth Verdick or watch a read-aloud video.

Pause to ask:

- What are germs?
- How do we stop them from spreading?

Discuss:

- How does it feel to be in a clean space?
- How did they feel before cleaning and how did they feel while cleaning?
- What about a messy one?

3. Group Brainstorm (10 min)

Show or describe a messy vs. clean classroom.

Ask students:

- What does a messy space feel like? How do you feel in a clean space?
- Which would you rather learn or play in?

Make a class list: “Ways We Can Keep Our Classroom Clean” and use it to fill out the Chore Chart, assigning tasks to each student.

4. Demonstration (10 min)

Show simple cleaning steps (i.e. tidying book shelf, folding rest mats, putting away toys, etc.)

Invite students to help demonstrate with a paper towel.

5. Reflection Activity (10 min)

Prompt:

- Draw or write about a time you cleaned something.
- How did it make you feel? Why was it important?

Have students complete the **Clean Feels Good** Reflection Worksheet.

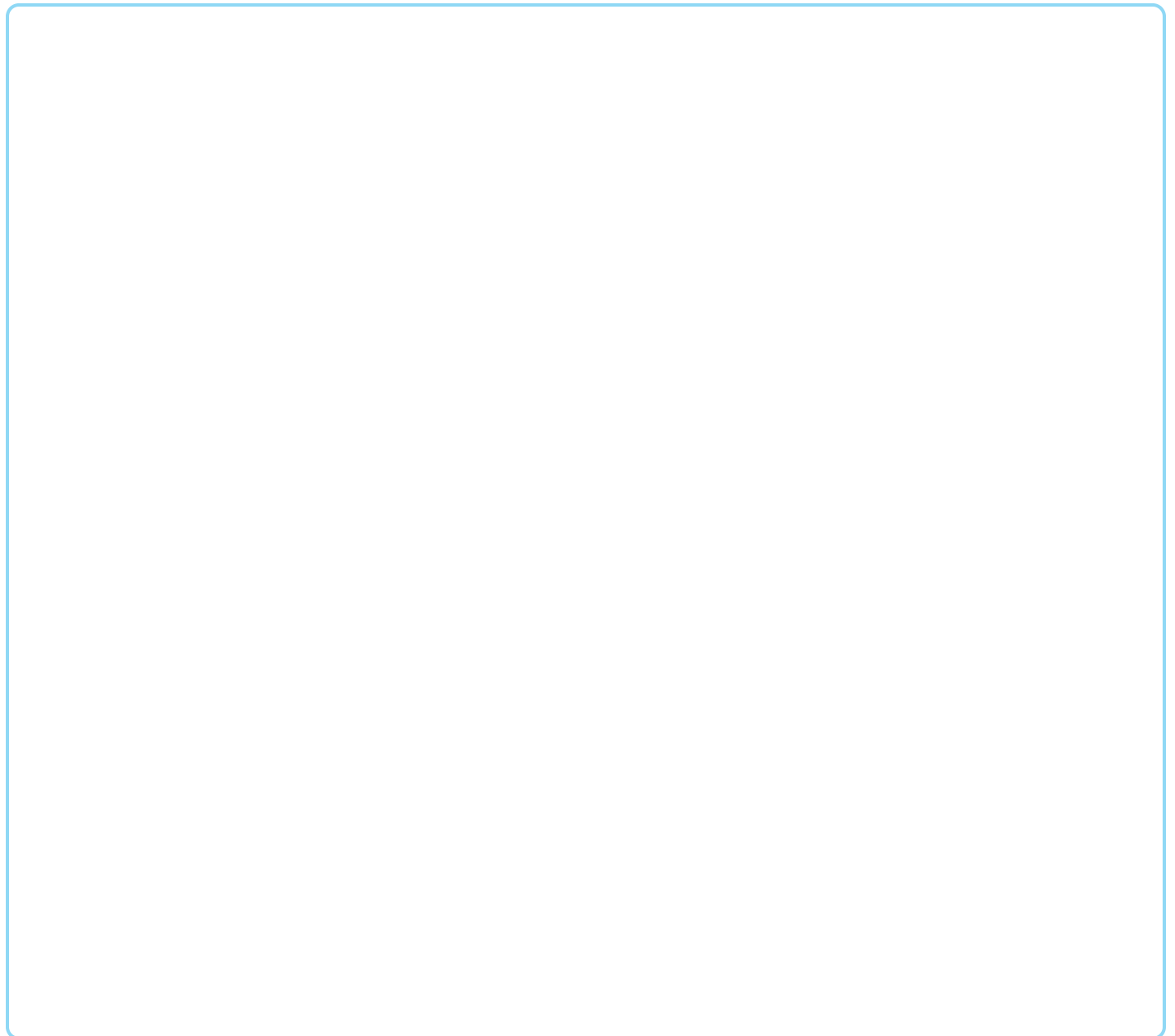


Educator Note: Have students create emotional cards to place with messy spaces vs. clean spaces.

CLEAN FEELS GOOD REFLECTION WORKSHEET

My Clean Space

Draw a picture of a space that feels clean and happy to you. (It could be your room, desk, classroom, reading corner, etc.)



CLEAN FEELS GOOD REFLECTION WORKSHEET (CONT'D)

How I Feel in My Clean Space

Circle the faces that show how you feel when your space is clean:



Happy



Calm



Proud



Excited



Sad



Frustrated

Let's Finish These Sentences:

1. My clean space is _____

2. I feel _____ when it is clean because

3. I think cleaning is important because _____

Bonus Thought

4. Cleaning helps me and others feel _____

LESSON 2:
CLEAN HABITS
FOR ME

LESSON 2: CLEAN HABITS FOR ME

SKILLS LEARNED:



ACTION PLANNING



ORGANIZATION



REFLECTION

LEARNING GOALS:

Students will:

- Recognize that small habits help keep their spaces tidy and cared for
- Plan and practice personal routines that build responsibility
- Celebrate how consistent habits can lead to pride and joy
- Reflect on what it feels like to complete a cleaning habit

SUGGESTED TIME:

- 45 minutes

SEL:

- Self-Reflection, Self-Management, Awareness

MATERIALS:

- “Pigsty” by Mark Teague
