



Lesson 6: What is the End Goal for Positive Impact?



Learning Target

- Create an end goal for the class project(s) that will make an impact on the local, national, or global level.



20-30 Minutes

Lesson Overview and Teacher Prep



- **Warm-Up (5 min):** picture prompt to begin brainstorming process of how both the giver and receiver can be affected by philanthropy.
- **Activity (10 min):** Groups research a nonprofit and come up with service projects or ways to help their cause
- **Reflection for Action (5 min):** Decide on a class project
- Materials used as needed: Student worksheet, Google or PowerPoint slides, six laptops, iPads or other electronic devices with Wi-Fi (one per small group) – cue the needed sites prior to class.
- Standards from [Common Core](#), [National Council for Social Studies \(NCSS\)](#), and [National Standards for Economics](#).
- Raise the stakes and engage your students by announcing their project goals on Facebook, Instagram, YouTube, and Twitter @ottercares #MYprojectheart



Philanthropy Objectives

- Assign, plan and execute tasks required for regular involvement in philanthropic efforts.
- Plan and organize a school or community philanthropic effort.

Anchor Standards

- **CCSS.ELA-LITERACY.CCRA.SL.4** - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.CCRA.SL.1** - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Common Core Standards

- **CCSS.ELA-LITERACY.SL.6.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **CCSS.ELA-LITERACY.SL.6.1.B** - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Social Studies Standards

Individual Development & Identity

- a. Describe personal changes over time, such as those related to physical development and personal interests.
- h. Work independently and cooperatively to accomplish goals.

Economics Standards

- **Content Standard 13: Income** - People's incomes, in part, reflect choices they have made about education, training, skill development, and careers. People with few skills are more likely to be poor.





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Warm-Up: Where Will You Make a Difference? (Picture prompt for quick-write activity - 5 minutes)



PowerPoint Slide 2 – picture of clothing drive



- Provide students with the following scenario:
 - A group of middle school students lives in a community recently impacted by a natural disaster, which left many without homes, food, clothing, and clean water. Despite experiencing personal loss themselves—including their own homes and belongings—they were determined to help others. They organized a collection drive at their school and reached out to neighboring towns, asking for donations to support those in need within their community.
- After about three minutes, ask students to raise their hands if they have ever donated to a cause before.
- Explain that some people find ways to give to others even when they share the same difficult circumstances as the people they are focusing their philanthropic effort on.
- Call on 2-3 students to share their responses to the warm-up question.

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

Activity: Setting Goals for our Project (Class vote, small group discussions to set class project goals – 10-20 minutes)



PowerPoint Slide 3 – National nonprofits

- Divide the class into six groups and ask each group to do research on their assigned nonprofit. Find out what their mission statement is, who they help, etc., On the back of their worksheet, have them come up with 1-2 service projects they could do to help this nonprofit and what materials they would need to pull off each project. For example, if they decided to make baby blankets for a hospital, they would need fleece in order to make the blankets. If they were having a bake sale to raise money for a humane society, they would need tables, baked goods, signs to get the word out, etc.
 - KIDS - <https://kaboom.org/>
 - ANIMALS - <https://www.alleycat.org/>
 - MEDICAL - <https://wish.org/>
 - ENVIRONMENTAL - <https://www.digdeep.org/>
 - FOOD - <https://www.feedingamerica.org/>
 - HOUSING - <https://www.standupforkids.org/>
- After about seven minutes, ask each group to share what their nonprofit is, what their mission is, and one project idea that they decided on.
- Using the class project ideas from Lesson 5 and today's project ideas from research, ask the class or each group/individual to decide on their favorite projects. Come up with a list of 3-5 projects and have students vote for which one they would like to put into action.
 - Once a project has been selected, let students know that there are many nonprofits across the United States that work towards this same mission. They will need to determine which nonprofit they would like to focus on for their project.





[NOTE TO TEACHER] You can choose to do one class project, several group projects, or multiple individual projects, depending on student interests and capability.

Reflection for Action (Class vote on end goals for class project - 5 minutes)



PowerPoint Slide 4 – What IMPACT will you make?

- Brainstorm important end goals for the project(s) with the class and write a few of these goals on the board.

