

Lesson 7: Class Service Project- What Can We Do?



Learning Target

Develop a plan for meeting the needs of a local nonprofit organization.



40 Minutes

Introduction and teacher prep



- In this lesson, the teacher helps the students decide on and plan their class project.
- They learn how to fill out a Project Sheet as they plan for their special event.



- Materials used, as needed: Corresponding onscreen presentation, student worksheet L7W1; L7W2; L7W3; Materials to Reference: L7R1-R4
- Standards from [Common Core](#), [National Council for Social Studies \(NCSS\)](#) and [National Standards for Economics](#).

[TEACHER TIP] There are three videos to choose from in this lesson, shown on PPT slides 3-5.

Teacher should choose which to use prior to class, and skip the other PPT slides.



- Document your class's progress by posting pictures, videos, stories, and "a-ha" moments to Facebook, Instagram, YouTube, and Twitter @ottercares #myprojectheart

Lesson 7: Class Service Project – What Can We Do? - OVERVIEW

The Warm-Up Activity: Students are introduced to the concept of changing the community and world through a short video and discussion about "Kid President." This activity should take 5 minutes.

Today's Activities:

- **Activity #1:** Students focus on a discussion about video clips that show a project example for them to glean ideas for their class decision of what specifically the class will help their recipient nonprofit organization with. Teacher can show 1, 2 or all 3 videos. Students will take notes and discuss the purpose of the project example shown and evidence of the 3 T's in the video(s). This activity should take about 15 minutes.
- **Activity #2:** Students focus on brainstorming a list of possible ways for the class to help their recipient nonprofit organization, and then narrowing down their list to one agreed-upon project idea by listing pros and cons and then taking a class vote. The whole class will then briefly discuss their project plan. This activity should take about 15 minutes.

The Exit Strategy: Students write how they will personally contribute to the class project to make it successful. This activity should take about 5 minutes.



Lesson 7: Class Service Project – What Can We Do?

Warm-Up: How to Change the World (Video – 5 minutes)

PPT Slide 1



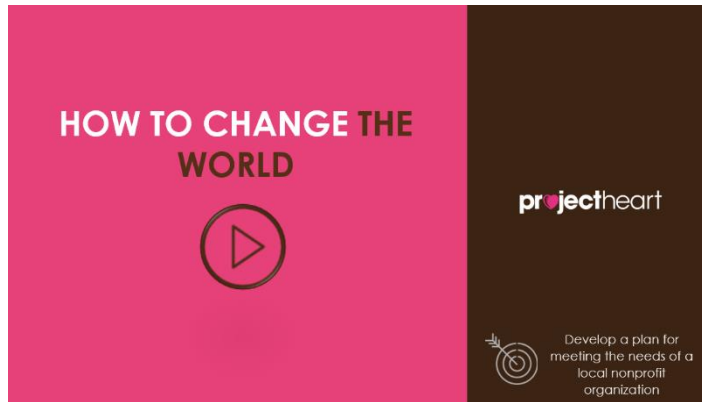
Teacher might say: “Today we are going to use our list of needs from last class, to decide on what specifically we can do as a class to help our recipient nonprofit meet that need.”



- (tap PPT to move to Slide 2) HOW TO CHANGE the WORLD



PPT Slide 2



- Play video, “How to Change the World – a work in progress (Kid President)” found on PPT slide 2.
- Call on 3-4 students to respond to each of these questions:
 - *Why doesn't complaining or ignoring problems help to make the world better?*
 - *Why is it up to you instead of the smartest or most powerful people to change the world?*
 - *How can someone like you or me change the world?*

Activity #1: Sample Projects (video – 15 minutes)

- Teacher introduces the project in the chosen video (choose between videos on PPT slides 3-5), and asks students to take notes on worksheet L7W1.
- Play the chosen video.



PPT Slide 3

(optional, depending on teacher's choice of which video to use)



(Slides 4 & 5 are also optional, depending on teacher's choice of which video to use)



PPT Slide 4

PPT Slide 5

**SERVICE PROJECT EXAMPLE:
"Alex's Lemonade Stand"**

What were the project goals?
What evidence of the 3 T's did you see?




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Develop a plan for meeting the needs of a local nonprofit organization

**SERVICE PROJECT EXAMPLE:
"The G3 Challenge"**

What were the project goals?
What evidence of the 3 T's did you see?



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After the video, **Teacher might ask**, "What do you think the project goals were in the video?"

- Call on a student to respond, then ask for a thumbs-up or thumbs-down response from the class to signal whether they agree with that answer. If not, call on 2-3 more until the class agrees with the student's answer.
- Repeat this process using the question: "What evidence of the 3 T's did you see?"



[Optional Alternate Extension Activity – w/o technology] If technology is not available, teacher can use the printed information about Hearts for Respite, found on Worksheet L7R1 and discuss the information with the class, asking them the same questions: "What do you think the project goals are?" and "What evidence of the 3 T's do you see?"



- (tap PPT to move to Slide 6) What Can We Do?