- Blank paper and drawing supplies (Crayons/colored pencils)
- Chart paper or whiteboard and markers
- Printed Clorox Chore Chart
- Optional: Stickers, stamps, or participation tokens

Common Core Alignment

■ CCSS.ELA-Literacy SL.K.1, SL.1.1, SL.2.1, SL.3.1	Participate in collaborative conversations about grade-level topics.
■ CCSS.ELA-Literacy W.K.8, W.1.8, W.2.8, W.3.8	Recall and gather information to answer a question.
■ CCSS.ELA-Literacy SL.K.5, SL.1.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

Word Bank

■ Habit	Something you do regularly, often without thinking
■ Routine	A set of actions you do in the same order every day
■ Checklist	A list of things to do that you can check off when finished
■ Organize	To arrange things in order or in a tidy way

1. Introduction (10 min)

Introduce the word bank and discuss.

Read or play the read the aloud video for “Pigsty” by Mark Teague.

Discuss:

- Wendell and the pigs had to work hard to clean his room. Would it have been so hard if they hadn’t let it get so messy?
- What are some things Wendell could have done each day to keep his room from becoming too messy?
- Wendell and the pigs showed good teamwork in cleaning up his room. How can you work as a team at home or in class to keep those spaces clean?

2. Naming Clean Habits for Me (10 min)

On chart paper, create a class “Clean Habits that Show We Care” list.

Discuss:

- What are some things you do every day to help keep personal spaces tidy at home or in the classroom?

As students share ideas, put them on the chart paper. Celebrate each idea as a way to show care for self and others.

Sample ideas:

- Put away toys after play
- Push in chairs
- Put away books neatly
- Sweep crumbs into your hand and throw them away
- Use tissues and throw them away
- Make your bed

3. Clean Habit Charades (10 min)

- Have students act out habits from the chart you created without any words or props.
- Classmates guess the habit being shown.

4. Use the Chore Chart (15 min)

Remind students about Wendell’s bedroom from the story *Pigsty* and how it would have been easier and felt better if he had habits each day to keep his room clean, rather than waiting until it was a pigsty. Have students utilize the Chore Chart (page 18) for them to use at home so they don’t end up with a mess of their own!

