

Lesson Title: Sports Heroes and Private Action for the Common Good
Grade Level: 9th - 12th Grade
Duration: Two Fifty-Five Minute Class Periods
Standards: See the end of the lesson for National Common Core Standards and Philanthropy Standards.

National Content Standards and Key Words/Concepts:

SOC: Advocacy; Citizenship/Civic Engagement; Civic Responsibility/Virtue; Communities; Social Action; Good Character; Personal Virtue; Minorities; Common Good; Biographies; Research; Inquiry
ELA: Group Discussion; Research
PHIL: Advocacy; Common Good; Community; Foundations; Giving; Minorities; Non Profit Organizations; Philanthropist; Time/Talent/Treasure

Purpose:

The learners will define philanthropy and determine how being philanthropic affects the public good as exemplified in the lives of famous athletes who have acted for the public good. They will plan, carry out and reflect on philanthropic acts in celebration of National Philanthropy Day®.

Objectives:

The learner will:

- define philanthropy and identify the benefits, of being philanthropic, for the common good.
- identify philanthropic actions and their impact.
- give time and talent in celebration of National Philanthropy Day®

Materials:

- Sports Heroes Analysis Chart (**Attachment One**)
- Athlete Biography - Jackie Robinson (**Attachment Two**)
- Athlete Biography - Arthur Ashe (**Attachment Three**)
- Athlete Biography - Jackie Joyner-Kersey (**Attachment Four**)
- Matching Game (**Attachment Five**)
- The Match Game: Philanthropist Stories (**Attachment Six**)
- National Philanthropy Day®. (**Attachment Seven**)
- Learning to Give Briefing Paper - **Association of Fundraising Professionals (AFP)** <http://www.learningtogive.org/papers/paper394.html>

Instructional Procedure:

Anticipatory Set:

Write **Jackie Robinson, Arthur Ashe, and Jackie Joyner- Kersee** on the display board. Ask learners if they know who these individuals are. What are their sports? (baseball, tennis and track) Why is each well known? (They excelled in their sports and were excellent athletes.) What do they have in common? (various answers possible-they were great achievers in their sport; they broke racial/gender barriers) Explain to the learners that they will be learning something else about these celebrity athletes that they probably do not know.

Day One:

- Have the learners recall or learn the definition of **philanthropy** (giving time, talent and/or treasure and taking action for the common good) and **philanthropist** (one who performs philanthropy or acts philanthropically).
- Ask the learners to suggest examples of philanthropic people, organizations and/or philanthropic actions. Encourage them to share from their own experiences. (These examples might include Martin Luther King, Jr., Hurricane Katrina relief, Salvation Army, Red Cross blood donors, Habitat for Humanity, soup kitchen volunteers, school and youth group service projects, civic participation through advocacy for improving communities.) Discuss how these examples of philanthropic people, actions and organizations have benefited the community, state, nation or world, enhancing the common good.
- Hold a class discussion on the question: Is being philanthropic part of responsible citizenship? Why or why not?
- Explain that they are going to learn about the responsible citizenship and philanthropic acts of Jackie Robinson, Arthur Ashe and Jackie Joyner-Kersee. Distribute *Sports Heroes Analysis Chart* (see **Attachment One**).
- Divide the class into three groups and assign each group one of the athletes listed on the chart. Using the Derek Jeters example, show learners how to fill in the chart for their athlete:

Hero	Sports Achievement	Philanthropic Achievements	Impact on the Community
Derek Jeters	<ul style="list-style-type: none"> • NY Yankees Shortstop 	<ul style="list-style-type: none"> • Jeter began the Turn 2 Foundation, 	<ul style="list-style-type: none"> • Since 1996 has raised over \$8 million dollars to provide youth with a place to “turn to” in place of drugs and alcohol

Instructional Procedure (Continued):

- Have each group research their sports hero, filling in the information on the chart. The information may be gathered as a research project on the Internet, or in the library, or by distributing printed copies of **Attachments Two, Three and Four** as the source of information.

