Hello Students, Families and Caregivers,

This resource packet includes multiple projects that students can work on at home independently or with family members or other adults. Each project can be completed over multiple days, and the projects can be completed in any order. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.

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4th Grade Literacy Project: Climate Change: What should we do?  
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### 4th Grade Literacy Project: Climate Change: What should we do?

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>70-80 min</th>
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</thead>
</table>

#### Grade Level Standard(s)

**RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

**RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

#### Caregiver Support Option

Please help your child with any unknown words.

#### Materials Needed

Pencil, Paper, markers, crayons, or colored pencils

#### Question to Explore

What is Climate Change?
What are the causes of Climate Change?
How do good readers use information to help make them good writers?
Why do we read more than one article on a topic?

#### Student Directions

See each activity for directions.

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**Activity 1: What is Climate Change?** *(Source: [https://climatekids.nasa.gov/graphs/](https://climatekids.nasa.gov/graphs/))*

**Directions:** Read about climate change and learn how to look at graphs. Then answer the question about graphs.

When we talk about climate change, we use lots of information, or data. We look at the temperature at different places around the world. We pay attention to the amount of carbon dioxide in the air. We think about storms and sea level rise. How do we show all this information so everyone can understand it?

Graphs are a great way to take lots of information and make a picture out of it. Imagine if someone showed you data that looked like this:

330, 341, 350, 387, 342, 345, 361, 357, and on and on.

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That doesn’t really make any sense. It’s hard to understand. But what if someone showed you a graph like this one from the National Oceanic and Atmospheric Administration?

We can learn a lot from this graph, but we need to take it one step at a time. What should we look at first?

1. Look at labels
Look at the bottom and the left edge. What things are being recorded here? The bottom says “year.” It starts at 1969 and goes to 2014. That means the blue line represents something that happened over the last 45 years.
How do we know what the blue line represents? We look at the label on the left side of the graph. It says “Carbon Dioxide,” which means the blue line is showing how much carbon dioxide there was in the air. The higher the line goes, the more carbon dioxide there was.

We can also see from the top that these measurements were taken in Mauna Loa, Hawaii.

2. Look at lines

Now we can look at the actual information on the graph. What do you notice about that line? It starts low on the left side, and it goes up from there, but not smoothly. Every year there is a zigzag—a high point and a low point. But you can see that even though each year goes up and down a little, over the course of many years, you can see the whole line move up.

3. Find meaning

What does it actually mean? This graph shows that the amount of carbon dioxide in the air in Hawaii has been slowly and steadily increasing for the last 45 years.
4. Think big

Why is this important? Carbon dioxide is a greenhouse gas. Too much of it in the air is dangerous for the Earth. The information in this graph is evidence for climate change.

Now let's practice! Use these steps to look at the graphs below.

**Graph 1**

**Rising Global Temperature**

How much cooler or warmer every year was compared with the average temperature of the late 19th century.

Source: NASA | By The New York Times

After looking at the graph, answer these questions:

What labels do you see? What is the graph telling you?

What is the line telling you?

What does this graph mean?
Each year, Greenland loses 270 billion tons of ice as the planet warms. New research shows that some of the water may be trapped in the ice sheet, which could change how scientists think about global sea levels.

After looking at the graph, answer these questions:

What labels do you see?

What is the line telling you?

What does this graph mean?

Why is this information important?
This is a special kind of chart. It shows ice (the really dark part of the graph) in the Arctic in 1984 and in 2018.

In the Arctic, the Old Ice Is Disappearing | In the winter of 2018, the Arctic Ocean hit a record low for ice older than five years. Scientists say that summers in the Arctic may be ice-free in the future.
After looking at the charts, answer these questions:

What labels do you see?

What are the images telling you?

What does this chart mean?

Why is this information important?

Activity 2: What are people doing about Climate Change?

Directions: An important part of understanding information is to bring different sources together. Now that you've looked at graphs on Climate Change, choose TWO of the articles to read and ask yourself what the author is trying to say.

Article Option 1: Teen Leads Battle Against Climate Change, Calls for Workers to Strike
By The Guardian, adapted by Newsela staff | Published:04/29/2019

Greta Thunberg is just 16 years old. However, she can draw a crowd. She leads other students in pushing for leaders to fight global warming.

Climate change, or global warming, is the heating up of Earth's climate. Scientists believe it is caused by burning fossil fuels. Oil, coal and natural gas are some examples.

Greta is from Sweden. She said the students need more support from older people to get leaders to keep their promises.
Protests have been going on this month in London, United Kingdom (U.K.) Speaking at an event in London as protests continued there, she was honest about the problem and the effect her efforts have had. "People are slowly becoming more aware, but emissions continue to rise. We can't focus on small things. Basically, nothing has changed," she said.

Emissions are the release of gases, including greenhouse gases. They trap heat and make the Earth warmer. These gases are released when we use fossil fuels.

Greta focused on challenging the companies and governments responsible for most emissions. She said the protests need to spread. This is not just young people being tired of government leaders, she said. She called it more serious. "It is something that will affect the future" of our world, she said. "We must take action," she said.

Time For A General Strike
Franny Armstrong made a movie about climate change. In a question-and-answer time, she asked if it was time for a general strike. "Yes," said Greta. In a general strike, workers in most companies do not go to work.

Workers’ groups have so far been slow to join the strikes. Some fear it will hurt their jobs. The talk took place on Earth Day, April 22. It followed a week of protests, which made the climate top news.

Police arrested more than 1,000 protesters. However, hundreds remained in a part of London where Greta spoke on April 21.

What the protesters are doing is good, Greta said. "We need to do everything we can to put pressure on the people in power," she told the crowd on Earth Day, getting cheers.

Interest in the event was strong. A long line of people stood waiting for the doors to open. When Greta appeared on stage, people cheered and clapped.

Armstrong said she had been to talks over the years, but had never seen anything like it. She called Greta a star.

Greta told the crowd she was surprised at the quick spread of a movement that began less than a year ago. It began when she went on strike alone outside a Swedish government building.

"It is hard to understand what is happening during the last months. It has all happened so fast. I don't have time to think it through," she said. Her trip has included meeting with leaders in Europe.

Pushing Leaders To Give Attention To Climate Change
Some say she has pushed U.K. leaders to give more attention to climate change.
Some lawmakers in the United Kingdom said they hope groups will work together on the climate. Caroline Lucas is one of these lawmakers. She said the protests and school strikes gave her hope. "It feels like a turning point in the history of how we defend our planet," she said.

**Calling Out A Broken System**
"Young people are calling out against a system that is sadly broken," she said.

How to deal with people in power was a subject of questions to Greta. Someone asked Greta how she deals with people who deny that climate change is happening. "I don't," she replied.

Anna Taylor is with the U.K. Student Climate Network. She shared Greta's views. Young people are not going to accept leaders "saying 'we support you' and then walking away," she said. Posting online is not enough, she said. That is why they have to keep striking, she explained.

Source: newsela.com

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**Article Option 2: Bugs on a Bun: Swiss Store Says its New Insect Burgers are Healthy Food**
By Associated Press, adapted by Newsela staff | Published:09/19/2017

Swallow deeply. Pinch your nose. Then repeat these words: "Tastes like beef. Tastes likes beef." Now, bite into a burger. It is made of rice, chopped vegetables and spices. It has one other important ingredient, too: mealworm larvae -- another word for baby bugs!

**Insect Food A First In Europe**
A Swiss supermarket chain called Coop has started selling burgers and "meat"-balls that are made from insects. This is being billed as a first in Europe. People in European countries don't normally eat insects. They get protein from steak, sausage, chicken and fish instead.

The store chain has a plan. Coop says it wants to convince customers to try a healthy, if unusual, food. That food has another benefit: It is better for the planet. Growing bugs uses much less water, land and energy than raising cows, pigs and chickens to eat.
As Much Protein As A Child-Sized Beef Burger
The new burgers are made from mealworm larvae. The mealworms provide protein. Each bug burger has about as much protein as a child-sized beef burger.

Coop has almost 2,500 supermarkets in Switzerland. So far, only seven of them are serving the bug burgers. But the company says the insect products have been flying off shelves. More stores plan to sell them later this year.

Stores Allowed To Sell Some Insects As Food In Switzerland
Switzerland isn't the first country in Europe to allow the sale of bugs as food. However, it is the first to make it clearly legal to sell these foods. Swiss law changed in May. Now, Swiss stores are allowed to sell three types of insects as food: mealworm larvae, house crickets and locusts.

Some other European countries also sell insects as food. They include Belgium, Britain, Denmark and the Netherlands. Unlike Switzerland, those countries are in the European Union, or EU. This is a group of countries in Europe. The countries work together on money matters, such as trade and business.

The EU does not have rules about selling bugs as food yet. However, new laws will take effect in January. They might make bug burgers more common in EU countries.

Insect Burgers And Balls Have "Sold Out Quickly"
Coop does not give out its sales numbers. But a spokeswoman said the stores' insect burgers and balls have been popular. She said that they have "sold out quickly everywhere."

The burgers have little white specks of rice inside. They also have bits of carrot. The spices in the burgers include paprika, chili powder and pepper. The insect meatballs are a mixture of mealworms with cilantro, onions and chickpeas. They can be tucked into pita bread.

United Nations Says Bugs Are Healthy Food
The United Nations is a worldwide organization. It helps countries work together. This group supports using insects as a food. It says bugs are a healthy food. They are high in protein and minerals. The group also points out that raising insects produces much less pollution than raising cows, chickens or pigs for food. Bugs can be grown using less land and money, too.

Of course, bug burgers will be a hit only if many people want to try them. Will more people start eating bug burgers? We'll know soon!

Source: newsela.com
Children and their parents gathered in front of Leinster House in Dublin, Ireland, on January 19, 2019, to tell Irish leaders that 2019 must be the year of ambitious climate action before it’s too late. Photo by: Artur Widak/NurPhoto via Getty Images

The world is getting hotter. This rise in temperature is called global warming. It is also known as climate change.

Scientists say global warming is caused by greenhouse gases. Greenhouse gases come from burning fuels like coal and oil. They remain in the air and trap heat, like a greenhouse. This causes the temperature to rise.

Fuels such as coal, oil and gas are used for all sorts of things. They are used for heating and cooking. They are used to power cars and trucks. They are also used in factories.

Young People Worried
Many young people are worried about global warming. About 30,000 of them are protesting in the European country Belgium. They say the government must do more. Young people will have to deal with the effects of climate change, they say.
Some protesters carried signs. One said, "The planet can do without us, but we cannot do without the planet."

Warmer temperatures mean the oceans will rise. This could cause flooding in some areas. In others, there will be less rain. Australia is already facing a great drought. Different parts of the world will experience the effects of climate change in different ways.

Sixteen-year-old Greta Thunberg sparked the protests last year. She is from Sweden. She skipped school last year to protest. She stood out in front of government buildings. Young people will have to live with the effects of higher temperatures, she said. This is why they must fight, she said. The United Nations (UN) is a group that many countries belong to. It studies climate change. One of its reports reviewed about 6,000 scientific studies. It found that some of the worst effects of global warming could start as early as in 2040. Most babies born today will be around 20 at that time.

Students in other countries have followed Thunberg. This month, students in over 50 German cities protested.

More than 25,000 students in France signed an online petition. They say they will never work for a company that helps pollute Earth.

**Not Doing Enough**

In Australia, thousands of students skipped school last year. Many said Australia's government is not doing enough to stop climate change. Some lawmakers there support burning coal for energy. Some government leaders are unhappy about the protests.

Australian Prime Minister Scott Morrison warned the students. He urged them to stay in school instead. They ignored him.

The kids' concerns are confirmed by many studies. The UN Intergovernmental Panel on Climate Change is one such group. It considered whether or not we could limit global warming by 3 degrees Fahrenheit in the next 80 years. To do this, we have just 12 years left to make change, they decided.

If temperatures rise above that, scientists predict great climate danger. There could be more flooding. Some places could get very hot. More people could live poor, too.

A different study came out this month. It found that the country Antarctica is losing more ice. This has gotten far worse since the 1970s. It has made sea levels rise greatly.
Now that you’ve read the articles, answer these questions:

1. What are the people in the texts doing about Climate Change?

2. How are these two articles similar? How are they different?

3. What do the authors of the articles believe about climate change? What evidence from the text shows you that?

A. Identify 2 text features the authors used. Complete the table below naming the feature and why the author used it (what did he/she want you to understand).

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>Why did the author use this feature?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 3: Writing about Climate Change
Directions: You’ve learned a lot about climate change. On a separate sheet of paper, write a two paragraph explanation on climate change. Tell your readers what climate change is and explain what YOU think people should do to help protect the planet.

Activity 4: Reflection
Directions: Read this article then complete the activity that follows.

Could Coronavirus Reduce Air Pollution?
By The Guardian, adapted by Newsela staff | Published:04/02/2020

There is an outbreak of a new coronavirus. It causes a disease known as COVID-19. It has caused alarm around the world. Governments are trying to slow the spread of the virus. Many countries have ordered factories and businesses to close. They are telling people to stay home.

The closing of factories is good for the environment. Closed factories do not need to burn coal or gas for electricity.

