

Lesson 8: Class Service Project

The Get: Writing Proposals, Grants, and Donation Requests



Learning Target

Write formal project proposals and grants or donation letters to make your project successful.



40 Minutes

Introduction and teacher prep

- In this lesson students will learn about grants, proposals, and donation letters to help make their project successful.
- Teacher needs to identify which slides and samples are most appropriate for their class's service project.
- Have copies of the Project Plans from Lesson 7 available, and copies of PPT slides 4-6 lesson 8 (about 10 of each).
- Materials needed: Corresponding onscreen presentation, computer access for grant writing group (or printed copies of grants), Reference worksheets: L8R1; L8R2; L8R3; L8R4; L8R5; L8R6; L8R7
- Standards from [Common Core](#), [National Council for Social Studies \(NCSS\)](#) and [National Standards for Economics](#).
- Document your class's progress by posting pictures, videos, stories, and "a-ha" moments to Facebook, Instagram, YouTube, and Twitter @ottercares #myprojectheart

Lesson 8: Class Service Project – Writing Proposals, Grants, and Donation Requests **OVERVIEW**

The Warm-Up Activity: Students will hear a review from the teacher on the project idea and plans thus far, by presenting a completed project plan (sample from lesson 7 or teacher-created) for students to highlight possible donation needs, tasks and expenses. This activity should take 5 minutes.

Today's Activities:

- **Activity #1:** Students are introduced to writing grants, effective proposals, and treasure donation requests. The goal is to gain the support of others in our families, school and the community. The whole class will draft a letter to their parents/guardians to ask for help. This activity should take about 10 minutes.
- **Activity #2:** Students in the class are separated into three groups to tackle the tasks of the project: one group will head the treasure/donation request writing, one group will head the grant proposal writing, and one group will head the principal proposal writing. Groups will work together on parts of their work and delegate smaller tasks within their groups. This activity should take about 20-25 minutes.

The Exit Strategy: Students share a progress update (with a partner NOT in their group) on two of the tasks their group worked on today. This activity should take about 5 minutes.



Lesson 8: Class Service Project – Writing Proposals, Grants, and Donation Requests

Warm-Up: Involving Others (Project Plan Review – 5 minutes)

PPT Slide 1



Teacher might say: “Today we are going to use our project plan to start working on the tasks we need to complete for a successful class project to help _____ (name of the nonprofit organization). We’re going to start writing grants, effective proposals and treasure/donation requests to get our class project going. A proposal is when you plan or suggest that something be considered or discussed by others. We want others to consider donating their time, talents and/or treasures to our class project.”



- (tap PPT to move to Slide 2) Our Project Plan



PPT Slide 2



- Teacher distributes and discusses the completed project plan from Lesson 7 (teacher should have this prepared and copied for students.)
- *Instruct students to highlight:*
 - *The materials that could possibly be donated.*
 - *The tasks that will require help from parent volunteers.*
 - *The projected expenses that will not be covered by donations.*



- *(tap PPT to move to Slide 3)* Involving Others: Effective Proposals



PPT Slide 3

INVOLVING OTHERS: EFFECTIVE PROPOSALS

Draft a letter to your parent or guardians, grandparents or other adults explaining what this project is about and asking for help.

- Start with: The name of our class project...
- Next, describe the organization and their role in the community
- Next, include a summary of the project
- Include the date and details of your event
- Request help or support that you might need

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Activity #1: Parent/Guardian Letter (*independent work – 10 minutes*)

- Teacher models a letter to parents/guardians using sample letter L8R1 and the Project Plan from Lesson 7.
- Students will begin working on their letters to parents.
- Work through the letter components with students, one step at a time, identifying specific needs from the Project Plan.



- Tap PPT to bring up each of the points – 1 at a time
- Use L8R1 to show a sample parent letter (can project on screen, or pass out one per 3-4 students).
- Teacher walks the room to support and monitor work.

Activity #2: Writing Tasks (*whole group discussion, small group work – 20-25 minutes*)



Teacher might say, “Now some of us will write requests for donations/treasures, some will write grants and others will write to the principal, if necessary. A grant is when money is given by an organization for a particular purpose. We are going to write grants to help us pay for our class project expenses, or the costs we will require for our project. We’re going to preview each of these tasks as a whole class, and then you will divide into three groups to get writing.”



- Teacher goes through each slide (4-6) before dividing students into three groups.
- Tap PPT to bring up each of the points – 1 at a time. When slide is complete move to next slide
- Teacher to determine groupings, or ask students to decide which of the three tasks they would be most interested in helping with, but teacher will make sure groups are fairly even).
- Let students know that there are sample letters for all of the tasks, to guide small group work today.



PPT slide 4

TREASURE/DONATION REQUESTS

Do we have items in the needs list that a local business or individual might donate?

Write a letter requesting this donation:

- State who you are and what you need
- Explain your project and how the donation will help with the organization
- State **WHEN** you need it, **WHO** to contact, and **WHEN** to contact

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PPT slide 5

GRANT PROPOSALS

- Do we need to buy items to make our event or project successful?
- OR do we want to ask a business to match our fundraising amount? If so, who?
- Fill out a grant with a specific details and use **PERSUASIVE** language
- Answer **EVERY** question and include all details
- Identify the **SPECIFIC** amount needed (or goal amount)

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PPT Slide 6

PRINCIPAL PROPOSALS

- Do we need to use a space in our school for our project? If so, we need permission from our principal.
- Write a letter explaining our project, asking to use the school as our location, and requesting support from our principal.

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- After going through all of the PPT slides, students will divide into three groups.
- Teacher passes out slide copies of PPT slides 4-6 (3-4 per small group) and gives instructions:
- Small groups will have the directions for their tasks and a sample to use for guidance:
 - Group 1: Treasure/Donation Request Writers – teacher should pass out 3-4 of the sample letter L8R2 and PPT slide 4.
 - Group 2 – Grant Proposal Writers – teacher should pass out 3-4 of the sample grant proposal L8R3 and PPT slide 5.
 - Group 3 – Principal Proposal Writers – teacher should pass out 3-4 of the sample principal proposal L8R4 and PPT slide 6.
- All small group members need to agree on what they want to say and how they want to say it.
- Small groups may decide to delegate tasks to 2-3 students in their group (for example, 2-3 students work on the introduction/beginning of the letter, 2-3 students work on the middle, 2-3 students work on the end of the letter).
- Small group that is writing grants will need access to computers and help from teaching staff, or they will need pre-printed copies of possible grant applications available.

[TEACHER TIP] It is recommended that teachers also write a letter to the parents, to the business and to the principal (these are in L8R5, L8R6 and L8R7).

Exit Strategy (5 minutes)

- Ask one student per group to present/read to the rest of the class the letter their group wrote.
- Students should give their parent/guardian letters to the appropriate person in their family/home.



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

- Create a plan to help a nonprofit organization through a specific class project.

Anchor Standards

- CCSS.ELA-LITERACY.CCRA.W.1
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Common Core Standards

- CCSS.ELA-LITERACY.W.4.1 and CCSS.ELA-LITERACY.W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-LITERACY.W.4.2 and CCSS.ELA-LITERACY.W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-LITERACY.L.4.2 and CCSS.ELA-LITERACY.L.5.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