Day Two:

- As a whole class, share the information from the chart completed on the previous day. Ask the students how the information was new or surprising to them. A large copy of the chart can be posted in the room, or the chart can be displayed using computer projection or an overhead projector transparency.
- Distribute The Matching Game “Game Board” (**Attachment Five**) and tell the learners that they are going to play “The Match Game.” In this game the people listed on the ‘game board’ are famous philanthropists. The challenge is for the learners to see how much they might already know about the philanthropists listed on the game board. Randomly, read each philanthropist’s story (**Attachment Six**) and give the learners time to find the name of the philanthropist that they think the story represents and have them place an “x” that box. The first learners to “x”-out four across or five down /or five on an angle “wins” the match game. Verify the correct responses by having the learner call out the names of the people they have ‘x’-ed to be sure that the names match the stories that were read. Playing this game a few times will give the learners more opportunities to learn about the philanthropists and their contributions to the public good.
- Reflection: Ask the learners to state the possible impact of the philanthropists in the “Match Game” game and how that has enhanced the common good. Have the learners draw comparisons between the three sports heroes and the other famous people they learned about in the “Match Game.”
- Explain to the students that a National Philanthropy Day® has been created by the Association of Fundraising Professionals to honor all philanthropists. (See **Attachment Seven** for information about National Philanthropy Day® and suggestions for ways to celebrate it with your class.) After reading the attachment, discuss the idea of celebrating National Philanthropy Day® with the students. Challenge them to decide as a class or as individuals what might be an appropriate way for them to participate in a philanthropic act(s).
- After the students have the opportunity to practice being philanthropists, help them reflect on the experience by asking: How did you help? How did it feel? Do you think it made a difference? How?

Assessment:

The learners will be assessed based on their classroom participation, discussion, and involvement in their small groups. (If appropriate, a peer assessment of small group participation may also be considered.)

Extension:

To extend the lesson about philanthropy and the role of non-profit organizations, have students learn about the mission, work, and impact of several non-profits. Print the Learning to Give paper about the Association of Fundraising Professionals found at: <http://www.learningtogive.org/papers/paper394.html> and select papers about several other non-profits that might be of particular interest to your students, found at: http://www.learningtogive.org/papers/by_category.asp?cat=Organizations. Group students around each paper and ask them to read and discover the non-profits mission, work and impact. Have groups report to the class.

Have learners research and share information about "African American Barrier Breakers in Sports" – Roberto Clemente (Baseball), Charles Follis (Football), Earl Lloyd (Basketball), Willie O'Ree (Hockey), John Shippen (Golf) and Althea Gibson (Tennis). The list of names can be edited to include women or other ethnic/minority groups.

Bibliographical References:

- Ashe, Arthur:
<http://sportsillustrated.cnn.com/tennis/features/1997/arthurashe/sport1.html> (This site is a good site for Ashe's philosophy and philanthropic activities.)
- Joyner-Kersee, Jackie:
http://espn.go.com/classic/biography/s/joyner-kersee_jackie.html (sports).
<http://www.athletesforhope.org/kersee-news.html> (philanthropy).
- Jackie Robinson: The Jackie Robinson Society, most complete Jackie Robinson site on the Web — <http://jackierobinson.org/>
- Association of Fundraising Professional - www.afpnet.org
- Learning to Give Briefing Paper - *Association of Fundraising Professionals (AFP)*
<http://www.learningtogive.org/papers/paper394.html>

National Common Core Standards:

Strand/Domain	Category/Cluster	Standard
CC.9-10.RI. Reading Standards for Informational Text	Key Ideas and Details	9-10.RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CC.6-12.RT. Range of Text Types for 6-12: Students in grades 6-12 apply the reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.	Informational Text	6-12.RT.4. Literary Nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience
CC.9-10.SL. Speaking and Listening Standards	Comprehension and Collaboration Presentation of Knowledge and Ideas	9-10.SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 9-10.SL.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Philanthropy Theme Framework:

PHIL	Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DP 01. Define Philanthropy	HS 1. Define philanthropy to include giving and sharing; volunteering; and private individual action intended for the common good. Explain how a volunteer group can act for the common good.
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	HS. 2. Identify and discuss examples of philanthropy and charity in modern culture.
PHIL	II. Philanthropy and Civil Society	PCS02. Diverse Cultures	HS 1. Analyze philanthropic traditions of diverse cultural groups and their contributions to American civil society.
PHIL	II. Philanthropy and Civil Society	PCS02. Diverse Cultures	HS 7. Identify and give examples of the important roles women and minorities have played in the independent sector in history.
PHIL	II. Philanthropy and Civil Society	PCS03. Philanthropy and Economics	HS. 4. Give examples of how nonprofit giving by individuals and corporations can impact communities.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	HS. 1. Define and give examples of motivations for giving and serving.

Lesson Adapted from the 9-12 Learning to Give unit *Sports Legends and Philanthropy* - Jackie Robinson, Arthur Ashe, and Jackie Joyner-Kersey found at <http://www.learningtogive.org/lessons/unit104/>.

Attachment One Sports Heroes Analysis Chart

Hero	Sports Achievements	Philanthropic Achievements	Impact
Jackie Robinson			
Arthur Ashe			
Jackie Joyner-Kersey			

Attachment Two

Athlete Biographies: Jackie Robinson

b. 1919, d. 1972. Grandson of slaves, Jackie Robinson was born in Georgia and moved to Pasadena, California as a baby. At high school and at the University of California (UCLA) he lettered in football, basketball, baseball and track. In the army during World War II, he trained soldiers to drive army tanks but found that he encountered racism, which he actively resisted. When the war was over in 1945, Jackie decided to play pro baseball. Because at that time blacks were not allowed to play in the major leagues, he played with the Negro leagues. On long trips by bus, they often found that restaurants did not serve food to blacks and they had to eat outside. Then Branch Rickey, who ran the major league Brooklyn Dodgers, came up with a plan to integrate the major leagues. Mr. Rickey wanted someone who could stand up to taunts from bullies and racists and not lose his temper. Mr. Rickey said, "I'm looking for a ballplayer with guts enough not to fight back." When he started playing for the Brooklyn Dodgers in 1947, Jackie faced many tests and he passed them all, even when there were insults, name calling, balls pitched at his head and death threats.

With support from his wife Rachel, African American fans and eventually some of his fellow Dodgers, he was able to withstand the pressure and achieve great heights. In 1947, he was the National League MVP. His breakthrough into major league sports helped many Americans change their thinking and paved the way for many black athletes to come after him.

Jackie Robinson retired after the 1956 season and by that time, nearly every team in baseball had African American players and most pro teams in other sports also had black players. When he retired from baseball, he became active in the NAACP (National Association for the Advancement of Colored People) as a main speaker at fundraisers. He received the NAACP's Spingarn Medal for meritorious service to Black America. He also served as chairman of the Freedom Fund Drive, which aimed to raise \$1 million for Thurgood Marshall and the NAACP Legal Defense Fund.

In 1957 he wrote a letter to President Eisenhower encouraging the president to take action against Arkansas Governor Orval Faubus, who was trying to prevent integration of the Little Rock schools. He became active in politics at the national level supporting various presidential candidates. He also traveled with Reverend Martin Luther King to Birmingham, Alabama to work on civil rights issues.

Attachment Three

Athlete Biographies: Arthur Ashe

b. 1943, d. 1993

In 1968 he became the first African American tennis player to win a major men's tennis title, the U.S. National Amateur Singles competition. Also that year he won the U.S. Open and was the first African American to play on the U.S. Davis Cup team. He turned professional and won the Australian Open in 1970 and Wimbledon in 1975. He suffered a mild heart attack, had triple bypass surgery and retired from competitive tennis. He later had additional heart bypass surgery, which is when he contracted AIDS from a blood transfusion. He died 10 months later from AIDS-related infections. In 1997, a new tennis stadium in Flushing Meadows, N.Y., was named for him.

Arthur Ashe took a role in the political arena in opposing what he considered to be our country's inappropriate policy toward Haitian refugees, and in projects such as demonstrations against apartheid in South Africa. The various programs he supported were combined into four categories under the Arthur Ashe Foundation. Funding and assistance are granted to programs that fall under: 1) education and literacy, 2) learner athletes and mentoring, 3) at-risk youth/inner city tennis, and, 4) public health.

Attachment Four

Athlete Biographies: Jackie Joyner-Kersey

b. 1962. In her autobiography, Jackie Joyner-Kersey describes humble beginnings. Jackie's parents were very young when they married. Jackie, her parents, paternal grandmother, and three siblings shared a home in East St. Louis, Illinois. Jackie grew up in a neighborhood that had strong community ties yet was plagued with violence.

At age ten, through a program at the Mary E. Brown Community Center, Jackie began training and competing in track and field events. Jackie's stellar athletic performances in high school brought her attention and an opportunity to attend college. Jackie was offered college scholarships in both track and basketball. She accepted a basketball scholarship from the University of California, Los Angeles.

Jackie's college coach, Bob Kersey encouraged her to train and compete in multiple events. Jackie eventually quit basketball to train in track and field as an Olympic hopeful. In the 1988 Olympics, Joyner-Kersey won a gold medal in the heptathlon and took the gold medal in the long jump, flying a phenomenal 24 feet, 3.5 inches. In 1992, Jackie took home another Olympic gold medal in the heptathlon and a bronze in the long jump. In the 1996 Olympics, Jackie was forced to withdraw from the heptathlon due a hamstring injury. However, she went on to capture the bronze medal in the long jump.

Jackie Joyner-Kersey's professional athletic career spanned two decades. Jackie Joyner-Kersey, through her athletic achievements, has earned the title of the "world's greatest female athlete." Among many notable accomplishments, she won three gold, one silver and two bronze medals over four consecutive Olympic games. Joyner-Kersey was the first woman to earn more than 7,000 points in the Olympic heptathlon. She continues to hold the world record in the heptathlon: 7,291 points. She also holds the Olympic and national records in the long jump. These accomplishments and the example of her life make Jackie Joyner-Kersey a hero, a humanitarian, a symbol of strength and courage, an overcomer, an achiever, and a role model for our youth.

Not as heavily publicized, Jackie has also stood out as a philanthropist through her generosity, kind spirit, and dedication to the development of young people, particularly in her hometown of East St. Louis, Illinois. She established the Jackie Joyner-Kersey Community Foundation in 1988. In 1997, the Foundation joined with the East St. Louis Youth Center Foundation to form the Jackie Joyner-Kersey Youth Center Foundation, of which Jackie serves as chairperson. The Foundation has partnered with Boys & Girls Clubs to create the Jackie Joyner-Kersey Boys & Girls Club. The Foundation and Boys & Girls Club serve the citizens of East St. Louis.

Attachment Five

Matching Game

Madame C.J. Walker	Andrew Carnegie	Mother Teresa	Andrew Shue
Princess Diana	Ted Turner	Jimmy Carter	Milton S. Hershey
Derek Jeters	Nane Alejandrez	Will Morales	Oprah Winfrey
Eunice Kennedy Shriver	Bill and Camille Cosby	Denzel Washington	Garth Brooks
Barney	Martin Luther King Jr.	Joan Ganz Cooney	Paul Newman & Joanne Woodward

Attachment Six

The Match Game: Philanthropist Stories

Story	Person
<p>1. I founded a company that produced a line of beauty products for black women. I was America's first black female millionaire. I made many charitable contributions to the black community and specified in my will that my company continue such philanthropy after my death. <i>Who am I?</i></p>	<p>MADAM C.J. WALKER</p>
<p>2. I was a rich industrialist in the late 19th and early 20th century. By the time of my death, I had given away \$350,695,653. To this day, many libraries and educational institutions still bear my name. I also wrote a book about my philosophy of philanthropy, titled, "Wealth." <i>Who am I?</i></p>	<p>ANDREW CARNEGIE</p>
<p>3. I spent most of my long life as a nun ministering to the poorest of the poor in Calcutta, India. Even before my death in 1997, people had been considering that I might become a Saint by the Catholic Church. <i>Who am I?</i></p>	<p>MOTHER TERESA</p>
<p>4. Best known as a heartthrob of Melrose Place, I used my star status to found the "Do Something" organization, a non-profit youth organization. Its Mission Statement reads, "We inspire young people to believe that change is possible, and we train, fund, and mobilize them to be leaders who measurably strengthen their communities." <i>Who am I?</i></p>	<p>ANDREW SHUE</p>
<p>5. Despite adulthood documented by the media and a messy divorce from a prince. I am, perhaps, best loved for my charitable efforts which included AIDS work and an effort to ban the use of land mines. <i>Who am I?</i></p>	<p>PRINCESS DIANA</p>
<p>6. Best known as an outspoken media mogul, owner of the Atlanta Braves and CNN Broadcasting, I recently pledged \$1 billion to the United Nations. <i>Who am I?</i></p>	<p>TED TURNER</p>
<p>7. As a former United States President, I have become highly regarded in recent years for my work with Habitat for Humanity and my efforts to promote peace and justice around he world. <i>Who am I?</i></p>	<p>JIMMY CARTER</p>
<p>8. After many failed business ventures, I finally found success with a simple chocolate bar. I founded a community in Pennsylvania to provide homes for my employees. One of my favorite philanthropic endeavors was a home and school for orphan boys that I founded and supported for many years. <i>Who am I?</i></p>	<p>MILTON S. HERSHEY</p>

