



Lesson 5: What is Your Plan to Make a Difference NOW?



Learning Target

- Synthesize knowledge of students' skills and other resources to create action ideas for making a difference.



20-30 Minutes

Lesson Overview and Teacher Prep



- **Warm-Up (5 min):** short video clip <https://www.youtube.com/watch?v=FPdHyeTlcPA> (3:33) begins the brainstorming process for the class to start thinking about projects to help others.
- **Activity (10-20 min):** small group artistic expression to create a flyer that motivates others to join their cause.
- **Reflection for Action (5 min):** gallery walk for class vote on a project and identify places to distribute flyers about class project.
- Materials used as needed: L5W1, thumb tacks (optional) for posting flyers to classroom wall or bulletin board, PowerPoint - MS Lesson 5 PP
- Standards from [Common Core](#), [National Council for Social Studies \(NCSS\)](#), and [National Standards for Economics](#).



- Share example of your class' flyers by posting pictures to Facebook, Instagram, YouTube, and Twitter @ottercares #projectheart

[NOTE TO TEACHER] You can choose to do one class project, several group projects, or multiple individual projects depending on student interest and capability.

Philanthropy Objectives

- Work with others to develop a plan of action to meet community needs.
- Design a flyer for a group or class project.

Anchor Standards

- **CCSS.ELA-LITERACY.CCRA.R.6** - Assess how point of view or purpose shapes the content and style of a text.
- **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.7.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **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.

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.





Lesson 5: What is Your Plan to Make a Difference NOW?

Warm-Up: What is Your Plan to Make a Difference NOW? (Video prompt for quick-write activity - 5 minutes)



PowerPoint Slide 1 – play the video clip: <https://www.youtube.com/watch?v=FPdHyeTlcPA> (3:33)



- Ask students to write in the Warmup portion of their worksheet L5W1 about how it feels to do something good for one person. Next, have them write about how it would feel if they could help fifty people.



- After 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: Motivate Others to Join (Artistic Expression to create a flyer for their project or event - 10-20 minutes)

- Describe that some big ideas that have a large impact in the lives of many others can sometimes stem from small ideas to help just one person in need. These small ideas can transform into civic action for the greater good. Over the course of ten years, the two siblings in the video have recycled more than 15 million cell phones. Their efforts have allowed them to mail out 2,500 calling cards per week and have reduced landfill waste. This has provided more than 12 million minutes of free talk time for soldiers to call home. They probably didn't know if their idea would be successful, but they took a risk and TRIED!
- Ask students to get in their groups with similar missions and passions from the prior class. Some students might want to work individually on a project or event idea that they feel passionate about.
- Give each group a piece of paper and tell them that they will create a flyer their project or event.



PowerPoint Slide 2 – prompt students to work in groups (or solo) to create flyers for a project or event idea they have. Alert them that they will have about 8 minutes to do four tasks.



- Click to allow all four tasks to come up on the PPT and give students time after each to discuss.

PowerPoint Slide 3 – show example of a flyer for student flyers.

- Walk the room to observe and support groups. Make sure flyers have tear-off tabs for class vote later.
- Allow eight minutes for students to brainstorm and sketch a flyer that tells about their class project or event idea. The goal is to get the most class votes for the best ideas, not the best artwork.
- After eight minutes, ask students to write their project idea in the Activity portion of their worksheet L5W1, then they will post their flyer on a classroom wall, or spread out on desks for a gallery walk.



Reflection for Action (Gallery Walk to apply today's learning to a class vote on project ideas - 5 minutes)



PowerPoint Slide 3 – prompt students to bring their learning to action.

- Tell students they have three minutes to look at each flyer, tear off one tab from the bottom of their favorite project or event idea, and sit back down.
- Announce the 2-3 flyers with the most tabs gone. (Again, teacher should adjust depending on class, group, or individual projects)
- Allow about one minute for students to write 1-2 impactful places to distribute flyers for one of the finalist projects. They should write this in the Reflection for Action portion of their worksheet L5W1.
- Let students know that all flyers will be used for their final project ideas and artwork ideas.



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

