

Lesson 3 – Community Before Self

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 3: I can think of my community first.

Outcomes



- Students will begin to understand vocabulary words related to philanthropy.
- Students will start thinking about needs in our community.

Tips



- Need and Services examples and tips on partnering students in Appendix A in the Educator Guide linked in the Early Elementary homepage.
- Click [HERE](#) for a list of nonprofits so you're ready to set your students on the right path.

Materials Needed



- "I Have... Who Has?" cards linked in the Lesson 3 resources
- Book - [The Berenstain Bears Think of Those in Need](#) (info in [Appendix A](#))
- Sticky notes
- Pencils or pens

Vocabulary Keywords



- Philanthropist
- Philanthropy
- 3Ts – time, talent and treasure
- Need
- Service
- Local
- Volunteer
- Additional words in game to begin adding into conversations.

Connect

5 Minutes



- Gather kids in a circle or seated group to introduce lesson
 - *Now that we are learning about philanthropy, which is using your 3Ts (time, talent, and treasure) to give back and make a difference in our community, we need to learn more of the words people use when they talk about philanthropy.*
 - *We've already talked about **philanthropy** and **philanthropist** mean, but as a review, philanthropy means to give something to someone in need. A philanthropist is someone who uses their **3Ts (time, talent and treasure)** to make the world around them a better place. Who can tell me what giving our **talent** would look like? What is **treasure** when it comes to giving back?*
 - *When we hear **time** as one of our 3Ts, we often will think of the world volunteer. **Volunteering** means doing work without getting paid for it. For example, if we gave our time to our community by picking up trash in our local park, we would be volunteering. We would be picking up trash (doing a job) but we wouldn't be getting paid for it. If we weren't getting a reward for doing something like picking up trash, why would we want to do it?*
 - *Today we're going to focus on two more words. Need and service. Who can tell me what a need is? A **need** is something that we need in order to survive. It's also something that we can give to someone*



in need. For example, tell me how you would dress if you were heading off to school and it was snowing out (gloves, hat, boots, coat, scarf, etc.). What if someone didn't have an item of clothing that you just listed? What could you do? Maybe you have an extra coat at home that no one uses anymore so you ask if you can bring it to school the next day to give to this student.

- *Tell me what you're having for lunch today. What if you found out that someone in your class didn't have enough money to buy lunch so they couldn't eat? What could you do to help them?*
- *When we think of needs like not having the right clothes, not having something to eat, or even seeing trash on the side of the road on your way home from school, it's important for us to think about **services** we could do to help solve that need. When you told me how you could give someone an item of clothing to keep them warm, that was providing a service. What service could you provide if you see trash on the side of the road? Yes! We could pick it up to keep our community safe and clean!*

Engage



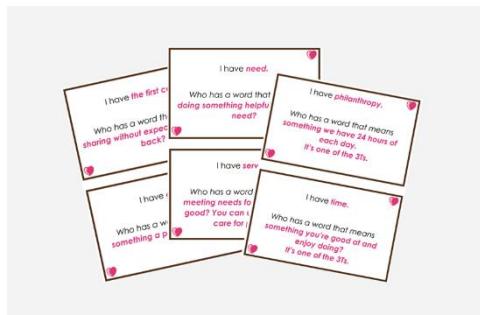
10-12 Minutes

- Assemble students for read aloud.
 - *Let's start challenging each other to use the new words we're learning in our conversations. Now we are going to read a story to help us start thinking about needs and services in our community. As I read, I want you to think about the words we've started learning and see if you can find examples in the story that help us understand the words.*
- Read aloud *The Berenstain Bears Think of Those in Need* by Stan & Jan Berenstain, or another book from our book list!
- Invite students to turn and talk for one minute about which of the 3Ts the character(s) in the book gave back to their community.



10-15 Minutes

- **Additional Activity Option 1: I Have...Who Has?**
 - **Resource linked on Lesson 3 homepage** - Play "I Have... Who Has?" game as instructed on the [Resources page](#). All 15 cards must be used. This game is more for exposure to vocabulary rather than memorization. You will play this game again so challenge yourself and your students to start using the vocabulary you're learning in your conversations about philanthropy.



• **Additional Activity Option 2: Vocabulary Memory**

- **Display slide 20** - Included in both the PowerPoint/Google Slides slide deck is a vocabulary memory game. To play on Google Slides, you'll be asked to make a copy of the presentation. The goal is to match each of the eight vocabulary words with their definitions. Ask for students to choose two boxes to uncover. Simply move the card covering two of the squares to reveal what is underneath. If a match is made, keep them visible. If not, place the card covers over the top and try again.

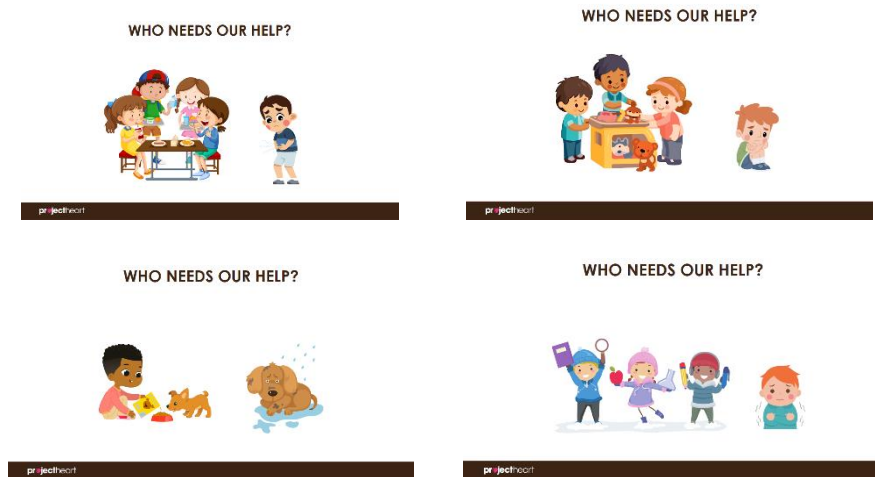
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• **Additional Activity Option 3: Who needs our help?**

- **Display slides 24-27** – Displayed on each slide is a picture. Have the students identify who in the picture could use help, what they could do to help them, how they would feel if they were that person, and which of the 3Ts they would be using by helping them.

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Leave Changed



5-8 Minutes

- Reflect on reading and begin to generate ideas for your Project Heart.
 - *Just like Mama Bear encouraged her family to do, we are going to work together to identify local needs in our school or community. In pairs or groups of three, you will use a sticky note to write a local*



need (within a neighborhood, school, or greater community). Write each need you think of on a separate sticky note. If you know of a service that would meet the need, you can write it on another sticky note. Try to write at least 2-3 needs or services. For younger students, do this activity as a large group.

- This is a great time to start a T-chart. Be sure to save the sticky notes for the next session!
 - Make a T-chart on a piece of chart paper, butcher paper or large construction paper, with columns labeled “Needs” and “Services”. Have kids stick their notes in the proper column before leaving the activity.
 - **The example T-chart shown below is also displayed on the last slide of the slide deck if you’d like to display it to show the class what they’re working towards.

