

Lesson 2 – See it to Be it!

End in Mind



- Students learn to build their own Project Heart, know the meaning of philanthropy, and feel what giving looks like in their lives. Students will work together as a group to meet a need or needs for their school site, neighborhood or greater community.
- Standards Addressed – [CASEL Core Competencies](#) sub-categories of Perspective-taking, Empathy, Communication, Social engagement, Teamwork, Recognizing strengths, Goal setting, Organizational skills, Identifying and Solving problems.

Time Commitment



- Each lesson is designed to take about 20-30 minutes, once per week for 8-10 weeks. During Lessons 5 and 6, students will choose a service project. Depending on the scope of the project, students will likely request additional days each week to do the project.

Timeline Overview

- Lesson 1 – Philanthropy and the 3Ts
- **Lesson 2 – See it to Be it!**
- Lesson 3 – Community Before Self
- Lesson 4 – Discovering Needs
- Lesson 5 – Design a Service Project
- Lesson 6 – Set Goals and Make a Plan
- Lesson 7 – Use Your 3Ts to Make a Difference
- Lesson 8 – Use Your 3Ts to Help Your Team Finish the Project
- Lesson 9 – Celebrate Growing to Give!

Appendices and Resources



[Appendix A](#) – Facilitator Kit; [Appendix B](#) – Games and Activities; [Appendix C](#) – Guest Speakers; [Appendix D](#) – Brainstorming Ideas and Financial Concerns; [Appendix E](#) – Letter Home, Rubric, and Planners; [List of Project Ideas and Nonprofit List](#)



Lesson 2: If I can see it, I can be it!

Outcomes



- Students will engage with a real-life philanthropist to understand that everyone can give back and help their community in some way with their 3Ts.

Materials Needed



- Guest speaker(s)
- Nametags
- Pencils, pens, colored pencils, or markers
- Optional: Book - [Ada's Violin](#) also available as [El violin de Ada: La historia de la Orquesta de Instrumentos Recicladados del Paraguay](#).

Tips



- Guest speaker tips and interview questions found in [Appendix C](#).
- Work with students ahead of time to know what kinds of questions to ask. It may be helpful to write some of the questions on chart paper, with space to record what you find out.

Connect



5-15 Minutes

- Kids and guest speaker(s) should all wear nametags for today's session! Choose to make the nametags on the fly or deepen this lesson by adding in a prep day for the nametags. If nametags aren't available have the students make name tents for their desks with the same instructions.
 - * **Teacher prep**
 - **Option 1:** A day or two before your speaker(s), have the kids create their nametag with just their first name and one talent represented. They could write it under their name (basketball, singing) or draw it (violin, knitting). When the guest(s) arrive, have them quickly do the same. Then practice introductions and shaking hands.
 - **Option 2:** If making nametags on the fly, briefly introduce the speaker(s) and encourage conversation while writing out names. Then practice introductions and shaking hands.



Engage



5-10 Minutes

- Facilitate speaker or panel Q&A session.
 - *Now we are going to practice our audience behavior as we listen to [say name(s) of guest(s)]. First he/she/they will say their name again, telling you a little about their current job, personal passions, and ways they like to give back to our community. Then we will get to ask our questions!*
- If you cannot secure guests, you can use the option of reading aloud [*Ada's Violin*](#) from the book list in [Appendix A](#). This is a story that shows the 3Ts leading to an impact, even in the poorest places in the world.

Leave Changed



5 Minutes

- Reflect on guest speaker and share learnings. Pass out one “How I Use My 3Ts” worksheet to each student.
 - *Today we learned from real life philanthropists. This means that you will start seeing philanthropists everywhere now that you know what you’re looking for! You’ll see philanthropists at school, at the grocery store, at the movies, in parks and probably even at home.*
 - *On your worksheet, it says “I am a philanthropist because I can give my 3Ts (time, talent, and treasure) to someone or something in need. Draw or write how you can give one of your 3Ts to help someone.*
- Invite a few students to share what they wrote about or drew a picture