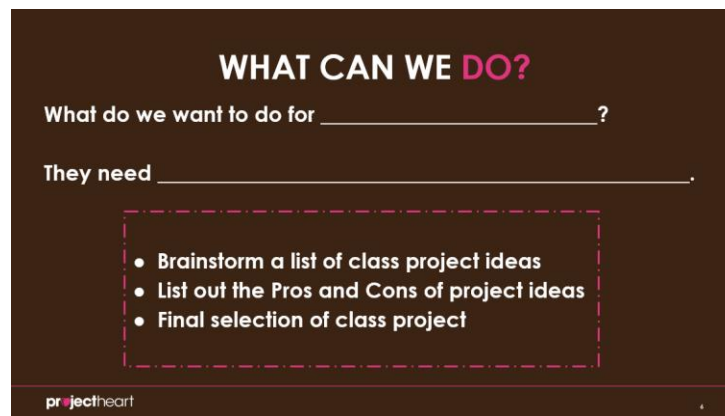
Activity #2: What Can We Do? (class brainstorming – 15-20 minutes)



Teacher might say: “Now that we’ve seen a good example of a project to help nonprofit organizations, we are going to decide on what kind of class project we can complete that meets the needs of our recipient nonprofit organization.

- Ask for a student to remind the class of the nonprofit organization that the class has agreed to help (first blank line on PPT slide 6.) The PPT can be projected onto the board so that the student can write the name of the organization on the line. Otherwise, ask for an oral answer and this can be typed in by the teacher on the PPT slide.
- Ask for a student to remind the class which need they voted on in the last class, and allow the student to write the need on the projected PPT slide (or teacher types it in.)

PPT Slide 6



- Lead a whole-group brainstorming session to come up with a list of project ideas to fill this need (call two students to one of the flipcharts in the front of the room and act as scribes, writing down all the ideas that the class comes up with). (tap PPT for Brainstorm fade-in)



- When ideas are exhausted, go through each one and ask the class what the pros might be to taking on this project, and what the cons might be (call two other scribes to write down responses on a new flipchart page). (tap PPT for Pros and Cons fade-in)



- After pros and cons are listed, teacher should lead the final selection by student voting. (tap PPT for final selection fade-in)



- (tap PPT for Slide 7) Developing a Project Plan





Teacher might say: “Now that we know which organization we’re helping, we need to come up with a plan for how we will make this happen.”

PPT Slide 7

DEVELOPING A PROJECT PLAN

- **SET** a date or dates for your event
- **CREATE** a Project Plan to list materials needed and determine your budget
- **LIST** steps you will be taking to make the plan successful
- **DETERMINE** who you will need to get help from and what specifically you need that person to do
- **HIGHLIGHT** the deadlines for your project

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- Tap PPT for fade-ins (one at a time) and **Teacher discusses** these planning components with the class, recognizing their input



[TEACHER TIP] Teacher can use the Project Planning form L7R1-R4 to map out the details for each component listed in PPT slide 6 (or create one after the class develops the plan.) Teacher should discuss these planning components with the class, so that their input is recognized.

- Set a date or dates for your event. Date should provide enough time for the class project to be finished and useful to the nonprofit.
- Create a Project Plan to list ALL materials needed and determine your budget. We need a budget to get an idea of how much money we need to raise to cover our expenses for our project. We will list the materials with a price range for each and a deadline date for when these should be purchased by.
- List steps you will be taking to make the plan successful. Steps should be in chronological order, working from the end date back to the present, with deadline dates for each.
- Determine WHO we will need to get help from and WHAT specifically we will need that person to do. When listing helpers and their tasks, identify students (or teacher) who will be responsible for contacting them.
- Go back through the plan and highlight the deadline dates.
- Make copies of the completed plan to distribute to students.



- (tap PPT to move to Slide 8) How WILL YOU Contribute to This Class Project to Make it Successful?



Exit Strategy (5 minutes)

- Play the inspirational video on PPT slide 8 to close the lesson.
- Ask students to share with a partner how they will personally be able to use their 3 T's in this class project.

PPT Slide 8



[Optional Alternate Extension Activity - and/or Homework] Students can make a goal to do one thing to meet the first deadline of the class project.



Objectives and Standards

Philanthropy Objectives

- Convince others to give time, talent and/or treasure towards a community need related to personal passions.
- Create a list of ways to apply today’s learning about philanthropy to family, school and community.
- Work with others to develop a plan of action to meet community needs.

Entrepreneurship Objectives

- Analyze needs of communities and nonprofit organizations for the purpose of planning philanthropic efforts.

Anchor Standards

- 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.
- 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.

Common Core Standards

- CCSS.ELA-LITERACY.SL.4.1.C
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- CCSS.ELA-LITERACY.SL.4.1.D
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-LITERACY.SL.5.1.C
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- CCSS.ELA-LITERACY.SL.5.1.D
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Economics Standards

- Content Standard 6: Specialization
Division of labor occurs when the production of a good is broken down into numerous separate tasks, with different workers performing each task.

Specialization and division of labor usually increase the productivity of workers.

Social Studies Standards

- X. Civic Ideals and Practices
j. Recognize and interpret how the “common good” can be strengthened through various forms of citizen action.
- IX. Global Connections
f. Investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.

