



Lesson 9: Executing Your Plan for Positive Impact



Learning Target

- Finalize planning and preparation to execute philanthropic project(s).



20-30 Minutes

Lesson Overview and Teacher Prep



- **Warm-Up (5 min):** student updates on class project(s) status.
- **Activity (10-20 min):** small group planning to finish last preparation and planning for class project(s).
- **Reflection for Action (5 min):** students will think about what is the story they want their project to tell and how they will communicate this to people who don't know. Student will reflect on how they will record/cover the class project(s)/event(s).
- Materials used as needed: L9W1, PowerPoint - MS Lesson 9 PPT, technology set-up to show optional video in Reflection activity.
- 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

- Assign, plan and execute tasks required for regular involvement in philanthropic efforts.
- Plan and organize a school or community philanthropic effort.
- Document and record evidence of philanthropic efforts to share and inspire others.

Anchor Standards

- **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.
- **CCSS.ELA-LITERACY.CCRA.SL.1** - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Common Core Standards

- **CCSS.ELA-LITERACY.SL.6.1.B** - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- **CCSS.ELA-LITERACY.SL.6.1.A** - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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 accept the risks in organizing resources to produce goods and services because they hope to earn profits.





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Warm-Up: Project Preparation Updates (Brief student updates on project preparation - 5 minutes)



PowerPoint slide 1 prompts students to give their project updates.



- Ask students (or student groups, if doing more than one philanthropic project) to give 30-second updates on their project planning and preparation to the class.
- Students should write their updates in the Warm-Up portion of their worksheet L9W1.

Activity: Putting it All Together (Small Group Work to finalize project plans and preparation – 10-20 minutes)



PowerPoint slide 2 shows checklist of tasks that students should be wrapping up for their projects.



- Announce that today the class will finalize their plans for their project(s) by making sure they have:
 - A date and location for the project/event
 - Individuals and at least one organization that is willing and able to support them
 - Follow-up contact with social media posts, local TV and radio stations, town council, etc. for publicity
 - Resources and any materials ready that they will need to make their project happen
 - Tasks assigned to class members for the day of the event so it flows smoothly
- Ask students to get in their groups from the prior class to finalize these aspects of their project(s).
- Students should write what they need to do next to execute their project on the Activity portion of their worksheet L9W1.
- Teacher should walk the room and give support where needed.

Reflection for Action (Student presentations about the status of their project - 5 minutes)



- Ask students to give thumbs-up or thumbs-down response to:
 - Now that we know what it takes to put a project/event together, if we were a company, would we have made a profit?
 - Are all successful projects profitable? Are all unsuccessful projects unprofitable?
 - What are some other types of benefits from doing a project, other than money?
- Explain to students that these are the questions that company CEOs need to ask when considering charitable acts. For-profit companies and nonprofit organizations both go through the process of answering these questions.
- Call on 2-3 students to share one way that a company could make a profit while still helping others.
Show video on PPT slide 3 to illustrate this point and have students think about the impact they will make
- Ask one student per group to give a brief progress report on how prepared they are to document the project.
- Ask students to write down two ways that they will personally make sure their project gets “coverage.” Examples include using live social media, talking to reporters, interviewing people at the event for testimonials, etc.
- Students should write these ideas in the Reflection for Action portion of their worksheet L9W1.
- Remind students to document their project(s) and be ready to share evidence on the day of Lesson 10.

