



# 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.



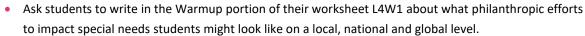


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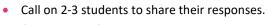
Warm-Up: How Far Do You Want to Reach? (Picture prompt for quick-write activity - 5 minutes)



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







[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?



- 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.



