

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 7 TO 8

Clean Feels Good. And does good, too.

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

LEGACY+

A young woman with dark braided hair, wearing a bright yellow t-shirt, is smiling and watering a green plant in a black pot. She is holding a yellow watering can. The background is a bright, out-of-focus indoor space.

“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.

Service-Learning Skills Legend



ARGUMENT
FORMATION



INFORMATION
LITERACY



LEADERSHIP
SKILLS



ORGANIZATION



ACTION
PLANNING



RESEARCH AND
WRITING



CRITICAL
THINKING



REFLECTION

COMMUNITY SERVICE: EMPOWERING YOUTH THROUGH POSITIVE ACTION OVERVIEW

The **Clean Feels Good** lesson package helps Grade 7–8 students explore how the spaces around them — at home, at school, and in the community — shape the way they feel and focus. Through hands-on activities, discussion, and authentic service work, students discover the power of their actions in creating cleaner, more positive environments — and learn the difference between simply helping and creating improvements that last.

Building on the habits and pride introduced in earlier grades, each lesson asks students to investigate, plan, take action, and reflect — following the four-step service-learning cycle and growing into leaders who can improve the spaces they share with others.

Students will discover that small, consistent acts of care add up to real, measurable change — and that a cleaner, calmer space supports the well-being of everyone who uses it.

After completing these lessons, students will be equipped to lead the improvement of a shared space, evaluate its impact, and keep it cared for over time — extending the feel-good power of clean to their whole school and community.

Essential Questions

- How do the spaces we care for shape the well-being of the people who use them?
- In what ways can small, sustained acts of cleaning and care lead to lasting improvement in our shared spaces?

UN Sustainable Development Goal Connection

Caring for shared environments supports many of the United Nations Sustainable Development Goals (SDGs) — including **good health and well-being**, **quality education**, **sustainable cities and communities**, and **responsible consumption**. Every act of cleaning contributes to a healthier, more connected world. By taking action, students become part of a global movement for peace, prosperity, and a healthier planet.

Rationale

Engaging Grade 7–8 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 Socratic seminars, collaborative group work, video and article analysis, T-charts, graphic organizers, structured research, 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:
HOW CLEAN SPACES
MAKE US FEEL

LESSON 1: HOW CLEAN SPACES MAKE US FEEL

SKILLS LEARNED:



CRITICAL
THINKING



RESEARCH AND
WRITING



INFORMATION
LITERACY



REFLECTION

LEARNING GOALS:

Students will:

- Reflect on how clean, cared-for spaces affect our mood, focus, and overall well-being.
- Gather observations and survey their peers to see how different spaces affect the people who use them.
- Explore what "clean feels good" means at home, at school, and in the community.
- Connect caring for a space to caring for the people who share it.

SUGGESTED TIME:

- 60–75 minutes

SEL:

- Self-Awareness, Social Awareness, Responsible Decision Making

MATERIALS:

- Chart paper or whiteboard and markers
- A short observation sheet or set of peer-survey questions (student-created or teacher-provided)
- Optional: a short article or clip on how clean, uncluttered spaces affect mood and focus
- "How Clean Spaces Make Us Feel" Reflection Worksheet (see following page)
- Student journals or lined paper

Common Core Alignment

■ CCSS.ELA-Literacy RI.7.1, RI.8.1	Cite textual evidence to support analysis of what the text says explicitly and inferences drawn from the text.
■ CCSS.ELA-Literacy SL.7.1, SL.8.1	Engage effectively in collaborative discussions, building on others' ideas and expressing one's own clearly with diverse partners on grade 7/8 topics and texts.
■ CCSS.ELA-Literacy W.7.2, W.8.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Word Bank

■ Well-being	Your overall health in body and mind – including how you feel day to day.
■ Observation	Information you gather by carefully watching and noting what you see.
■ Survey	A set of questions used to gather people's experiences or opinions.
■ Atmosphere	The overall mood or feeling of a place.
■ Environment	The surroundings and conditions a person lives, learns, or spends time in.
■ Stewardship	The careful, responsible care of something entrusted to you.

