



## Lesson 10: Celebrate and Continue Your Efforts!



### Learning Target

- Present evidence of projects, reflect on processes and outcomes, and plan for continued philanthropy.



20-32 Minutes

### Lesson Overview and Teacher Prep

*[TEACHER TIP] After completing Lesson 10 of the Project Heart Middle School Curriculum, give students the Middle School Post-Assessment. Compare scores from the Middle School Pre-Assessment and Middle School Post-Assessment to measure student learning and growth. Both the Pre- and Post-Assessment are located in the Middle School Educator Guide.*



- **Warm-Up (7 min):** gallery walk for students to share their evidence of the class project/event.
- **Activity (10-20 min):** class celebration and student presentations of what they enjoyed and what they learned from completing their project/event.
- **Reflection for Action (5 min):** class discussion about the possible ripple effect of projects/events.
- Materials used as needed: L10W1, PowerPoint - MS Lesson 10 PPT, computer with projector, and sound and internet access for student presentations, if applicable.
- Standards from [Common Core](#), [National Council for Social Studies \(NCSS\)](#), and [National Standards for Economics](#).
- Celebrate your class' success by posting pictures, videos, stories, and "a-ha!" moments to Facebook, Instagram, YouTube, and Twitter @ottercares #myprojectheart



### Philanthropy Objectives

- Document and record evidence of philanthropic efforts to share and inspire others.
- Plan for continued and improved involvement in philanthropic efforts.
- Calculate the possible ripple effect of continued philanthropic efforts.
- Participate in and record regular philanthropic efforts.

### Anchor Standards

- **CCSS.ELA-LITERACY.CCRA.SL.5** - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **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.7.4** - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **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

- **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: Share Evidence of Class Project(s)? (Gallery Walk to look at evidence of the class project(s) - 7 minutes)



*PowerPoint Slide 1 – sets the tone for today’s celebration and reflection*

- Divide the class / groups in half and ask one half of the students to share their evidence of their project with the other half. (this can include pictures, videos, letters from contributors, advertisements, radio PSAs, proud moments along the way, etc. either in the project preparation period or at the actual event). Switch after 2 min.
- Allow about 3 minutes, then ask students to write what type of evidence they have of the class project they worked on. They should write this in the Warm-Up portion of their worksheet L10W1.



### Activity: Time to Reflect and Celebrate (Student presentations of the outcomes of the class project(s) – 10-20 minutes)



*PowerPoint Slide 2 – prompt students to think about both sides of the impact of their projects.*

- Ask students to share about how completing this philanthropic effort has affected them personally.
- Congratulate students on making a positive impact with their class project(s). Let them know how proud you are of them and what it’s like as a teacher to see students involved with a larger cause.
- Toss a nerf ball or other soft object to a student to briefly share their response to one or all of the questions below, then that student will toss the object to the next student, until all students have had a chance to share. Ask the first question to the first several students, then the second question to the next group of 7-8 students, then the last question for the last 7-8 students:
  - *How do you think the project/event went?*
  - *How were you able to help others through your project?*
  - *What did you learn that will make your next project or event even better?*
- After eight minutes, ask students to write one thing they enjoyed about the class project they worked on, and one thing they learned to make the next one even better. They should write this in the Activity portion of their worksheet L10W1.



*[TEACHER TIP] Feeling proud of what your students have accomplished? Do you want to celebrate their success? Post highlights of these discussions and pictures of students presenting their evidence to the OtterCares social media channels. We are always looking for ways to provide a platform where young people are recognized and celebrated for their amazing philanthropic efforts!*

### Reflection for Action (Class Discussion about ripple effect of philanthropy project(s) - 5 minutes)



*PowerPoint Slide 3 – prompt students to continue their day-to-day and larger philanthropic impact efforts.*

- Ask students to envision a drop of water that creates a ripple effect. Ask students to respond to:
  - *What kind of ripple effects do you think can come from our class philanthropy project(s)?*
  - *Were the costs of this project (time and money) worth the benefits?*
- Ask students to write two ways that they will continue to practice philanthropy consistently in their lives. Some suggestions: Creating new philanthropic projects where they see a need, volunteering at the local homeless shelter once a week, helping at a local senior center, or tutoring younger children regularly.
- They should write this in the Reflection for Action portion of their worksheet L10W1.





### *[A Note to Teachers]*

Thank you for taking this opportunity to teach your students about philanthropy and how they can take action to make an impact. We hope that you have seen a transformation in how your students approach the world around them. When we created Project Heart, our goal was to not only build a program that teaches students that they can make a difference, but also to provide teachers, like you, with the tools and resources they need to do one of the most important jobs in the world!

Just like you are always striving to perfect your craft in order to give your students the best educational experience possible, we are always working to improve our programs and curriculum to impact students.

Your feedback on what works and where we can grow plays an essential role in giving us and the entire Project Heart community of teachers the critical information we need to achieve our mission to inspire kids to change the world through entrepreneurship and philanthropy!

You can also contact us at [info@ottercares.org](mailto:info@ottercares.org) or reach out to us on Facebook, Instagram, YouTube, and Twitter @ottercares #projectheart.

