



Lesson 4: Impacting Others Locally, Nationally, and Globally



Learning Target

- Identify ways to make a local, national, and/or global impact.



20 Minutes

Lesson Overview and Teacher Prep



- **Warm-Up (5 min):** introduces the concept of local, national, and global philanthropy reach.
- **Activity (10 min):** small group research and discussion about aligning mission statements with local, national, or global philanthropic efforts or nonprofit organizations.
- **Reflection for Action (5 min):** asks students to write and discuss how to motivate possible supporters.
- Materials used as needed: L4W1, laptops, iPads or other electronic devices, PowerPoint - MS Lesson 4 PP
- Standards from [Common Core](#), [National Council for Social Studies \(NCSS\)](#), and [National Standards for Economics](#).



- Document your class' discussions about making a local, national, and/or global impact by posting pictures, videos, and stories to Facebook, Instagram, YouTube, and Twitter @ottercares #myprojectheart

Philanthropy Objectives

- Analyze the main points from a speaker's presentation (optional) or from internet research.
- Engage support from family, friends and peers to give time, talent and/or treasure towards a local, national or global need.

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.6.2** - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **CCSS.ELA-LITERACY.SL.7.1.C** - Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Social Studies Standards

- **Culture** - Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

Economics Standards

- **Content Standard 4: Allocation** - Scarcity requires the use of some distribution method, whether the method is selected explicitly or not.





Lesson 4: Impacting Others Locally, Nationally and Globally

Warm-Up: How Far Do You Want to Reach? (Picture prompt for quick-write activity - 5 minutes)



PowerPoint Slide 2 – Writing and discussion prompt about philanthropic reach.

- Ask students to write in the Warmup portion of their worksheet, what needs exist for students and schools on a local, national, and global level.
- After three minutes, allow students to share their writing with a partner for one minute.
- Call on 2-3 students to share their responses.

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



Activity: Turn Personal Passions into a Mission Statement (Small Group Work to write mission statements – 10 minutes)

- Call on 2-3 students to respond to:
 - *Do the needs of schools and students differ from one place to another? How might the things we need here be different from a school or student in another country?*



PowerPoint Slide 3 – show Engineering Brightness video

- Share with students that they will watch a short video about middle school students working to solve a global need – light poverty.
- After the video, consider asking the following questions:
 - What daily tasks do you use electricity for?
 - How does your school use electricity?
 - How do hospitals use electricity?
 - How would you cope with no electricity? What types of changes would you need to make to your daily routine?



PowerPoint Slide 4 – prompt students to apply efforts on all three levels of philanthropic reach in the next part of the activity.

- Divide students into groups (at least 3 students per group) and allow one minute for them to choose groups members for the following roles:
 - *Local researcher (in your city /state/ province)*
 - *National researcher (in your country)*
 - *Global researcher (in the world)*

[TEACHER TIP]: Student groups are mainly to ensure each group has local, national, and global aspects within their discussions and research.

- Have groups decide on a need that exists at each level – local, national, and global. The need does not need to revolve around school and students.
- Allow students 7-10 minutes to use phones, iPads or other technology to research and discuss:
 - *Who could you donate your 3Ts to, to help the needs you identified, and how could you do it? (Groups answer this for each level.)*
- Ask students to record their ideas in the Activity portion of their worksheet.
- Call on several students to share their ideas.

[TEACHER TIP] Use this activity to explore differences that individuals and small groups can make.





Reflection for Action - 5 minutes

- On their own, have students choose which of the three needs they wrote down they are most passionate about. Have them put a star next to it.
- In the Reflection for Action portion of their worksheet, have students write answers to the two questions:
 - *How can I motivate people and organizations to support my efforts?*
 - *What organizations or individuals can help you?*

[TEACHER TIP] Use this reflection for action to discuss the difference that large groups can make.