1. Visualize Two Spaces (10 min)

Ask students to close their eyes or look down. Walk them through a guided visualization: *"Picture a space you spend time in that is clean, calm, and cared for. Notice how it looks, how it smells, how easy it is to breathe and focus. Now picture the same space when it isn't cared for — clutter on every surface, overflowing bins, grime you can see and smell."*

Have students jot three words for how each version makes them feel, and one way it might change how they'd work, rest, or treat the space.

Draw a three-column chart — **Home · School · Community** — and ask: *"What does 'clean feels good' mean in each of these places?"* Record their ideas. Frame the lesson: today we'll look at why a cared-for space actually feels — and works — better.

2. Gather the Evidence (15 min)

Move from opinion to evidence. As a class or in small groups, students gather their own data on how spaces affect people — either a quick observation walk (rating a few spaces and noting what they see) or a short peer survey (e.g., *"Which space in the building feels best to you, and why? Where do you focus best?"*).

Encourage students to look for patterns:

- Which spaces do people say feel best to be in — and what do those spaces have in common?
- Where do people say they focus, rest, or feel most comfortable?
- What does this add to "clean feels good"? (A cared-for space doesn't just look nicer — people notice and feel the difference.)

3. How Spaces Shape Us · Small Group (15 min)

Share a short article or clip on how clean, uncluttered environments affect mood, stress, and concentration. In small groups, students connect the science to their own experience:

- When has a space changed how you felt or how well you could focus?
- Which spaces in your day most affect your well-being — and why?
- If everyone deserves a space that feels good to be in, who helps make that happen?

Groups share takeaways. Capture recurring themes on the chart paper.

4. Explain It (10–15 min)

Each student writes a short explanation (3–5 sentences) responding to: **"Why does a clean, cared-for space make us feel and function better?"**

Encourage them to use the evidence they gathered and the discussion. Pairs trade and add one detail to each other's explanation.

5. Reflection & Exit (10 min)

Students complete the *"How Clean Spaces Make Us Feel"* Reflection Worksheet.

Exit ticket: One word for how a cared-for space makes you feel — and one word for how you understand "clean feels good" differently now.

HOW CLEAN SPACES MAKE US FEEL REFLECTION WORKSHEET

1. Think of a space you spend time in that feels clean and cared for. Describe how it makes you feel — and what it is about that space that makes it feel good to be in.

2. What did your observations or survey show about how the spaces people use affect the way they feel or focus?

3. In your own words, explain why "clean feels good." Connect a feeling to a reason from today's lesson.

4. Name one space at school, at home, or in your community you'd like to feel better in — and one action you could take to care for it.

LESSON 2:
BUILDING SYSTEMS
THAT LAST

LESSON 2: BUILDING SYSTEMS THAT LAST

SKILLS LEARNED:



ACTION
PLANNING



ORGANIZATION



REFLECTION



RESEARCH AND
WRITING

LEARNING GOALS:

Students will:

- See the difference between a habit you keep on your own and a system a whole group keeps together.
- Figure out why some habits stick and others don't — and use the cue, routine, reward pattern to build ones that last.
- Build a cleaning routine for yourself — and one for the class — that's actually easy to stick to.
- Notice what gets in the way of keeping a space clean, and make a plan to get past it.

SUGGESTED TIME:

- 50–60 minutes

SEL:

- Self-Management, Goal Setting, Metacognition

MATERIALS:

- Student journals or lined paper
- "The Habit Loop" explainer handout or whiteboard diagram (educator-created)
- Clean Habits System Design Worksheet (see following page)
- Optional: a brief excerpt from *Atomic Habits* Chapter 1 by James Clear, or a short video summary

Common Core Alignment

■ CCSS.ELA-Literacy W.7.2, W.8.2	Write informative/explanatory texts to examine a topic and convey ideas clearly.
■ CCSS.ELA-Literacy SL.7.1, SL.8.1	Engage in collaborative discussions, building on others' ideas.
■ CCSS.ELA-Literacy RI.7.3, RI.8.3	Analyze how a text makes connections between individuals, events, and ideas.

