

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.**

GRADES 4 TO 6

Clean Feels Good. And does good, too.

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

LEGACY+

A woman with curly hair, wearing a yellow and white striped shirt and green leggings, is smiling and looking at a young boy. The boy is wearing a plaid shirt and grey pants, and is holding a green towel with white stars. They are standing next to a large, light-colored laundry basket filled with clothes. The background is a bright, modern interior with a doorway visible.

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

– Marie Kondo

Organizing consultant, author & tv personality

Essential Question

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

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 social media, presentation or other forms of celebration.

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 effects 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 homes, classrooms and communities.

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.

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?

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.

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:



CRITICAL
THINKING



REFLECTION



INFORMATION
LITERACY

LEARNING GOALS:

Students will:

- Understand how germs spread and why it's important to prevent germs from spreading
- Reflect on how clean vs. messy spaces affect our mood and focus
- Explore what it means to take care of spaces — for ourselves and others
- Make connections between tidiness, pride, and personal responsibility

SUGGESTED TIME:

- 45-60 minutes

SEL:

- Self-Awareness, Social Awareness

MATERIALS:

- Chart paper or whiteboard and markers
- "How to See Germs Spread Experiment" by Mark Rober (stop at 6:11)
- Germs and Cleaning Reflection Sheet (see below)

Common Core Alignment	
■ CCSS.ELA-Literacy RI.4.1, RI.5.1, RI.6.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
■ CCSS.ELA-Literacy SL.4.1, SL.5.1, SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 4/5/6 topics and texts, building on others' ideas and expressing their own clearly.

Word Bank	
■ Germ	Tiny living thing that can cause illness
■ Clutter	Objects that are out of place and make a space untidy
■ Virus	A tiny germ that can make people sick
■ Cleanliness	Ways to keep yourself and your surroundings clean
■ Prevention	Steps taken to stop something from happening

1. Introduction (10 min)

Start by walking your students through this visualization activity:

Invite students to close their eyes, put their head down, or just sit in a comfortable position.

Ask students:

"Imagine yourself in a comfortable place that is cozy, clean, and organized. There is no clutter lying around and every surface has been recently cleaned."

Picture the Following: How does this place look? How does this place smell? How do you feel being in this place?

Allow time for students to share their answers to the questions from the first visualization. Ask them to come up with words to describe this place.

Now, walk students through a second visualization activity:

"Now, imagine yourself in that same place, but this time things are different. There is clutter all around you. Maybe you can't get comfortable because there are wrappers, books, cups, and all sorts of things taking up so much space. The surfaces, including the tables or counters, haven't been cleaned, so there is grime and crumbs everywhere."

Picture the Following: How does this place look? How does this place smell? How do you feel being in this place?

Allow time for students to share their answers to the questions from the first visualization. Ask them to come up with words to describe this place.

Divide chart paper into three sections: Home, Classroom, and Community.

Introduce this concept: "**Clean Feels Good**". Allow students to share what this phrase means to them in each of these places.

As they share, record their ideas on the chart paper.

Ask students:

- How do you feel when your room, desk, or classroom is clean?
- How do you feel when those spaces are messy?
- Why do you think cleaning can help people feel calm, proud, or ready to learn?

2. Germ Simulation Activity (10 min)

Play "How to See Germs Spread Experiment" video (stop at 6:11)

Discuss:

- What surprised you the most about the germ experiment?
- How often do you think you touch your face during the day?
- How can we help stop the spread of germs in our class and school?
- Why is this important?

3. Why Cleanliness Matters (10 min)

Revisit the phrase "**Clean Feels Good**" and what this phrase meant to your students.

- Now that we have seen how germs spread, how does that add to our feelings about "Clean Feels Good?"

Add their new ideas onto the chart paper.

4. Reflection (10 min)

Distribute the Germs and Cleaning Reflection Worksheet.

Instruct students to answer the questions and draw or describe a place in school that needs frequent cleaning.

Invite a few students to share their reflections with the class.



