

Lesson 4 - Personal Passion



Learning Target

Identify your personal passions and needs linked to that passion.



40 Minutes

Introduction and teacher prep



- This lesson cannot begin until after the philanthropist presentations or videos in Lesson 3.
- This lesson introduces the idea of personal passions and how they relate to specific organizations.
- All KEY TERMS are provided in power point slides, if needed.



• **Teacher should fill in names of philanthropists from Lesson 3 onto the Lesson 4 PPT.**

• **Reminder: teacher should start thinking about focus for class philanthropy project.**



• Materials for this lesson: Corresponding onscreen presentation, student worksheet L4W1, sticky notes, flipcharts or butcher paper.

• Standards from [Common Core](#), [National Council for Social Studies \(NCSS\)](#) and [National Standards for Economics](#).



• Record your class's personal passions by posting pictures, videos, stories, and "a-ha" moments to Facebook, Instagram, YouTube, and Twitter @ottercares #projectheart

Lesson 4: Personal Passion - OVERVIEW

The Warm-Up Activity: Students focus on the terms "personal passion" and "need", and on relating these terms to the philanthropists they have already met through guest speaking or video from last lesson. This activity should take about 15 minutes.

Today's Activity: Students focus on identifying their individual passions and which community needs they meet. Student will create mind maps to visually organize their thoughts.

The Exit Strategy: Students write the issue they are most passionate about, explaining why, and what type of business they could own that would connect with this passion. This activity should take about 5 minutes.



Lesson 4: Personal Passion

Warm-Up: What is Personal Passion? *(Think-Pair-Share, Journaling – 15 minutes)*

PPT Slide 1



Teacher might say: *“Today we are going to learn more about how WE can give to our community. We are going to start by talking about personal passions and then we will work to link our personal passions to community needs.”*

- *(tap PPT to move to Slide 2)* What is PERSONAL PASSION?



PPT Slide 2

What is PERSONAL PASSION?

Dictionary definition
Personal Passion - a powerful or compelling emotion or feeling about a specific topic.

Identify your personal passions and needs linked to that passion

- Ask students to share with a partner what they think a personal passion is. Allow about one minute for pair-sharing, and then call on several students to share their partner’s answer with the whole group.



- *(tap PPT for fade-in)* Personal Passion – a powerful or compelling emotion or feeling about a specific topic.
- Ask students to write this definition of “personal passion” on their worksheet. Give them additional time as needed to write in any of their thoughts or examples of personal passions.



- *(tap PPT to mpve to Slide 3)* Think BACK ...



PPT Slide 3

[TEACHER TIP] PRIOR to class: Teacher should fill the blanks on this slide with the name(s) of either guest speaker(s) or philanthropists from video

THINK BACK....

What were _____'s personal passions?
 What were _____'s personal passions?
 What were _____'s personal passions?

What are YOUR personal passions?
 Which needs link to your passions?

Identify the role of a philanthropist in a community

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Teacher might ask, “Who remembers what _____’s personal passion was?”

This slide refers to Lesson 3 [either guest speaker(s) or videos about philanthropists.]

- Ask students to review the definition of “need” from lesson one, and their interview sheet from lesson 3.
- Call on students to respond to each philanthropist’s passion AND which need they are meeting (e.g. Nancy Richardson’s passion is education, and she is meeting the need of children who need school supplies.)
- Give students more examples of passion and need by reading aloud at least two of the following, and then asking students to identify the passion and the need for each:

Holly Robinson Peete was an actress and has recently become a mother. Her son was diagnosed with autism, and she realized there is not much support for families of kids with autism. She and her husband formed the HollyRod Foundation, which offers support to families of people with autism and Parkinson’s disease.

Camille Zamora and Monica Yunus are opera singers who met at the Julliard School in New York. They have traveled around the world to sing, and now they have started a foundation, Sing for Hope, with which they hope to bring the arts back to underprivileged neighborhoods and schools.

John Melia is a marine who was injured in a helicopter crash in Somalia. Ten years later, Melia recognized that his fellow marines who get injured will need more support when they come back to the U.S. He founded the Wounded Warrior Project, which has helped thousands of wounded warriors so far.



Teacher Might say, “What these people have in common is that they were able to identify a need in their community and wanted to use their 3 T’s to meet that need.”



- Tap for PPT for fade-in to prompt students to write their personal passions and linked needs.



- Tell students that today they will be thinking about the things they are passionate about. Everyone will have different passions. Share an example of something you are passionate about.



- (tap PPT to move to Slide 4) Let's MIND MAP

Let's MIND MAP!!

WHAT IS A MIND MAP?

A mind map can be used to help you visually organize information

1. Write your name in the center circle
2. Write down four of your personal passions and put them in the circles that branch off from the large center circle. What do you care a lot about?
3. Think up ways that you could fill a need or give back to your community for each passion using your 3Ts
4. Don't forget to illustrate! Make this yours! Get creative!