Word Bank

■ Habit loop	The simple pattern behind most habits: a cue sets it off, you do the routine, and you get a reward.
■ System	A set of routines that work together so something gets done the same way every time.
■ Accountability	Owning your part and following through — for yourself and the people you share a space with.
■ Motivation	The reason you want to do something. The kind that lasts usually comes from inside — because it matters to you — not from a reward.
■ Friction	Anything that makes a good habit harder to do. Less friction means it's easier to keep up.
■ Identity habit	A habit that comes from who you want to be — "I'm someone who keeps my space cared for" — not just a goal you're chasing.

1. Entry Task · Habits Audit (10 min)

In journals: *List 5 habits you do every day without thinking. Now list 2 habits you know you should build but haven't. What's the difference between these two lists?*

Brief share-out. Then pose the question: **"What if staying on top of a space wasn't about willpower at all — but about setting things up so the easy choice is the clean one?"**

2. The Habit Loop (15 min)

Introduce the **cue** → **routine** → **reward** pattern — the simple loop behind most habits. Diagram it on the board.

Example: Cue = backpack dropped at the door. Routine = put shoes away, hang bag. Reward = calm, organized entry.

In pairs, students map a current cleaning habit they have — or one they want — using the loop. Discuss: What makes a habit stick? What causes it to break down? What role does the design of your environment play?

3. From Habits to Systems (15 min)

Pose: *"A habit is something one person keeps up. A system is something a group keeps up together. Which one works better for a space everybody shares?"*

Introduce a **class cleaning system**: who does what, when it happens, and how the group keeps each other on track.

In groups, design one: What jobs are needed? How often? What happens when someone forgets? Groups present, and the class votes on the best parts to turn into a real system.

4. Personal System Design (10–15 min)

Students complete the *Clean Habits System Design Worksheet*, creating a personal cleaning system for one space they're responsible for (locker, bedroom, desk).

The system must include: at least 3 specific habits with cue and reward for each, and a self-accountability strategy.

5. Reflection (10 min)

Journal prompt: *"What's the difference between being told to clean and deciding to — and how does it feel when a space stays clean because of a system you built, not because someone nagged you?"*

Optional share-out. Collect worksheets for assessment.



CLEAN HABITS SYSTEM DESIGN

NAME

DATE

1. Choose one personal space you're responsible for (locker, desk, bedroom, gym bag, etc.). Describe its current state: is it cared for, or does it need work?

2. Design your personal cleaning system. For each habit, identify the CUE (what triggers it), the ROUTINE (what you do), and the REWARD (what you get from it).

#	CUE	ROUTINE	REWARD
Habit 1			
Habit 2			
Habit 3			

3. What are things that can get in the way of keeping your space clean – and what's one habit that could help?

4. How will you hold yourself accountable? Describe your self-accountability strategy (a partner, a tracker, a weekly check-in, etc.).

LESSON 3:
**LEADING BETTER
SHARED SPACES**

LESSON 3: LEADING BETTER SHARED SPACES

SKILLS LEARNED:



LEADERSHIP
SKILLS



ACTION
PLANNING



ORGANIZATION



CRITICAL
THINKING

SUGGESTED TIME:

- 60–70 minutes

SEL:

- Relationship Skills, Social Awareness, Responsible Decision Making

LEARNING GOALS:

Students will:

- Explore why the spaces we all share only stay nice when we all help keep them that way.
- Walk their school and audit its shared spaces, then use what they find to decide which ones need help most.
- Work as a team to design and pitch a plan to improve a real space that needs it.
- Practice leading, listening, and working things out together.

MATERIALS:

- Clipboards, paper, pencils for the audit walk
- Shared Space Audit Template (see following page)
- Shared Space Improvement Plan Handout (see following page)
- Chart paper or whiteboard for whole-class synthesis
- Optional: laminated Clean Feels Good Chore Chart for classroom implementation

Common Core Alignment

■ CCSS.ELA-Literacy SL.7.4, SL.8.4	Present claims and findings, sequencing ideas logically and using relevant evidence.
■ CCSS.ELA-Literacy W.7.7, W.8.7	Conduct short research projects to answer a question, drawing on several sources.
■ CCSS.ELA-Literacy W.7.8, W.8.8	Gather relevant information from multiple sources and assess credibility.