GERMS AND CLEANING REFLECTION WORKSHEET



1. What is one thing you learned about germs today?

2. Why do you think cleaning is important for you and your school?

3. Describe what “Clean Feels Good” means to you.

LESSON 2:
CLEAN HABITS
FOR ME

LESSON 2: CLEAN HABITS FOR ME

SKILLS LEARNED:



ACTION
PLANNING



INFORMATION
LITERACY



ORGANIZATION

SUGGESTED TIME:

■ 40-45 minutes

SEL:

■ Self-Reflection, Self-Management, Awareness

LEARNING GOALS:

Students will:

- Identify and commit to personal habits that reflect care and pride
- Learn how routines help build calm, ready-to-use spaces
- Practice planning and tracking cleaning actions

MATERIALS:

- Clean habits checklist worksheet
- Student journals

Common Core Alignment

■ CCSS.ELA-Literacy W.4.2, W.5.2, W.6.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
■ CCSS.ELA-Literacy SL.4.1, SL.5.1, SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 4/5/6 topics and texts, building on others' ideas and expressing their own clearly.

Word Bank

■ Habit	Something you do regularly
■ Routine	A set of steps you follow each day
■ Responsibility	Doing your part and taking ownership
■ Pride	Feeling good about what you've done
■ Step-by-step	Doing something in a specific order

1. Introduction (10 min)

Ask students:

- What is a habit?
- What habits do we do each day that we may not even think about? For example, taking our shoes off when we get home.
- What are some habits that could lead to our spaces getting really messy really quickly?
- What are some cleaning habits that help us keep our personal spaces clean and organized?
- Why do you think cleaning habits are important?
- Have you ever let one of your personal spaces get too messy? How did it make you feel?
- How did it feel while you were cleaning that space?

Tell students that when we build cleaning habits, we get to enjoy how clean feels good a lot more. If we don't build cleaning habits, messes can build instead.

Cleaning and building clean habits feel good to do, and the results feel good too.

Introduce the word bank and discuss.

2. Use the Clean Feels Good Chore Chart (15-20 min)

Pass out the **Clean Feels Good** Chore Chart (page 17). Have students fill it in for them to use at home or school so they can start building their own cleaning habits. Encourage simple, realistic habits that they can easily fit into their daily routine.

3. Reflection (15 min)

Have students write in their journals:

- What clean habit do you think will help keep your space clean the most?
- How do you feel when your space is tidy?
- What will help you remember your habit every day?

Allow students to share and discuss as a group.

LESSON 3:
**CARING FOR
SHARED
SPACES**

LESSON 3: CARING FOR SHARED SPACES

SKILLS LEARNED:



ORGANIZATION



ACTION
PLANNING



LEADERSHIP
SKILLS

SUGGESTED TIME:

- 50–60 minutes

SEL:

- Relationship Skills, Self-Awareness, Social Awareness

LEARNING GOALS:

Students will:

- Identify classroom tasks that need to be completed to keep the space clean
- Collaborate to plan and tidy those spaces together
- Understand how caring for shared spaces supports home and classroom pride
- Reflect on their individual and group roles

MATERIALS:

- Clipboards
- Pencil and paper
- Cleaning Action Plan Handout
- Clean Feels Good Chore Chart
- Music to play during chores (optional)

Common Core Alignment

■ CCSS.ELA-Literacy SL.4.1, SL.5.1, SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 4/5/6 topics and texts, building on others' ideas and expressing their own clearly.
■ CCSS.ELA-Literacy W.4.8, W.5.8, W.6.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

Word Bank

■ Teamwork	Working together to reach a goal
■ Shared Space	A place used by many people
■ Accomplishment	Something you are proud of finishing

1. Introduction (5 min)**Ask students:**

- What are shared spaces?
- Why is it important to take care of places we all use?
- How do you think taking care of shared spaces supports community pride?

Introduce the word bank and discuss.

2. Shared Space Walk (15-20 min)

If possible, have students use clipboards (or another hard surface) so they can take notes during this walk.

As a class or in small groups, walk through the classroom or hallway areas. Students will note spaces that feel disorganized, messy, or overlooked.

Upon returning to the classroom, have students share the spaces they noticed were messy.

Discuss why those spaces are messier than others and what, if anything, is already being done to help.

