



# SKATEISTAN LESSON PLAN

“Changing the World”

Curriculum	Act Local	Date	Q4
Educator/ Site	First Name / City Name	Series	2 Lessons / 60 Min.

Students collect local actions to change the world and create a book identifying their place in the world



## VOCABULARY

Activist, Vote

## RESOURCES

- [1 Page Book Guide](#) | PDF
- Student videos | Google Drive

## MATERIALS

☀ EXTERNAL	☾ INTERNAL
<ul style="list-style-type: none"> <li>✧ A4 paper</li> <li>✧ Writing materials</li> <li>✧ Round container</li> <li>✧ Scissors</li> <li>✧ Glue stick</li> <li>✧ Color Materials</li> <li>✧ Large paper</li> <li>✧ Marker</li> <li>✧ Laptop</li> </ul>	<ul style="list-style-type: none"> <li>☉ Projector</li> </ul>

## LEARNING OBJECTIVES

- △ Students explore local actions with global impact
- ▼ Students connect personal experience to global issues

## PREPARATION

- △ **(Lesson 1)** Educators should be familiar with how to make the [1 Page Book Guide](#) from *Resources* before beginning the lesson
- △ **(Lesson 2)** Before lesson 2, Educators must upload the student list and votes for each class to Google Drive.
- ▼ Educator should plan collaborations with other sites before beginning the lesson.
- ▼ Educator research Change Makers, with a focus on the local region.

## ASSESSMENT

- △ Vote for Change: Voting from students on most important changes to include, along with review and feedback on lists from other classes and sites
- ▼ Change Starts Here: Students create list of changes with personal priority, including included favorites from other classes and sites.

# LESSON 1: Changing the World

## ORIENTATION

15 Min

### Give Me 5

- “Even if you’re little you can do a lot, you mustn’t let a little thing like ‘little’ stop you”  
– Matilda the Musical, ‘Naughty’, Tim Minchin

- △ **Starting Small:** Big changes sometimes begin very small. Begin a group discussion. Students spend 5 minutes to brainstorm 5 small things they can do to help change the world. During the discussion, write down the student ideas on large paper. Ask students questions as guidance:
- What are problems you would like to see solved?
  - What are things that would make the world better?
  - Imagine if everyone on Earth made these small changes
    - What would happen?
  - What are things you could start today?

- ▼ **Personal Explorations:** You can hand out paper and writing materials for students to explore their 5 things to change the world on their own.

- ✳ Large paper
- ✳ Marker
- ⊙



- ✳ A4 paper
- ✳ Writing materials
- ⊙

## ACTIVITY


30 Min


### Our Planet, Our Home (Part 1)

- △ **1 Page Book:** Educator demonstrates how to create the [1 Page Book](#). The guide can be printed for students as a reference. The class can all share one book, or each student can take a piece of A4 paper to fold their own book.
- △ **Our World:** Students open their book, lay it flat, and trace a circle on the outside covers using a round container.
- With scissors, cover is cut into a circle.
  - Use glue stick to paste cover’s double pages together.
  - Using coloring materials, students open book vertically and draw the world.
- △ **Our Self:** Holding the center pages together, students write ‘Our Self’ and draw a self portrait.
- △ **To Be Continued:** Educator collects the books and safely stores them until the following week to complete.

- ✳ A4 paper
- ✳ Writing materials
- ✳ Round container
- ✳ Scissors
- ✳ Glue stick
- ✳ Color Materials
- ⊙





TIME	TEACHING STRATEGY	STUDENT ACTIVITY	MATERIALS	EXAMPLES
		<p>▼ <u>Change Makers</u>: While students are working to draw their world and self portrait, ask the class questions about change makers: <i>activists</i> and local leaders, artists and musicians, champions of the community.</p> <ul style="list-style-type: none"> <li>• <i>Who are people that you've heard about that have</i></li> </ul>	<p>☆</p> <p>⊙</p>	


TIME	TEACHING STRATEGY	STUDENT ACTIVITY	MATERIALS	EXAMPLES
		<p><i>changed the world?</i></p> <ul style="list-style-type: none"> <li>• <i>What did they do?</i></li> <li>• <i>Why was the change they made important?</i></li> </ul>		
<b>REFLECTION</b>				
15 Min		<p><b>Top 5</b></p> <p>△ <b>Vote for Change:</b> Educator reviews the 5 small things from the 'Give Me 5' <i>Orientation</i> activity. Students raise their hand for the change they think is the most important, a change they could make that would make a big difference.</p> <ul style="list-style-type: none"> <li>• Educator writes down the number of votes for each change and rewrites the list with the most popular changes at the top.</li> <li>• Educator describes voting for the students: <ul style="list-style-type: none"> <li>• <i>Together we are learning about the most popular ideas that we have shared. We put those at the top. Each of us has an equal voice in the group.</i></li> </ul> </li> <li>• List is saved to be sent to other sites (see <i>Preparation</i>)</li> </ul> <p>▼ <b>Change Starts Here:</b> Educator folds A4 paper 2 times until page has 4 sections and cuts each section (A6). Each student takes a piece of A6 paper and copies down the list of 5 small things.</p> <ul style="list-style-type: none"> <li>• Ask each student to circle one change they can start working on today.</li> <li>• Each student writes the date at the top and signs the bottom of their list</li> <li>• Students put their lists inside the center page pocket of their 'Our Planet, Our Home' books. Educator stores books and lists until following class.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Large Paper</li> <li>✧ Marker</li> <li>○</li> <li>✧ A4 Paper</li> <li>✧ Writing materials</li> <li>○</li> </ul>	


