

Pay It Forward

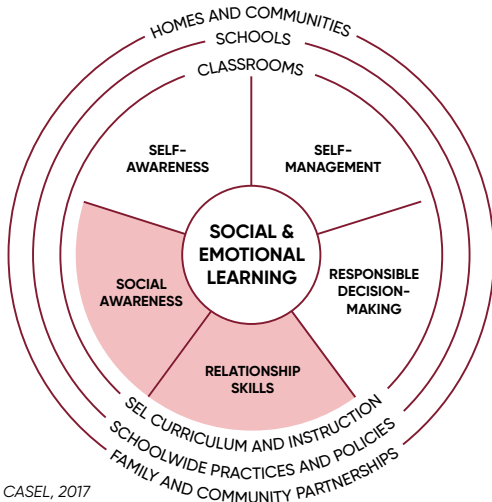
Teacher's Edition • Grades: 4–8 • Length: 45 minutes

OBJECTIVES

In this lesson, students will:

- Participate in a project to develop social awareness and relationship skills
- Plan and participate in a service project
- Share out their project ideas

Featured Social-Emotional Learning Competencies:
Social Awareness, Relationship Skills



Credit: CASEL, 2017

VOCABULARY

SOCIAL-EMOTIONAL LEARNING TERMS

Empathy: ability to understand and share the feelings of others

Respect: a feeling of deep admiration for someone because of their abilities or qualities

Communication: a two-way process of reaching mutual understanding

Social Engagement: how one participates in a community or society

WORDS TO KNOW

Civil War: a war between citizens of the same country

Relieved: no longer feeling stress

Support: give assistance to

Refugee: someone who has been forced leave their home country due to war, persecution, or natural disaster

SET-UP

Introduce and watch “Fearless Kids Around the World | Bana Alabed” video.

Today, Carmen Sandiego™ introduces us to this episode’s fearless kid, Bana Alabed, from Turkey. Turkey is home to 81 million people. It also shares a border with Syria, which has been in a state of civil war and turmoil since 2011. Bana is a kid from Syria, who is living with her family in Turkey to stay safe during the war in her home country. During one of the worst times of the war, Bana started sending tweets from Aleppo, where she lived at the time.



Before long, the world took notice of a kid tweeting from war-torn Syria, and since then, Bana has gained more than 300,000 followers on Twitter. She’s also written a book about her experiences in the war and as a refugee in Turkey. Bana is a fearless kid with a message of peace and hope for people living away from home because of conflict. What message would you share with the world?

LEARN

Talk through the video as a group, gradually introducing social-emotional learning concepts and terms the video explores. Consider asking the following questions:

- **What was happening in Syria when Bana lived there?**
E.g., The country was in the middle of a civil war; there were bombings and chaos; there was no school or normal life there.
- **Why did Bana start tweeting from inside of Syria?**
E.g., She was frustrated by the situation in her country; she wanted everyone to know what was happening to children in Syria.
- **What are some challenges that people living in war-torn countries face?**
E.g., Danger from fighting, lack of food and other supplies; their daily lives can be chaotic.
- **What are some challenges people living in poverty face?**
E.g., Lack of food and other supplies; they might be in need of a home; their daily lives might lack consistency.
- **What can you do to help people living through conflict or poverty?**
E.g., Donate money, time or supplies; work to raise awareness about conflicts and pressure leaders to stay out of war and support people going through a struggle.

WORKING PERIOD

Now students will work on a service project.

Students will apply what they have learned about social awareness and build relationship skills.

Introduce project.

Bana speaks up for children experiencing war and poverty around the world. Even though she was able to escape war herself, she wants to help people who may not have the opportunities she did.

Think about people in your school or community who may need your help. Do some research to figure out what they need. As a class, brainstorm ways you can help those people. Create a service project that you can do as a class around one of the ideas to help anyone in your community in need. Use the graphic organizer to help keep track of and organize your ideas.

SHARE-OUT

Close the lesson by bringing the class back together as a group to share their work and celebrate their ideas.

- Students will share their project ideas with the class.
- Provide feedback about their service projects.

SUPPORT/EXTEND

SUPPORT

Reach Out to Local Organizations

If students struggle to identify projects, reach out to local organizations that are involved in the community and ask what resources are needed and how the class may collaborate with that organization.

Provide Additional Examples

If students struggle to identify projects, provide videos or articles showcasing students making a difference in their community through a variety of projects.

EXTEND

Organize a Fundraiser

Have students vote on a cause they would like to help out with. As a class, organize a fundraiser to support the chosen cause. Have students brainstorm ideas on what they can do to raise funds as a class. Then ask them to make up promotional flyers to spread the word about the cause and the fundraiser. The flyers should explain why the cause is important.

Create a Website

As a class, create a website that informs people about a cause you would like to highlight. Students will work in groups to create different portions of the site—one group will write text, one group will find links to organizations, one group will find images, etc.—in order to clearly communicate all aspects of the cause.

To access more classroom resources, visit carmensandiego.com.

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Pay It Forward

NAME(S): _____

PROBLEM:

POSSIBLE SOLUTIONS:

DESCRIPTION OF SERVICE PROJECT: