



Lesson 4: Impacting Others Locally, Nationally, and/or Globally



Learning Target

- Identify ways to make a local, national, and/or global impact.



20 Minutes

Lesson Overview and Teacher Prep



- **Warm-Up (5 min):** introduces the concept of local, national, and global philanthropy reach.
- **Activity (10 min):** small group research and discussion about aligning mission statements with local, national, or global philanthropic efforts or nonprofit organizations.
- **Reflection for Action (5 min):** asks students to write and discuss how to motivate possible supporters.
- Materials used as needed: L4W1, laptops, iPads or other electronic devices, PowerPoint - MS Lesson 4 PP
- Standards from [Common Core](#), [National Council for Social Studies \(NCSS\)](#), and [National Standards for Economics](#).
- Document your class' discussions about making a local, national, and/or global impact by posting pictures, videos, and stories to Facebook, Instagram, YouTube, and Twitter @ottercares #myprojectheart



Philanthropy Objectives

- Analyze the main points from a speaker's presentation (optional) or from internet research.
- Engage support from family, friends and peers to give time, talent and/or treasure towards a local, national or global need.

Anchor Standards

- **CCSS.ELA-LITERACY.CCRA.R.1** - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCSS.ELA-LITERACY.CCRA.R.9** - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Common Core Standards

- **CCSS.ELA-LITERACY.RI.6.2** - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **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

- **Culture** - Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

Economics Standards

- **Content Standard 4: Allocation** - Scarcity requires the use of some distribution method, whether the method is selected explicitly or not.





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Warm-Up: How Far Do You Want to Reach? (Picture prompt for quick-write activity - 5 minutes)



PowerPoint Slide 1 – Writing and discussion prompt about philanthropic reach.

- Ask students to write in the Warmup portion of their worksheet L4W1 about what philanthropic efforts to impact special needs students might look like on a local, national and global level.
- After three minutes, allow students to share their writing with a partner for one minute.
- Call on 2-3 students to share their responses.



[TEACHER TIP] Use this warm-up to discuss the difference that an individual can make.

Activity: Turn Personal Passions into a Mission Statement (Small Group Work to write mission statements – 10 minutes)

- Call on 2-3 students to respond to:
 - Do you think that students with special needs in different parts of the world are treated better, worse, or the same as they are in the United States? Explain your answer.
 - Are countries that lack resources likely to use money to buy specialized equipment for special needs students? Why or why not?



*PowerPoint Slide 2 – prompt students to apply efforts on all three levels of philanthropic reach in the next part of the activity. **Research does not need to focus on students with special needs but can branch off into other topics.***

- Divide students into same groups from previous lessons (at least 3 students per group) and allow one minute for them to choose groups members for the following roles:
 - Local researcher (in your city / state/ province)
 - National researcher (in your country)
 - Global researcher (in the world)

[TEACHER TIP] Student groups are mainly to ensure each group has local, national and global aspects within their discussions and research. Each student's 3Tscan differ.

- Allow them up to seven minutes to use phones, iPads or other technology to research and discuss:
 - Who could you donate your 3Ts to, and how could you do it? (groups answer this for each level)
- Ask students to record their ideas in the Activity portion of their worksheet L4W1.
- Call on several students to share their ideas.



[TEACHER TIP] Use this activity to explore differences that individuals and small groups can make.

Reflection for Action (Pair-share and independent writing to apply today's learning to specific actions - 5 minutes)



PowerPoint Slide 3 – prompt students to think of people and organizations that could support their efforts.

- Write and discuss with a partner your answers to:
 - Which individuals do I know that could support my efforts?
 - Which organizations might support my efforts?
 - How can I motivate these people and organizations to support my efforts?



- Students should write their ideas in the Reflection for Action portion of their worksheet L3W1.

[TEACHER TIP] Use this reflection for action to discuss the difference that large groups can make.

