SKATEISTAN LESSON PLAN
“Changing the World”

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

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.

VOCABULARY

Activist, Vote

RESOURCES

● 1 Page Book Guide | PDF
● Student videos | Google Drive

MATERIALS

☼ EXTERNAL
○ A4 paper
○ Writing materials
○ Round container
○ Scissors
○ Glue stick
○ Color Materials
○ Large paper
○ Marker
○ Laptop

☼ INTERNAL
○ Projector
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.

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.
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**Change Makers:** While students are working to draw their world and self portrait, ask the class questions about change makers: *activists* and local leaders, artists and musicians, champions of the community.

- *Who are people that you’ve heard about that have*
## Lesson 2: Changing the World

### Orientation

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<th>Time</th>
<th>Teaching Strategy</th>
<th>Student Activity</th>
<th>Materials</th>
<th>Examples</th>
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**REFLECTION**

1. **Top 5**
   - **Vote for Change**: Educator reviews the 5 small things from the ‘Give Me 5’ Orientation 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.
   - Educator writes down the number of votes for each change and rewrites the list with the most popular changes at the top.
   - Educator describes voting for the students:
     - *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.*
   - List is saved to be sent to other sites (see Preparation)

2. **Change Starts Here**: 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.
   - Ask each student to circle one change they can start working on today.
   - Each student writes the date at the top and signs the bottom of their list.
   - Students put their lists inside the center page pocket of their ‘Our Planet, Our Home’ books. Educator stores books and lists until following class.

**Materials**

- Large Paper
- Marker
- A4 Paper
- Writing materials

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**Questions**

- What did they do?
- Why was the change they made important?
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<td>Change in Action</td>
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<td>“Unless someone like you cares a whole awful lot, nothing is going to get better. It's not.” — Dr. Seuss, The Lorax</td>
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<td>△ Make the Switch: 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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>Continue through the list to cover all 5 changes</td>
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<td>▼ Personal Experience: Students can also use paper to write down a personal experience with one of the problems they’ve experienced.</td>
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<td>What would you do differently in the future?</td>
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<td>Ask them to add in a character into the story that brings the change they want to see.</td>
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<th>ACTIVITY</th>
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<th>Our Planet, Our Home (Part 2)</th>
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<td>30 Min</td>
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<td>△ Book Return: Educator brings books from last lesson and returns the books to each student.</td>
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<td>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.</td>
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<td>△ Our Home: Students write ‘Our Home’ and take 5 minutes to draw their home with all the different people they live with.</td>
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<td>△ Our Cities: Students write ‘Our Cities’ and take 5 minutes to draw cities they know with different people living together.</td>
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<td>△ Our Countries: Students write ‘Our Countries’ and take 5 minutes to draw the different countries they know with all the different people living there.</td>
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<td>△ Our Planet: Students write ‘Our Planet’ and take 5 minutes</td>
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to draw the different things they know all together on Earth.

Guided Questions: For each page in the book, the Educator can guide more details from the students with questions:

- **Our Home**
  - Draw the people that live with you in your home.
  - Do you have pets? Are there plants in the house?

- **Our Cities**
  - Draw people living around you. What do they do?
  - Think about the different people in the streets, selling food, going to work. Are their clothes different? Do they speak differently?

- **Our Countries**
  - 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?

- **Our Planet**
  - What kinds of animals and plants live on Earth?
  - Some live in mountains, in the oceans, in deserts, on frozen glaciers, and in jungles.
  - You can find different people living everywhere!

**REFLECTION**

15 Min

- **5 X 5**
  - **Our Classroom:** When Students have completed their books, each book is passed around in a circle and shared.

  - **Our Site:** While students read the books, Educator shares with the class the Top 5 from some of the other classes at the site.
    - Did the other classes have some of the same changes?
    - Which of their ideas were different? Do you think these would also be good changes?

  - **Our World:** Educator shares with the class the Top 5 from some of the other sites around the world.
    - Did the other sites have some of the same changes?
    - Which of their ideas were different? Do you think these would also be good changes?

- **Give me 10!** Ask students to pick 5 new changes from the
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<td>other lists that would like to add to their list.</td>
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<td>● Each student writes the 5 new changes on their list from the 'Change Starts Here' Reflection exercise.</td>
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