## LESSON 2: Changing the World

### ORIENTATION

TIME	TEACHING STRATEGY	STUDENT ACTIVITY	MATERIALS	EXAMPLES
15 Min		<p><b>Change in Action</b></p> <ul style="list-style-type: none"> <li>• “Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.” —Dr. Seuss, <i>The Lorax</i></li> </ul> <p>△ <b>Make the Switch:</b> The Educator reviews the top 5 list of ‘5 small things to change the world’ from last class. Educators choose a student volunteer to act out a situation that needs one of our 5 changes (a situation to show the problem we want to fix). Educator can act along with student as a guide.</p> <ul style="list-style-type: none"> <li>• Students in the audience raise their hands if they know which change to make, and the Educator chooses a student to join the volunteer to act the change to make.</li> <li>• When the Educator claps their hands, the two volunteers switch roles. The change-maker volunteer acts out the problem and the other offers the change.</li> <li>• Continue through the list to cover all 5 changes</li> </ul> <p>▼ <b>Personal Experience:</b> Students can also use paper to write down a personal experience with one of the problems they’ve experienced.</p> <ul style="list-style-type: none"> <li>• <i>What would you do differently in the future?</i></li> <li>• <i>Ask them to add in a character into the story that brings the change they want to see.</i></li> </ul>	<ul style="list-style-type: none"> <li>✳</li> <li>⊙</li> </ul> <p>✳ A4 Paper</p> <p>✳ Writing materials</p> <p>⊙</p>	 

## ACTIVITY

30 Min		<p><b>Our Planet, Our Home (Part 2)</b></p> <p>△ <b>Book Return:</b> Educator brings books from last lesson and returns the books to each student.</p> <ul style="list-style-type: none"> <li>• <i>Last class, we created our book covers: Our World and Our Self. Today we will explore the places we all live in the 4 middle pages.</i></li> </ul> <p>△ <b>Our Home:</b> Students write ‘Our Home’ and take 5 minutes to draw their home with all the different people they live with.</p> <p>△ <b>Our Cities:</b> Students write ‘Our Cities’ and take 5 minutes to draw cities they know with different people living together.</p> <p>△ <b>Our Countries:</b> Students write ‘Our Countries’ and take 5 minutes to draw the different countries they know with all the different people living there.</p> <p>△ <b>Our Planet:</b> Students write ‘Our Planet’ and take 5 minutes</p>	<ul style="list-style-type: none"> <li>✳ A4 paper</li> <li>✳ Writing materials</li> <li>✳ Round container</li> <li>✳ Scissors</li> <li>✳ Glue stick</li> <li>✳ Color Materials</li> </ul> <p>⊙</p>	
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TIME	TEACHING STRATEGY	STUDENT ACTIVITY	MATERIALS	EXAMPLES
		<p>to draw the different things they know all together on Earth.</p> <p>▼ <b>Guided Questions:</b> For each page in the book, the Educator can guide more details from the students with questions:</p> <ul style="list-style-type: none"> <li>• Our Home <ul style="list-style-type: none"> <li>• Draw the people that live with you in your home.</li> <li>• Do you have pets? Are there plants in the house?</li> </ul> </li> <li>• Our Cities <ul style="list-style-type: none"> <li>• Draw people living around you. What do they do?</li> <li>• Think about the different people in the streets,, selling food, going to work. Are their clothes different? Do they speak differently?</li> </ul> </li> <li>• Our Countries <ul style="list-style-type: none"> <li>• Think about the people you've seen in other countries. What do they look like? What do they do? What do their countries look like?</li> </ul> </li> <li>• Our Planet <ul style="list-style-type: none"> <li>• What kinds of animals and plants live on Earth?</li> <li>• Some live in mountains, in the oceans, in deserts, on frozen glaciers, and in jungles.</li> <li>• You can find different people living everywhere!</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✳</li> <li>⊙</li> </ul>	

## REFLECTION

15 Min		<p><b>5 X 5</b></p> <p>△ <b>Our Classroom:</b> When Students have completed their books, each book is passed around in a circle and shared.</p> <p>△ <b>Our Site:</b> While students read the books, Educator shares with the class the Top 5 from some of the other classes at the site.</p> <ul style="list-style-type: none"> <li>• Did the other classes have some of the same changes?</li> <li>• Which of their ideas were different? Do you think these would also be good changes?</li> </ul> <p>△ <b>Our World:</b> Educator shares with the class the Top 5 from some of the other sites around the world.</p> <ul style="list-style-type: none"> <li>• Did the other sites have some of the same changes?</li> <li>• Which of their ideas were different? Do you think these would also be good changes?</li> </ul> <p>▼ <b>Give me 10!:</b> Ask students to pick 5 new changes from the</p>	<ul style="list-style-type: none"> <li>✳ Laptop</li> <li>✳ Large Paper</li> <li>✳ Marker</li> <li>⊙ Projector</li> </ul>	
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TIME	TEACHING STRATEGY	STUDENT ACTIVITY	MATERIALS	EXAMPLES
		<p>other lists that that would like to add to their list.</p> <ul style="list-style-type: none"> <li>Each student writes the 5 new changes on their list from the 'Change Starts Here' <i>Reflection</i> exercise.</li> </ul>	<p>⊙</p>	