Attachment Six (Continued)
 The Match Game: Philanthropist Stories

<p>9. For the last 15 years, I have been at the top of the talk show ratings. I have been vocal about wanting to steer clear of trashy topics and have a positive effect on my viewers. I have tried to encourage reading through my book club and encourage philanthropy through my Angel Network. <i>Who am I?</i></p>	<p>OPRAH WINFREY</p>
<p>10. During my lifetime, I was committed to the cause of Civil Rights. I fought segregation, even went to jail for my beliefs. I led the March on Washington and my “I Have a Dream” speech has served as a rallying cry for the Civil Rights Movement. <i>Who am I?</i></p>	<p>MARTIN LUTHER KING, JR.</p>
<p>11. I dedicated my life to serving humanity by improving the working conditions of migrant farm workers in America and advancing the ideals of equality and civil rights for everyone. I founded the United Farm Workers (UFW). Like my contemporary, Dr. Martin Luther King Jr., I used nonviolent reform, such as pickets, boycotts and peaceful demonstrations. To establish minimum wage standards, wage contracts, safer working conditions, child labor reform, and advancement in civil rights for Chicanos and other farm workers...<i>Who am I?</i></p>	<p>CÉSAR CHÁVEZ</p>
<p>12. I was a fourteen-year-old illiterate gang member who drug trafficked and started a gang of my own. In prison, I met a “lifer” who taught me how to read. When I was released, I started “X-HOODS”, an organization, which worked with young people to “X” out all the bad elements in themselves and their community. I went to law school, am a Director of the YMCA, and founder of the Boston Urban Edge's Youth Police partnership. <i>Who am I?</i></p>	<p>NANE ALEJANDREZ</p>
<p>13. I come from a very famous family. We have had lots of tragedy in the family including a sister who was mentally challenged. I have been an advocate for the mentally challenged for years, but am proudest of the establishment of the Special Olympics. Over one million people have participated from 130 countries in this movement. <i>Who am I?</i></p>	<p>EUNICE KENNEDY SHRIVER</p>
<p>14. My husband is better known than I am. He has been a leading television star and stand-up comedian for many years. We both have a strong belief in education for all children. To that end we have given money to several colleges and have provided scholarships for over 60 learners to attend college. We both speak on behalf of the importance of gaining an education and both of us have received honorary doctorates for this work. <i>Who are we?</i></p>	<p>BILL AND CAMILLE COSBY</p>
<p>15. Big Bird, Ernie, and Elmo are my friends. They help me provide wholesome television for preschool children. I am the founder of the Popular Children's Television Workshop and the Creator of “Sesame Street.” <i>Who am I?</i></p>	<p>JOAN GANZ COONEY</p>

