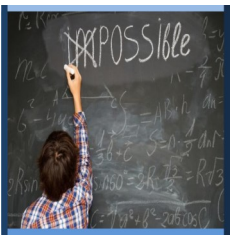
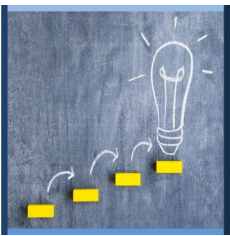


4S Skills for Secondary School Success



Teacher's Manual

2025 Edition



Unit 5: Making a Difference in My Community and World

Table of Contents

Lesson 1	1
Lesson 2	8
Lesson 3	12
Lesson 4	16
Lesson 5	24
Lesson 6	31
Lesson 7	33
Lesson 8	35
Lesson 9	37



Expanding Our Circles of Concern

This lesson leads students to explore social circles of concern and identify school community needs while connecting learnings from previous units.

Essential Question

How can I apply the things I’ve learned to make a difference in my community?

Guiding Question

What are the different circles of people I’m connected with? How can I learn more about the needs of people beyond my own friends and family?

Objectives

- Students will learn to empathize and reach out beyond their immediate circles of concern.
- Students will begin to identify needs in their school community.
- Students will consider how to gather information about school and neighborhood community needs.

Advance preparation

- Prepare student materials. (**Note:** Do not distribute student handouts as students enter; wait to distribute them at indicated points in the lesson.)

Materials/Resources

- PowerPoint slideshow 5.1 (adapt as needed)
- Poster paper for “Wall of Needs” and idea sharing
- Large sticky notes and markers
- Talking piece

Student Materials

- Paper for Do Now and team brainstorming
- “Circles of Concern” handout
- “What are my school community’s needs?” handout
- Community Observation Report handout

Vocabulary

- Circle of Concern

Do Now

2 min.

Slide 1: Students write about or draw the images that come to mind when they hear the phrase “making a difference.”

Introduction (Framing/Overview)

3 min.

1. Explain that in this final unit we will build on everything we have learned, put it all together, and learn to use the skills we are learning in school to make a difference in our community and world. Today we will begin with some activities that will help us get ready to do that. Review the day’s agenda (slide 3).

Activity 1: A Wider Circle Around You

8 min.

2. Introduce circles of concern as a focus of today’s lesson. Using the slideshow (**save the “Circles of Concern” handout until all circles in the PowerPoint have been presented**), explain to students that each of us has concerns for many people in the world. First, we are concerned for ourselves (show slide 4). Think about what concerns you have about yourself. Are you concerned about your grades and where you plan to go in life?

**Direct
Instruction**

3. Next, we are concerned about our friends and family (show slide 5). Think about what concerns you have for your family. Are you worried for one of your siblings or friends?

4. Discuss expanding circles of concern. We could keep our Circle of Concern small, close to us, and simple. Ask students to discuss why many people may just want to focus on this small world of themselves and their immediate family and friends. Then, ask what might happen if we group everyone else as “beyond our concern” or “none of our business”?

**Whole
Class
Discussion**

5. Invite students to think about the people beyond their narrow circle of concern. Who would they want to include beyond just this little circle?

6. Offer students your own perspective on expanding our circles of concern. Show slide 6 and say: *I think we also need to be concerned about our school community and the neighborhoods we live in.* Slide 7: *I also think about our state and country. I think about the world we live in, and everyone on Planet Earth* (slide 8).

**Teacher
Modeling**

- | | |
|---|--|
| <p>7. Ask students for reasons why it is important to be concerned about our community, other communities throughout our country, and people in other countries throughout the world.</p> <p>8. Distribute the “Circles of Concern” handout to students. Ask students to write the names of people in their personal “Family and Friends” circle, the name of their school and neighborhood in the next circle, and so on.</p> <p>9. After students have filled out their “Circles of Concern” handout, share that the rest of the day’s discussions will focus on our school community and move from empathy to action by identifying some of the needs we might see there (slide 9).</p> | <p>Whole Class Discussion</p> <p>Personal Reflection</p> |
|---|--|

Activity 2 : My School Community's Needs

15 min.

- | | |
|--|--|
| <p>10. Slide 10: Distribute the “What are my school community’s needs?” worksheet. Have students work in teams to brainstorm the school community’s needs. Students should individually fill out Column A and B in the activity sheet; explain that they will work on Columns C-E about addressing those needs in a later lesson.</p> <p>11. Slide 11: Ask students to share their ideas (Column A) and discuss who is affected by each identified need (Column B) in a class-wide discussion.</p> <p>12. Encourage students to use markers to write their ideas on large post-its and create a WALL OF NEEDS (that will be expanded in Lesson 2 with Neighborhood Community needs) and present them orally to the class as they post them. Ask if there are other ideas that have not been shared but should be included. (You can write and post these.)</p> | <p>Team Discussion/ Cooperative Learning</p> <p>Whole Class Discussion</p> |
|--|--|

Activity 3: Finding Out About Community Needs

14 min.

- | | |
|---|--------------------------------------|
| <p>14. As part of the class discussion, help students understand that we often need to gather more information as part of planning to address community needs. Ask them to share ideas about what further information might be needed and how to gather it. Write suggestions on poster paper and post it for reference in future class sessions.</p> <p>15. Advise students that in the next class session, they will expand their horizons to consider neighborhood needs. Slide 12: Ask how they might gather information on their own through an observation walk or interviews with key informants. Generate ideas as a class (list on poster paper) and then click to show suggestions about how they</p> | <p>Whole Class Discussion</p> |
|---|--------------------------------------|

might begin this “fieldwork” of observation and information gathering as an afterschool activity, on their own or with classmates. Distribute and review the “Community Observation Report” form. Advise students that they should complete observations and write them up to submit and use during Lesson 3 of this unit (give them a date).

16. Slide 12: Introduce the notion of lifelines and advisors who can provide guidance or support. In a school community such lifelines may be teachers, counselors, coaches, mentors, or staff members who care about us and want us to succeed. Advise students that such people can also provide useful perspective as students gather information about the neighborhood and its needs.
17. Using one of the identified needs shared at the end of Activity 2 as an example, ask students to brainstorm: Who are potential lifelines and advisors who can provide support? How can they support our efforts if we get stuck?

Closure

5 min.

Show slide 15: “Before you judge a person, walk a mile in their shoes.” How can this saying guide us as we prepare to walk through our school neighborhood to gather information about needs? Ask for a volunteer to begin sharing and then for others to add their thoughts.

Thank students for their participation and remind them to complete the “Community Observation Report” sometime before Lesson 3.

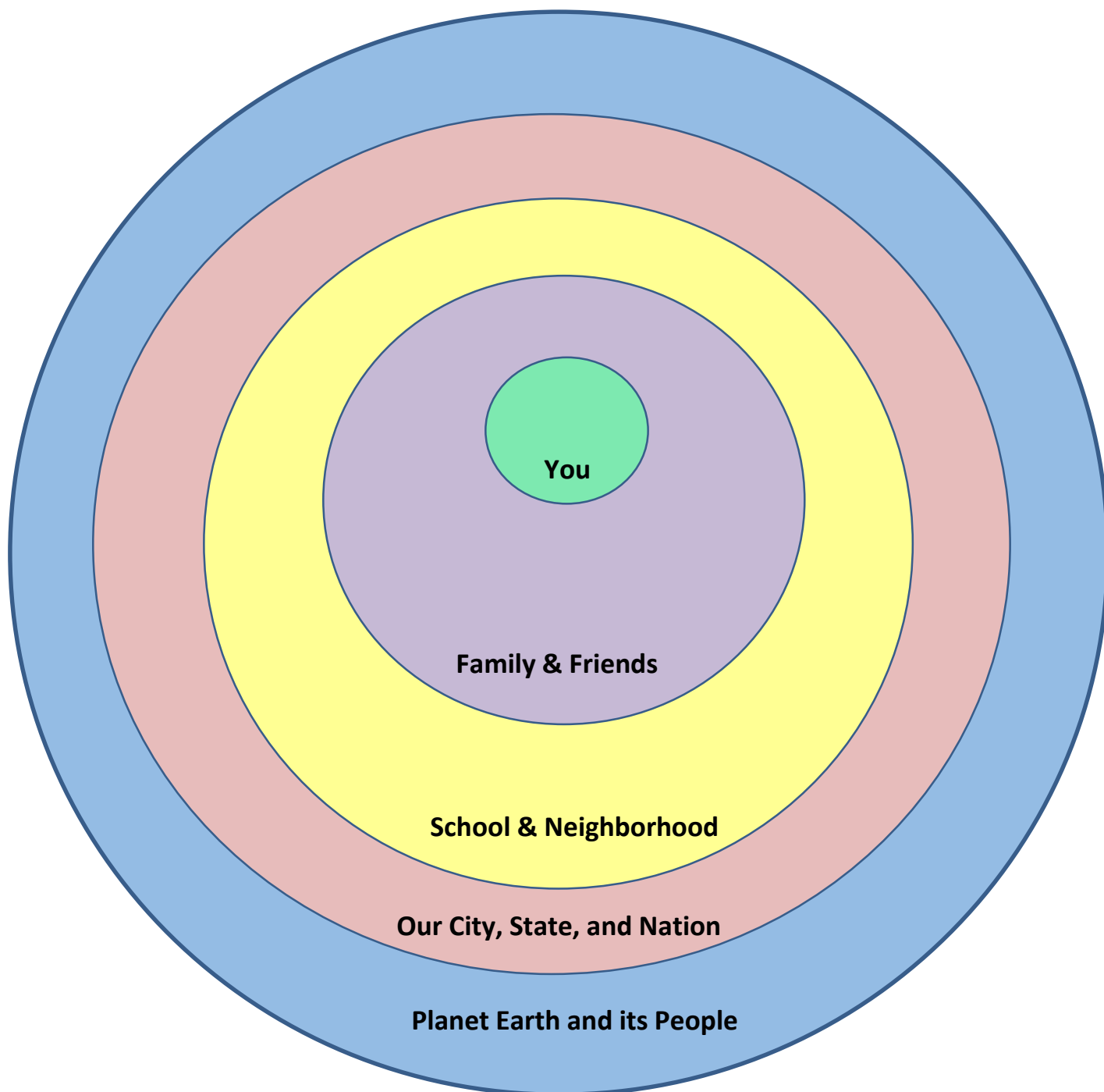
Exit Ticket: Have students turn in their “Circles of Concern” and “What are my school community’s needs?” sheets (to be returned to them in a subsequent lesson).

Extensions

Homework for this lesson is students’ observation and information gathering in the community, along with their completed Community Observation Report.

Name _____

Circles of Concern



What are my school community's needs?				
COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E
Needs I have identified in my school community.	How big (or small) is this issue? Who does it affect?	What can I do to help make a difference on this issue now?	What can I do to help make a difference on this issue in the future?	What skills will I need to address this issue?*

***Note: Skills might include any of the following: stress management, mindfulness, growth mindset, time management, note-taking, active listening, working together and building consensus, and empathy**

Name _____

Community Observation Report

Student Name: _____

Date: _____

Did you decide to focus on the school community or a neighborhood? _____

What did you do to gather information about your community (take photos or video, interview community member(s), write about your observations after a walk, other)?

What need(s) did you observe? _____

How are people being affected by the needs you observed?

What ideas (if any) do you have about what might be done to address these needs?



Exploring Needs in My Neighborhood Community

This lesson leads students to explore and identify neighborhood community needs while connecting what they learned in previous units.

Essential Question

How can I apply the things I’ve learned to make a difference in my community?

Guiding Question

What are the main features of our neighborhood? What am I learning about our neighborhood community’s needs?

Objectives

- Students will identify and map defining features of their neighborhood community.
- Students will begin to brainstorm about community needs they’ve identified.
- Students will learn about ways that young people can make a difference in their communities.

Advance preparation

- Be familiar enough with the neighborhood and its features to work with students in mapping it
- Prepare student handouts

Materials/Resources

- PowerPoint slideshow 5.2 (adapt as needed)
- Poster paper or whiteboard to create neighborhood map
- Large sticky notes and markers

Student Materials

- “What are my neighborhood community’s needs?” handout

Vocabulary

- No new vocabulary

Do Now

2 min.

Slide 1: Discuss with one or two partners what you think is the most important school community need you have identified and why it is most important.

Introduction (Framing/Overview)

3 min.

NOTE TO TEACHER: This lesson focuses on the local “neighborhood community”, but students may not live the same neighborhood or attend the school located closest to their home. Depending on your context, please redefine “community” to a larger circle of concern, such as town or city, to fit your needs.

1. Remind students about the Circles of Concern concept discussed in the previous lesson. Using the PowerPoint (slide 3), explain that today we will **expand our circle of concern beyond our school to the surrounding neighborhood** (or students’ neighborhoods or town/city). Share the day’s agenda with students (slide 4).

Activity 1: Mapping Our Neighborhood and Its Features

10 min.

2. Slide 5: Work together as a whole class to sketch out a map of the neighborhood surrounding the school. Work with students to decide what street or natural boundaries to use to define the neighborhood for the purpose of considering community needs.
3. Ask students to identify some of the important buildings, community spaces or parks, organizations or groups, and other things that make up the neighborhood. What are its defining characteristics? How is it different from other neighborhoods nearby? What is special about it? What issues come to mind as they begin to plot things out on the map? (Note: the map may be roughly geographical, or if you prefer, can be more of a “mind map” of the neighborhood’s defining features. It does not have to be a precise representation.)

Whole
Class
Discussion

Activity 2: Identifying Neighborhood Community Needs

15 min.

4. Slide 6: Tell students that all communities have needs, some of which might not be readily seen on a map. Have students work in teams (slide 7) to brainstorm the neighborhood community’s needs. (Note that different students may be aware of different needs.) Each student individually completes Column A and B in the “What are the needs of my neighborhood community?” sheet. Explain that they will get to the other columns (Columns C-E)-about how to address those needs in a later lesson.
5. Slide 8: Ask students to share identified needs (Column A) and discuss who is affected by each one (Column B) in a class-wide discussion.

Team
Discussion/
Cooperative
Learning

Whole Class
Discussion

6. Encourage students to write their ideas on large post-its, add them to the WALL OF NEEDS that was started in the previous lesson and present them orally to the class as they post them. Ask if there are other ideas that have not been shared but should be included. (You can write and post these.)

Activity 3: Learning More About Community Needs

10 min.

7. Slide 9: In a class-wide discussion, ask students to share any steps they have taken since the last class session to gather information about their school or neighborhood community needs (i.e., begun to complete the Community Observation Report). What have they learned? How has additional information gathering helped them to better understand the needs?
8. Help the other students make plans about how they could gather more information in a neighborhood walk or interview. Suggest things like taking photos, making videos, or summarizing their observations.
9. Show slide 10. Ask students to share about how they may have talked with lifelines and advisors to get guidance or support as they seek to identify and understand community needs.

**Whole
Class
Discussion**

Closure

5 min.

10. Encourage students to complete their community observation walk or interview(s) if not yet completed. Remind them that in the next class session they will share their findings and begin to brainstorm about ways to meet the needs they have identified. Show slide 11: Introduce the closing video, “Young Changemakers,” and ask students to think about ways they can use their skills to change their community or world.

<https://www.youtube.com/watch?app=desktop&v=eyS8Uiq1Ej4>

Remind students to complete the “Neighborhood Community Observation Report” before the coming lessons. Students will share their findings in the next class.

Exit ticket – ask students to hand in their “What are the needs of my school community?” sheet (to be returned to them in a subsequent lesson).

What are the needs of my neighborhood community?

COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E
Needs I have identified in my neighborhood (or town/city) community.	How big (or small) is this issue? Who does it affect?	What can I do to help make a difference on this issue now?	What can I do to help make a difference on this issue in the future?	What skills will I need to address this issue?*

***Note: Skills might include any of the following: stress management, mindfulness, growth mindset, time management, note-taking, active listening, working together and building consensus, and empathy.**

Name _____



Addressing School or Neighborhood Community Needs

This lesson is designed to help students explore ways to address identified school or neighborhood community needs.

Essential Question

How can I apply the things I've learned to make a difference in my community?

Guiding Question

How can we work together to begin to address some of the needs we've identified in our school or neighborhood community?

Objectives

- Students will begin to identify ways to meet needs in their school or neighborhood community.
- Connect their schoolwork and learnings from Unit 1-4 to their goals for making a difference.

Advance preparation

- Prepare student materials (including Needs handouts collected from Day's 1 and 2)
- Distribute large sticky notes and markers
- Room has space for a connection circle

Materials/Resources

- PowerPoint Slideshow 5.3 (adapt as needed)
- Chart paper to take notes on student reports
- Large sticky notes and markers
- Talking piece

Student Materials

- "What are my school community's needs?" and "What are my neighborhood community's needs?" completed handouts (collected on Days 1 and 2)

Vocabulary

- No new vocabulary

Do Now

2 min.

Slide 1: Students write or draw a response to the following: How can you use your particular talents and skills to make a difference for people in your circles of concern?

Introduction (Framing/Overview)

8-10 min.

1. (Slide 3) Play the following video on young people making a difference in their community, “Marley Dias and #1000blackgirlbooks” (stop at minute 3:52):

<https://www.youtube.com/watch?v=eV-tMaj1VXA>

Ask students to share their reflections on this video as well as the “Young Changemakers” video shown at the end of the previous lesson. Emphasize that changemaking is the culmination of thoughtful pre-work and planning and is one piece of a long-term effort toward a larger goal.

2. Give students overview of the day’s agenda (slide 4):
 - Sharing findings from information gathering efforts as recorded in their Community Observation Report
 - Brainstorming ways to meet school or neighborhood community needs
 - Large group idea sharing.

Activity 1: Sharing Findings from Info Gathering

10 min.

3. Show slide 5: Ask students to share what they learned from their information gathering efforts as recorded on their Community Observation Report. Some may want to show photos or play videos (it would be good to be able to project these if possible).
4. Write the findings on a poster, and ask students whether they see any overarching themes in their findings.

Student Reporting**Whole Class Discussion****Activity 2: Brainstorming Ways to Address Needs**

20-25 min.

5. Slide 6: Tell students they will brainstorm in teams about ways to meet school or neighborhood community needs and what skills they will need to do this. Each student should choose either the “What are the needs of my neighborhood community?” or “What are the needs of my school community?” sheet and individually completes Columns C-E on ways to meet needs and skills they could draw on to do this. (Point out the skills listed at the bottom of each sheet.)

Team Discussion

NOTE: For Column E (“What skills will you need?”), students may refer to their identity charts posted on the Community Wall (from Unit 4 Lesson 1) if needed.

6. Slide 7: Ask students to share their ideas in a class-wide discussion.

Generate a list of ideas to post on the wall (students may write ideas on large stickies and teacher can add for those who just share orally).

**Whole
Class
Discussion**

NOTE: A list of potential ideas is included on a sheet at the end of this lesson if students are having trouble generating ideas.

Closure

5 min.

Show slide 9: “Be the change that you wish to see in the world”—Mahatma Gandhi

Ask students, “What encouragement do Gandhi’s words give you for the community project you are thinking about?” After a few seconds, ask for a volunteer to begin sharing and for others to join in sharing as they desire.

Thank students for their participation, and share how exciting it is to be part of their journey. **Tell students that in the following lesson they will learn some ways to begin structuring their ideas into a specific volunteer project plan. They will turn their project plan into a formal proposal that will be shared with the class at the end of the unit.**

EXIT TICKET – Have students return their “What are the needs of my school community?” and “What are the needs of my neighborhood community?” sheets for safekeeping, and their “Community Observation Report” if completed.

List of Ideas for Volunteer Projects to Address Community Needs**School + Neighborhood**

Create welcoming cards for new students or neighbors
Volunteer to pick up groceries for a sick neighbor
Write and deliver a thank you note to school cafeteria workers and janitors
Walk through the neighborhood to clean up
Request and monitor official recycle bins from your local environmental office
Develop a plan for peer tutoring, mentoring, or support to submit to principal
Plan a school beautification club.
Design a plan for a book club (Manga, Percy Jackson, ...) to get younger students excited about reading (to be pitched to principal)
Plan a bake sale to raise money for a school or community need
Creating anti-drug and/or bullying posters

Community

Deliver donations to food pantry or clothing to local charitable organization
Donate arts supplies to a day care
Sew blankets for a homeless shelter or animal refuge
Volunteer to help prepare meals or serve at a homeless shelter
Join youth-led conversations/ opportunities to be heard in the community
Form a team to work in a City Farms/Urban Gardens program
Write letters to a government official about an important issue

State and Country

Support veterans in need by donating used items to [Purple Heart](#)
Create a [Red Cross campaign](#) to meet a local or regional need
Run an [Alex's Lemonade Stand](#) for children's cancer research
Color [cheerful drawings](#) to share with seniors, hospital patients, troops overseas, or anyone in [need of a smile](#)

Planet Earth and people of the world

Observe a "Zero Day" when you do not use a single item that can generate trash.
Attend a multicultural event
[Join Youth Climate Lab](#) to support young people around the world in their efforts to re-imagine a healthy climate for our world



Choosing a Project to Make a Difference

This lesson is designed to lead students to select and start planning an individual or team community project using what they have learned from previous units.

Essential Question

How can I apply the things I've learned to make a difference in my community?

Guiding Question

What volunteer/community project would I like to develop (individually or as part of a team)? What steps will this involve?

Objectives

Students will be able to:

- Process and share findings from previous lessons.
- Confirm their selected community project.
- Decide between working individually or joining a team to develop a plan for the community project.
- Begin articulating components of project plan.

Advance Preparation

- Prepare student materials
- Load video
- Prepare resource station at back of classroom for student planning activity (see below)

Materials/Resources

- Post-its, poster boards, scratch paper, markers, colored pencils, etc. for group planning activity.

Student Materials

- “What are my school community’s needs?” and “What are my neighborhood community’s needs?” completed handouts (collected on Days 1 and 2)
- “Solutions to Community Problems: Possible Personal Contribution” handout
- “My/ My Team’s Volunteer Project Plan” handout

Vocabulary

- Transactional
- Compensation
- Humanitarian

Do Now

2 min.

Slide 2 (“Be the change you want to see in the world”): Students write or draw ways they might “be the change.”

Introduction (Framing/Overview)

10 min.

1. Slide 4: Show this (1:28 minute) video on youth volunteering:

<https://www.youtube.com/watch?v=xJq1ZVzG0QA>

Invite students to the connection circle and have them read silently the Connection Circle Handout. Explain vocabulary words as needed:

- Transactional: based on a “give to get” mindset
- Compensation: pay
- Humanitarian: showing empathy and compassion for others

Slide 4: Ask students in the circle, “How does Cole’s experience resonate with you, especially as you are solidifying your plans for a school community project?”

2. Tell students that today’s main goal is for them to select a volunteer project, decide whether to carry out their project alone or with a partner or team, and begin planning their project. Review the day’s agenda (slide 5).
3. Remind students about the notion of lifelines and advisors they learned about in Lesson 1. Besides school adults, students may also consider reaching out to neighborhood leaders, educational advocates, parent groups, business contacts, local newspapers, spiritual leaders, and adults who may offer access to informational and practical resources as potential lifelines.

Activity 1: Sharing Project Ideas and Plans

15 min.

4. Slide 6: Invite students to share some of the ideas they have been thinking about and writing on their School and Neighborhood Community Needs sheets, including possible ways to address needs.

5. Give students a few minutes to consider the ideas they have written down or that others have share. Suggest that they list the ideas that they are most interested in on the “Possible Personal Contributions” activity sheet (slide 8). After listing 2-4 ideas that they find interesting, they could circle or highlight their top choice.
- Whole Class Discussion**

Personal Reflection

6. Explain to students that it may be helpful to identify students who are interested in the same volunteer activities, since those with similar interests may want to form groups (maximum of 4 students) to plan their projects together. Students are also welcome to work individually if they prefer.

**Direct
Instruction**

Slide 9: Have each student share the idea from their School and Neighborhood Community Needs sheets that they are most interested in pursuing as a volunteer project plan. List these on the board.

**Whole
Class
Discussion**

7. Identify natural groupings of students who have similar interests, and invite students to gather in groups if desired for the next stage of their planning.

NOTE: If more than 4 students are interested in the same project idea, consider creating two small groups of 2-3 students.

Activity 2: Explanation of Final Project Assignment

5 min.

8. Slide 10: Explain that students will need to create a Volunteer Project Plan that addresses each of the following areas:

**Direct
Instruction**

- What is the need?
- Planned activities and how they will meet the need
- Steps required for project completion
- Resources/lifelines needed for project
- How will we know how well the project was accomplished?

Explain that students will be required to present their project plan at the end of unit, but they are encouraged to begin carrying out their project any time.

9. Slide 11: Explain to students that they can present their plans in a format of their choice, such as a written report (using a word processor), digital slide presentation (e.g. PowerPoint), poster presentation, blog post, TikTok video, or oral presentation (with visual aids). [Teacher: PLEASE ADD OR SUBTRACT FROM THIS LIST AS DESIRED.]

Activity 3: Preliminary Project Planning

10 min.

10. Slide 12: Invite students to rearrange their seats so that students working on the same project are seated together. Those doing individual projects remain at their tables. All students will have access to the resource station set up in the back with sticky notes, poster boards, markers, etc. for students to use in planning their projects.

**Team
Planning**

11. Have students complete as much of the “My Team’s Volunteer Project Plan” worksheet or “My Volunteer Project Plan” worksheet (as appropriate) as they are able.

Closure

5 min.

12. Slide 13: Ask students to share insights they have gained if they wish to.

Explain that groups are probably at different stages in their planning process, and this is okay. Tell students they will begin the next lesson by learning some more tools for their planning process and will have time over the next several days to complete and present the Volunteer Project Plan.

Exit ticket – ask students to hand in their “My Team’s Volunteer Project Plan” or “My Volunteer Project Plan” worksheet.

Extensions

Homework or Classwork Extension: Write a one-paragraph response to each of the following questions: What do you think will be the most challenging part of working individually or with your classmates on this volunteer activity? What do you think will be most rewarding?

Connection Circle Handout



Cole, a young science achiever from Chicago, describes his experience volunteering and serving on community projects as experiences that have stayed with him throughout his life. He remarks about his team's learning experience:

“We become more open people, who are willing to work hard to change situations around us that might not be ideal. And they really affect the quality of life of those who you are working with. And in a world that’s becoming increasingly transactional in nature, it’s really refreshing to see people, especially young people, take time out of their days to help others without the promise of compensation. It really awakens the humanitarian within us all.”

Reflect on Cole's message.

How does Cole's experience resonate with you, especially as you are solidifying plans for a community project?

Solutions to Community Problems: Possible Personal Contributions

Issue I have Identified in My School or Community	Possible Way I Could Help with This Issue	Possible Lifeline I Could Access

Name _____

My Team’s Volunteer Project Plan



Student Names: _____

Project Name: _____

What is the need we plan to address? _____

What will we do, and how does this address the need? _____

Preparation needed for the project: _____

Why is our team project important or valuable? _____

What skills will be needed for this project? _____

My Volunteer Project Plan

Student Name: _____

Project Name: _____

What is the need I plan to address? _____

What will I do, and how does this address the need? _____

Preparation needed for the project: _____

Why is my project important or valuable? _____

What skills will be needed for this project? _____



Using Project Management Skills for Your Volunteer Project

This lesson is designed to help students learn a transferrable project management process as they design a plan for their volunteer project.

Essential Question

How can I apply the things I've learned to make a difference in my community?

Guiding Question

What new skills will help us successfully plan and manage our volunteer projects?

Objectives

- Students will begin defining and designing their volunteer project.
- Students will collaborate with others to define subtasks and assign individual responsibilities.

Advance Preparation

- Load video
- Prepare student materials

Materials/Resources

- PowerPoint slideshow 5.5 (adapt as needed)
- Post-its, poster boards, scratch paper, markers, color pencils

Student Materials

- Project Definition, Design, and Timeline sheets
- Example planning sheet for park cleanup event

Vocabulary

- Project Management

Do Now

2 min.

Slide 1: Students read and reflect on what is posted on the walls from previous lessons about the project ideas, and write down one question that comes to their mind.

Introduction (Framing/Overview)

3 min.

1. Slide 3: Tell students that projects are not just something people do for school; people often have to complete projects in the workplace, as well as in their personal lives and community involvement. People need good project management skills to do their jobs well and to achieve any sort of group goals. Today students will learn some basic steps and get a chance to practice them. First, students will get an overview by watching a short (90 second) video.
2. Have students watch this video (slide 4):

<https://www.youtube.com/watch?v=o7yZutiwRso>

Invite students to comment on ideas in the video that are new to them or about which they want to learn more.

Activity 1: Introduction to Project Management

10 min.

3. Show slides 5-9: Summarize the project management process by using the 4 Ds of Problem Solving and Project Management.¹
4. Slide 10: Explain that students will engage in the DEFINE and DESIGN process during class, corresponding to the following required sections of the project proposal (as mentioned in the previous lesson):
 - What is the need?
 - Planned activities and how they will meet the need
 - Steps required for project completion
 - Resources/lifelines needed for project
 - How will we know how well the project was accomplished?

**Direct
Instruction**

(NOTE: This will be necessary for the DEBRIEF process.)

Students will need to work on developing these details as they complete their project proposals over the next couple of days.

5. Distribute the Project Definition and Project Design sheets (slide 11) and Project Timeline guide sheets (slide 12) to students, as well as the example planning guide for a “Neighborhood Clean-Up” project, which students can use as a resource to remind them of potential questions they might raise for their own volunteer project plan. Students go to their team planning stations or work individually.

¹ These 4 Ds are from Ted McCain, *Teaching for Tomorrow*.

Activity 2: Project Management Planning

25 min.

6. Slide 13: Students work in teams to review (and, if necessary, refine) their project goals (DEFINE) and to work on the DESIGN process by creating a list of subtasks, associated roles and responsibilities, materials needed (and how these will be obtained), and a timeline.
7. **Students complete the Project Definition, Project Design, and Project Timelines planning sheets to reflect their own volunteer project proposals.** By the end of this activity, each group (or individual) should be able to outline their project proposal with greater attention to detail and identify key next steps to solve challenges (e.g., include pictures to demonstrate the need).

**Team
Planning**

Closure

5 min.

7. Show slide 14: Ask each group to report briefly on any discoveries or insights they gained by going through this DEFINE and DESIGN process. Ask them to report on what they thought was particularly useful and what was most difficult.
8. Exit ticket – ask students to hand in their planning sheets and DO NOW questions.

Extensions

If you wish to assign homework, have students write a one-paragraph response to the following question: What challenges or barriers might you/your team encounter in accomplishing this project, and how can you plan ahead to address them?

Project Definition

Name(s) _____

Date _____

Project Title _____

Statement of the need and how the proposed project addresses the need

Evaluation Criteria (how will you know how well you accomplished your goals?)

Adapted from McCain, *Teaching for Tomorrow*, p. 56

Project Design

Name _____

Date _____

Project Title _____

Subtasks**Resources Needed****Learning Needed**Adapted from McCain, *Teaching for Tomorrow*, p. 60

Example Planning Sheet for a Neighborhood Cleanup Event

What is the need?

Our neighborhood park looks terrible because of all the trash strewn all around.

What are our proposed activities, and how will they address the need?

We are planning a park clean-up event that will (at least temporarily) get rid of all the trash that is currently creating such an eyesore. We will also post signs encouraging people to put their trash in the provided cans and keep their park clean.

Subtasks required for project completion:

Make decisions about the following issues:

- Location for the activity (describe):
- Date and time frame:
- Which adult(s) will you ask to be present for supervision?
- Will you recruit any others to join besides your team?
 - If so, how will you recruit them?
- Will you have any refreshments? If so, add to supplies list below
- What tools and supplies are needed (see Resources needed below)

Make signs/posters to be placed in park.

Gather at park at designated time, with all the resources, and get all the trash into bags to be carried away.

Take photos/videos of before, during, and after.

Post the signs.

If desired, publicize what you have done on social media.

Resources Required for Project Completion

What tools and supplies do you need and who will bring them?

Tools/Supplies	Who will bring

How will you know how well your project was accomplished?

We will consider this to be a success if we can show a significant improvement in how the park looks (through before and after pictures). Another measure of success will be that all team members participated, got along well, and no one got injured.



Working on Project Proposals

This lesson provides students time and guidance as they work on their project proposals.

Essential Question

How can I apply the things I’ve learned to make a difference in my community?

Guiding Question

What do I/we still need to work out in our project planning?

Objectives

- Students will work individually or collaborate with others to make progress in their project proposal assignment.

Advance Preparation

- Prepare student materials, including planning sheets collected on Day 5
- Have extra planning sheets available in case students need them

Materials/Resources

- PowerPoint slideshow 5.6 (adapt as needed)
- Post-its, poster boards, scratch paper, markers, color pencils

Student Materials

- Project Definition, Design, and Timeline sheets, and example planning sheet, from Day 5

Do Now

2 min.

Slide 1: Students write down one question that comes to their mind as they think about their project proposal.

Introduction (Framing/Overview)

1 min.

1. Return students' planning sheets (collected at the end of day 5). Tell students that the purpose of this class period is to give them time to work on their project proposals. Review the day's agenda (slide 3).
2. Slide 4: Remind students of the required components of their final project proposal. Review as necessary the 4 Ds of project management (slide 5; individual components on slides 6-9); remind them of the various options from which they can choose to present their project plan (slide 10). Encourage students to continue working on their project proposals and to seek help from each other and the teacher when needed.

Activity 1: Project Management Planning

35-40 min.

3. Students spend the period working on project planning and associated research and organization. Circulate during the period to check in on all students and groups to monitor progress and offer encouragement (and suggestions if needed). Refer to the PowerPoint (slides 6-9) as needed to review concepts from the previous lesson on the project management process.

**Team or
Individual
Project
Work**

Students continue to work in teams/individually to review (and, if necessary, refine) their project goals (DEFINE) and to work on the DESIGN process by creating a list of subtasks, associated roles and responsibilities, materials/supplies needed (including how these will be obtained), and a timeline.

Closure

5 min.

4. Slide 11: Close by debriefing with students, asking the following:
 - How is your project planning going?
 - Are there aspects of your plan that have changed? In what ways?
 - Do you need additional help or resources? How can you get what you need?

Offer encouragement about the progress you have seen and your expectation that groups will complete the project planning process during the next class session, and be prepared to present their project plans on Day 8.

Exit ticket – ask students to hand in their DO NOW questions and planning sheets.

Extensions

Encourage students to work on projects at home as needed.



Completing Project Proposal

This lesson is to provide students time and guidance to complete work on their project proposals.

Essential Question

How can I apply the things I've learned to make a difference in my community?

Guiding Question:

How can I/we best communicate our project proposal to others?

Objectives

- Students will work individually or collaborate with others to complete the project proposal assignment.

Advance Preparation

- Prepare student materials, including planning sheets collected on Day 6

Materials/Resources

- PowerPoint slideshow 5.7 (adapt as needed)
- Post-its, poster boards, scratch paper, markers, color pencils

Student Materials

- Half sheets of paper for Do Now
- Project Definition, Design, and Timeline sheets, and example planning sheet, from Day 6

Do Now

2 min.

Slide 1: Students write down the one thing that most excites them about their project proposals.

Introduction (Framing/Overview)

4 min.

1. Return students' planning sheets collected at the end of day 6. Encourage students to continue working on their project proposals and to seek help from each other and the teacher as needed (slide 3).

Slide 4: Remind students of the required components of their final project proposal. **Advise students that their goal is to be prepared to present their project proposal at the next class period, using any of the proposed formats** (slide 5; please note: slides 6-10 are included for reference in case you need to review project management steps with students).

Activity 1 – Project Management Planning

30-35 min.

2. Students will continue to work individually or in teams to complete their proposals and presentation materials, as well as practice giving their presentations (e.g., fitting within time limits, assigning speaking parts) if applicable. Circulate during the period to check in on all students and groups to monitor progress and offer encouragement (and suggestions if needed).

**Team or
Individual
Project
Work**

Closure

5 min.

3. Slide 11: Close by debriefing with students, asking the following:

- What format have you chosen for your project proposal presentation?
- What preparations are you planning to do between now and the next session?

Offer encouragement about the progress you have seen and your expectation that groups will complete any remaining work at home and be prepared to present their project plans at the next class session (Day 8).

Exit ticket – ask students to hand in their DO NOW sheets.

Extensions

Encourage students to work on project at home as needed.



Presentation of Project Proposals

This lesson gives students the opportunity to share their work with the class (and outside visitors as possible).

Essential Question

How can I apply the things I've learned to make a difference in my community?

Guiding Question:

How can I/we best communicate our project proposal to others?

Objectives

- Students will explain their project proposals to others in either an oral presentation or responses to questions about their displayed proposal.

Advance Preparation

- Ensure classroom configuration and technology is set up for presentation of student project proposals

Materials/Resources

- PowerPoint slideshow 5.8 (adapt as needed)

Do Now

5 min.

Slide 1: Upon entry, students install their project proposal displays in designated spaces around the room (slide presentations uploaded on computers, poster boards displayed on tables or walls, etc.).

Introduction (Framing/Overview)

1 min.

Teacher offers a dedication for this presentation day.

Activity 1: Project Proposal Presentations

35-40 min.

Allow students who choose an oral, digital slide, or TikTok presentation format to go first, presenting to the entire class (and any outside visitors, such as other teachers).

Student Presentations

For students who chose a poster or other visual display, divide the class into two groups. The first group will stand by their visual displays and answer questions as members of the second group (the “audience”) walk around the classroom and visit each display to ask clarifying questions and share thoughtful feedback.

Switch groups so the other group has the chance to present and answer questions from the circulating “audience.”

Closure

2 min.

Close by offering encouragement about the work students have done. Tell students that tomorrow (the final day of the course), they will have an opportunity to reflect on what they have learned as well as offer feedback on the 4S course.



Day 9: Course Wrap-Up

This lesson helps students to reflect on their learning in the course and how they will use it going forward.

Essential Question

How can I apply the things I've learned to make a difference in my community?

Guiding Question:

What have we learned, and how can we use this now and in the future?

Objective

- Students will be able to reflect on their learning over the course and make plans for how they will use what they have learned now and in the future.

Advance Preparation

- Display station posters for the five units included in this course (see below) along with sticky notes
- Prepare student materials
- Have space in classroom for moving about (Gallery Walk) as well as final connection circle

Materials/Resources

- PowerPoint slideshow 5.9 (adapt as needed)
- Posters for Gallery Walk (5 unit stations)
- Sticky notes

Student Materials

- Do Now handout
- "Looking Forward" individual reflection sheet

Do Now

3 min.

Slide 1: Students write one thing they liked best about the class and one thing they would change, using the handout provided (to be turned in as an exit ticket).

Introduction (Framing/Overview)

5 min.

- Slide 3: Tell students that this final class session offers them an opportunity to reflect back on what they have learned in the course, and look forward to ways the things they have learned will help them in high school and in life.

Slide 4: Remind students of the topics covered during the course:

- Learning with a Purpose
- Confronting Challenges and Having a Growth Mindset
- Managing My Own Learning
- Interacting with Others as We Learn Together
- Making a Difference in My Community and World

Slide 5: Explain that students will reflect on what they have learned in small groups as they do a gallery walk; in a time of individual reflection; and finally, sharing their thoughts in a connection circle.

Activity 1: Gallery Walk

20 min.

- Slide 6: Divide students into 5 groups (using color-coded strips or some other method). Direct groups to circulate to each Unit “Station” poster (3 minutes per station) and discuss together what they learned in that unit. Students should individually write on sticky notes the most important “take-away” they had for each unit and post it on or near the poster before moving on to the next station.

**Gallery Walk/
Collaborative
Learning**

Activity 2: Individual Reflection

10 min.

- Slide 7: Hand out the “Looking Forward: Where Do I Go From Here?” reflection sheet. Students may answer questions in any order they prefer. (Mention that it is okay to focus first on the “What did you learn?” question for each unit, and then go back to reflect on how their learning from each unit will help them in high school and beyond.)

**Personal
Reflection**

Closure: Connection Circle Sharing

7 min.

- Slide 8: Use ONE of the following prompts for a sharing circle (can be added to slide if you wish). Feel free to modify or add as needed.
 - How did this course change you? What will you do differently from now on?
 - What advice from this course would you give a student heading to high school?
 - What would be your advice to incoming middle school students?
 - What advice would you give the teacher or course developers about the course?

Collect DO NOW as exit ticket and thank students for their feedback.

DO NOW

What is one thing you liked best about this Skills for Secondary School Success course? (Feel free to add more if you want.)

What is one thing you would recommend changing about this Skills for Secondary School Success course? (Feel free to add more if you want.)

Looking Forward: Where Do I Go From Here?

Complete as many of these as you can during class time. You can choose to start with whichever unit you want and work in whatever order you prefer.

Think about what you learned from Unit 1: Learning with a Purpose (exploring careers, thinking through my purpose, building a vision board).

What did you learn from this unit?

How will what you learned help you succeed in high school?

How will what you learned help you succeed in life beyond high school?

Think about what you learned from Unit 2: Confronting Challenges and Having a Growth Mindset (managing stress, mindfulness, problem solving, growth mindset).

What did you learn from this unit?

How will what you learned help you succeed in high school?

How will what you learned help you succeed in life beyond high school?

Think about what you learned from Unit 3: Managing my Own Learning (staying organized, time management, active reading, note taking, SMART goals)

What did you learn from this unit?

How will what you learned help you succeed in high school?

How will what you learned help you succeed in life beyond high school?

Please turn page...

Think about what you learned from Unit 4: Interaction with Others as We Learn Together (connection circles, classroom community, healthy relationships, active listening, team building)

What did you learn from this unit?

How will what you learned help you succeed in high school?

How will what you learned help you succeed in life beyond high school?

Think about what you learned from Unit 5: Making a Difference in My Community and World (exploring school and community issues, volunteer project)

What did you learn from this unit?

How will what you learned help you succeed in high school?

How will what you learned help you succeed in life beyond high school?