

Gathering Your Thoughts

MODULE 3

LESSON 1

CREATIVE CHANGEMAKERS

Lesson Length:
30-45 minutes

Objectives

After this lesson, students will be able to

- organize their previous reflections.
- identify points of interest regarding an issue they would like to address.
- identify the primary medium they would like to use to address the issue.

Required Materials/ Technology

- Student journals/written reflections
- Any materials/research gathered thus far by student.
- Previous handouts
- Issue of Choice Handout

Resources/Assets

- Creative Action Decision & Reasoning handout

Overview

This lesson helps students consider their explorations and discoveries thus far. Students will consider their reflections and points of interest and determine the medium they wish to use to address their issue of choice.

Guiding Questions

- How do my written reflections and considerations help me identify what interests me most?
- How do my written reflections and considerations about changemakers inform what medium I am most drawn to as a mode of expression?

Standards

RL.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SL.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

WHST.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SEL: Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

Issue of Choice

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Name _____ Class _____ Date _____

Decision	Reasoning
The issue I have selected to take creative action around is:	I care about this issue because:
The creative medium that I have selected to use to take creative action is:	I want to use this medium because:
I anticipate the following challenges with my issue and/or selected medium:	Some possible solutions for the listed anticipated challenges are:

1. Once students have gathered their previous written reflections, handouts, notes, and research, explain that they will be using their gathered information to make some decisions that will help them create a plan for addressing their issue in a creative way.
2. Instruct students to review their materials and to carefully notice what issues they seem most drawn to in the UDHR or SDGs.
 - a. Ask them to write down the issue that continues to appear throughout their reflection. Suggest that this may be their issue of choice because it has stuck with them the most.
 - b. Encourage students to make any connections (i.e., similarities/differences) between their issue and where it is apparent in the UDHR and SDGs. Is there an article in the UDHR that looks or sounds like a global goal or a target of a global goal?
 - c. Encourage students to write a sentence or two about why their issue of choice is meaningful to them.
 - d. Encourage students to write a sentence or two about how they might present/discuss the connection points between (or how the issue is represented) in the UDHR and SDGs to a future audience of peers and community members.
3. Next, ask students to review their gathered materials with specific attention given to the changemakers who inspired them most.
 - a. Encourage students to write a sentence or two about the medium their preferred changemakers used to convey information.
 - b. Encourage students to write a sentence or two about their skill sets in that medium. For example, if they were most moved by songwriters/performers, are they adept at playing a musical instrument or composing songs? If they believe in their ability to write lyrics, but not music, do they have friends/family that might help set their lyrics to musical accompaniment?
 - c. Explain that now is the time for them to commit to a medium of choice and if there are challenges, to begin identifying solutions. For example, if they have selected filmmaking using an iPhone, but don't have experience editing, they already need to start learning about software and editing resources.
4. Instruct students to complete the "Issue of Choice" handout and bring it to the next class session.