Attachment Six (Continued)
The Match Game: Philanthropist Stories

<p>16. I have been awarded two Golden Globe awards, a Tony Award and two Academy Awards for my acting. I was the second African American man (after Sidney Poitier) to win the Academy Award for Best Actor for my role in the 2001 film <i>Training Day</i>. I keep busy with films and with my volunteer work. I am currently serving as the spokesperson for the Boys and Girls Clubs of America. I do this because I was a member of a club. In addition, I support the Nelson Mandela Children's Fund and a home for people with AIDS. <i>Who am I?</i></p>	<p>DENZEL WASHINGTON</p>
<p>17. "Touch 'em all: Teammates for Kids" is the name of my foundation. I have organized a group of major league baseball players, entertainers, and corporations to come together and support causes for kids. You may know me by my black cowboy hat I wear when I perform. <i>Who am I?</i></p>	<p>GARTH BROOKS</p>
<p>18. He and his wife were two of the finest actors in the country. Both were considered to be philanthropists — she in the arts, especially ballet and he in causes for children. He funded his efforts by selling salad dressings, sauces, and popcorn. His charitable contributions since 1981 have been over 295 million dollars. <i>Who are they?</i></p>	<p>PAUL NEWMAN and JOANNE WOODWARD</p>
<p>19. I am cuddly, funny, and have big feet. I tell stories to children about caring and sharing. Some people say that I am the first "person" to talk to children about helping the family and community. If you love the color, purple, you will love me! <i>Who am I?</i></p>	<p>BARNEY</p>
<p>20. I am a Major League Baseball player who began the Turn 2 Foundation in 1996 to help children and teenagers avoid drug and alcohol addiction, and to reward those who show high academic achievement. <i>Who am I?</i></p>	<p>DEREK JETERS</p>

Attachment Seven

National Philanthropy Day®

National Philanthropy Day® (NPD) is a special day set aside on the fifteenth of November. NPD was first celebrated in 1986 when President Ronald Reagan signed a proclamation officially recognizing November 15, 1986 as National Philanthropy Day®. For almost 20 years, hundreds of communities across North America have come together to recognize the countless ways philanthropy has affected our world. Officially recognized as November 15, National Philanthropy Day® is celebrated by numerous fundraising professionals, government leaders, foundations, businesses, individuals, donors and others who wish to honor all the contributions philanthropy has made. Through its Awards for, NPD provides an opportunity to reflect on the meaning of giving and all that it has accomplished, as well as what there still is to do.

The purpose of this day is to recognize the great contributions of philanthropy -- and those people active in the philanthropic community -- to the enrichment of our world. The Association of Fundraising Professionals (AFP) is the main sponsor of NPD. It represents 26,000 charitable fundraisers in its 172 chapters across North America and around the world. The AFP exists to advance philanthropy and maintain the highest ethical standards possible in fundraising. Chapters work with many local organizations to hold NPD events.

National Philanthropy Day® provides an opportunity to reflect on the meaning of giving and all that it has made possible. First held in 1986, NPD celebrates the endless daily contributions individuals and organizations across the world make to countless causes and missions. Last year, more than 100 AFP chapters held NPD events and activities across North America.

Through NPD, participants are able to show appreciation for all that has been accomplished in the name of giving, as well as show that there is still more to do. It's our chance to step into the spotlight for a brief moment and remind our communities, our society and the world that the spirit of giving is alive and well.

National Philanthropy Day®, which is registered with the Patent and Trademark Office, U.S. Department of Commerce, is coordinated by the Association of Fundraising Professionals.

From The Association of Fundraising Professionals Web site, <http://www.afpnet.org/>

Activities to Celebrate National Philanthropy Day®

- Create a “Wall of Fame” in the school with pictures and stories of local philanthropists.
- Ask a local philanthropist to speak to the class about what he/she have done for the common good and why he/she chose to act philanthropically.
- Hold a Penny Drive to collect money to donate to a local charity. If age appropriate, have students research charities and vote or come to consensus on which charity(s) to support with their contribution
- Have students create classroom posters defining “philanthropy” and illustrating ways peers can be philanthropic to hang in the school.
- Organize or enhance a school recycling project to promote environmental stewardship as an act for the common good.
- Have students brainstorm acts of kindness they can do in the next week. Challenge them to do the acts, and reflect on the effects on the recipient and on them as the giver through writing and/or illustrations.
- Plan and do an environmental clean-up on school grounds, or a public park or waterway.
- Organize a “Breakfast of Champions” to honor and recognize those who volunteer in the school and /or community.
- Hold a “Blue Sky” brainstorming session in which students think about what is good about the community, and in which they brainstorm what they would like their community to be like in ten years. Have them illustrate their ideal community, and their place in that community, on blue paper, hang these together as a collage.
- Create greeting cards with messages of support and encouragement to send to members of the Armed Forces, residents of Veteran’s Hospitals and/or nursing homes.
- Write letters to government officials, or a governing body, advocating for a positive change in the community.