Word Bank

■ The commons	Spaces or things a whole community shares — and everyone helps keep up.
■ Civic responsibility	Doing your part as a member of a community.
■ Audit	A careful, organized check of how something is doing.
■ Prioritization	Deciding what needs attention first.
■ Stewardship	Taking good care of something that's been put in your hands.
■ Advocacy	Speaking up for a change you believe in.

1. The Table Nobody Cleans (10 min)

Pose this: *"Think about the table your group uses at lunch. Everyone eats there, someone always leaves a mess – and eventually nobody wants to sit there. Nobody's job is to clean it up. So whose responsibility is it?"*

This is what happens to a space when everyone figures someone else will handle it. The more people share a space, the easier it is for no one to feel like it's theirs to take care of.

Discuss: Where do you see this at school? In your neighborhood? What changes when a group decides, on purpose, to share the responsibility?

2. Shared Space Audit - Walk & Document (20–25 min)

Distribute the Shared Space Audit Template. In small groups, students conduct a structured walk: hallways, cafeteria, restrooms, lockers, common areas, outdoor spaces.

For each space, students rate cleanliness (1–5), note specific issues, estimate how many students use it daily, and identify who currently maintains it.

Groups return to class and compile findings on chart paper. Class identifies the **top 3 priority spaces**.

3. Shared Space Improvement Plan (20 min)

Assign each group one of the priority spaces. Groups complete the Improvement Plan, including:

- A clear problem statement backed by their audit data
- Specific proposed solutions — schedule, supplies, responsible parties
- A strategy for sustaining the improvement over time
- How they will measure success

Groups present. Class gives structured peer feedback: *"One strength is... One question I have is... One suggestion is..."*

4. Make It Stick (10 min)

As a class, vote on which plan to put into action first (or combine plans across spaces). Hand out roles: **Space Steward, Supply Manager, Documentation Lead, Weekly Checker**.

Set up a simple way to track progress over the next two to four weeks.

Quick reflection: How does it feel to be the person a shared space can count on? Have a few students share.



SHARED SPACE AUDIT

GROUP MEMBERS

DATE

As you walk, observe carefully. Be specific. Your data will drive the improvement plan.

[illegible]

★ **Our top 3 priority spaces – and why each one matters:**

SHARED SPACE IMPROVEMENT PLAN

GROUP MEMBERS	SPACE ASSIGNED
1. Problem statement (use your audit data): What is the current state of your space, and why does this matter?	
2. Proposed solutions: What specific steps will your team take to improve this space? List at least 3.	
3. Who is responsible for each step? (Name each role and person.)	
4. How will you sustain this improvement over time? What ongoing system will you put in place?	
5. How will you measure success? What will "better" look like in 2–4 weeks?	

LESSON 4:
**LEAD THE CHANGE,
MEASURE THE
IMPACT**

LESSON 4: LEAD THE CHANGE, MEASURE THE IMPACT

SKILLS LEARNED:



LEADERSHIP
SKILLS



ARGUMENT
FORMATION



ACTION
PLANNING



RESEARCH AND
WRITING

LEARNING GOALS:

Students will:

- Design and lead a student-led project to improve a shared school space — a cafeteria, lockers, an entrance, or a priority space from their Lesson 3 audit.
- Apply persuasive writing and communication skills to recruit and motivate peers.
- Document, reflect on, and evaluate the impact of their service — including how the improved space feels to use.
- Build a simple system so the improvement lasts beyond the project.

