



plan

Goals that are personal,
relevant, and motivating

UNBOXED PREPARED
PARENTS



Plan: Set and Work on Goals



With a plan
comes meaning
— and with
meaning,
comes purpose.

With a plan, comes purpose.

Life is crazy right now. We're all feeling it. Not knowing the road ahead can sometimes make everything feel a little overwhelming. But you know what calms the crazy? A plan.

Start each month with **Plan** to help kids set and work on goals that are personal, relevant, and motivating. With a plan comes meaning — and with meaning, comes purpose. Make this school year meaningful, so that as we move through this uncharted territory, we're still progressing toward our destination — in school, at home, at work, in life.

Your objectives as a parent or learning leader

Goal-setting is a lifelong skill, and we see every day how important it is for kids to feel ownership in establishing their goals. This ownership is part of self-direction — driving forward the actions needed to achieve goals, with or without help.



Parent or Leader Objectives

Your objective is to enable kids to set their own direction. What does that mean?

- Make sure kids feel seen, heard, and known, and let the other adults in a kid's life see their individual specialness as well.
- Share with kids that you care about them and want to help them make this year meaningful for *them*.
- Help kids think about their true long-term goals.
- Enable kids to reflect on where they are in relation to those goals.
- Help kids identify obstacles on the path ahead, find the tools they need to stay on track, and learn from the challenges they face.

How do you do that?

Plan provides guiding questions in three sections to help establish the following:

- Long-term goals for making this year meaningful (the destination)
- An assessment of kids' current status (current location)
- Short term goals with concrete steps for getting closer to the goal (mapping the route)

Within each of these three sections, questions lead kids to think about their habits, their academic skills, and their relationships with others. By design, these questions align to other tools provided in each Unboxed learning kit:

Gray—Questions related to Habits of Success

Blue—Questions related to foundational learning

Purple—Questions related to the month's project

Get kids going!

To get kids started with goal-setting, you'll provide the guiding questions found below that will help them set goals for a meaningful year. Make sure they know you're there for them, to support them in addressing anything that blocks them—not to clear the path, but to help them obtain the tools they need to clear it for themselves.



FOR KIDS: Start Setting Goals!

How can this year be meaningful to you? By setting your own goals and making a plan, you set the destination and make the map—and put yourself in the driver's seat for the journey.

How do you do that?

Think about your plan like a GPS with three parts:

- **Your destination:** Your long-term goals for making this year meaningful
- **Your current location:** Where you are and what challenges you are facing right now
- **Your route:** The short-term goals that will help you navigate the twists and turns that lead to your destination

Let's think about your destination.

What would make this year meaningful for you? What do you hope to accomplish by June?

What are some habits, mindsets, or behaviors that you would like to improve?

What do you want to do better in your schoolwork?

What impact do you want to have on others?



FOR KIDS: Where are You Now?

Where are you now?

Where do you see yourself today? What challenges are you currently facing?

What are the habits, mindsets, and behaviors that guide you today? How do these affect your and your learning?

What are your strengths as a learner and where can you grow?

What do you care about and why? What are you curious about and why?



FOR KIDS: Make a Plan!

Now, make your plan!

One of the best ways to reach a big goal is to chop it up into little pieces. Set short-term goals that will lead you to your destination: your long-term goals!

As you go through Prepared Unboxed, you'll set and work towards goals on a monthly basis. To set your **monthly goals**, identify small steps you can take to reach your big goals for the year. Point out any obstacles you see in your way.

At the end of the month, we'll reflect on your progress toward your destination, and we'll celebrate how far you've come!

What can you do this month to reach your goals? What steps can you take to improve your habits, mindsets, and behaviors?

Make a conscious commitment to practicing this new habit throughout the month.

What can you do to enhance your strengths or grow where you need to?

Add time in your daily routine to make this happen.

What can you learn that will help you have the impact you want to have on others and the world around you?

Explore the monthly project.



Rituals and routines that
help kids get ready to learn

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Engage: Establish Routines

What's the first thing you do each morning and the last thing at night? Brush your teeth, right? You've established this healthy routine because you like your teeth, and you want to keep them clean and healthy. While you'll make the occasional visit to the dentist, you're brushing twice a day because you know it's essential for good dental health. The same idea can be applied to the **rituals and routines** for learning.


In each month's Unboxed by Prepared Parents, **Engage** will introduce simple routines that prepare kids' minds and bodies for learning. When kids are excited to learn, they're creating a virtuous cycle that enables them to learn even more.

We'll start with **Check-In / Check-Out**, a morning and end-of-day touchpoint to recognize how we feel, to get grounded for the day, to share gratitude, and to wind down for the evening. It is also a powerful way to connect with those around us.


The Check-In / Check-Out routine:

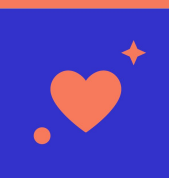
- fosters connection
- encourages self-awareness
- nurtures empathy
- promotes active listening
- shows your kid they matter

Time (5-10 minutes each, daily)

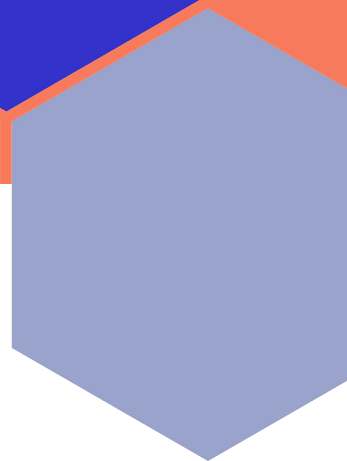
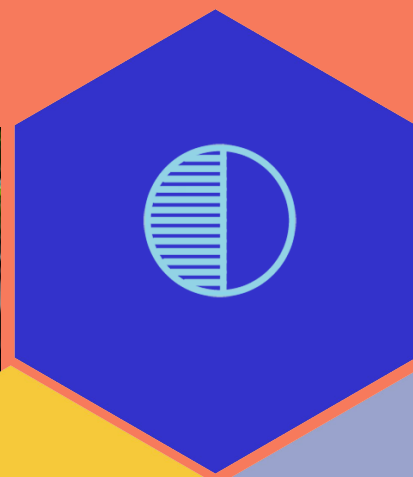


Routines provide a set of daily rituals that help develop the most critical skills and habits kids need to be ready to learn.





What is Check-In / Check-Out?



What is Check-In / Check-Out?

Check-In / Check-Out is a powerful daily routine that is used in many settings — at home, at school, at work — to help families and teams grow as groups and individuals. It's a routine that prioritizes relationships and connection, which ultimately creates an environment where kids can feel safe and learn.

- A **Check-In** is a morning touchpoint to recognize feelings and get grounded.
- A **Check-Out** is an end-of-day touchpoint to share gratitude and takeaways.

“Everyone is worried that students aren’t learning to read, write, and do math. However, the science tells us clearly that if students don’t feel safe and connected, their ability to learn anything is dramatically compromised. We must prioritize relationships and connection.”

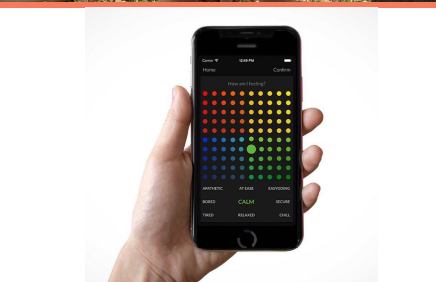


Diane Tavenner

Author, *“Prepared: What Kids Need for a Fulfilled Life”*
and co-founder and CEO of Summit Public Schools



How Do We Check-In?



How to do a Check-In:

Time: 5–10 minutes in the morning

Setup: Come together in a circle in a comfortable spot



What to do: Check-In with the following four steps:

- 1. Share what you're feeling.** Go around the circle and have each group member choose 3 adjectives that describe how they are feeling. As a listener, be curious about what is behind these 3 adjectives.
Naming emotions can be hard, but there are handy tools that make it easier to go deeper than “happy” and “sad.” Check out the [“My Feelings”](#) poster from Generation Mindful, the Junto Institute’s [“Emotion Wheel,”](#) or the [“Mood Meter”](#) from the Yale Center for Emotional Intelligence. If you have teens, the [“Feelings” poster](#) above may score you design points with them.
- 2. Talk about those emotions.** Go back around the circle, letting each person talk for 1–2 minutes about the adjectives they named and why they chose those emotions. Everyone should listen carefully and think about what might be causing the other person’s feelings.
- 3. Acknowledge the feelings of others.** Acknowledge where the group is emotionally. Do a round of “I noticed...,” “I wonder...,” or “I feel...” sentence starters to wrap up. For example, “I noticed we’re all feeling stressed today,” or “I wonder if there are ways we could calm our stress. How about....”
- 4. Say “I’m in!”** At the end of the Check-In, everyone says “I’m in!” to signify that they are present and activated for the day to come!



How do we Check-Out?



How to do a Check-Out:

Time: 5–10 minutes in the evening

Setup: Come together in a circle in a comfortable spot



What to do: There are three steps to a Check-Out:

1. **Show gratitude.** Each group member shares something they are grateful for, whether it actually happened during the day or it's just something that's top-of-mind.
2. **Share takeaways.** Everyone shares one takeaway from the day.
3. **Say “I’m out!”** At the end of the Check-Out, everyone says “I’m out!” to provide a calming marker that the day of work, learning, and growth is done.

Now, go do it!

Explain the concept of Check-In / Check-Out to your kids and, if helpful, use the “Check-In / Check-Out activity” on the next page to get started. Ultimately, however, your goal should be to move away from the activity page in favor of engagement that happens naturally.

Do you have questions about using the Check-In / Check-Out daily routines? Write to us at info@preparedparents.org.



Best Practices for Check-In / Check-Out

TIP

Daily Check-Ins & Check-Outs

Check-In

In the morning to help kids get grounded and name emotions

Check-Out

At the end of the day to share gratitude and takeaways



What are the best practices for Check-In / Check-Out?

- **Come together:** Sit in a circle to promote unity. We call this “circling up.”
- **Start with a volunteer:** The first person to speak during a circle up should always be a volunteer.
- **Keep it short:** Aim for each group member to speak for about 2 minutes.
- **Go deep:** Encourage everyone to be vulnerable during this time. It is their opportunity to connect on an emotional level, as well as yours. Their willingness to be open and authentic will be a gift to themselves and the group. Remember, vulnerability invites vulnerability. If your Check-Ins are feeling superficial, volunteer to go first and be vulnerable. Get honest with your feelings and how you’re preparing to overcome obstacles and tough emotions today.

What’s with “I’m in!” and “I’m out!”?

“I’m in!” and “I’m out!” during Check-In and Check-Out are verbal markers that indicate everyone is engaged in the experience of the day. It should feel activating to say “I’m in!” and calming to say “I’m out.”

These phrases also signify togetherness and belonging. In your group, you are a part of a team, a family, or class. You are connected, and each member is being seen and heard; no one is alone in their journey through life. Celebrations, failures, wins, losses—everyone is a part of a group that cares about them and wants them to succeed.



Check-In / Check-Out Activity

You can use this optional activity page to Check-In / Check-Out with your family or learning group each day. If desired, group members can fill in the blanks or simply use the questions as a guide for the activity.

Name _____ Date _____

Check-In: Let's recognize how we're feeling going into this day.

1. What three adjectives describe how you are feeling today?

2. Tell us more. Why are you feeling those ways?

3. After everyone has shared, acknowledge where the group is emotionally.

For example: "I noticed...", "I wonder...", and "I feel..."

Check-Out: Let's share gratitude and takeaways as we close this day.

1. What are you grateful for?

2. What was a key takeaway for you today?



Build

Foundational knowledge in
reading, writing, and math

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Build: Foundational Reading, Writing, and Math



Deep knowledge
propels future
learning.
Foundational literacy
in reading and math
paves the way.

All learning is built on a foundation of reading and math literacy. As kids strengthen these foundational skills, they **build learning superpowers**. However, with the traditional scaffolds of school being pulled out from under everyone, it's become more important to find ways to keep kids on track. The tools recommended in **Build** can help you do just that.

We've curated a list of great educational apps and websites to help kids close gaps in their learning, stay on track, or even move ahead. Whether you use our recommendations or something else entirely, make sure you're using tools that help you answer these important questions:

- **What should kids know, understand, and be able to do?** Tools should be aligned to widely accepted standards.
- **What do kids know now?** Tools should offer benchmark assessments.
- **What should kids do next in reading, writing, and math?** Tools should provide a clear or personalized path, encourage self-direction, and allow learners to accelerate and advance at their own pace.
- **How will I know if kids have learned what they need to know?** Tools should be adaptive or offer feedback to kids, and they should also provide assessments or tracking for parents or learning leaders.

Explore the following pages to learn more about these tools to help you personalize foundational learning for your kids.



Build: Foundational Reading and Writing

How can I make sure my kids are developing the appropriate foundational skills in reading and writing?

All kids should have opportunities to read self-selected, longer works of fiction and non-fiction, ideally spending 20–30 minutes per day reading, either to themselves or out loud.

In addition, the following online tools offer additional opportunities for building foundational knowledge in reading, writing, conventions of language, and speaking and listening.

