



Lesson 3: Your 3 T's Improve Your Vision



Learning Target

- Students apply their research and learning from prior lessons to identify a vision statement using the 3 T's (time, talent and treasure) that align with their philanthropic interests.



20-25 Minutes

Lesson Overview and Teacher Prep



- **Warm-Up (5 min):** prompts students to think and write about their unique talents.
- **Activity (10-15 min):** students research the vision of organizations that align with their unique talents.
- **Reflection for Action (5 min):** asks students to write their vision and daily actions they can take to fulfill their vision.
- Materials used as needed: PowerPoint - HS Lesson 3 PP, L3W1, worksheets from prior lessons and laptops, iPads or other electronic devices for research
- Standards from [Common Core](#) and [National Council for Social Studies \(NCSS\)](#).
- Document your class's understanding of the 3 T's by posting pictures, videos, stories, and "a-ha!" moments to Facebook, Instagram, YouTube, and Twitter @ottercares #MYprojectheart



Philanthropy Objectives

- Analyze personal 3 T's and create a vision to use them locally, nationally, and/or globally.
- Research philanthropists and identify the purpose of their efforts.

Anchor Standards

- **CCSS.ELA-LITERACY.CCRA.R.1** - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCSS.ELA-LITERACY.CCRA.R.9** - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Common Core Standards

- **CCSS.ELA-LITERACY.RI.8.3** - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **CCSS.ELA-LITERACY.W.11-12.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Social Studies Standards

- **Individual Development and Identity** - f. Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions;





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Warm-Up:



PowerPoint Slide 1 + 2 – Writing and discussion prompt about students' talents and positive impact.



- Ask students to use their prior worksheets to think about and respond to this question in the Warmup portion of their worksheet
 - *If you received an award for using one of your talents to make a positive impact, what would your award say? (What would be the talent? What would be the positive impact?)*
- After about three minutes, allow students to share their writing with a partner for one minute or call on several students to share their responses.

[TEACHER TIP] Use this warm-up to discuss the difference that an individual can make.

Activity: (Inquiry-based learning about vision being aligned with talents – 10-15 minutes)



PowerPoint Slide 3 – What is a vision statement?

- Share that a vision statement describes the person or organization as they would appear in a future successful state.
- Explain that a vision is different from a mission statement. The mission statement explains an organization's reason for existence: it describes the organization, what it does, and its overall intention. A vision statement describes what something will look like years from now if it achieved all of the goals it set.
- Tell students to think of a nonprofit that they align with. If available, they can use an electronic device to look up nonprofits they might be interested in. Write the nonprofit name and why they align with it on their worksheet. Write their vision statement on their worksheet as well.

[TEACHER TIP] Divide students into small groups if electronic devices are limited.



- Allow 6-8 minutes, then call on several students to share what they found, pointing out similarities and differences between their responses.
- Ask students to think about the question at the bottom of the screen: What would it look like in ten years if I achieved all of my goals to make a positive impact? (What would be different about the world? Who would be impacted?)

Reflection for Action (Pair-share and independent writing to apply today's learning to specific actions - 5 minutes)



PowerPoint Slide 4 + 5 – Read through nonprofit and personal vision statements

- Read through the nonprofit and personal vision statement examples to help students understand what a vision statement looks like



PowerPoint Slide 6 – prompt students to write their vision and one daily action they can take toward it.

- On their worksheet, ask students to write their philanthropic vision statement, at least one action they can take daily to make their vision a little more of a reality, and WHY this is important to them personally (sense of belonging, resume-building, making a difference, etc.)
- Remind students that it is better to do small things daily than nothing at all.

