



## Lesson 9: Prepare for Impact 3...2...1...



### Learning Target

- Synthesize plans for philanthropic project(s) to finalize preparations and be ready to execute plans.



20 Minutes

### Lesson Overview and Teacher Prep



- **Warm-Up (5 min):** student updates on their project preparations before finalizing their plans.
- **Activity (10 min):** independent and/or small group work to finalize preparations for projects.
- **Reflection for Action (5 min):** class vote/agreement on how to document their work to share as an example to others.
- Materials used, as needed: L9W1, electronic devices if students need to contact their supporters or to show their documented evidence, PowerPoint - HS Lesson 9 PPT
- Standards from [Common Core](#), [National Council for Social Studies \(NCSS\)](#), and [National Standards for Economics](#).
- Celebrate your class' progress by posting pictures, videos, stories and "a-ha!" moments to Facebook, Instagram, YouTube, and Twitter @ottercares #myprojectheart



### Philanthropy Objectives

- Participate in and record regular philanthropic efforts.
- Assign, plan and execute tasks (with peers and on social media) required for regular involvement in philanthropic efforts.
- Use a variety of media to document and record evidence of philanthropic efforts to share and inspire others.

### Anchor Standards

- **CCSS.ELA-LITERACY.CCRA.R.7** - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### Common Core Standards

- **CCSS.ELA-LITERACY.SL.9-10.1.A** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **CCSS.ELA-LITERACY.SL.9-10.1.B** - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

### Social Studies Standards

- **Civic Ideals and Practices** - j. Recognize and interpret how the "common good" can be strengthened through various forms of citizen action.

### Economics Standards

- **Content Standard 14: Entrepreneurship** - Entrepreneurs compare the expected benefits of entering a new enterprise with the expected costs.





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**Warm-Up: How Is Your Project Coming Along?** (Student project updates - 5 minutes)



*PowerPoint Slide 1 – picture prompt to guide students through presenting their project updates*

- Ask students to each stand up and give a brief (about 15 second) update on the status of their project preparations.
- Students can take notes on ideas that they might use in their own projects in the Warm-Up portion of their worksheet L9W1.



**Activity: Finishing Up the Details** (Small group work to finish project preparations, supporting peers – 10 minutes)



*PowerPoint Slide 2 – prompt students to finish their project planning and preparation*

- Ask students to use the PowerPoint slide to guide them through the last of their project preparations. They can take notes in the Activity portion of their worksheet L9W1.
- If students are finished preparing for their own project, they should be encouraged and empowered to:
  - *Help one of their peers with their preparations*
  - *Gather and organize pictures / video for other students to help them tell their Project Heart story on social media Students can post their pictures, videos, and stories to Facebook, Instagram, YouTube and Twitter @ottercares #projectheart.*
  - *Document the project planning that is currently in progress to share with the class and with others who might use these examples to motivate them to do similar philanthropic projects*



**Reflection for Action** (Independent writing, consensus-building - 5 minutes)



*PowerPoint Slide 3 – prompt students to organize the rest of their action steps to be ready for their event/project.*

- Ask students to quickly write any last tasks they need to complete for their projects. They should write these in the Reflection for Action portion of their worksheet L9W1.
- After about two minutes, call on several students to respond to:
  - *How are you documenting your project so that you can celebrate successes and share areas for growth? You could post pictures, videos, and stories to Facebook, Instagram, YouTube, and Twitter @ottercares #projectheart*
  - *Remind students that their story could be featured on the OtterCares social media channels with the goal of inspiring other students to make a philanthropic impact on the world around them!*
- Remind students that they will need to bring evidence of their project/event and their self-made rubrics from Lesson 2 for the day that lesson 10 is scheduled.