3. Cleaning Action Plan Handout (10-15 min)

Put students into small groups and distribute the Cleaning Action Plan Handout to each group. Assign each group one of the spaces that was discussed after the Shared Space Walk.

Have each group work together to plan how they will tidy, organize, and clean their assigned space. Once each group is done, allow time to share their plans.

If there is time today, you may choose to have them carryout their plans. Otherwise, make a plan to have them carryout their plans another time.

4. Classroom Clean Feels Good Chore Chart (15 min)**Ask students:**

- 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?

Introduce the **Clean Feels Good** Chore Chart. Using the ideas you just discussed, come up with a list of simple chores that students can do to help keep the classroom clean.

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?
- Did the classroom feel different after everyone helped?
- How did cleaning make you feel?
- What part of the cleaned space are you most proud of?

BEFORE & AFTER FEELINGS CHECK-IN**Before cleaning, how does this space feel?**

☐ Calm ☐ Busy ☐ Messy ☐ Welcoming ☐ Stressful ☐ Organized

After cleaning, how does this space feel?

☐ Calm ☐ Welcoming ☐ Organized ☐ Comfortable ☐ Ready to use



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!

Clean feels **GOOD**

CLEAN SPACES,

GOOD VIBES

CHORE

NAME

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W

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CLEANING ACTION PLAN HANDOUT

Our Cleaning Project: _____

Area(s) to Clean: _____

Supplies needed: _____

Steps to clean:

1. _____

2. _____

3. _____

Who will do each job?

_____	will	_____
_____	will	_____
_____	will	_____

When will we clean? _____

How will we know we did a good job? _____

LESSON 4:
CLEAN SPACES,
GOOD VIBES
ACTION!

LESSON 4: CLEAN SPACES, GOOD VIBES ACTION!

SKILLS LEARNED:



REFLECTION

LEADERSHIP
SKILLSCRITICAL
THINKING

SUGGESTED TIME:

- 60-70 minutes

SEL:

- Responsibility, Responsible Decision Making, Relationship Skills

LEARNING GOALS:

Students will:

- Explore what community means and why public spaces deserve care
- Identify local areas that could benefit from tidying or beautification
- Participate in a safe clean-up action on or near school grounds
- Reflect on their impact and personal pride in giving back

MATERIALS:

- Clipboards, paper, and pencil (optional)
- Camera or device for before/after photos (optional)
- Trash bags, gloves, other community clean-up supplies (optional/supervised use)
- Student Reflection Sheet (see below)
- Celebration music, snacks, or certificates (optional)

Common Core Alignment

■ CCSS.ELA-Literacy SL.4.1, SL.5.1, SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 4/5/6 topics and texts, building on others' ideas and expressing their own clearly.
■ CCSS.ELA-Literacy W.4.8, W.5.8, W.6.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

Word Bank

■ Impact	The effect or change something has
■ Celebrate	To recognize something special or important
■ Reflection	Thinking about what you did and what you learned

1. Introduction (5 min)**Ask students:**

- What is a community?
- Where are some places you go outside of school that are within our community? Have you ever noticed any areas in our community that get messy?
- How do you feel when you see areas like this in our community?

2. Community Care Walk (30–40 min)

If possible, pass out clipboards (or other hard surface) so that students can take notes while they walk.

If possible, take students on a supervised walk around the area surrounding your school.

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
- 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!



Educator Note: We recognize that it may not be possible or may be difficult for you to take your students off school campus to carry out a community clean up. If this is the case, we recommend: A) Keeping the cleanup project on school campus. B) Keeping the classroom discussion about the community, but then encouraging students to organize a separate cleanup event, or do what they can to help keep the community clean outside of school.

3. Reflection Activity (15 min)

Return to the classroom and pass out the Student Reflection Worksheet and give students time to independently record their answers to the reflection questions.

4. Celebration (10 min)

- Each student says one word about how it felt to help.
- Celebrate by playing music, passing out stickers, playing a game, etc. Display before/after photos (optional).

STUDENT REFLECTION WORKSHEET

1. What are you most proud of from your cleaning project?

2. How did you feel working as a team to clean?

3. What is one cleaning habit you want to keep practicing?

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the **DREAM**



Clean feels **GOOD**

(And does good, too!)