Reading and Writing Product:	What it is:
BrainPOP	BrainPOP, a trusted learning resource supporting core and supplemental subjects for millions of learners worldwide, offers playful, reflective, and global content for kindergarten through middle school. www.brainpop.com/english
CommonLit	CommonLit offers more than 2,000 high-quality free reading passages for grades 3–12, complemented by aligned interim assessments. Resources are flexible, research-based, effective (as proven by third-party review), aligned to standards, and created by teachers. www.commonlit.org
Khan Academy	Khan Academy's free, personalized learning platform offers reading and vocabulary topics from early learning through 9th grade. Khan Academy has a vast library of lessons and practice created by experts and proven to support learning. www.khanacademy.org/ela
ThinkCERCA	ThinkCERCA is an award-winning program for personalizing literacy instruction for students. Lessons are designed to teach students how to read, write, and think critically across content areas. www.ThinkCERCA.com www.homeschoolbuyersco-op.org/thinkcerca/



Build: Foundational Math

How can I make sure my kids are developing the appropriate foundational skills in math?

The following online tools offer opportunities for building foundational knowledge in math.

Math Product:	What it is:
BrainPOP	BrainPOP, a trusted learning resource supporting core and supplemental subjects for millions of learners worldwide, offers playful, reflective, and global content for kindergarten through middle school. www.brainpop.com/math
Dreambox	An adaptive elementary and middle school math product offering continuous formative assessment in and between lessons, providing the right next lesson at the right time. Dreambox personalizes instruction and uses rich visuals, sound design, and interactivity to support deep math comprehension. www.dreambox.com
Khan Academy	Khan Academy's free, personalized learning platform offers math topics from early math through high school. Khan Academy has a vast library of lessons and practice created by experts and proven to support learning. www.khanacademy.org
Prodigy Math	An adaptive learning platform in which students explore the Prodigy Math Game, where they answer math questions to complete epic quests and earn in-game rewards. Offers a premium version as well as 1-on-1 math tutoring. www.prodigygame.com



Build for the Many Hands Project

How does this month's project align with these foundational skills?

Using new, developing skills in the real-world motivates kids to dig deeper and makes learning and school feel relevant. The project in **Learn** does just that!

When learning feels relevant, kids want to share! But it can be confusing to know how to translate what you are learning, because schools can use different terms.

The tables below show how the "Many Hands" project connects to these skills as they might be described by the curriculum in many school settings. Use these terms to talk to parents, kids, teachers, or others about how the Unboxed by Prepared Parents project is helping you make this year meaningful.

Component of Literacy	4 th –5 th Grade Key Terms	6 th –9 th Grade Key Terms
Writing	<ul style="list-style-type: none"> Opinion Writing Narrative/Descriptive Writing 	<ul style="list-style-type: none"> Argumentative Writing Narrative/Descriptive Writing
Language: Grammar and Vocabulary	Foundational Language Skills	Foundational Language Skills
Reading Informational Texts	<ul style="list-style-type: none"> Range of Texts Main Ideas, Key Supporting Details Multimedia Texts 	<ul style="list-style-type: none"> Range of Texts Central Ideas, Key Supporting Details Multimedia Texts

Basic Components of Literacy		
Reading	Reading Informational Texts	Reading Literature
Writing	Opinion or Argument Writing, Informational or Expository Writing	Narrative Writing (personal essays and creative or imaginative writing)
Language	Vocabulary	Conventions of Usage, Punctuation, and Grammar
Speaking and Listening	Multimedia Literacy*	Collaboration

*Multimedia Literacy (Consuming and Producing) applies across all components.



Project



Many Hands Make Light Work

Your Goal:

Make a GREAT argument to solve a BIG problem



Project

What makes an argument powerful?



Learning Support Tool: “Exploring the Essential Question”



Project Overview

Consider the Essential Question...

Explore how your powerful words help you mobilize your community to pitch in and solve problems. You aren't just learning how to **make a strong argument** to be a better writer. **You are actually figuring out how to have impact on a big problem by using effective writing as a powerful tool.**

What's the goal this month?:

To engage your audience in helping to solve **a big problem.**

What academic skills will you focus on this month?

You will learn powerful communication skills using evidence and reasoning to make a **Claim.**

What Habits of Success will be reinforced this month?

You will have the opportunity to explore **Purpose and Self-efficacy.**





Project Overview

Your project culminates into a final product to share.

In this project you will...

1. Learn the skill of constructing an argument to solve a big problem you care about.
2. Translate this argument into a final product that could be a blog, paper, speech, video, website or much more.
3. Present your final product, if you choose, to family and friends, and celebrate your accomplishments.

Your argument will include these components:

Introduction

- Hook audience with vivid description
- Transition to your claim
- State your claim

Body

- Three reasons to support your claim
- One (or more) piece of evidence per reason
- Reasoning to explain your evidence

Conclusion

- Recap your main points
- Mobilize your audience and explain why this matters



Project Overview



Learning Support Tool: Plan Your Project Milestones

Each challenge has clear **steps** to follow.

Identify Your Big Problem

Research

Consider Your Audience and Medium

Draft Your Argument

Prepare to Share

1

2

3

4

5

2 hours

8 hours

2 hours

3 hours

4 hours

Product

Description of the problem and a draft claim.

Solid reasons and evidence to build your argument.

Determine your target audience and product for communication.

Determine your target audience and product for communication.

Your final product!

Steps

1. What is the big problem?
2. Complete the "5 Whys" analysis.
3. Develop a draft claim.

1. Read and discover.
2. Develop reasons.
3. Evaluate and select evidence.
4. Explain your reasoning and link it

1. Consider who you must reach.
2. How will you reach your audience?
3. Choose your medium.

1. Revisit Your Purpose.
2. Draft your introduction.
3. Draft your body.
4. Draft your conclusion.

1. Partner with a reviewer.
2. Revise.
3. The Final Edit!
4. Publish or Present!



Inspiration

Throughout history people have accomplished great things under harsh circumstances. They were passionate about solving a big problem.

William Kamkwamba is an example.



William's Story

The Boy Who Harnessed the Wind is the story of 14-year-old William Kamkwamba who developed a windmill to power irrigation for his family farm during a drought. Through his relentless pursuit of learning, ingenuity, and ability to engage his home team, William made a huge impact on his whole village. His story is one of perseverance, and **the importance of expressing your ideas effectively to solve problems.**

Watch: [William's Ted Talk: "How I built a windmill."](#)



Learning Support Tool: "Finding Your Inspiration"

Challenge 1

Identify Your Big Problem



Before making an **argument**, you need to understand the problem you are trying to solve. Take time to get to the root cause of the problem, to ensure a successful solution.

These are the steps to complete.

Objectives: Describe the problem, analyze its causes, and develop a working claim so that your research in the next challenge is more successful.

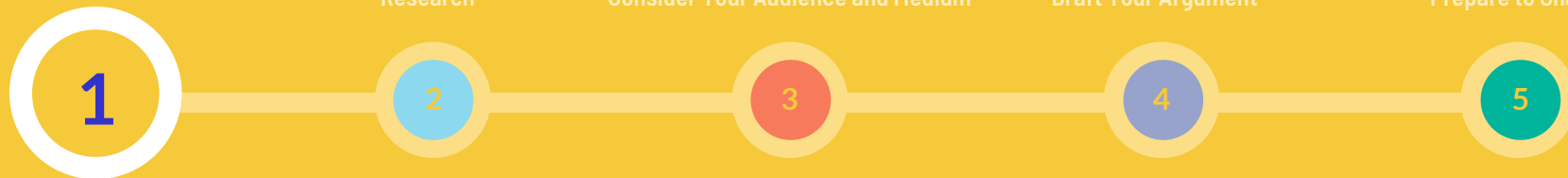
Identify Your Big Problem

Research

Consider Your Audience and Medium

Draft Your Argument

Prepare to Share



Step 1: What is the big problem?

Consider local or global problems you care about.

20-40 minutes

Step 2: Complete the “5 Whys” analysis.

Determine the root cause of the problem.

20-40 minutes

Step 3: Develop a claim statement.

Start with a draft claim statement to begin research.

15-20 minutes



Step 1

What is the **BIG** problem you want to solve?

Choose a specific angle. The more specific the problem, the better!

Example Problem: Food waste pollutes the earth.

Not Specific: People shouldn't throw out so much food.

Specific: Too many American families throw out too much food.

Specific: My family throws away too much food.



Learning Support Tool: “Describe the Big Problem” and “Choose a Specific Angle”

Think



Consider a problem in your home, community, or the world?



Step 2

What is a “5 Whys” analysis?

What is the problem?

Who is affected? How?

1. Describe

What is the cause of this problem?

What is your hypothesis?

2. Hypothesize

Find the root cause of the problem.

Why? 5 times.

3. Analyze

Get specific in problem solving by thinking through the root causes of the problem until you get to the bottom of it. Explore the example that follows.



Learning Support Tool: “The 5 Whys Analysis Tool”



Step 2

An example of the “5 Whys.”

Big Problem

Food waste is a huge problem causing methane, a dangerous greenhouse gas, to be released into the atmosphere.

Hypothesis about Cause
Consumers waste food.

1. Why would people spend money on food and then throw it away? Because they don't plan before they go shopping.

2. Why don't they plan before they go shopping? People buy food but don't plan how much or when they will eat it.

3. Why don't people plan when or how much they will eat if waste costs money? Often people don't have the time to plan menus before shopping, because they don't always plan for when they will shop.

4. Why don't they plan when they will shop? People are busy and run out of an item and stop at the store, picking up food they haven't planned for.

5. Why don't people make time to prioritize menu planning and shopping? It's challenging to demonstrate food waste is money wasted AND has environmental impacts. Without a clear understanding of these negative impacts, it's easy to ignore the problem because it feels inconvenient to plan menus.

Solution Based on the Root Cause: If we could easily show people the money wasted and negative environmental impacts, people might be better about planning, shopping, and preparing food to avoid waste.



Step 2

Try “5 Whys” with your big problem.

Big Problem

Hypothesis about Cause

Your Solution Based on the Root Cause:



Step 3

Root cause of the problem identified!

Now you can build an argument to motivate people to help solve it.

First **draft a claim statement**. You will learn much more about the topic in the next challenge, and it's okay if your claim changes. That's great learning! The goal now is to draft of your claim to help narrow your research. You can finalize your claim (or change it!) as your thinking evolves later.



Tip

A claim statement is a sentence that states your **opinion** about the problem.

The words “opinion” and “claim” are sometimes interchanged. For example, the supreme court makes arguments to support their claims. These pieces of writing, which are called “opinions,” become law.



Step 3

Develop your claim statement.

In one sentence: What do you want people know after they have heard your argument?

Use these sentence starters to jump-start your thinking!

“___ is a problem faced by ___.”

“The solution to ___ is ___.”

“The real cause of ___ is ___; therefore ___.”



Tip

For example:

The root cause of food waste is poor planning.

Claim:
“Planning menus before shopping, would end food waste.”



Learning Support Tool: “Draft Claim Statement”



Step 3

Check your claim. Is it **clear**, **specific**, and **debatable**?

Clear: Your claim should be immediately understandable by the audience.

Specific: Your claim should focus on a particular aspect of the problem or a specific action you want from the audience.

Debatable: Your claim allows for someone to take a different and equally valid position on the same topic. “Food waste is often placed in landfills” is not debatable. It is an objective fact.



Tip

Your statement can focus on having people accept that there is a problem.

Your statement could also tell an audience how to support your solution.



Step 3

Revise your claim statement Ensuring it's clear, specific and debatable.

Some examples that are clear, specific, and debatable:

"Food waste hurts the planet, but we can help in two simple steps: plan our groceries more effectively and mind our serving sizes."

"The real cause of food waste is the size of our plates."

"We don't need to change laws to reduce food waste; we need to change our grocery shopping habits."



coaching moment

You may be wondering,
**“OK...What
do I do with
this
statement?”**



Answer: Hold onto it for later.

In Challenge 4, you will be putting all the pieces of your argument together into a first draft.

The statement you just wrote will be included in your introduction when you get to the drafting challenge later on.

There is more to learn about the topic before you start your draft. Following the steps in this process, will make writing your presentation feel effortless and exciting.

Challenge 2

Research

As you complete this challenge, you will research a **set of reasons**, backed by **evidence**, to support the claim statement you wrote in Challenge 1.

Be prepared—your thinking will grow and change throughout this process as you are learning and experimenting.



These are the steps to complete.

Objectives: Develop reasons, find supporting evidence, and explain your reasoning.



Step 1: Read and discover.

Read about the problem you are trying to solve

30-60 minutes

Step 2: Develop reasons.

Develop draft supporting reasons.

30-60 minutes

Step 3: Evaluate and select evidence.

Which examples, data, or quotations support your reasons most powerfully?

40-120 minutes

Step 4: Explain your reasoning, and link it to your claim.

How does the evidence support your reasons and link back to the claim?

40-80 minutes



coaching moment

This challenge is the biggest of them all. But, don't feel intimidated. Because...



...ultimately, you are going to be creating evidence sandwiches!

Strong arguments are supported with solid reasons, evidence, and explanations. You'll put these together to build something like a sandwich with evidence as the filling.

You'll learn more about this through the challenge. For now,, the first step—Read and Discover—is to find your evidence!





Step 1

Read and discover!