SUGGESTED TIME:

- 75–90 minutes

SEL:

- Leadership, Responsible Decision Making, Social Awareness

MATERIALS:

- Clipboards, paper, pencils
- Refresh supplies for an indoor space — cleaning cloths, gloves, bins or organizers, and signage materials (adult-supervised use)
- Devices for creating digital content (optional — posters, social posts, slides)
- Camera or phone for before/after documentation (optional)
- Campaign Planning Template & Impact Reflection Worksheet (see following pages)
- Optional: certificates, music, snacks for the celebration

Common Core Alignment

■ CCSS.ELA-Literacy W.7.1, W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
■ CCSS.ELA-Literacy SL.7.4, SL.8.4	Present claims and findings logically using relevant evidence.
■ CCSS.ELA-Literacy W.7.6, W.8.6	Use technology to produce and publish writing and to collaborate with others.
■ CCSS.ELA-Literacy SL.7.5, SL.8.5	Integrate multimedia components into presentations to clarify information.

Word Bank

■ Campaign	An organized effort to achieve a goal, often involving persuasion and mobilizing others.
■ Impact	The measurable effect or change that an action produces.
■ Mobilize	To organize and motivate people to take collective action.
■ Narrative	The story you tell about why something matters and what should be done.
■ Sustainable change	A change that lasts over time because it is built into systems and culture, not just individual effort.
■ Amplify	To increase the reach or impact of a message or action.

1. Plan Your Improvement (20–25 min)

Frame: *"Real change doesn't just happen — it's organized, communicated, and sustained. Today you move from helping out to leading the improvement of a space your whole school uses."*

In small groups, students use the Campaign Planning Template to plan the improvement of one shared indoor space — a cafeteria, locker bay, bathroom, or school entrance (or a priority space from their Lesson 3 audit). The plan needs: a name and slogan, the target space, a clear call to action for peers, and a way to document and share the before/after.

Each group presents in 2–3 minutes. Class gives feedback: *"This would motivate me to help because... One thing that would make it stronger is..."*

2. The Improvement Action (25–35 min)

Students carry out their improvement in the chosen shared space. Take **before photos**. Assign roles: Team Leader, Supply Manager, Documenter, Timekeeper.

Work might include tidying and wiping down surfaces, decluttering and organizing, sorting recycling, or adding simple signage that helps everyone keep the space nice.

During the work, invite students to notice: What surprises you about the space? How does it *feel* to improve somewhere you use every day? What would help it stay this way?

After: take **after photos**. Pause to acknowledge the visible transformation.

3. Document & Share Impact (10–15 min)

Groups compile a simple impact summary: *Which space did you improve? What exactly did you do? How long did it take? How many people helped? How does the space feel to use now?*

Optional: students create a short social post, poster, or slide to share the before/after with the school community.

Discuss: How does this keep going beyond today? Who else gets recruited? What routine holds it in place?

4. Reflect, Evaluate & Celebrate (15–20 min)

Students complete the *Impact Reflection Worksheet*, evaluating what worked and how the space will stay cared for (connect to the systems from Lesson 2 and the stewards from Lesson 3). Each group shares one key insight in 60 seconds.

Celebrate: play music, hand out certificates, post before/after photos in the hallway. Close with a class commitment: *"One thing I'll do to keep our shared spaces clean and cared for is..."*

CAMPAIGN PLANNING TEMPLATE

GROUP MEMBERS	DATE
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1. Campaign name & slogan: What will you call your campaign? Write a one-sentence slogan that motivates others to act.

2. Target space: Which shared indoor space will you improve – cafeteria, lockers, a bathroom, the entrance? Why did you choose it? Use data from your Lesson 3 audit if you can.

3. Call to action: What exactly are you asking other students to do? Be specific. (e.g., "Join us Friday at lunch to reset the cafeteria – wipe the tables and sort the recycling.")

4. How will you document and amplify your impact? (Photos, poster, social post, presentation, school assembly?)

IMPACT REFLECTION

NAME

DATE

1. What was your most meaningful contribution to the campaign? Why does it matter to you personally?

2. Describe the impact of your team's work in specific, measurable terms (surfaces cleaned, items organized, square footage refreshed, number of participants, time spent).

3. What did this experience teach you about the connection between cleanliness, community, and how a space makes the people who use it feel?

4. What routine, role, or system would keep this space cared for over time – so the improvement lasts long after today?

5. If you continued this campaign, what is your next step? Who would you involve, and why?

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