

If I can see it, I can be it!

Outcomes



- Engage with a real-life philanthropist
- Practice step 1 of design thinking process – empathize, by asking questions.
- Learn how everyone can give back and help their community in some way with their 3Ts.

Materials Needed



- Guest philanthropist or panel – in person or remote OR read aloud.
- No guest option – Book: [Ada's Violin: The Story of the Recycled Orchestra of Paraguay](#) also available as [El violín de Ada \(Ada's Violin\): La historia de la Orquesta de Instrumentos Reciclados del Paraguay](#)
- In-person – nametags and pencils, pens, colored pencils or markers.

- Remote learning – video conference software with file sharing and/or chat feature.

Facilitator Tips



- If hosting a guest or panel, and depending on the age of the students, practice asking questions and listening during an earlier session.
- People who use their 3Ts to meet needs often don't think of themselves as philanthropists – if you need help getting started, call local nonprofits or businesses that support volunteer time off, [find your local United Way](#) by typing in your zipcode and visiting their site or [schedule a call with our OtterCares Education Director](#).

Connect



5-15 Minutes

- Kids and guest(s) should all wear or display nametags for today's session! Choose to make the nametags on the fly or deepen this lesson by adding in a prep day for the nametags.

Facilitator prep

In-person Option: A day or two before your speaker(s), have the kids create their nametag with just their first name and one talent represented. They could write it under their name (basketball, singing) or draw it (violin, knitting). When the guest(s) arrive, have them quickly do the same. Then practice introductions and shaking hands (or a social distance greeting). If making nametags on the fly, briefly introduce the speaker(s) and encourage conversation while writing out names. Then practice introductions and shaking hands (or a social distance greeting).

Remote Option: Schedule a prep session to practice questions and assign digital nametag creation. This could be through a shared slide deck (Google, PPT, etc.) with the group or via drawing software like [Wixie](#), [WeVideo](#), even [ABCYa.com](#).



Engage



10-15 Minutes

Facilitate guest speaker or panel Q&A session.

- Now we are going to practice our audience behavior (or [video conference norms](#)) as we listen to [say name(s) of guest(s)]. First your guest will say their name again, telling you a little about their current job, personal passions and ways they like to give back to our community. Then we will get to ask our questions!
- Guest speakers should be philanthropists. This means you can cast a wide net for any students or professionals in our community who give back with their 3Ts – time, talent, or treasure, whether it is part of their job, school requirements, or they do it on their own time. Think about recruiting Project Heart graduates (older elementary, MS, or HS students), program staff, or teens doing internships with nonprofit organizations.
- The number one reason to recruit a diverse range of guest speakers (age, race, gender, etc.) is to provide students with real life examples. The more trusted adults and “near peers” that our students can connect to, the more likely they are to build empathy and know that “if they can see it, they can be it”.
- Question Ideas:
 - *What community issues are you passionate about?*
 - *What does philanthropy mean to you?*
 - *What do you do as a philanthropist right now?*
 - *What needs do you fill or what problems do you solve?*
 - *How do you feel when you give your time, talent, or treasure in the community?*
 - *What was your first activity as a philanthropist?*
 - *What do you like best about being a philanthropist?*
 - *Generate more questions from student ideas!*
- If you cannot secure guests, you can use the option of reading aloud [Ada's Violin](#). This book is based on a true story that beautifully illustrates how Ada and her classmates used 3Ts to create an impact project, never using the excuse of living in one of the poorest places in the world. Ask a guest or older student to read aloud to the group or assign the YouTube reading, then utilize chat or video conference to discuss:
- Which of the 3Ts (time, talent or treasure) did Ada and her friends use? What problems or obstacles did they face? How did they overcome those problems? What was their impact on others in their community? Around the world? What did they find “buried in themselves”?



Leave Changed



5-10 Minutes

- Reflect on guest speaker and share learnings.
 - *Today we learned from real life philanthropists. This means that you will start seeing philanthropists everywhere now that you know what you're looking for! You'll see philanthropists on social media, at school, at the grocery store, at the movies, in parks and probably even at home.*
 - *You know that you are a philanthropist, too. Turn and talk to a neighbor (or chat on backchannel or in video conference) about one thing you will do to practice philanthropy before next week. How will you make a difference with your time, talent, or treasure?*
 - *Invite a few kids to share what they talked about with the whole group.*

