



# D2.

# EDUCATING MYSELF BENEFITS OTHERS



## TARGET AUDIENCE

Students grades 4 through 8, may also be used for students grades 9 through 12



## 45 MINUTES



## MATERIALS NEEDED

- Preview Activity Handout: *How Can My Education Benefit My Family and/or Community?*
- Lesson Handouts: *I Believe in Myself... No Matter What*
- Reflection Activity Handout: *When I Become a \_\_\_\_\_, I Will Benefit the World*

## INTRODUCTION

This lesson will help students and families learn about the impact of education beyond the individual.

## PREVIEW ACTIVITY

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom.

- ➔ Distribute *How Can My Education Benefit My Family and/or Community?* and explain instructions to students. (See handout)
- ➔ As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in the Preview Activity
- ➔ You may wish to add value by collecting ideas generated and distributing them to students as a resource.

## ACTIVITIES

### Part 1: Educating Myself Benefits Others

10 minutes

- ➔ Discuss and review the Preview Activity.

## LEARNING GOALS

- ➔ Students will learn how the community benefits from higher education.
- ➔ Students will explore how important they are to the community and global society beyond their families.
- ➔ Students will be empowered to engage in both their education and community.

### Part 2: I Believe in Myself ... No Matter What

35 minutes

- ➔ Give students the *I Believe in Myself... No Matter What* handout.
- ➔ Have the students break into small groups of 3-5 and go over the instructions to make sure they understand the assignment.
- ➔ Before they start the assignment, talk about the possibility that not everyone in their lives will always support their dreams. Explain to them that it is very important to learn how to talk to people about their dreams, goals and ideas. Although they may receive negative messages about their dreams, they should not get discouraged.

- ➔ Collect the handouts and summarize the information for students. Allow students to share any new or exciting information they have learned. Compile the information into a handout.
- ➔ Reintroduce the importance of the benefits of college. You might want to use the *Why College?* handout from Lesson D1 to help refresh the conversation.
- ➔ Have students brainstorm what is lacking in the world and in their community and have them write their ideas on sticky notes. Once they identify needs, walk them through some possible solutions so that they understand that college gives people social capital. For example, they could improve health care in their family and community by going to college and becoming a nurse or a doctor.
- ➔ When you are done with the discussion, have students put their sticky notes on the board and allow students to view the responses of their fellow students



## REFLECTION ACTIVITY

- ➔ Thank students for their participation in the lesson and talk about how important it is for them to share their dreams, goals and ideas with significant people in their lives.
- ➔ Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.
- ➔ Distribute *When I Become a \_\_\_\_\_, I Will Benefit the World* and explain the instructions to students.

## RESOURCES

- ➔ *Look Out College, Here I Come!*
  - Easley, Michael F. *Look Out College, Here I Come!* Washington, D.C.: National Education Association, 2007.
- ➔ National Education Association
  - <https://www.nea.org>
- ➔ College Board Education Pays
  - <https://research.collegeboard.org/trends/education-pays>

## CURRICULUM AND SKILLS STANDARDS

- ➔ Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- ➔ National Standards for Social Studies Teachers:
  - Culture
  - Time, Continuity and Change
  - People, Places and Environments
  - Individual Development and Identity
  - Individuals, Groups and Institutions
- ➔ National Educational Technology Standards for Students: 3

See *Appendix A* for complete curriculum standards descriptions.

# HANDOUT: HOW CAN MY EDUCATION BENEFIT MY FAMILY AND/OR COMMUNITY?



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Take a moment to talk to one of your copilots or someone else you trust about how education benefits your future. Remember that education can mean a lot of things, not just college, and that grade school, secondary school, trade school, internships and learning on the job can all be part of someone’s education. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

## QUESTIONS FOR YOU AND YOUR COPILOT TO DISCUSS AND ANSWER TOGETHER:

1. How has education benefited my family and/or my community?

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2. How will education benefit my family and/or my community in the future?

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# HANDOUT: I BELIEVE IN MYSELF ... NO MATTER WHAT



NAME

Break into small groups to brainstorm responses to the scenarios below. Designate a notetaker to fill in the group's answers to each scenario and share your group's answers with others.

## SITUATION 1

It is the fall semester of your junior year in high school, and you did not do well during your sophomore year. Because you have decided to make up your bad grades and do really well this year, you make an appointment to see the person in charge of class scheduling. At your appointment, you let this person know that you want to change your schedule to make sure that you can get back on track to finish the requirements you need to go to college. This person tells you that you should concentrate on the minimum that you need to graduate from high school because you are not college material.

1. How do you respond?

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2. What are the next steps you should take?

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# HANDOUT: I BELIEVE IN MYSELF ... NO MATTER WHAT



NAME

## SITUATION 2

You tell your parents that you want to go to college after you graduate from high school. They tell you that it would be better for you to get a job because college is just too expensive.

3. How do you respond?

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4. What are the next steps you should take?

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# HANDOUT: WHEN I BECOME A

## I WILL BENEFIT THE WORLD



NAME

Take a moment to share the work you completed in this lesson with one of your copilots or someone else you trust. Be sure to thank your copilot for supporting you.

Decide on a possible career or job that you might want to do in the future. With your copilot, think of all the ways this job could benefit you, your family and your community. The following is a possible example of a doctor.

### When I Become a Doctor, I Will Benefit the World

INDIVIDUAL	FAMILY	COMMUNITY/WORLD
Fulfilling career	Financial stability	Positively impact the health of people
Financial stability	Ability to take care of my family's health	Active participant in community
Professional respect	Positive role model	Positive role model
Good working conditions	Steady job	Save lives

### When I Become a \_\_\_\_\_, I Will Benefit the World

INDIVIDUAL	FAMILY	COMMUNITY/WORLD



## EXTENSIONS

- Options include having students research majors at different schools to start matching interests with postsecondary options; creating service-learning opportunities with community partners; and having students write a story about a day in their future life when they are working to improve their community.