Why do you believe your claim?

Read and explore texts, videos, and other credible sources.

As you **gather evidence**, think **about the reasons** to support your claim.



Learning Support Tool:
“Read and Discover”



Tip

Don't worry if you come across arguments that oppose your claim. These arguments help you understand the topic better.

These also provide evidence you should be aware of, and address in your presentation if necessary. That is called **addressing a counterargument**. It builds your audience's trust that you know the topic and aren't afraid if others disagree.



Step 2

Why reasons support your claim.

Imagine an audience member who doesn't know about this topic asking you to explain **why** you believe your claim. You would likely share with them a few reasons why.

Reasons support your claim statement, and later when you draft, provide organization for your argument.

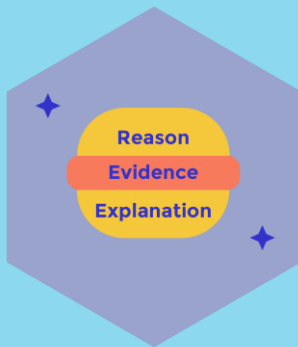


Tip

As you generate reasons for your claim, remember that these provide the building blocks for supporting paragraphs that will hold up the entire claim.



Step 2



Draft 3 Reasons.

Write down the reasons that support your claim.

As you discover new information and other points of view on the problem, your thinking might change. If it does, you can also revise your reasons!

For example:

Big Problem: Families waste too much food.

Claim: Every American should care about food waste.

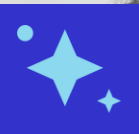
Reason 1: Food waste contributes to the huge amount of garbage sent to landfills in the U.S.

Reason 2: Food left on plates after a meal creates unnecessary housework.

Reason 3: When my family throws out produce that we never even touched, it's like throwing away money.



Learning Support Tool: “Develop Reasons to Support Your Claim”



Step 3



Tip

When you want to make a real impact, it's important to choose sources that are both credible and resonant to your audience.

Let's gather evidence!

First, pick your sources.

Look for reliable sources, such as universities (.edu), government sources (.gov), and not-for-profit organizations (.org), as well as professional journals and widely respected news publications.

Remember to track the sources you select. You will need to credit them.



Step 3

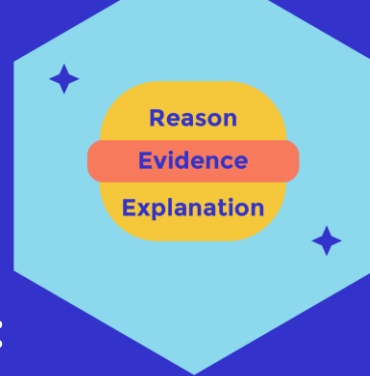
Use your sources to select evidence.

Evidence helps you prove that your reasons are valid. For each reason, you should include **1–3 pieces** of evidence, such as a summary of evidence you read, a quote, a statistic, or a real-life example.

As you select new evidence, some of your original ideas may have changed. If that happens, revise your claim or reasons to support your new understanding.



Learning Support Tools: “Evaluate Your Sources” and “Gather Evidence”



For example:

Claim: Every American should make avoiding food waste a priority.

Reason 1: Food waste contributes to the huge amount of garbage sent to landfills in the U.S.

Evidence: 80 billion pounds of food per year is wasted.

Evidence: 40% of the food supply in the U.S. ends up in landfills.

Evidence: That's 219 pounds of wasted food per family.



Step 4

Now, you have some explaining to do!

For each piece of evidence, you need to explain how it supports *your* reason. Otherwise, your audience might see the same piece of evidence differently. For example, some see a glass of water filled 50% as half empty and others see it as half full.

This explanation is your **reasoning**. Reasoning **links your ideas** and makes **clear connections**.





Step 4

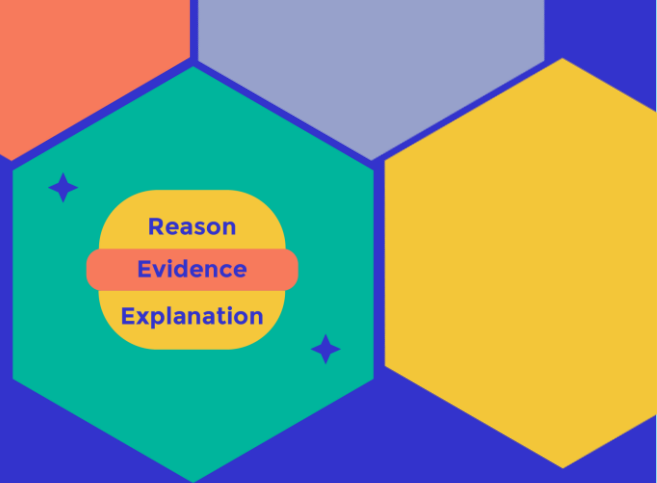
Link your evidence to the claim.

You should be able to explain how your evidence supports your reasons and show how it links back to your overall claim. Try weaving in words and phrases that make a clear connection to the claim.

Remember, this is an evidence sandwich. Your reason and explanation are the bread, and the evidence is the filling.



Learning Support Tool:
“Link Evidence to Your Claim”



Your evidence sandwiches are an important part of your argument. They demonstrate how you think, why your audience join your cause. This is where you express your deep learning about the problem.



coaching moment

You may be wondering,
**“What do I do
with these
evidence
sandwiches?”**



Answer: Hold on to them for later.

In Challenge 4, you will be putting all the pieces of your argument together into a first draft.

The evidence sandwiches you just wrote will be included in your body paragraphs in the drafting challenge later on.

The next steps will help you consider your potential audience and how best to reach them. You want this argument to change the world, so you'll have to be strategic about where and how you share it based on your audience!

Challenge 3

Consider Your Audience & Medium



Your argument must appeal to your audience and gain their support. **Who can help** you solve this problem?

Once you know who your audience is, it's time to figure out **the best way** to compel those people to help.

Your **medium** is the product that you use to share your argument. For example you might make a video, draw a comic strip, or give a speech. This is the fun part!

These are the steps to complete.

Objectives: Think about who will be your audience and make a strategic decision about the best way to reach and win them over.



Step 1: Consider who to reach.

Decide who you will engage with to impact the problem?

20-30 minutes

Step 2: How will you reach your audience?

Explore the style of your audience's medium.

20 minutes

Step 3: Choose your medium.

Determine the best medium (s) to reach your audience.

10 minutes

Step 3 Optional

Analyze how different choices in different mediums impact messages.



Step 1

Consider who to reach

Your family is a great test audience, but your *real* audience might be someone else entirely.

Who are they and why is it important that you reach them?

Knowing your audience will help you understand the best medium and style for your message.



Tip

Imagine the best possible audience for your argument. Is there a key person who can influence others? A group of helpers to do the work? Think big!



Step 1

Learning Support Tool: "Identify Your Audience"



Who can help you solve this problem?

Go back to your thinking about the root cause. Who can help you tackle the root cause of this problem? Or, who needs to adopt your solution in order for it to be successful?

Below is a sample analysis using our example food waste problem. You'll do this yourself on the next slide.

Group	Why should they be your audience?	Why should they care about this topic?
Adults in my family For example, Mom/Dad/ Grandma/Aunt/Uncle	They do all of our grocery shopping and most of the cooking.	Because they worry about money and paying bills. Helping with food waste would save them money in the long-run and reduce financial stress.
My siblings	They don't eat all of their food and end up throwing a lot away.	If we spent less on wasted food, we might have more money to spend on other important family and home items.



Step 2



Tip

As you explore, think about what might be most moving, memorable, convincing, engaging, or appealing to your audience.

How do you speak their language? First, find the right media.

Where does your audience go for news, entertainment, or communication?

It's important to understand which **medium** might be most appealing to your **specific audience** for your topic.

Once you know their preferred media, you can analyze the **style** of the media so you know how to speak its language.



Step 2

Learning Support Tool: “Understand Their Medium and Its Style”



Use these questions to analyze the style of your audience's media.

Describe your audience.	What's their preferred media?	How is written content typically organized?	How are graphics used?	How is video, audio, or other media used?



Tip

Notice the details.

Content is important, but also look at how content is presented.

How are different fonts, sizes, and colors used for emphasis?

How are descriptions, videos, photos, or audio incorporated?



Step 3



Tip

Ask yourself: Will a simple face-to-face meeting compel your audience to help you? An entire website? Or something else? Time to commit to a format and start drafting!



Choose the best medium to reach your audience.

You know your audience best! For your **final product** you will take your argument and deliver it through the medium you choose.

Will you...

- ★ send a letter?
- ★ make a presentation?
- ★ write a blog or develop a website?
- ★ write a newspaper article?
- ★ record a speech?
- ★ Or do something else entirely?



Learning Support Tool: “Choose Your Medium”

“What if I can’t create my argument in the medium I want?”

Budget, time limitations, and other constraints might limit your choices—but maybe those limitations present an opportunity to be creative!

For example, if you can’t get your piece published in a leading newspaper, you can still write the opinion piece and publish it on a blog. You might not be able to be on the radio just yet, but you can still record a podcast. And instead of a full-blown animation, you could create a powerful storyboard or a cool flipbook.

Search for tutorials on the media formats you like!

Now, it’s time to extend ourselves a bit.

How will you make your argument *great*?



Step 3 Optional Activity

Let's explore examples of “greatness.”

Each of these example arguments offers an opportunity to explore our essential question:

What makes an argument powerful?

Accessible to a broad audience	Moderately challenging	Challenging
<p>Video: “The World of Autism PSA”</p> <p>Animation: “Healthy Use of Laptops”</p> <p>Video: “How to Change the World from Kid President”</p>	<p>Infographic: “5 Ways College Pays”</p> <p>Opinion: “Remote Learning Is Hard. Losing Family Members Is Worse”</p> <p>Speech: Chadwick Boseman's Howard University 2018 Commencement Speech (Start at 8:35)</p>	<p>Correspondence: Give Bigotry no Sanction by Moses Seixas to George Washington</p> <p>Video: “Frederick Douglass' Descendants Deliver His 'Fourth Of July' Speech”</p> <p>Website: Malala Yousafzai's Nobel Prize acceptance speech</p>

Tip

Think about the order in which each message unfolds. For example, is it a chronological story? Does the message build to a compelling clincher? Where are statistics, stories, and images dropped in?

Challenge 4

Draft Your Argument



We're almost there! You have done so much purposeful learning, now it is time to develop an argument that has the power to make a real impact in the world.

Ask yourself again, what are the characteristics of the most powerful arguments, those that change the beliefs or behaviors of others?

These are the steps to complete.

Objectives: Draft a powerful argument designed to win over your audience.



Step 1: Revisit Your Purpose.

Center yourself around your goal—compelling your audience to act.

5-10 minutes

Step 2: Draft your introduction.

Hook your audience and share your claim.

25-35 minutes

Step 3: Draft your body.

Develop your reasons and evidence and explain how each supports your claim.

90 minutes

Step 4: Draft your conclusion.

Recap your argument, answering the “so what?” and call others to action.

30-45 minutes



Step 1

Revisit Your Purpose.

Remember your goal is **to solve a problem**. Your argument is a key step in making that happen because you need every member of your audience to lend a hand.

If anyone can write about this problem and get others on board to solve it, you can. **Your passion is your purpose!**

Remember many hands make light work and that is why great arguments are such powerful problem-solving tools.



Learning Support Tool: "Argument Components Checklist"



Step 1

In this challenge you will draft your argument in the form of your final product.

Write your best first draft of your argument in the most compelling possible.

Translate this argument into the final product you've chosen. Regardless of the medium, your product should include all the components of a strong argument. We'll remind you of these in the following steps.

Your product should include these components of an argument:

Introduction

- Hook audience with vivid description
- Transition to your claim
- State your claim

Body

- Three reasons to support your claim
- At least one piece of evidence per reason
- Reasoning to explain your evidence

Conclusion

- Recap your main points
- Mobilize your audience and explain why this matters



Step 1

You are prepared!
Now go forth and
write an awesome
Intro, Body, and Conclusion.



Tip

As you develop each part, remember your goal is to solve a problem by engaging your audience to believe in or do something important.



Step 2

Draft Your Introduction

Write your introduction to appeal to your specific audience. What will get their attention?

Think through, how will you...

hook them?

Consider using a vivid description of the problem.

Videos, images, quotes, and questions work, especially in live or digital presentations.

transition to your claim?

Provide 1 to 2 sentences that links your hook to your claim sentence.

present your claim?

Ask the audience to recognize a previously unknown problem, or ask them to help implement or adopt a solution!



Step 3

Draft Your Body

Develop the body of your piece to appeal to your specific audience. What will help win them over?

Think through, how will you...

...arrange your reasons?

First, second, third?

Weakest to strongest?

By issue (impact on finance, education, health)?

...support them with evidence?

For each reason provide 1 to 3 pieces of evidence, such as quotes, statistics, or examples.

Provide evidence from an authority on the topic.

...link back to your claim?

Do not assume your audience sees the evidence the same way you do. You have to explain why, for example, the glass of water is half full and not half empty!



Step 4

Draft Your Conclusion

Your conclusion is your final appeal. Make it powerful so your audience will run with you to help!

Think through, how will you...

...recap the argument?

Walk the audience through a succinct summary of your reasoning, reminding them of how brilliant and irrefutable your argument is.

...make the ask?

Remind them of what you are asking them to believe in or do.

This might mean accepting the fact that a problem they didn't notice actually exists, or it might mean taking a specific action.

...provide a powerful why?

Answer the question, "So what? Why should I care?"

Connect their values, concerns, and desires back to the problem at hand.

Challenge 5

Prepare to Share



100%

to complete

You'll partner with at least one reviewer for your draft before the final revision and edit.

Be open to the ideas your reviewers share. Their questions may be the same as other audience members, and your response to their feedback may clinch the success of your argument!

These are the steps to complete.

Objectives: Revise, polish, and share your piece to increase your chances of success in solving the problem with the help of your awesome audience.



Step 1: Partner with a reviewer.

Have a real audience member or supporter share feedback.

20-40 minutes

Step 2: Revise.

Revise for substance, organization, and appeal.

20-30 minutes

Step 3: The Final Edit!

Proofread your final draft.

20-30 minutes

Step 4: Publish or Present!

Share the final piece with your audience.

20 minutes



Step 1



Tip

Find a reviewer who is willing to share their feedback. Ask them to read or view your piece using the checklist provided and make their comments in writing.

Partner With a Reviewer.

Seek out a member of your audience, ask a peer, a sibling, or an adult to commit to spending time with your first draft as a partner. Let them know that **their role** is to help you achieve **your goal** of solving the problem.

See the helpful set of guidelines on the next slide: "Guidelines for Providing Useful Feedback."



Step 1

Learning Support Tool: “Review Tool”



Here's what you need from your reviewer:

Reviews are most helpful to you when they follow certain guidelines. Ask your reviewer to follow these great strategies for providing feedback to young authors.



Tip

In addition, the Learning Support Tools that come with **Learn** contain a handy resource for your reviewer that outlines the components of a great argument.

Guidelines for Providing Useful Feedback

Be specific: Where is something unclear, unsupported, or otherwise in need of help? Check the criteria for arguments to be sure they are included.

Suggest actions: If you have ideas for improving a specific area of growth, share your solution or link right then and there.

Be nice! Remember the goal is to help someone who is doing something great for the world to achieve their vision!



Step 2

Make your argument **great** for your audience!

You're almost there. This is your last opportunity to look carefully at the details you've included.

Did you make your best information stand out?

Where and how did you highlight your most compelling details?

Make your final touches now!

Learning Support Tool:
"Your Medium and Style"





Step 2



Revise for substance

Review the requirements of the argument. Is everything included?

Is your claim specific and are your reasons related to it?

Do you support each reason with powerful evidence and examples?

Pay special attention to explaining your evidence. Describe why the evidence you included supports your reason and claim.



Organize for clarity and power

Have you arranged your reasons and evidence in the most powerful way?

Explore putting them in a different order.

Are you building toward a powerful conclusion with clear connections from one main point to the next?



Revise for audience appeal!

Consider your introduction and conclusion. Are they clear and attention-grabbing? Will they motivate your audience to action?

Is your word choice clear?

Do you use vivid descriptions?

Read your piece aloud to see if your sentences and paragraphs flow well. Does your argument build to a powerful ending?

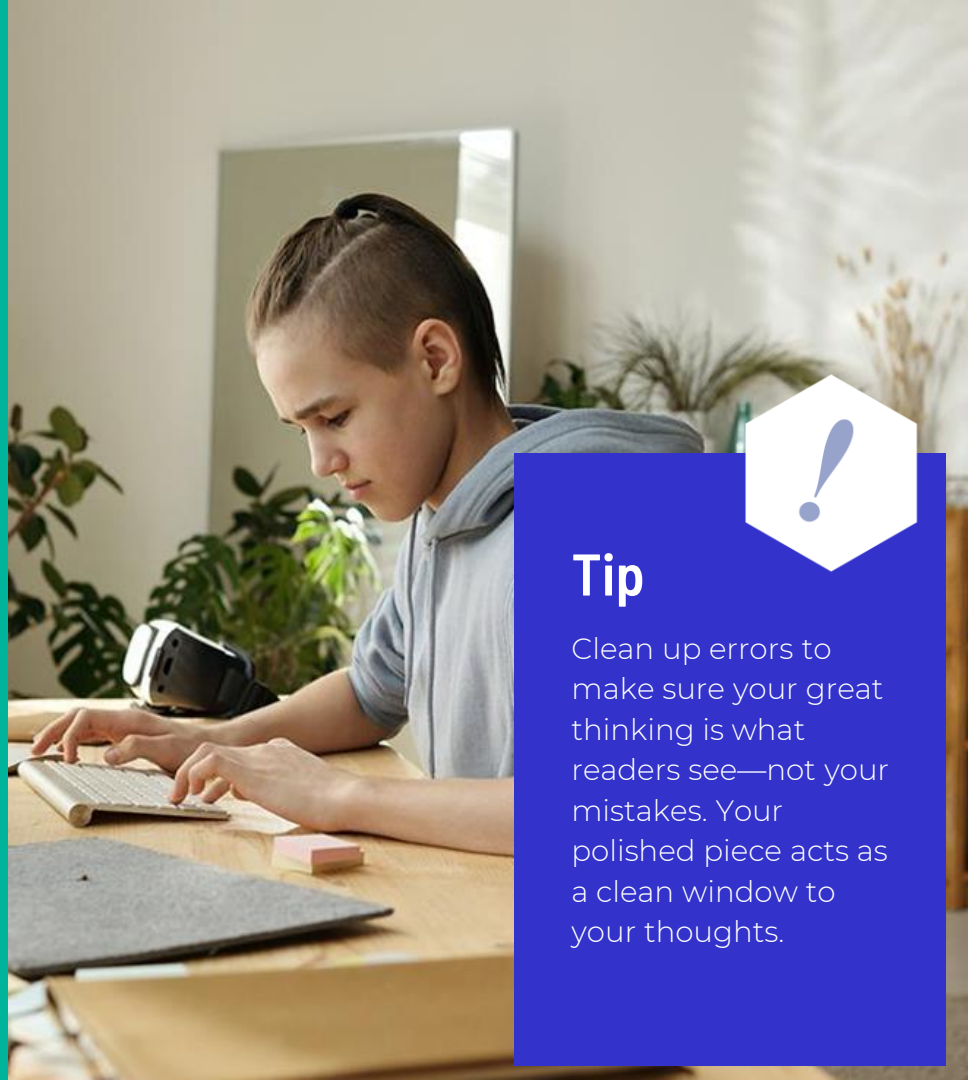


Step 3

The Final Edit!

You don't want minor issues distracting from your powerful message.

Clean up any remaining grammar, mechanics, and style errors.



Tip

Clean up errors to make sure your great thinking is what readers see—not your mistakes. Your polished piece acts as a clean window to your thoughts.



Step 4

Publish or Present You Are Prepared to Share!

Share your final product with your audience through your ***Celebration of Learning***.

Savor the accomplishment, and take time to think about all you've learned.

Celebration of Learning Reminder!

Remember, a **celebration of learning** is an opportunity for you to showcase your work, feel pride in your accomplishments, and expand your comfort zone to present to family, friends, and the community. The celebration is a terrific opportunity to share your final product and everything you've learned in making it. So, celebrate! Everyone is excited to see what you've learned.



celebrate



What are Learning Support Tools?

Learning Support Tools are designed to provide kids with more detailed instructions for completing the project challenges. These tools support kids' thinking about the tasks needed to complete each step, helping kids approach tasks the way a more experienced scholar would. Not every step of the project needs a Learning Support Tool, and not every kid will need the support of every tool offered here. For those that do, these additional explanations, activities, guides, and examples can help accelerate learning.



Many Hands: Learning Support Tools

What will I find here?

The tools you will use here provide additional support to help you get inspired, develop a plan, organize research, and draft and finalize a final product through the “Many Hands Make Light Work” project.

Planning Your Project

- Materials List
- Exploring the Essential Question
- Plan Your Project Milestones
- Finding Your Inspiration

Challenge 1:

Identify Your Project Focus

- Step 1: Describing the BIG Problem
- Step 1: Choose a Specific Angle
- Step 2: The 5 Whys Analysis Tool
- Step 3: Draft Claim Statement

Challenge 2: Research

- Step 1: Read and Discover
- Step 2: Develop Reasons to Support Your Claim
- Step 3: Evaluate your Sources
- Step 3: Gather Evidence
- Step 3: Link Evidence to Your Claim

Challenge 3: Consider Your Audience and Medium

- Step 1: Identify Your Audience
- Step 2: Understand Their Medium and its Style
- Step 3: Choose Your Medium

Challenge 4: Draft Your Argument

- Step 1: Argument Components Checklist

Challenge 5: Prepare to Share

- Step 1: Review Tool
- Step 2: Review Your Medium and Style



Planning and Introduction

Before you dive into the project's challenges, introductory slides offer a brief look at **what** you'll do to complete the project and **how** and **when** you'll do these things, along with some inspiration to help you find your **why**. The tools below provide support for these introductory steps.

Planning

- Materials List

Introductory Activities

- Exploring the Essential Question
- Plan Your Project Milestones
- Finding Your Inspiration



Materials List

What else do kids need to complete the project? The steps in the project assume kids have ready access to the Internet and basic materials, like pencils and paper. The optional materials listed on the right may be useful to some, depending on their interest and chosen product.

Required

Paper

Pen/pencil

Internet access

Device for online research and learning resources

Optional

The Boy Who Harnessed the Wind (Book and/or film)

Dedicated notebook

Camera/video camera

Sticky notes

Markers

Applications for developing a multimedia presentation



Exploring the Essential Question

Use this tool to record your thoughts and feelings as you consider the essential question.

Name _____ Date _____

The Essential Question: What makes an argument powerful?

1. Have you ever seen effective communication succeed or fail in motivating people to do difficult things?

1. As you complete this project, use this table to record specific examples you experience or observe of people using communication successfully or unsuccessfully to motivate others to do difficult things.

Experience or Observation	Description	What role did communication play in success or failure?



Plan Your Project Milestones

Use this tool to plan completion dates for each step in the Many Hands Project.

Name _____ Date _____

Activity	Estimated Time	Complete By Date
Introduction		
Finding Your Inspiration	20–40 min.	
Challenge 1: Identify Your Project Focus		
Step 1: What is the big problem?	20–40 min.	
Step 2: Complete the “5 Whys” analysis.	30–45 min.	
Step 3: Develop a claim statement.	15 min.	
Challenge 2: Research		
Step 1: Read and discover.	30–60 min.	
Step 2: Develop reasons.	30–60 min	
Step 3: Evaluate and select evidence.	40–120 min.	
Step 4: Explain your reasoning, and link it to your claim.	40–80 min.	



Plan Your Project Milestones

Activity	Suggested Time	Complete By Date
Challenge 3: Consider Your Audience and Medium		
Step 1: Consider who you must reach.	20–30 min.	
Step 2: How will you reach your audience?	20 min.	
Step 3: Choose your medium.	10 min.	
Step 3 Extension: Examine Multimedia Arguments	30–90 min.	
Challenge 4: Draft Your Argument		
Step 1: Revisit Your Purpose.	5–10 min.	
Step 2: Draft your introduction.	25–35 min.	
Step 3: Draft your body.	40–60 min.	
Step 4: Draft your conclusion.	30–40 min.	
Challenge 5: Prepare to Share		
Step 1: Partner with a reviewer.	20–40	
Step 2: Revise.	30–90	
Step 3: The Final Edit!	20–40	
Step 4: Publish or Present!	20–30	



Finding Your Inspiration

Name _____ Date _____

Throughout history, we can find examples of people who have accomplished great things under harsh circumstances because they were passionate about solving a problem and they were able to engage support from a wide variety of stakeholders. The story of William Kamkwamba in *The Boy Who Harnessed the Wind* is one of those examples.

Enjoy the book as part of your foundational knowledge building routine. The full-length film is available on Netflix, but other videos are also available online for free, including several of William's Ted Talks called, "How I Built a Windmill" and "How I Harnessed the Wind."

Optional Activity or Discussion Prompt: As you watch *The Boy Who Harnessed the Wind*, take notes about when and how William uses his communication and argumentation skills to engage supporters for his cause.

- Does he use different appeals for different audiences?
- Which has more impact: his words or actions?
- Could either words or actions alone have moved people to help William?
- What are some of the characteristics of William's choices and behaviors that helped him be successful?

What is your *why*?

As you consider your long term goals and the things you can do this year or this month that will help you reach them, how do you think being able to make an effective argument might help you?



Challenge 1: Identify Your Project Focus

Identify Your Project Focus

Research

Consider your Audience and Medium

Draft Your Argument

Prepare to Share



2 hours



8 hours



2 hours



3 hours



2 hours

Step 1: What is the big problem?

- Describe the BIG Problem
- Choose a Specific Angle

Step 2: Complete the “5 Whys” analysis.

- The 5 Whys Analysis Tool

Step 3: Develop a claim statement.

- Draft Claim Statement



Describe the BIG Problem

Use this tool to determine an issue or specific problem you will tackle at home or in your community that you feel passionate about.

Name _____ Date _____

Remember and Reflect.

1. As you consider your day-to-day experiences at home, is there something that you or other family members struggle with that you'd like to see change? (Example: *My brother spends most of his free time playing video games and stopped playing outside like we used to.*)

2. As you consider your day-to-day experiences in your community, have you come across a situation that has troubled you? (Example: *I have observed people wasting packaging, especially plastic cups, straws, and shopping bags, and it makes me worry about pollution.*)

3. Has a particular recent event or news story stayed with you? (Example: *When I hear about a natural disaster that leaves a lot of people homeless, it makes me feel overwhelmed, and I want to do something to help.*)

Choose a Problem:

After reflecting on personal, local, national, or global problems that are on your mind, select one that is most important to you right now.



Choose a Specific Angle

Use this tool to determine and describe your specific angle on the problem in vivid detail. These are questions readers might like to have answered throughout your description.

Name _____ Date _____

Where does
this problem
occur?

Who is
affected by
it?

When does
it affect
them? Is it a
constant
issue?

How does it
affect them?
What are
the specific
impacts?

Write a Vivid description. Describe your problem with as many vivid images as possible using concrete sensory details — things the audience can see, hear, taste, smell, and touch. If possible, describe one person's experience with the problem.

Think about specifics. After reflecting on the specifics of the BIG problem (for example, food waste), can you narrow your focus to a specific issue that you really want to tackle (for example, food wasted by consumers at home)?



The 5 Whys Analysis Tool

Use this tool to record your 5 Whys analysis. Remember, you might find that you will return to these questions as you continue your research.

Name _____ Date _____

What is the problem?

Describe: Write several sentences showing the impact of the problem. Make sure this is concrete, so readers can see, hear, taste, smell, and feel the problem first-hand with their mind's eye. Later, you might turn this description into an attention-grabbing hook for your intro or use it as an example in your argument.

What is the cause of this problem?

Hypothesize: In one sentence, why do you think this problem exists?

Continued on next page.



The 5 Whys Analysis Tool (Cont.)

Use this tool to record your 5 Whys analysis. Remember, you might find that you will return to these questions as you continue research.

Name _____ Date _____

Ask 5 Whys: Let's analyze the root cause of the problem.

1. Question:

Answer:

2. Question: _____

Answer:

3. Question: _____

Answer:

Continued on next page.



The 5 Whys Analysis Tool (Cont.)

Use this tool to record your 5 Whys analysis. Remember, you might find that you will return to these questions as you continue research.

Name _____ Date _____

5 Whys: Let's analyze the root cause of the problem.

4. Question:

Answer:

5. Question:

Answer:



Draft Claim Statement

Use this tool to develop a specific opinion or claim about your problem or solution.

Name _____ Date _____

What is your initial claim?

Once you have developed a working draft of your claim, you can do more effective research. Your argument doesn't necessarily have to provide a solution. You might just help people notice a problem that they previously ignored.

Example Problem Claim: Because of excessive video game playing, far fewer young people will spend their youth engaging in other interests as previous generations have done. This is a huge problem for our health and our cultural life.

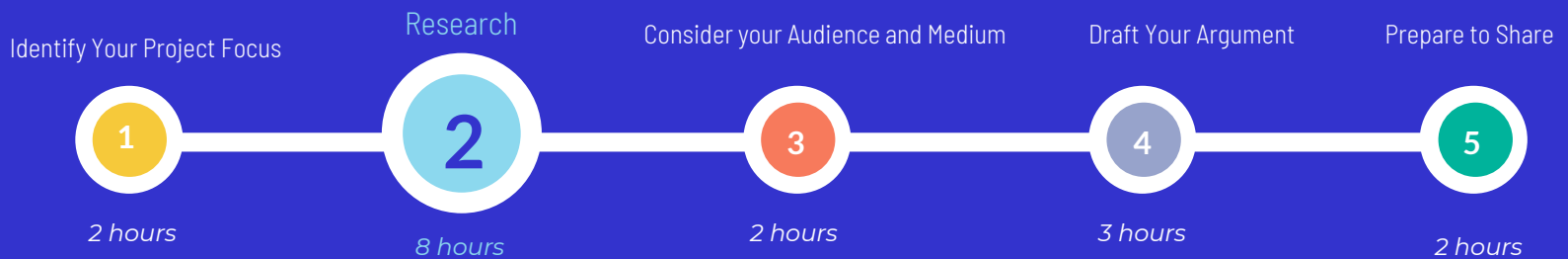
Example Problem and Solution Claim: To reduce time on video games, kids should determine a weekly day off with their friends, so they don't suffer from fear of missing out.

Your Draft Claim Statement:



Challenge 2:

Research



Step 1: Read and discover.

- Read and Discover

Step 2: Develop reasons.

- Develop Reasons to Support Your Claim

Step 3: Evaluate and select evidence.

- Evaluate Your Sources
- Gather Evidence

Step 4: Explain your reasoning, and link it to your claim.

- Link Evidence to Your Claim



Read and Discover

Use this tool to get an overall sense of what research is available on this topic. You will do a deeper dive once you have determined your reasons. This is just to gather a broad list of sources, some of which you will eliminate later.

Name _____ **Date** _____

Find information on your topic in a variety of formats.

Source Type	Who is talking about the topic? What are the headlines?	Is this an authoritative or trustworthy source?
Traditional Journalism: Newspapers or Magazine Articles		
Videos		
Web Sites/ Organizations		
Infographics		



Develop Reasons to Support Your Claim

Use this tool to determine specific plans for your research.

Name _____ Date _____

What reasons must you prove to support your claim?

What reasons do you have for supporting this claim? Where might you find evidence, data, and other examples to support those reasons?

Sample Reason: Because kids are playing so many video games, fewer kids play sports and musical instruments than before.

Potential Search Terms and Questions: Video game design, how to make video games, do people play sports less or more than before?

Your Reason:

Your Reason:

Your Reason:

Potential Search Terms and Questions



Evaluate Your Sources

Use this tool to ensure your research allows you to explore various presentation formats so you can see great models in action.

Name _____ Date _____

Find trusted information in different formats.

As you finalize your research, evaluate the source. Does it come from a reputable or authoritative source?

Title and source of newspaper or magazine article, book, website, journal, video, multimedia presentation, interview	Notes about purpose, audience, author	Why should we trust this source?



Gather Evidence

Use this tool to research and gather evidence about your problem.

Name _____ Date _____

Discover what others are saying about the problem:

Read to discover what others who care about this problem have learned. Read from various points of view so you can improve your thinking through diverse perspectives.

1. Quickly review at least 5–10 potential sources.
2. From those, select at least 3 sources to read closely to gather evidence.
3. In your notebook or on a separate sheet of paper, take notes on each of your three sources. Answer the following questions:

- **What is the title and source?**
- **What is the author's main idea?**
In other words, what is their opinion or claim about the topic?
- **What reasons and supporting evidence do they provide?**
Why do they support their claim? What statistics or authorities do they share to convince us to agree? This may be a good piece of evidence for you to use!
- **Do they address any counterarguments?**
- **What is the most moving, memorable, convincing, engaging, or appealing aspect of the author's writing or presentation?**



Link Evidence to Your Claim

Use this tool to link your evidence to your reason and back to your claim.

Name _____ Date _____

Develop your line of reasoning.

Just as a lawyer in a courtroom cannot simply present evidence to a jury and expect them to know how to interpret it without explanation, you cannot leave evidence unexplained in an argument.

To practice this, develop an “evidence sandwich” for one piece of evidence, using a Reason–Evidence–Explanation framework. You want others to see your thinking as valid, even if they disagree. Later when you draft your argument, you will apply this technique to all of your supporting body paragraphs.

Your Reason (Introduce the point you are making. Example: Kids are missing out on a lot of great activities in life because of video games.)

Your Evidence (Present your evidence. Example: Kids spend an average of two hours per day on video games.)

Your Explanation of How the Evidence Supports This Reason (Example: Imagine what you could do with an extra two hours of sports, music, reading, or family time. You could even learn a foreign language in that time. That’s why video games make us less well-rounded.)

Ask yourself: Does the explanation I have provided — either leading to or following my evidence — make a clear and obvious connection to my claim?



Challenge 3: Consider Your Audience and Medium

Consider your Audience and Medium

Identify Your Project Focus

Research

Draft Your Argument

Prepare to Share

1

2

3

4

5

2 hours

8 hours

2 hours

3 hours

2 hours

Step 1: Consider who you must reach.

- Identify Your Audience

Step 2: How will you reach your audience?

- Understand Their Medium and its Style

Step 3: Choose your medium.

- Choose Your Medium



Identify Your Audience

Use this tool to identify who your potential audience is and how best to reach them.

Name _____ **Date** _____

1. Beneath each group name in the table below, list the people who might care about this problem or have the power to help with it.
2. Answer the questions to help you think about what type of message would motivate them to take action.

Group	Why do you want them in your audience?	Why should they care about this topic?
Family		
Friends		
Community Members		
Policy Makers		
Influential Figures		



Understand Their Medium and its Style

Use this tool to identify features of your audience's preferred media type.

Name _____ Date _____

1. **Describe the audience you've identified.** What do they care about? What do they value? What do they know about your subject?

2. **What is their preferred media type?** Do they read the newspaper? Watch TV? Surf the Internet? Listen to podcasts? Or would they rather talk face-to-face?

3. **How is written content typically organized in the medium they enjoy?** How is it structured? What are the notable features of it? Does it use headings and subheadings? Are narrative stories woven in?

4. **How are graphics used?** Do they include charts and graphs? Do they include graphic images showing processes or causes and results?

5. **How is video, audio, or other media used?** Are videos live action, animation, talking heads, voice over still images, or some other style?



Choose Your Medium

Use this tool to make sure you understand what to consider when working in the media you've chosen. Is your chosen form the best *for your argument* and *for this audience*? Would another form work as well or not as well?

Name _____ Date _____

Choose a form.	Consider the typical elements of this form.	What makes this a good form for your audience and message?
Essay	Formal language Citations Artful style	
Blog	Multimedia Text and links Images/video Graphs/charts	
Letter	Formal salutations Conventions of letter writing (personal, business, etc.)	
Website	Multimedia Images/video Graphs/charts Additional pages	
Speech	Volume Variations in tone Pacing	
Live Multimedia Presentation	Formal language Citations Artful style Multimedia Images/video, graphs/charts	
Video	Titles, or subtitles Animation Live action footage	



Challenge 4: Draft Your Argument

Identify Your Project Focus

Research

Consider your Audience and Medium

Draft Your Argument

Prepare to Share



2 hours



8 hours



2 hours



3 hours



2 hours

Step 1: Revisit Your Purpose.

- Argument Components Checklist



Argument Components Checklist

As you complete your first draft, remember to include these components to make your argument powerful!

Introduction

- **Hook your readers** with a story, perhaps using some of your writing from your original description of the problem.
 - **Transition** to your opinion or claim statement.
 - State a clear, **specific opinion or claim** that captures your point of view about the root causes of a problem or proposes a solution.
- ☐ Hook
 - ☐ Transition
 - ☐ Claim Statement

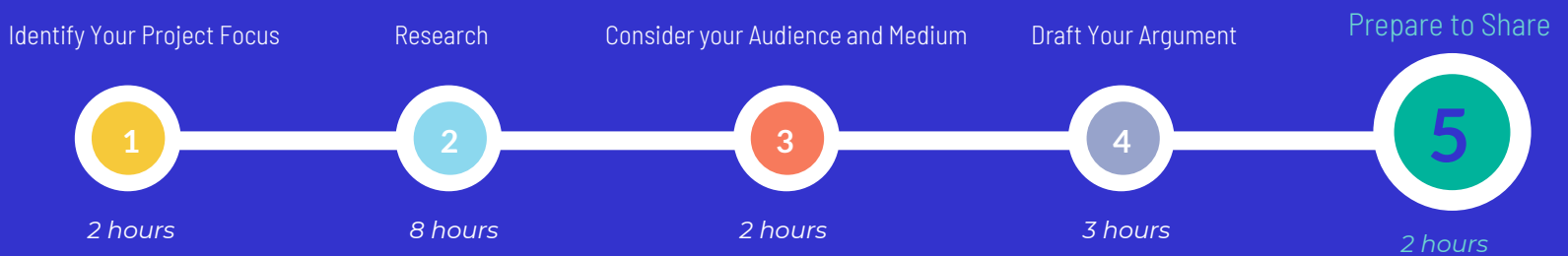
Body

- Support your opinion or claim with at least **3 supporting reasons**.
 - Remember to include **at least one piece of evidence** for each reason from a trustworthy outside source.
 - After you incorporate your evidence, you will need to **explain your reasoning** to readers or listeners, so they know why this evidence supports your opinion or claim.
 - Your body paragraphs should follow a **reason-evidence-explanation** pattern
- ☐ Reason 1
 - ☐ Evidence and Explanation (1–3 pieces)
 - ☐ Reason 2
 - ☐ Evidence and Explanation (1–3 pieces)
 - ☐ Reason 3
 - ☐ Evidence and Explanation (1–3 pieces)

Conclusion

- In your conclusion, you should **recap** how each step of reason-evidence-explanation builds to your recommendation or call to action.
 - And finally, your conclusion should answer the question, **“Why does this matter?”**
- ☐ Recap your main points
 - ☐ Call your team to action and explain “Why does this matter?”

Challenge 5: Prepare to Share



Step 1: Partner with a reviewer.

- Review Tool

Step 2: Revise

- Review Your Medium and Style



Review Tool

Use this tool to understand how to review an argumentative claim.

1. Read or view the argument first, noting things you love (♡), things you understand and agree with (✓), and where you have questions(?). Write your comments on the draft.
2. Then, use this tool to review the suggested elements of a strong argument to ensure each element is included in the draft.

Introduction

- **Hooks the readers** with a story or vivid description of the problem.
- **Transitions** to the opinion or claim statement.
- States a clear, **specific opinion or claim** that captures a point of view about the root causes of a problem or proposes a solution.

- ☐ Hook
- ☐ Transition
- ☐ Claim Statement

Body

- Supports the opinion or claim with at least **3 supporting reasons**.
- Includes **at least one piece of evidence** for each reason from a trustworthy outside source.
- Incorporates evidence and **explains** why this evidence supports the opinion or claim.
- Body paragraphs should follow a **reason–evidence–explanation** pattern

- ☐ Reason 1
- ☐ Evidence and Explanation (1–3 pieces)
- ☐ Reason 2
- ☐ Evidence and Explanation (1–3 pieces)
- ☐ Reason 3
- ☐ Evidence and Explanation (1–3 pieces)

Conclusion

- Conclusion **recaps** how each step of reason–evidence–explanation builds to a recommendation or call to action.
- And finally, conclusion should answer the question, **“Why does this matter?”**

- ☐ Recap main points
- ☐ Call to action and “Why does this matter?”

Continued on next page.



Review Tool (Cont.)

Use this tool to record your feedback, questions, and suggestions for the argument you are reviewing.

1. What are the strengths of the argument?

2. What was the part of the argument that made you most excited to help solve the problem?

3. What questions or suggestions do you still have about the problem? The solution?



Review Your Medium and Style

Use this tool to review where and how you showcased your most compelling evidence, ideas, and examples. If you haven't included your best, most compelling details, now is the time to add them.

Name _____ Date _____

I am creating a _____.

Note below where special details exist or should be added.

Introduction

- **Hook your readers** with a story, perhaps using some of your writing from your original description of the problem.
- **Transition** to your opinion or claim statement.
- State a clear, **specific opinion or claim** that captures your point of view about the root causes of a problem and proposes a solution.

Body

- Support your opinion or claim with at least **3 supporting reasons**.
- Remember to include **at least one piece of evidence** for each reason from a trustworthy outside source.
- After you incorporate your evidence, you will need to **explain your reasoning** to readers or listeners, so they know why this evidence supports your opinion or claim.
- Your body paragraphs should follow a **reason-evidence-explanation** pattern

Conclusion

- In your conclusion, you should **recap** how each step of reason-evidence-explanation builds to your recommendation or call to action.
- And finally, your conclusion should answer the question, **“Why does this matter?”**



coaching moment

What are Coaching Moments?

Coaching Moments are for the parent, learning pod leader or adult who is working with kids through the [Learn](#) project. They provide you with what you need to give kids additional helpful guidance while they complete their Impact project. This could be giving you the language to explain how the steps of the project fit together, or giving more thorough explanation to a specific part of the project, or just offering encouragement to kids. Use these however you need them!

In many ways, Coaching Moments represent the voice of a supportive and encouraging teacher.



How do I use Coaching Moments?

All the essential instructional information kids need to complete **Learn** — the monthly project — is contained in the project slide presentation itself. For each step, there are associated Coaching Moments to help you support your kids through.

The notes will contain these helpful details:

- If the note is associated with **a particular challenge step**, that step is listed.
- Where we think outside sources might be helpful to bolster foundational understanding of concepts, we've included a link to these **instructional resources (IR)**. (And for reference, you can also find these resources in an Appendix at the end of the project presentation.)
- **Learning Support Tools** that we've created, are listed in the notes where they might be used (as well as in the project presentation and Appendix!).
- A estimate of time required to read the project slides and perform the tasks for the current step is offered. Remember, these are just rough estimates, and every kid should work at their own pace.

Ultimately, you can think of the Coaching Moments as a guide at a kid's side to explain, encourage, and support, and use as needed.

On the following pages, we have provided the number of the slide for easy reference between Coaching Moments and the **Learn** project presentation.



Project Overview: Coaching Moments

Slide 6

Welcome to a month-long project that will help you sharpen your literacy skills while you impact the world in a positive way! Your job is to use your powerful words to gather a group of supporters who can help you solve a big problem, because, as the saying goes, many hands make light work!

Slide 7

As we dive into this important question, jot down your answer and share with a friend if you have a moment. Have you ever seen effective communication succeed in motivating people to do difficult things? What made it effective? Can words actually move people to do something different?

In this project, you will attempt to engage people to help with a cause you choose, and you'll explore models of how other people used communication to win support for solving problems. As you complete the project, pay special attention to this essential question: What makes communication effective when motivating people to do difficult things?

Instructional Resource(IR): *n/a*

Learning Support Tool(LS): "Exploring the Essential Question"
30 minutes





Project Overview: Coaching Moments

Slide 8

While you are working on solving a big problem in the world, you will also be developing great Habits of Success and sharpening academic skills. Specifically, you will learn how to think critically about problems, a skill that helps you determine the root causes of problems so you can solve them more quickly. You will also learn how to write an argument. This is a great moment to pause and reflect on how this connects to your personal goals. Go back to Plan and see how this can overlap with the goals you set for this month.

Cognitive Skills Highlighted

Composing and Writing
Argumentative Claim
Selection of Evidence
Explanation of Evidence
Organization (Transitions, Cohesion, Structure)
Introduction and Conclusions

Inquiry

Asking Questions

Listening and Speaking

Preparation

IR: *n/a*

LS: "Plan Your Project Milestones"

20 min.

Slide 9

Here is a quick overview of what your final product will look like. You will have an opportunity to learn more about each aspect of the project and find all the instructional resources you need to learn new concepts and skills. It is up to you to decide the best way to communicate your point of view to your audience once you have explored various choices.

Project Overview

IR: "Claims" (video, 0:00–3:11 provides an overview of arguments)

LS: *n/a*



Project Overview: Coaching Moments

Slide 11

This is a suggested timeline for the actual project that will help you plan around other activities. Remember, in addition to doing great work, we want to build in time each month to pause, reflect, and celebrate learning!

Slide 12

Here is a handy reference to see the details of the challenges you will complete.

Slide 15

Throughout history, we can find examples of people who have accomplished great things under harsh circumstances because they were passionate about solving a problem and they were able to engage support from a wide variety of stakeholders. The story of William Kamkwamba in “The Boy Who Harnessed the Wind” is one of those examples.

Enjoy reading the book as part of your foundational literacy skill-building routine. Also, the full-length film is available on Netflix, and interviews are available online for free, including William’s Ted Talk called “How I Harnessed the Wind.”

Optional Activity or Discussion Prompt: As you watch the *Boy Who Harnessed the Wind*, take notes about when and how William uses his communication skills to engage supporters for his cause.

- Does he use different appeals for different audiences?
- Which has more impact: his words or actions?
- Could either words or actions have moved people to help William on their own? Or is it the combination that is key?
- What are some of the characteristics of William’s choices and behaviors that helped him be successful?

Instructional Resource (IR): William Kamkwamba’s Ted Talk: “How I Harnessed the Wind”

Learning Support (LS): “Finding Your Inspiration”
20–40 minutes



Challenge 1: Coaching Moments

Slide 19

In this first challenge, you will dive into important questions and define the focus of your project. You will also learn a protocol that you can use across all areas of your life called “The 5 Whys.” It is a protocol for determining the root cause of a problem.

Slide 21

This is a great opportunity to tackle a problem that you see in the world. It could be something as simple as figuring out a better schedule for sharing space to avoid conflict, or it could be a larger problem in the community, or even a global issue. Brainstorm problems you care about. The most important thing is that you find a topic you are personally passionate about. Describe it in as much detail as possible, so you can be very specific about a solution. Your descriptions can also be very powerful in your argumentative claim so an audience member can understand the problem or understand it from your point of view.

Step 1: What is the Big Problem?

IR: "Better descriptive writing in 5 minutes."

The video refers to various parts of speech. For a brief overview of Parts of Speech, see Kahn Academy: Introduction to Grammar: Parts of Speech.

LS: “Describe the Big Problem” and “Choose a Specific Angle”

20–40 minutes

Slide 23

One way to get really specific in solving a problem is to think through the root causes of the problem until you get to the bottom of it. This is a simple protocol for analyzing the root cause of a problem. Before completing the 5 Whys analysis, explore the sample that follows.

Step 2: Complete the 5 Whys Analysis

IR: “The 5 Whys Problem-Solving Method” (video; This is a workplace example of the 5 Whys analysis.)

LS: “The 5 Whys Analysis Tool”

10–15 minutes



Challenge 1: Coaching Moments

Slide 24

Here is a sample of a 5 Whys analysis about food waste. Go through the entire example, then ask, “What solution might help us solve the root problem?” In this example, the solution might be, “If we could easily show people the money wasted and negative environmental impacts, people might be better about planning, shopping, and preparing food to avoid waste.”

Step 2: Complete the 5 Whys Analysis

IR: [“The 5 Whys Problem-Solving Method”](#) (video; This is a workplace example of the 5 Whys analysis.)

LS: “The 5 Whys Analysis Tool”

30 minutes.

Slide 25

Complete a 5 Whys analysis. Be sure to describe the big problem and hypothesize about the cause. Then analyze further, by asking 5 whys.

Step 2: Complete the 5 Whys Analysis

IR: [“The 5 Whys Problem-Solving Method”](#) (video; This is a workplace example of the 5 Whys analysis.)

LS: “The 5 Whys Analysis Tool”

30 minutes.

Slide 27

The words “opinion” and “claim” are sometimes interchanged. For example, the supreme court makes arguments to support their claims. These pieces of writing, which are called “opinions,” become law. Some people ask what distinguishes an opinion from a claim. The main difference is that a claim is an opinion you will work to prove. A claim is part of an argument made to have people change their beliefs or take action. Outside of the supreme court, an opinion can be shared without necessarily asking others to agree or act.

Step 3: Develop a Claim Statement

IR: [“Claims”](#) (video, segment starting at 3:12; 0:00–3:11 gives an overview of arguments)

LS: “Draft Claim Statement”

15 minutes



Challenge 1: Coaching Moments

Slide 28

Developing a draft of a claim about your problem will help you narrow your research. This will make it easier to navigate the many sources of information on your topic.

Step 3: Develop a Claim Statement

IR: "[Claims](#)" (video, segment starting at 3:12; 0:00–3:11 gives an overview of arguments)

LS: "Draft Claim Statement"

15 minutes

Slide 30

As you draft your claim, keep in mind that you will be learning much more about the topic in your next challenge, so your claim and the reasons you believe your claim may change. That's great learning. The goal right now is to get to a draft of your claim to help you narrow your research. You can finalize your claim or change it completely later as your thinking evolves.

Step 3: Develop a claim statement.

IR: "[Claims](#)" (video, segment starting at 3:12; 0:00–3:11 gives an overview of arguments)

LS: "Draft Claim Statement"

Continued from previous Slide

Slide 31

Developing a draft of a claim about your problem will help you narrow your research. This will make it easier to navigate the many sources of information on your topic.

Step 3: Develop a Claim Statement

IR: "[Claims](#)" (video, segment starting at 3:12; 0:00–3:11 gives an overview of arguments)

LS: "Draft Claim Statement"

15 minutes



Challenge 1: **Coaching Moments**

Slide 33

It is important to think of the first challenges as opportunities to ask great questions and generate material. Most certainly, some of the best pieces of the final project will be created in the early challenges, but it is important not to become too attached to the goal of finishing the presentation. There is plenty of time to do that. The goal is to do your best to win your audience over and solve a big problem. If you follow the steps in this process, writing your presentation will be exciting and feel effortless.

Step 3: Develop a claim statement.

IR: *n/a*

LS: *n/a*



Challenge 2: Coaching Moments

Slide 37

In this challenge, you will conduct research and start building the support material that will make up the body of your argument. In addition to researching to gather evidence, you will have the opportunity to test your ideas in the real world.

Slide 38

This challenge will help you develop support for your argument. Your reasons, plus evidence, and explanations of your reasoning will start to come together. Sounds like a lot, right? It is, and this is a very important challenge. But don't be intimidated. We'll walk you through the steps to make your evidence sandwiches!

Step 1: Read and Discover.

IR: *n/a*

LS: *n/a*

Slide 39

It's time to see what others have said about this issue and to take notice of how they have said it! Do a quick search and consider at least 5–10 resources on the topic and do a deeper dive into at least three, noting the author's specific claim or opinions, their reasons for supporting their claim, and the evidence they have used in their argument. Note how the author makes their interpretation of specific pieces of evidence clear to readers.

Don't worry if you come across arguments that oppose your claim. Those help you get smarter about the topic and provide evidence you should be aware of, so you can address it in your presentation if necessary. That is called addressing a counterargument. It builds your audience's trust that you know the topic and aren't afraid if others disagree. You are sticking to your claim! Or maybe you will just change your claim because you are adaptable enough to change when you learn important new information! The whole point of the research is to deepen your overall knowledge of the topic.

Step 1: Read and Discover.

IR: "[Reasons and Reasoning Overview](#)" (video)

LS: "Read and Discover"

30-60 for initial research

"Dog Reads Newspaper?" by seng1011 is licensed under CC BY-NC-ND 2.0



Challenge 2: Coaching Moments

Slide 41

Reasons give support to your claim statement, and later when you draft, provide an organizational structure for your argument.

Step 2: Develop Reasons

IR: "Reasons and Reasoning Overview" (video)

LS: "Develop Reasons to Support Your Claim"

30–60 minutes

Slide 42

Develop reasons to support your claim. Again, consider them drafts. Remember to avoid using a reason that appears to be difficult to support with evidence or examples. If you don't have evidence or clear examples that others can accept easily, your reason will not be strong enough to hold up the claim.

Step 2: Develop Reasons

IR: "Reasons and Reasoning Overview" (video)

LS: "Develop Reasons to Support Your Claim"

Continued

Slide 44

Here is an example of a real world test of an argumentative claim and supporting reasons. This will give you a sense of how your argument is shaping up even before you start drafting. Also, practicing your pitch on audience members or family and friends can help get people excited about helping you solve the problem. This is a great way to reflect on what makes communication effective!

Step 2: Develop Reasons

IR: *n/a*

LS: "Test your claim and reasons in the real world!"

30 minutes



Challenge 2: Coaching Moments

Slide 46

As you continue research, you will likely find many resources presented in a variety of ways, including written texts like blogs, news articles, letters, or speeches. Multimedia presentations may include video, graphics, or sound. All of these sources are fair game, but it is critical that you use reliable and trustworthy sources so your audience trusts you.

Soon you will select evidence that you will include in your presentation. As you select evidence, keep track of the way other writers have used evidence to appeal to you as a reader. We'll return to those models again before the end of the project.

Step 3: Evaluating and Selecting Evidence

IR: "[Evidence Overview](#)" (video)

LS: "Evaluate Your Sources" and "Gather Evidence"

40–120 minutes

Slide 47

For each reason, you must include 1–3 pieces of evidence. You shouldn't offer a reason that doesn't have evidence or an example to support it. Evidence must come from reliable sources. When selecting evidence, narrow the quote or selection to a brief piece of text that can later be incorporated into your own writing as a quote or paraphrase. Big multi-sentence pieces of text from another source are harder to weave in than a part of a sentence or a specific piece of data. Be careful to avoid plagiarism by giving proper credit to the sources you use.

Step 3: Evaluating and Selecting Evidence

IR: "[Evidence Overview](#)" (video)

LS: "Evaluate Your Sources" and "Gather Evidence"

Continued

Source: RTS.com



Challenge 2: Coaching Moments

Slide 48

Here is an example of how a quick real world test works. Using a real world test has the benefit of allowing you to test your solution before you get too attached to it. In addition to having immediate impact on the big problem, these tests can provide great evidence that will be really convincing to your audience.

Step 3: Evaluating and Selecting Evidence

IR: n/a

LS: “Learn by testing your solution in the real world!”

Times vary, based on project and test focus.

Slide 50

Now that you have a claim or opinion and several reasons to support it — and a whole lot of evidence — it is time to incorporate that evidence into supporting points for your claim. For each point, you should introduce and explain your evidence in ways that link the evidence back to the claim. As you develop these great points, consider ways that you might arrange them so that they build upon one another and add up to a powerful argument. Play with different arrangements to see what works best.

Step: 4 Explain Your Reasoning and Link it to Your Claim

IR: “[Reasons and Reasoning Video](#)” (video)

LS: “Link Evidence to Your Claim”

40–80 minutes

Slide 51

This is probably the very most important part of your argument. The reasoning statements are all yours. They show your audience how you think, why they should trust you, and why they should join your cause. This is where you can express your deep learning about the problem.

Step 4: Explain Your Reasoning and Link it to Your Claim

IR: “[Reasons and Reasoning Video](#)” (video)

LS: “Link Evidence to Your Claim”

Continued



Challenge 2: Coaching Moments

Slide 52

Here is an example of how a real world test of your explanation can help you improve your argument and engage your friends and family in helping you solve the big problem.

Step 4: Explain Your Reasoning and Link it to Your Claim

IR: "Reasons and Reasoning Video" (video)

LS: "Learn by testing your evidence and message in the real world!"

30 minutes to 2 hours depending on number of tests.

Slide 54

This challenge helped you develop your argument. Your reasons, plus evidence, and explanations of your reasoning are starting to come together, but we will think a little more about audience before we go into final draft mode. Hang tight!

Step 4: Explain Your Reasoning and Link it to Your Claim

IR: *n/a*

LS: *n/a*



Challenge 3: Coaching Moments

Slide 59

Your job as a problem solver is to craft a powerful appeal to a specific audience. You'll need to figure out who should be in that audience and the best way to reach and teach them about this problem! If you are trying to stop family members from wasting food, you need family members to be in the audience. If you want a broader audience, you might need to use a different way to reach them. Since you have this great argument, you might as well impact as many people as you can!

Slide 60

In this challenge, you will consider your audience. Your audience is essential in helping you solve your problem. You need their support, so you have to be strategic in your choices!

Slide 62

Who is the right audience for your message? Who needs to know about the big problem you've identified or the big solution you're proposing? Once you know who you want to reach, then you can find out where and how they like to get their information, entertainment, or news. Knowing that will help you understand the best medium and style for your message.

Step 1: Consider who you must reach.

IR: "[Audience Overview](#)" (video)

LS: "Identify Your Audience"

20–30 minutes

Slide 63

Determine who the best audience for your piece is based on the problem you want to solve. Think about why you need to reach this audience? Why should they care about the problem?

Step 1: Consider who you must reach.

IR: IR: "[Audience Overview](#)" (video)

LS: "Identify Your Audience"

Continued



Challenge 3: Coaching Moments

Slide 64

Determine who is the best audience for your piece, based on the problem you want to solve. Think about why you need to reach this audience? Why should they care about the problem?

Step 1: Consider who you must reach.

IR: IR: "[Audience Overview](#)" (video)

LS: "Identify Your Audience"

Continued

Slide 66

Be strategic about including details in your writing or presentation that you think will be especially exciting to your audience. To do that, find out what their preferences are. If they like reading the newspaper, perhaps a news article is the best way to present your argument. If they like using a social media like Instagram, maybe that's the best place to share your argument. Even if you can't publish a newspaper article or create an Instagram campaign, you can borrow some of the style used in that type of media to make your presentation more appealing.

Step 2: Explore the style of your audience's medium.

IR: *n/a*

LS: "Understand Their Medium and Its Style"

20 minutes

Slide 67

Determine the format that is best for your audience and study the ways that this format is typically organized, how written text is presented, and how graphics such as colors, statistics, or audio and video are used.

Step 2: Explore the style of your audience's medium.

IR: "[Introduction to Media Literacy: Crash Course Media Literacy #1](#)" (video, to 4:10 for introductory concepts.)

LS: "Understand Their Medium and Its Style"

Continued



Challenge 3: Coaching Moments

Slide 69

Consider how you might present your piece. There are many more options than those listed here. To make a good choice, consider your audience's preferences, along with your strengths and any limitations you may have in accessing resources.

Step 3: Choose your Medium

IR: *n/a*

LS: "Choose Your Medium"

10 minutes

Slide 70

Don't worry if you have limited time or access to tools. This is an opportunity to get creative.

Step 4: Make your argument great.

IR: *n/a*

LS: *n/a*

Slide 72

Explore these great examples of argumentative claims. Each is presented in a different way and, in some cases, in formats that might be challenging to replicate. However, each offers an opportunity to explore our essential question: What are the characteristics of the most powerful arguments, those that change the beliefs or behaviors of others?

In the table provided, level of difficulty is determined by complexity of vocabulary, examples, format, length, and background knowledge demands.

Step 3 Extension: Examine Multimedia Arguments

IR: *n/a*

LS: "Extension! What makes great so great?"

30–90 minutes



Challenge 3: Coaching Moments

Slide 73

Review the sources that you thought were most powerful. Make notes about what you liked most. These are great examples for you to follow as you put together your own argument.

Step 3 Extension: Examine Multimedia Arguments

IR: *n/a*

LS: “Extension! What makes great so great?”

Continued



Challenge 4: Coaching Moments

Slide 79

This is the drafting challenge. It's time to give this argument your best shot. You'll still have an opportunity to revise, but you want to polish the best draft you can in this challenge so the feedback you get from a reviewer helps you make it even better.

Slide 80

You are doing great. You know a lot about your topic, and it's time to put your thoughts and all the work you've done together into your best first draft! Throughout the challenge, remember to keep your audience in mind as you develop each part of your argumentative claim. Your goal is to engage your audience to solve this big problem.

Step 1: Revisit your purpose

IR: "[Ted's Secret to Great Public Speaking](#)"(video)

LS: "Argument Components Checklist"

5-10 min.

Slide 83

Now it is time for you to use the power of your own words to write a moving introduction, body, and conclusion!

Step 1: Revisit your purpose

IR: *n/a*

LS: "Argument Components Checklist"

Slide 84

Follow this guide to the main components to include in your introduction.

Step 2: Draft Your Introduction

IR: *n/a*

LS: "Argument Components Checklist"

25-35 minutes



Challenge 4: Coaching Moments

Slide 85

Follow this guide to the main components to include in the body. If you plan to include data, check out the learning resource provided below, which explains rules for visualizing data. Depending on the point you are making, you might want to represent data differently.

Step 3: Draft Your Body Paragraphs

IR: ["4 Golden Rules of Creating a Data Visualization PowerPoint Presentation"](#) (This is a helpful resource for thinking about how to visualize data, whether it is in a piece of writing or in a presentation.)

Khan Academy Lesson: ["Close Reading: Opinions"](#) (This is a helpful resource that helps kids understand the importance of choosing reliable sources and presenting evidence from them in a credible way.)

LS: "Argument Components Checklist"

40–60 Minutes

Slide 86

Follow this guide to the main components to include in your conclusion.

Step 4: Draft Your Conclusion

IR: *n/a*

LS: "Argument Components Checklist"

30–40 minutes



Challenge 5: Coaching Moments

Slide 90

You're almost there. With a complete first draft in hand, you will finalize your argument in this challenge by working with a reviewer, revising, polishing your product, and sharing with others.

Slide 93

Consider who might be a good test audience. Who will give you great, constructive feedback?

Step 1: Partner with a reviewer.

IR: "[Austin's Butterfly](#)" (video about giving good and specific feedback; great for younger kids)

LS: "Review Tool"

20–40 minutes

Slide 94

Giving and receiving feedback is a really important skill to develop. Developing social awareness and having a growth mindset are two critical Habits of Success.

Step 1: Partner with a reviewer.

IR: "[Austin's Butterfly](#)" (video about giving good and specific feedback; great for younger kids)

LS: "Review Tool"

Continued

Slide 96

Your writing might differ if you are presenting your argument in a speech versus a newspaper. Regardless of your medium, you should strive to use the best tools available to you in that media.

Step 3: Revise.

IR: "[4 Golden Rules of Creating a Data Visualization PowerPoint Presentation](#)"

LS: "Your Medium and Style"

10–20 minutes



Challenge 5: Coaching Moments

Slide 97

Remember, your goal is to move the audience to action with your powerful argument, so revise to include all the necessary components first.

Step 2: Revise

IR: *n/a*

LS: *n/a*

10–20 minutes

Slide 98

Remember, another goal is to keep your audience engaged throughout the piece and have them understand your powerful argument clearly. So revise for clarity and power. You can worry about editing and proofreading later.

Step 2: Revise

IR: *n/a*

LS: *n/a*

10–20 minutes

Slide 99

Above all, you want to appeal to your specific audience so that they are moved to action. Revise for style that will appeal to your audience.

Step 2: Revise

IR: *n/a*

LS: *n/a*

10–20 minutes

Slide 101

Issues like spelling, grammar, usage, and punctuation cause problems for readers who get hung up on those things and miss the beautiful view. Correcting all of these errors is like providing a clean window, one you look straight through and don't notice at all.

Step 3: The Final Edit!

IR: "FANBOYS: Coordinating Conjunctions" (video)

LS: *n/a*

20–40 minutes



Challenge 5: Coaching Moments

Slide 102

If you are working online, free app extensions such as Grammarly can be really helpful with sentence level proofreading. Otherwise, Khan Academy is a great source of videos on the topics of the conventions of grammar, usage, and punctuation.

Step 3: The Final Edit!

IR: ["FANBOYS: Coordinating Conjunctions"](#) (video)

LS: *n/a*

Continued

Slide 104

It's time to share your work with your intended audience. You should feel great about the work you have done, the skills and knowledge you've acquired, and the inspiration you are providing to others. See **Celebrate** in this month's box!

Step 4: Publish or Present!

IR: ["Schooled by Kids: Presentation Skills, Part 1"](#) (video)

LS: *n/a*

20–30 minutes

Appendix A

Slide 108–112

This table provides a useful summary of the skills and resources presented in the challenge. Use this table as a reference tool as needed throughout — and even after — the project. The Instructional Resources and Learning Support Tools are also mentioned in coaching notes throughout the project.



grow



Habits and skills that
boost learning

UNBOXED PREPARED
PARENTS



Grow: Nurture Habits of Success



**Habits of Success
are the social and
emotional skills students
need to be successful at
both academic and
non-academic pursuits.**



Grow is designed to nurture the habits, mindsets, and behaviors that are key to learning. Here we'll talk about the **power habits** that contribute to success both at school and in life. We believe they're essential to:

- setting and achieving goals,
- bouncing back during challenging situations,
- charting a course forward that is motivating and meaningful,
- making good decisions, and
- much, much more.



Grow: Nurture Habits of Success

Practice the 16 Habits of Success



Source: Summit Public Schools, as based on the Building Blocks for Learning Framework, Dr. Brooke Stafford-Brizard, Turnaround for Children, 2016

Developing new habits, mindsets, and behaviors doesn't happen overnight. In fact, science tells us **it takes at least 30 days** to develop them. To establish a habit as a way of life, first we must name it. Then we must understand what it is and how it adds value to our day-to-day lives. Finally, we need to practice it — over and over until it becomes part of our core.

We will kick-off **Grow** this month with one of the most important actions kids can take as they learn: **Reflection**. This is the ability for kids to look back at their work and progress and evaluate their own process of learning. It's foundational to the formation of the habits of **self-awareness** and **resilience**.



Reflection

"Oh yes, the past can hurt. But you can either run from it, or learn from it."

- Rafiki, from The Lion King

In the movie industry it's called *watching the dailies*. In sports, athletes and their coaches *go to the tape*. By taking a moment to pause and look back, actors and athletes not only acknowledge their achievements, but also, more importantly, they analyze the areas they want to improve so they can do things differently the next time.

Why is reflection important?

Research shows that reflection boosts productivity because it's during these moments that learning and growth can take place. **Reflection is most impactful when a kid chooses to reflect not because they're told to, but because it's an authentic choice for them.**

Asking reflection questions provokes kids to think about what they want, who they are, what they care about, how they feel, and ultimately what they should do as a result.

Reflection lets a kid dig deep. Encourage them to consider the experience, not review the facts they learned.

Reflection is an activity kids can do on their own, with a group of peers, with their educational leader, or with family members. It allows them to consider what they've realized about themselves and how they learn. At any moment in the learning process, they can pause and think about where they are and what they need to move forward.

REFLECTION

- Builds self-awareness
- Develops resilience
- Boosts confidence
- Encourages progress
- Enables innovation and strategy-shifting



Reflection

How to Facilitate Reflection

Reflection begins with open-ended questions.

Kids should reflect on both the content of their work and the process they used to complete it.

Content reflection:

Answering these questions allows a kid to evaluate the content of their work:

- Have I completed the assignment?
- Was my work thorough and covered the material fully?
- Did I present the information clearly?

Process reflection:

Answering these questions will get a kid to think about whether there may have been a better way to get through the work:

- What worked to get me into learning mode?
- How did I keep going when it felt too hard?
- How did I shift my strategy when my approach didn't work?
- How did I stretch myself?
- How can I use this to push through to complete this project?

If your kid isn't a talker, suggest they write down their responses.

This is especially helpful as they read through their notes later to see how they've adopted what they've learned through the reflection process.

These questions allow a kid to look deeply into who they are:

- What do I want from this experience?
- How do I feel about what's happening?
- Am I learning something new about myself?
- What can I do differently next time?



Reflection

Listen and synthesize.

As your kid responds to the questions, **just listen**. This is not the time to make comments or offer opinions. Once they've finished speaking, **take a moment to synthesize** their main points and do a tell-back. This lets them know you not only heard them, but understood what they were telling you. You can offer feedback with these sentence starters:

- "I noticed..."
- "I wonder..."
- "I feel..."

Put yourself in the role of reflector (or mirror) to point out things they may not see themselves.

In this way, you're giving feedback and guidance without giving answers. That will empower your kid to build the skill of self-direction.

If they're having difficulty articulating their responses to your open-ended questions, turn the table and do a reflection of your own. Invite them to ask you questions. Once they've seen how you reflect, they'll have an idea of how to engage in the exercise themselves.



Reflection

Reflect and celebrate accomplishments.

It's in moments of reflection that growth takes place and confidence builds.

Once a learning goal has been reached, set aside some time to celebrate! When a kid reflects on what they've accomplished, they can say, "Wow, I did that! And here's everything I had to do to get to the end point..."

Celebrate the small wins along the way that result in the big success. That's the "Progress Principle." Embedded in the science of how kids learn is the fact that making progress keeps them moving. It's a form of intrinsic motivation, and kids who are intrinsically motivated engage in a behavior because it's personally rewarding.

Use Reflection to help kids in unexpected ways.

Reflecting on what they're experiencing can help kids in all kinds of situations, such as:

- exploring different interests when they've activated their curiosity,
- managing social situations like meeting new people, or
- resolving conflicts with others.



celebrate

Recognize progress and
achievement in a
celebration of learning

UNBOXED PREPARED
PARENTS



Celebrate Learning!



Plan a celebration of learning to help kids showcase achievements while cultivating a sense of belonging.



Having your kid(s) showcase the outcome of an experiment is a great example of a celebration of learning.

Hooray—let's celebrate!

Unboxed concludes with **Celebrate**, a celebration of learning to recognize your kid's progress and achievement during the previous month of learning. The celebration can center around a project, the development of habits or skills, or any other big milestone in a kid's learning. So, bring out the party poppers for learning!

A celebration of learning starts with **reflection** and leads to a final **presentation**. After a month of learning, kids reflect on what they've learned and how they grew as a learner, solidifying their learning. Then they present!

Parents with kids in sports are trained to know performance metrics down to specifics—batting average, minutes per mile, pirouette count. But often when it comes to learning, the detail is lost. How are they advancing as learners? What's getting them really pumped up? Where could they use extra support? The celebration of learning is an opportunity for parents and caretakers to tune in to their kid's learning in deeper, more substantive ways.

These celebrations directly link a kid's **Habits of Success** and **Universal Skills** with their achievements. They also enable kids to share successes with the people who matter most in their life. Celebrations highlight the importance of **community and relationships** in learning, and help kids create lifetime memories around their learning experiences.

Kids take center stage to showcase their work, feel pride in their accomplishments, and expand their comfort zone to present their work in front of others. The act of celebrating is both **motivating** and **identity-forming** for kids. When we **celebrate the process of learning** — excellence, interests, struggles, and all — we honor our kids' progress, not perfection.



How to Plan a Celebration

What does a celebration of learning look like?

A celebration of learning is a capstone event that enables kids to share and present their learning and growth, including the habits and skills they've acquired. A celebration typically includes:

- **A final product:** Something tangible each kid can present, such as a report, slideshow, art exhibit, model, or prototype
- **A presentation:** A kid-led introduction to what they learned, how they learned it, and how it connects to their interests
- **Community:** Friends, family, and others who have gathered (virtually or in-person) to celebrate learning

How do I plan a celebration of learning?

A celebration of learning typically happens monthly at the culmination of a project, development of a key habit or skill, or any other big milestone. Using Unboxed by Prepared Parents, you'll have the opportunity to celebrate learning at the end of each month, whether your kids completed the included project or focused more on habits, skills, or something else.

Whether you're celebrating the learning of one kid or an entire learning pod of kids, this step-by-step guide will help you plan the celebration. If you have questions or would like to share your celebration with the Prepared Parents community, contact us at info@preparedparents.org.

Part 1: Plan the event.

- ❑ **Save the date!** Put the celebration on the calendar. Consider a virtual event for social distancing and greater attendance.
- ❑ **Announce the event.** Invite family, as well as friends or community members. Let kids know how excited you are to celebrate what they've accomplished.



LEARNING POD

PRO TIP:

A celebration of learning is an opportunity for students to collaborate and get creative together.





How to Plan a Celebration

Part 2: Prepare your kids.

- ❑ **Explain the celebration.** Discuss what a celebration of learning is (see the previous page) and how they would like to present the “Many Hands” project — or some other aspect of their learning this month — in their celebration of learning. (15 min., start of project)
- ❑ **Do the project.** Lead your kids through the steps to complete the “Many Hands” project. (multiple sessions over several weeks; see project)
- ❑ **Facilitate reflection.** When the project (or other learning experience) is complete, invite your kids to reflect using the questions provided below. Reflection cements learning and helps kids prepare for the their big presentation!

Part 3: Do a presentation practice run.

- ❑ **Facilitate kids’ practice.** Before the actual celebration, kids should practice presenting, using the steps provided in the “Celebrate Your Learning!” activity at the end of this tool. (Time varies; at least once)
- ❑ **Provide feedback on practice.** Have kids think about how they can improve their presentation for the celebration. (3–5 minutes; once per practice)

Part 4: Host the celebration of learning.

- ❑ **Introduce the celebration.** Explain the purpose of the celebration of learning, how it will flow, and how excited you are to have seen the kids’ growth over the past month.
- ❑ **Introduce each presenter to the audience.** Each kid presents using the steps in the “Celebrate Your Learning!” activity at the end of this pack. They will have practiced their presentations already, so they should be feeling confident and ready to share.
- ❑ **Share your thoughts and enthusiasm.** At the end of the celebration, thank the audience for coming and reiterate the progress and achievement you witnessed. Thank your kids for their informative presentations and dedication to growth and learning.



FOR KIDS:

Celebrate Your Learning!

A **celebration of learning** is an opportunity for you to showcase your work, feel pride in your accomplishments, and expand your comfort zone to present to family, friends, and the community. It can center around a project, the development of a key habit or skill, or any other big milestone in your life. So, let's celebrate! Everyone is excited to see what you've learned.

Step 1: Reflect on this month of learning.

In a notebook or on a separate sheet of paper, answer the following questions to reflect on what you've learned this month:

1. First, share what you focused on this month. Was it a project, a habit, a skill, a routine, or something else? You can also go back to **Plan** to revisit the goals you set for yourself.
 - What are some of the biggest lessons you learned this month?
 - How did you come to learn those things? Explain the process you used.
2. What did you learn about yourself as a learner?
3. What did you learn about others? About the world?
4. Is there anything else you'd like to reflect on?

Further reflection (if you choose!) can help you discover who you are, what you care about, how you feel, and ultimately what you should do as a result. Consider these additional questions:

- How did this month of learning connect to your personal interests, passions, and future goals?
- How are you thinking or acting differently after this month of learning?
- How will this month of learning propel you into next month as you work toward your long-term goals?



FOR KIDS:

Celebrate Your Learning!

Step 2: Reflect on your project.

Did you complete the 'Many Hands Make Light Work' project this month?



If no, not a problem! Move on to Step 3. Your community is excited to see what you've learned this month.

If yes, awesome! You can use the following questions to reflect on the specific lessons you took from putting together an argumentative claim to make an impact.

"Many Hands" project questions:

1. What did you learn about analyzing problems that you will apply elsewhere? Did you find the 5 Whys framework useful?
2. What did you learn about presenting and explaining evidence to support an argumentative claim? What did you learn about the importance of clear reasoning when the same piece of evidence can be viewed differently?
3. What choices did you make as you considered your audience, and why did you make those choices?
4. How do you think you might use this new knowledge about arguments and how you learn in your everyday life?
5. How did the project change your thinking about the essential question, "What are the characteristics of the most powerful arguments, those that change the beliefs or behaviors of others?"
6. How did the project contribute to your long-term goals?



FOR KIDS:

Celebrate Your Learning!

Step 3: Present what you've learned.

Now it's time to present what you've learned! This is your time to show off your individuality and growth. It's also a time to acknowledge people who have helped you come this far.. Here's what to do:

- ❑ **Describe the project or this month's learning in your own words.** Explain what you worked on. If you used **Plan** to make a personal plan for the month, describe what you had hoped to practice or accomplish.
- ❑ **Present your work.** If you did the project, present your product to your audience. Share what you produced and how you did it. If you didn't do the project, show or describe the work you did that represents progress toward your goals.
- ❑ **Discuss your reflections.** Use your answer to the reflection questions in steps 1 and 2 to describe this month of learning and share what you've learned about yourself, others, the topic, and the world around you.
- ❑ **Express gratitude.** When you finish your presentation, thank the audience and anyone who helped you in your learning journey this month. After all, teamwork makes the dream work!
- ❑ **Answer questions.** Ask for and answer questions from the audience. Part of the fun of sharing your work is hearing what others have to say about it. You might even teach someone something new along the way.
- ❑ **Ask for support.** Share one way the audience could support you as you move forward. This is your opportunity to plan a next step for continued growth. Ask yourself, "What do I need to be my best self?" and "How can my community help me do that?"



FOR KIDS:

Celebrate Your Learning!

Step 4: Get feedback about your presentation.

After the celebration of learning, ask your audience if they have any feedback for you. Then you can reflect and incorporate that feedback into future work.

- ❑ **Ask for feedback.** Feedback is a great way to improve your work in the future.
- ❑ **Reflect on the feedback.** Think about the following questions to understand how you can improve future presentations and work:
 1. How do you think you did in your presentation?
 2. If you could improve one thing, what would it be?
 3. How will you use what you learned today to improve future presentations or learning experiences?



celebrate