Each student completes a Chore Chart by tracking their contributions to a clean space.

5. Reflection Activity (10 min)

- What clean habit are you most proud of?
- How do you feel when your space is tidy?
- What will help you remember your habit every day?

Students can share out loud, draw or write a short response.

LESSON 3:
CARING FOR
SHARED SPACES

LESSON 3: CARING FOR SHARED SPACES

SKILLS LEARNED:



REFLECTION



ACTION PLANNING



LEADERSHIP SKILLS

LEARNING GOALS:

Students will:

- Understand what a shared space is and why it matters
- Identify ways to show care and pride in group spaces
- Plan and participate in a tidying activity with classmates
- Reflect on the positive feelings that come from helping together

SUGGESTED TIME:

- 45-60 minutes

SEL:

- Relationship Skills, Self-Awareness, Social Awareness

MATERIALS:

- “What if Everybody did That?” by Ellen Javernick
- Chart paper and markers
- The **Clean Feels Good** Chore Champions of _____’s Class!
- **Optional:**
 - Music to play during chores
 - Poster or butcher paper for teamwork poster activity
 - Art supplies for teamwork poster, such as markers, paint, crayons, etc.

Common Core Alignment	
■ CCSS.ELA-Literacy SL.K.1, SL.1.1, SL.2.1, SL.3.1	Collaborative conversations about grade-level topics.
■ CCSS.ELA-Literacy W.K.8, W.1.8, W.2.8, W.3.8	Recall and gather information to answer a question.
■ CCSS.ELA-Literacy SL.K.5, SL.1.5	Add drawings or other visual displays to descriptions as desired.

Word Bank	
■ Shared Space	A place that many people use together (like a classroom or living room)
■ Respect	Caring about people and places
■ Community	A group of people who share a place or work together
■ Plan	Steps we decide on together

1. Introduction (10 min)

Ask students:

- What are shared spaces?
- Why is it important to take care of places we all use?

Introduce the word bank and discuss examples of shared spaces at school (classroom, playground, library, hallways). Now, ask students to think of shared spaces in their home (kitchen, living room, etc)

Ask students whose job it is to keep these shared spaces clean? Is it something we can help with?

2. Read-Aloud or Video (10 min)

“What if Everybody Did That?” By Ellen Javernick

Discuss:

- What were some shared spaces you saw in the story?
- What were some ways the main character in the story did not show he cared for shared spaces?
- What if everyone acted like the main character? What would our shared spaces be like? How would it feel to be in those spaces?

3. Group Discussion and Brainstorm (10 min)

Discuss:

- What are some things we already do to keep our classroom tidy? (ex. You may already have classroom jobs around tidying up)
- What are some areas of our classroom that still need more help? Why?

Using chart paper, ask students to brainstorm ideas of classroom chores that could be done (in addition to classroom jobs you may already have).

Examples may include:

- Turn all book covers to face forward
- Straighten pillows or rugs
- Sort toys or manipulatives by type
- Stack scrap paper neatly
- Line up lunchboxes or water bottles
- Put lids on markers or glue sticks



Educator Note: We recommend printing and laminating the **Clean Feels Good** Chore Chart so that you can use dry erase marker on it to easily rotate chores and use week after week!

4. Differentiated Activities (15 min)

- Once you have created a list of chores as a class, make sure that all of the ideas are age appropriate and realistic.
- Introduce the **Clean Feels Good** Chore Champions of _____’s Class! Chart.
- Come up with names for each of the chores as a class (ex. Putting lids on markers or glue sticks = Lid Leader).
- Randomly assign students each chore and decide on a system of how to rotate chores (weekly, monthly, etc).
- Decide on a time of day that each chore should be done and how often.
- Allow students to practice doing their chore. We recommend playing music to keep this time fun and upbeat!
- Monitor for understanding and successful completion of each chore.

Discuss:

- How did it feel to do your chore?
- Was it easy to complete your chore?
- What if you had to do all the chores, would it still be easy?
- How does working together help make keeping our shared spaces clean easier?

5. Teamwork Poster Activity (10 min)

As a class, brainstorm words and phrases that describe how it feels to clean together (e.g., proud, happy, helpful, strong, friends).

On a large poster, write “TEAMWORK MAKES US FEEL...” and have students add their words, drawings, or handprints. Decorate the poster together—this will be displayed to celebrate your team effort.

THE CLEAN FEELS GOOD

CHORE CHAMPIONS

of _____ 's Class!

CHORE	CHORE CHAMPION	DONE

LESSON 4:
**COMMUNITY CLEAN-
UP ACTION!**

LESSON 4: COMMUNITY CLEAN-UP ACTION!

CELEBRATING TEAMWORK AND PRIDE IN CLEANING

SKILLS LEARNED:



REFLECTION



ORGANIZATION



LEADERSHIP SKILLS

LEARNING GOALS:

Students will:

- Reflect on how tidying shared spaces helps everyone
- Identify places in the community that need care
- Participate in a safe, collaborative cleanup
- Celebrate teamwork, contribution, and positive change

SUGGESTED TIME:

- 45-65 minutes

SEL:

- Responsibility, Responsible Decision Making, Relationship Skills

MATERIALS:

- Clipboards or hard writing surfaces, paper, and pencil
- Trash bags, gloves (optional/supervised use)
- Clean Team Reflection Handout
- Stickers (optional)
- Camera or device for before/after photos (optional)

Common Core Alignment	
■ CCSS.ELA-Literacy SL.K.1, SL.1.1, SL.2.1, SL.3.1	Collaborative conversations about grade-level topics.
■ CCSS.ELA-Literacy W.K.8, W.1.8, W.2.8, W.3.8	Recall and gather information to answer a question.
■ CCSS.ELA-Literacy SL.K.5, SL.1.5	Add drawings or other visual displays to descriptions as desired.

Word Bank	
■ Accomplish	To finish something you worked hard on

1. Introduction (5 min)

Ask students:

- How does it feel when we work together to spread the feel-good power of clean?
- Why does cleaning for someone else feel good?
- Why is it important to serve others through cleaning?

Let students know that today they're going to take what they've learned and use it to help clean up places around their school community that could use some extra care.

2. Clean Beyond Our Classroom (10 min)

Introduce community as any place we share — like our school yard, hallways, or garden.

Ask Students:

- What shared spaces outside our classroom have you seen that look messy?
- How does it feel to walk through a space that's clean and cared for?

Create a list of school spaces the students already know (e.g., blacktop, lunch tables, fence line, planters, hallways)

3. Community Walk (20-25 min)

Take students on a supervised walk around the school campus or yard. At each stop, prompt them to observe (optional: have them record their answers with their paper and clipboard):

- What do we see?
- Is anything out of place? (trash, weeds, disorganized items)
- What could we do to help?

Before having students clean an area, take a picture of how the space looked before, if possible. If safe and sanitary, have students work together to do any necessary cleanups along your walk.

For example:

- Pick up scattered litter with gloved hands or tongs
- Pull weeds from planter boxes or fence line
- Organize ball bins or outdoor shelves
- Sweep or brush leaves (if allowed and safe)

If you were able to take a before picture, be sure to take an after picture, too!

Be sure to share the visible results with students and celebrate their accomplishments!

4. Reflection and Celebration (10-15 min)

Return to the classroom and pass out the Clean Team Reflection Worksheet on the following page (or, for younger students, allow verbal sharing + drawing using the prompts below).

Prompts:

- "Today we helped clean up..."
- "One thing I did to help was..."
- "I felt _____ when we cleaned our school together."
- Draw how you felt before you cleaned today and after you cleaned today.

5. Clean-Up Celebration Circle (5 min)

- Each student says one word about how it felt to help.
- Celebrate by playing music, passing out stickers, playing a game, etc.

Optional:

- Display before/after photos

CLEAN TEAM REFLECTION HANDOUT

Name: _____

Today, our team cleaned: _____

One thing I did to help: _____

Working together made me feel:

☐ Happy ☐ Proud ☐ Helpful ☐ Strong

☐ Other: _____

Draw or write about your favorite part of cleaning as a team:

One way I can keep showing teamwork in my school community:

REALIZE
the **DREAM**



Clean feels **GOOD**

(And does good, too!)