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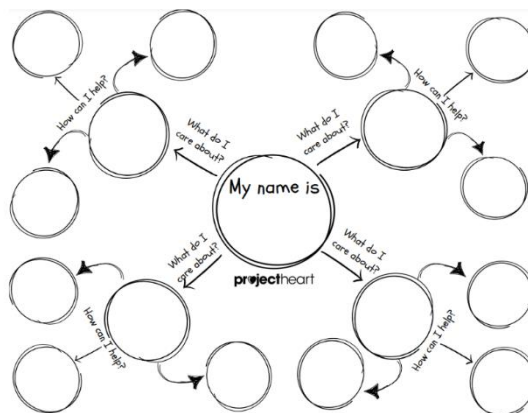
Upper Elementary, U.S. Grade 4 and 5 Curriculum and Primary, Intermediate 4

Activity: Mind Map your Passions and the Needs You Can Meet (20 minutes)



Teacher might say: "We might have many passions, and the community has many needs. When we put our passion together with empathy, we end up with purpose."

- Tell the students that in order to identify things they are passionate about and ways they can help fill needs in their community by using those passions, they are going to practice mind mapping.
 - Tell the students they will each get an opportunity to make a mind map, which is a fun way to visually organize information. They will get the chance to both write and draw in information about themselves and about needs in the community.
- (tap PPT to move to Slide 5) Student Mind Map



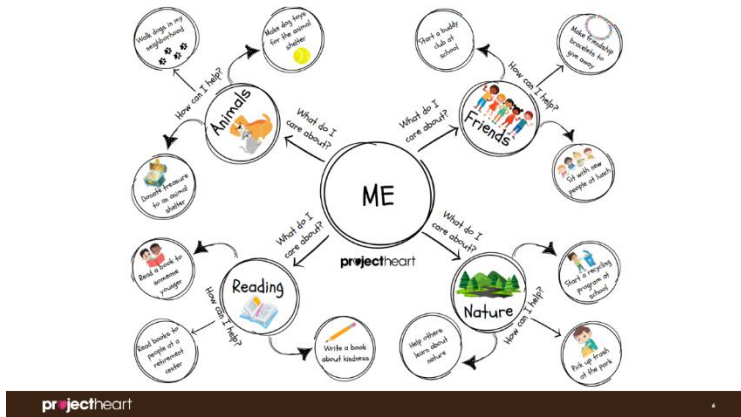
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- Each student will get a worksheet that looks like what is on screen. They will take time to mind map what four of their personal passions are, and ways they can use those passions to help someone in need.

- (tap PPT to move to Slide 6) Mind Map Example



- Displayed on screen is an example of a mind map and some of the personal passions this student has. They also took time to draw pictures and make the mind map fun, creative and unique!

- (tap PPT to move to Slide 7) Mind Map Extras

You can always write in more thoughts! What are some next steps you can take to help you fill that need?

The mind map for 'Nature' has a central bubble and two main branches. Handwritten notes in red are added to the branches:

- Branch 1:** 'Plant a recycling program at school'
 - How many people do I need to help me?
 - Make flyers and hang them up around the school
 - Who do I need to ask permission from to do this?
- Branch 2:** 'Pick up trash at the park'
 - What park near me needs the most help?
 - Materials I need:
 - Bags
 - Gloves

- Tell the students that if they have time, they should feel free to add in any additional thoughts or bubbles they need to complete their mind map. If they run out of time, they can take their maps and finish them from home.

[Optional Alternate Activity]] *If the mind map is too complex for some students, they can also write down a bulleted list of their personal passions on a piece of paper and which needs they can impact that are related to those passions.*





- (tap PPT to move to Slide 5) PHILANTHROPY

PPT Slide 5



Exit Strategy (5 minutes)

- Ask students to write down the issue or need they are most passionate about, one sentence explaining why, and what they could do to connect with this passion [L4W1].



[Optional Alternate Extension Activity and/or Homework] Students can use create quiz flashcards as a review of the first four lessons, using their student workbooks to jog their memory of terms and concepts. They should write a question on the front of a ¼ sheet of paper, and then write the answer on the back. If there is time, give 30-second time frames for them to quiz a partner, then trade quiz cards, and switch partners. Repeat as many times as possible in remaining time.



Objectives and Standards

Philanthropy Objectives

- Create a list of ways to apply today's learning about philanthropy to family, school and community.
- Convince others to give time, talent and/or treasure towards a community need related to personal passions.

Entrepreneurship Objectives

- Connect personal passions with philanthropists and community needs.

Anchor Standards

- CCSS.ELA-LITERACY.CCRA.SL.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- 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.4.1 and CCSS.ELA-LITERACY.SL.5.1
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.RL.5.4
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Economics Standards

- Content Standard 14: Entrepreneurship
Entrepreneurs and workers often are innovative. They attempt to solve problems by developing and marketing new or improved products and processes.

Social Studies Standards

- I. Culture
b. Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.
- IV. Individual Development and Identity
f. Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions

