



# GIVING HEARTS DAY

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Give your way

High School Curriculum

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# Instructions for Educators

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This project is intended for teachers, coaches, and advisers of high school students who are hoping to introduce the core tenants of Giving Hearts Day to their students: giving back to our communities through the kindness, altruism, and passion within each of us. While this project was created and taught by a teacher, it can be modified by educators of any background to fit the needs they see within their students.

The following pages can be passed out to students as individual idea organizers or as a complete stapled packet. If the project is completed using all sheets provided, students will have a project that covers the skills of research, writing, and presenting information. Furthermore, the skills of collaboration and team-building are demonstrated through this authentic and engaging project driven by student-choice.

In the Giving Hearts Kit is a calendar featuring an approximate idea of work time for each sheet. However, you know your students best and have the ability to add time as needed. Furthermore, assignments can be modified, added, or removed to this unit if there are skills and concepts you still need to cover within your class or activity.

Thank you for commitment to your students and your community!

# Mini Unit Schedule

Essential Questions		Standards and Skills Assessed				
<p>What does it mean to “give”, and how do we give to others and impact our world?</p> <p>How can we use our passions to promote positive change in our communities?</p>		<p>Speaking and Listening – Elevator Speech</p> <p>Writing – Researching a topic, informative and persuasive writing</p> <p><a href="#">Click this link to access the ND K-12 Content Standards.</a></p>				
Day 1	Day 2	Day 3	Day 4	Day 5		
<p>1. Watch the “Giving Hearts Day” video <a href="#">click here</a> or find the link in the email.</p> <p>2. Participate in the “Giving Hearts Day Jigsaw” Activity (20-30 minutes)</p> <ul style="list-style-type: none"> <li>• Print-outs are available in this workbook</li> </ul> <p>3. Introduce the “Giving Hearts Day Project”</p> <ul style="list-style-type: none"> <li>• Students will research a local cause and create a project that gives back to the community by addressing the cause</li> </ul> <p><b>Example:</b> A group of students researches and learns that some students at school don’t have adequate winter clothing. Your students decide to create a “donation station” for other students to drop-off gently-used coats, hats, and gloves during Giving Hearts Day</p>	<p>1. Complete the “Initial Issue Research (Page 13)” idea organizer (40-50 minutes)</p> <ul style="list-style-type: none"> <li>• Students identify a specific issue and conduct research related to an issue of their choice</li> <li>• While an organizer is available for this activity, students will need access to internet to complete the organizer. Teachers may also modify how many facts and sources students must use</li> </ul>	<p>1. Brainstorm a list with students of possible ways to give back to the community (5-10 minutes)</p> <ul style="list-style-type: none"> <li>• Some common examples include:                             <ol style="list-style-type: none"> <li>Pancake or spaghetti feeds to raise money</li> <li>Ribbon day/week for awareness</li> <li>Knot blankets to donate</li> <li>5k walk/run for awareness/raise money</li> </ol> </li> </ul> <p>If possible, allow students to generate their own ideas based on previous experiences and interest</p> <p>2. Complete the “Creating a Plan of Action (Page 14)” idea organizer (30-40 minutes)</p>	<p>1. Complete the “Creating a Mission Statement (Page 3)” idea organizer (35-50 minutes)</p> <ul style="list-style-type: none"> <li>• Students will combine their initial research and the ideas for the project into a concise mission statement.</li> <li>• The requirements for your students’ mission statements can be changed and modified to meet any specific skills and/or content you wish to cover</li> </ul> <p>2. Complete the “Elevator Speech” brainstorm on the same page</p> <ul style="list-style-type: none"> <li>• Speeches are a concise version of their mission statements delivered in 1-2 minutes max.</li> <li>• Consider bringing in principals, community members, etc. when students deliver speeches for an authentic audience</li> </ul>	<p>1. Complete the “Getting the Word Out (Page 4)” idea organizer (40-50 minutes)</p> <ul style="list-style-type: none"> <li>• Students are now creating a visual representation of the information. There are five options of varying difficulty available. Free websites are also linked for students to use when creating their product.</li> </ul> <p>2. Deliver the “Elevator Speech”</p> <ul style="list-style-type: none"> <li>• If students have created one of the “Getting the Word Out” products, they may have that available while presenting their topic</li> </ul>		



# Jigsaw Activity Instructions

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1. Section students off into 5 equal groups. Groups can contain one individual student or 5-6 students. It's okay if one or two groups is slightly larger than the others.
2. Give each student a copy of the same question sheet. Each question is lettered to help keep track of copies. For example, if there are five groups of four students each, then one group will receive four copies of page A, one group receives four copies of page B, and so on.
3. For 5-10 minutes, allow students the opportunity to discuss their group's answer to their assigned question. After the group has discussed their answer, students should write the answer on their own sheet.
4. Once students are ready, "jigsaw" into new groups. Each member from the original group will take their sheet and form a new group with members from other former groups. When finished, each new group should have at least one student from Group A, B, C, D, and E.
5. Students will each share out their question and answer with their new jigsaw group. Their new group members should listen to their peers and write down their responses in the other four boxes. This takes approximately 5-10 minutes.
6. If you like, collect sheet to view the responses students have shared. A larger whole-class discussion following the initial small group discussions is also a great way to further solidify the concepts of "Giving Hearts Day" with students.



## Jigsaw Activity - Page B

In a "Jigsaw" activity, you will work in two groups. The first group you are in will work together to respond to the question on your sheet. Use detail, and write the names of your group 1 members below:

Group 1 Members: \_\_\_\_\_

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<p><b>B: List two specific groups that improve the world in some way. Additionally, explain how and why they improve our world.</b></p>	

After your group completes your question, number off each member. After each member is numbered off, find the NEW group. Once the new group is assembled, you will share your responses with each other in the corresponding boxes. Write the group 2 member names below:

Group 2 Members: \_\_\_\_\_

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## Jigsaw Activity - Page C

In a "Jigsaw" activity, you will work in two groups. The first group you are in will work together to respond to the question on your sheet. Use detail, and write the names of your group 1 members below:

Group 1 Members: \_\_\_\_\_

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**C: What are two issues our world faces, and in what ways have people been trying to solve those issues?**


After your group completes your question, number off each member. After each member is numbered off, find the NEW group. Once the new group is assembled, you will share your responses with each other in the corresponding boxes. Write the group 2 member names below:

Group 2 Members: \_\_\_\_\_

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## Jigsaw Activity - Page D

In a "Jigsaw" activity, you will work in two groups. The first group you are in will work together to respond to the question on your sheet. Use detail, and write the names of your group 1 members below:

Group 1 Members: \_\_\_\_\_

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**D: What is community, and what specific communities are you a member of? Furthermore, how do people demonstrate "giving" within our community?**


After your group completes your question, number off each member. After each member is numbered off, find the NEW group. Once the new group is assembled, you will share your responses with each other in the corresponding boxes. Write the group 2 member names below:

Group 2 Members: \_\_\_\_\_

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## Jigsaw Activity - Page E

In a "Jigsaw" activity, you will work in two groups. The first group you are in will work together to respond to the question on your sheet. Use detail, and write the names of your group 1 members below:

Group 1 Members: \_\_\_\_\_

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<b>E: How can you use your passions to give back to the school, town, and state community?</b>			

After your group completes your question, number off each member. After each member is numbered off, find the NEW group. Once the new group is assembled, you will share your responses with each other in the corresponding boxes. Write the group 2 member names below:

Group 2 Members: \_\_\_\_\_

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# Giving Hearts Day Project

Category	Proficient	Partially Proficient	Beginning/Developing	No Evidence
<b>Elevator Speech</b> <i>I can deliver a speech that concisely expresses my project.</i>	<ul style="list-style-type: none"> <li>My speech shares all the important information of my project clearly</li> <li>I deliver my speech within the time limit (1-2 mins)</li> <li>I engage my audience with professional nonverbal communication during my speech</li> </ul>	<ul style="list-style-type: none"> <li>My speech shares most of the important information of my project clearly</li> <li>I deliver my speech in +/- 10 seconds of the time limit</li> <li>I engage my audience with mostly effective nonverbal communication during my speech</li> </ul>	<ul style="list-style-type: none"> <li>My speech is missing at least half of the key information of my project</li> <li>I deliver my speech in +/- 20 seconds of the time limit</li> <li>I may distract my audience with my nonverbal communication during my speech</li> </ul>	<ul style="list-style-type: none"> <li>I did not deliver a speech, or my speech is too distracting or not related to my project at all</li> </ul>
<b>Planning and Responsibility</b> <i>I am responsible and efficient, and I use my in-class work time professionally.</i>	<ul style="list-style-type: none"> <li>I followed all deadlines</li> <li>I helped my peers in a productive manner</li> <li>I solved any issues on my own</li> </ul>	<ul style="list-style-type: none"> <li>I followed most deadlines</li> <li>I helped my peers, but could be distracting at times</li> <li>I attempted to solve my issues on my own</li> </ul>	<ul style="list-style-type: none"> <li>I followed few deadlines</li> <li>I often distracted my peers</li> <li>I relied heavily on others before solving my problems on my own</li> </ul>	<ul style="list-style-type: none"> <li>I did not follow deadlines</li> <li>I was distracting and rude</li> <li>I made issues for myself and my peers</li> </ul>
<b>Visual Aesthetics</b> <i>I can create a visually appealing product that accurately reflects the importance of my piece.</i>	<ul style="list-style-type: none"> <li>My finished product looks professional</li> <li>I use many creative elements</li> <li>My designs are unique and original</li> </ul>	<ul style="list-style-type: none"> <li>My product is finished</li> <li>I use some creative elements</li> <li>Most of my designs are original, but I may have borrowed designs</li> </ul>	<ul style="list-style-type: none"> <li>My product is partially finished</li> <li>My design is basic or distracting</li> <li>My design is plagiarized</li> </ul>	<ul style="list-style-type: none"> <li>My product is not finished</li> <li>My design is distracting and completely plagiarized</li> </ul>
<b>Professional Writing</b> <i>My writing provides detail and clear explanation to all audiences.</i>	<ul style="list-style-type: none"> <li>I provide detailed facts from my research and properly source my evidence</li> <li>I clearly define my issue and the ways I hope to address it</li> <li>My writing features no grammar or spelling mistakes</li> <li>My writing is clearly organized and is enjoyable/informative to read</li> </ul>	<ul style="list-style-type: none"> <li>I provide some facts from my research and source some evidence</li> <li>I define my issue, but it is unclear how I hope to address it</li> <li>My writing features some minor grammar or spelling mistakes</li> <li>My writing is mostly organized, but may be confusing during some parts</li> </ul>	<ul style="list-style-type: none"> <li>I provide minimal facts from my research and source some evidence</li> <li>I do not clearly define my issue nor how to address it</li> <li>My writing features major grammar or spelling mistakes</li> <li>My writing is largely disorganized and confusing to read most of the time</li> </ul>	<ul style="list-style-type: none"> <li>I did not complete a writing sample, or my writing sample is not related to the project at all</li> </ul>

## Giving Hearts Day Project – Initial Issue Research

*Respond to each question on this sheet. This information will provide the foundation of your project.  
Be sure to record any sources and research that you use!*

**What specific issue does your local community face that your group hopes to address? Furthermore, why did you choose to champion this cause?**

**Find at least FIVE key facts relating to your issue. It could be the number of people who are affected by the issue, a scientific explanation of a concept, positive and negatives about your issue, and so on.**

1.

2.

3.

4.

5.

**Use at least two different resources for your information. Write your citations here:**

1.

2.

## Giving Hearts Day Project – Creating a Plan of Action

*After researching an issue you hope to address, it is now time to help solve the problem your community faces by creating a project addressing the issue. Using your knowledge, skills, and passion, you will be asked to create a group, event, or activity that gives back to your community.*

<b>Giving Hearts Day project name:</b>	<b>Why did you choose this project?</b>
<b>Awareness and fundraising:</b> What project will your group be creating? Include specific information listed in the box.  Brainstorm <b>two</b> possible ideas below:	<b>Which project did you choose from your brainstorm? Answer the questions below to finalize your project ideas.</b>  Summary of project:  Materials needed/cost:  When (time frame):  Where (locations used):  People or groups involved:  How does your project give back to your community?

## Giving Hearts Day Project – Creating a Mission Statement

*All groups have a mission statement. This is a general review of their group’s history, the goals of the organization, and some research that lends credibility and support. Your mission statement should address each of these in a convincing manner. Be sure to include at least 3 of the 5 facts you found previously!*

**PARAGRAPH 1:** Introduce your group project. Include the **who, what, where,** and **when** related to your project (who is involved, what is the project, where and when will it happen?)

**PARAGRAPH 2:** Share key information about the issue you are hoping to solve. Remember, not everyone may be aware of the issue your community faces, so informing others is a big first step to solving the problem. This information should come from your initial research on page 11.

**PARAGRAPH 3:** What is the purpose and/or goal of your group? This is the **why** and **how** of your project (why did you create this project, and how will this project help solve the issue you mentioned in paragraph 2?)

### Giving Hearts Day Project – “Elevator Speech”

As you get older, you may realize that you’ll only have 1-2 minutes to pitch ideas to possible volunteers, advocates, and donors to your cause – often it’s when you are stuck in an elevator! Your task is to create an “Elevator Speech” successfully convincing someone to help support your project. This is a short speech, so you have to write one single paragraph – avoid “fluff stuff” and keep only what’s needed.

What information should your elevator speech contain? Brainstorm below:

## Giving Hearts Day Project – Getting the Word Out

*Your group needs to determine the best way to attract and teach others about your issue and what you're doing to give back by addressing the issue. You are tasked with creating one of the following five options: a poster, social media post, brochure, video, or website. All linked websites below should feature free to use services for school users as of November 2021.*

### Poster (Low Difficulty)

Create an aesthetically pleasing and professional poster that features all the information about your event. They should feature all the required information (**who, what, where, when, why, how**). You only have one side of the poster to use, so be sure to use space wisely!

\*You can draw a poster using classroom materials and create copies, OR you can create an online poster through Google/Word docs, [Canva.com](https://www.canva.com), and [PosterMyWall.com](https://www.postermywall.com).

### Social Media Photo/Gif Post (Low-Medium Difficulty)

Create an aesthetically pleasing and professional social media post that features all the information about your event. They should feature all the required information (**who, what, where, when, why, how**). Most posts on Twitter, Instagram, and Facebook are in 1:1 format, so be sure to carefully fit only the important information in the photo. A more detailed caption should accompany your photo post.

\*[Canva.com](https://www.canva.com), and [PosterMyWall.com](https://www.postermywall.com) feature templates for 1:1 social media posts in .jpg, .png, .gif, and .mp4 format. .jpg and .png posts are easier than .gif and .mp4 posts.

### Brochure (Medium Difficulty)

Create an aesthetically pleasing and professional brochure that features all the information about your event. They should feature all the required information (**who, what, where, when, why, how**). You are able to use both sides of paper for a brochure, but remember that brochures should fold, and those folds will create new sections. (1 fold = 2 sections on each side; 2 folds = 3 sections on each side)

\*Google/Word docs has free brochure options available to users. [Canva.com](https://www.canva.com) and [Venngage.com](https://www.venngage.com) also feature pre-made brochure templates.

### Video (Challenging Difficulty)

Create an aesthetically pleasing and professional video that features all the information about your event. They should feature all the required information (**who, what, where, when, why, how**). Videos should be 1-3 minutes long.

\*[Animoto.com](https://www.animoto.com) and [filmit from Australian Centre for the Moving Image](https://www.filmit.com.au) are great websites for creating videos. Animoto is beginner friendly, and filmit is for students who'd like a challenge.

### Website (Challenging Difficulty)

Create a website that is academic, professional, and visually pleasing. Your website should feature main tabs that connect to your information from the previous pages. You may choose to follow my website design or create an entirely new design on your own. If you create a website, make sure everyone in your group has access to it so they can edit it whenever it is needed.

\*Consider using [Wix.com](https://www.wix.com), [Weebly.com](https://www.weebly.com), or [Google Sites](https://www.google.com/sites) to create a free website.

Here is an example website template for teachers to use: <https://reinkej1.wixsite.com/intheirshoes1>

# Rubric Note for Educators

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This project is intended for use both in and outside of the classroom. Many teachers, coaches, and advisers will choose to keep this project and corresponding activities ungraded and instead focus on building students' intrinsic motivation, passions, and choice while completing this project.

For educators who want a rubric as guidance for assessing and scoring student projects. This rubric features general categories and skills related to the project that may be used to assess and score the Giving Hearts Day Projects. There are no assigned points to this project to account for teachers in traditional grade schools who wish to change the point scale. This also allows teachers in Standards-Based and Evidence-Based grade schools to use proficiency scales if preferred.

Please modify, add, and/or remove any portion of the rubric to fit your individual needs as an educator and classroom leader.



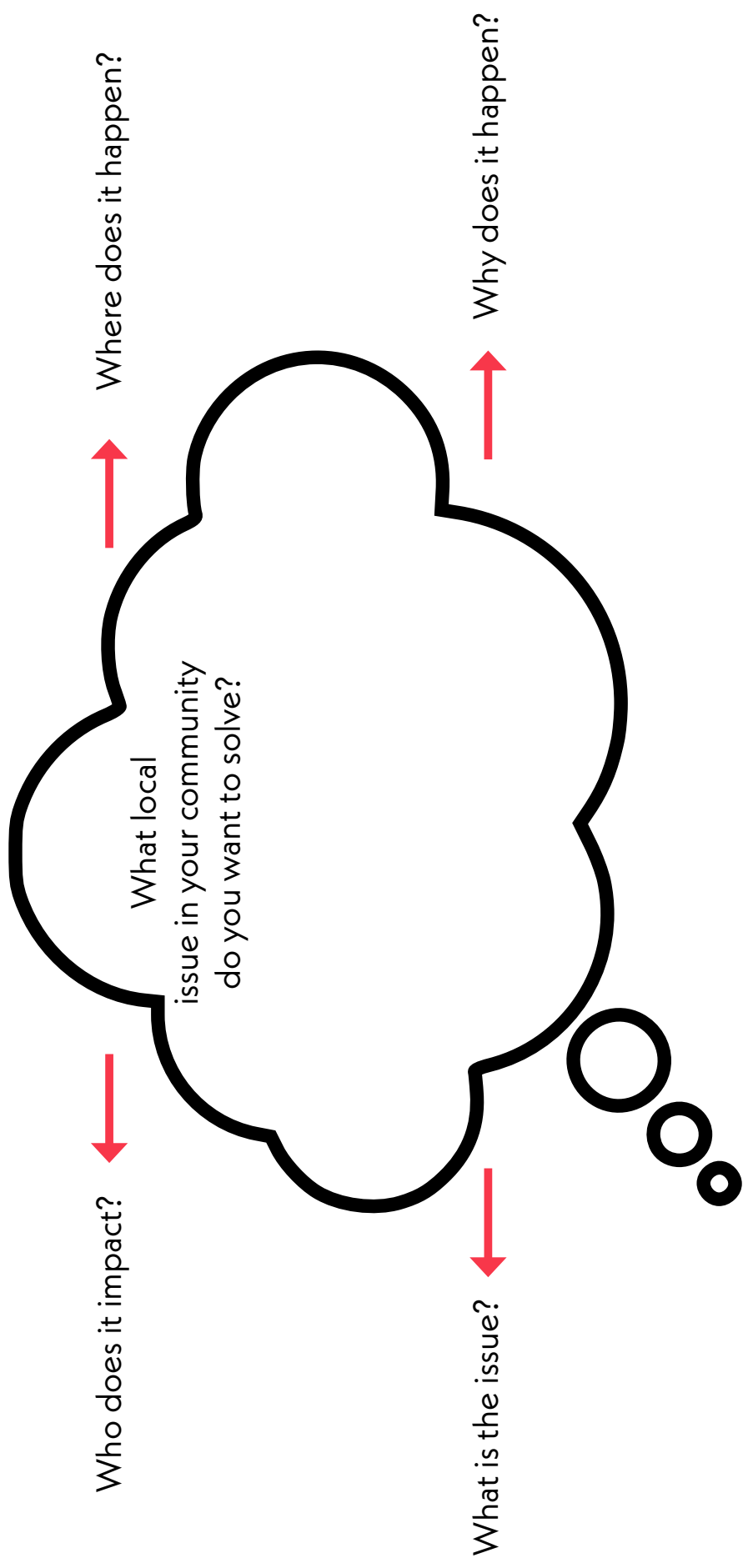
# Potential Project Ideas for High School Students

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If you and your students are stuck trying to brainstorm project ideas, consider referencing this list of community service projects as a starting point.

- Start a student tutoring club
- Organize a “trash cleanup day” around your school and community
- Volunteer or donate supplies to local shelters
- Read to a group of elementary students at a local library or school
- Spend time conversing with people in hospital and senior centers
- Send care packages to groups in need
- Knit blankets for those in need (homeless shelters, animal shelters, and so on)
- Volunteer at a local food pantry or soup kitchen
- Create a donation drop-box for winter clothing
- Create a bake sale to raise money for a local cause
- Organize a pancake or spaghetti feed to raise money for a local cause
- Contact Red Cross to organize a school blood drive (age restrictions)
- Create a donation drop-box for school materials
- Organize a 5k run/walk to spread awareness/raise money for a local cause
- Create a community “little library” and donate books for others to read
- Plan a ribbon week to spread awareness to a cause
- Collect makeup, hygienic products, and toys for women and children shelters

# Brainstorm Organizer



# Brainstorm Organizer