When people burn coal and gas, they release other gases such as carbon dioxide. The gases trap
heat in the air. This leads to global warming. This is an increase in temperatures around the world. The virus has forced governments to act quickly. Activists want this same urgency applied to the environment.

**Less Travel Means Less Pollution**
The coronavirus started in China. The government shut down many factories because of the virus. This means that China is making less money. But it also means less pollution released into the air. Now, health experts are telling people to stay home to attend school or work. They are also telling people to not travel.

Airplanes release a lot of carbon dioxide. Many flights have been canceled. Fewer planes mean less carbon dioxide.

This means that to work, people can phone in or use video chat. This is better for the environment. Experts say these trends will only be meaningful if this happens for a long time.

**Will These Changes Last?**
Experts wonder if people will continue to burn less fuel. This could mean less air pollution in the long term. So far, scientists say the virus has stopped China from releasing about 200 megatons of carbon dioxide this year. A megaton is a million tons. But these changes might not last. Factories will reopen. They might try to make up for lost business. That would mean lots of fossil fuels burned. This could be even worse for the environment.

Corinne Le Quéré studies climate science. She said that the coronavirus crisis will only slow carbon dioxide growth. It will not reverse it.

**A Slowdown Could Help Activists**
Less carbon dioxide in the air could help activists. It would give people time to pressure governments to change. Advances in technology could be made.

Bill McKibben is an American author. He is also an environmentalist. He says people have changed their habits in response to the virus. Many companies are now allowing employees to work from home. Working from home means that we can use less gasoline. This might affect how we work in the future.
Now, what could the next steps be for climate activists after social distancing ends? On another sheet of paper, make a protest sign for the future!!!
4th Grade Math Project: Ice Cream Shop

Estimated Time | Total Time 70-80 minutes
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Grade Level Standard(s) 4.NF.A: Extend understanding of fraction equivalence and ordering. 4.NF.B: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. 4.NF.C: Understand decimal notation for fractions, and compare decimal fractions.

Caregiver Support Option Provide your student with a quiet place to work. Remind them to double check their answers. There is a fraction game at the end of the packet that you can play with your child.

Materials Needed Pencil, colored pencils, dice, paper

Question to Explore How can we use fractions to help us solve problems in real life situations?

Student Directions Read each question carefully. Highlight or underline any important information in each question. Make sure to show your work on a separate sheet of paper. Remember to include correct labels for your answers. Double check your work.

Activity 1: Grand Opening

A. You are opening an ice cream shop in your neighborhood. Many people have different choices on where to buy ice cream, but your ice cream shop stands out because all of your neighbors heard that a great mathematician is the owner of the new shop - who is you! It’s time to show off those math skills.

Your neighborhood voted on a special banner for the grand opening of your ice cream shop. Use the banner below or create your own banner on a separate sheet of paper with fun bubble letters. Design your banner with the following requirements:

- For the word ICE: Color half of the letters red. Color the other half blue.
- For the word CREAM: Color half of the letters blue and the other half orange.
- For the word SHOP: Color the letters equally in purple and yellow.
- Shade the outside in a light blue color.
Activity 2: The Menu

A. Your neighborhood ice cream shop is known all over Chicago for the great ice cream flavors and toppings. Let’s figure out your menu.

<table>
<thead>
<tr>
<th>Ice Cream Cones</th>
<th>Price</th>
<th>Milkshakes</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanilla</td>
<td>$2.25</td>
<td>Vanilla</td>
<td>$2.75</td>
</tr>
<tr>
<td>Chocolate</td>
<td>$2.50</td>
<td>Chocolate</td>
<td>$3.00</td>
</tr>
<tr>
<td>Strawberry</td>
<td>$2.75</td>
<td>Strawberry</td>
<td>$3.25</td>
</tr>
<tr>
<td>Oreo</td>
<td>$3.00</td>
<td>Oreo</td>
<td>$3.50</td>
</tr>
</tbody>
</table>

B. You sold a total of seven vanilla ice cream cones.

What was the total cost for seven ice cream cones? ___________________

C. The Jones family ordered one vanilla ice cream cone, two chocolate cones, and two strawberry milkshakes.

If they paid with a $20 dollar bill, how much change will they get back? ________________

D. Luis has a ten dollar bill. He says he has enough to buy exactly four ice cream cones.

What possible flavor combinations can Luis buy with his ten dollar bill?

Write an equation to show how you know. ________________________________

E. Your most popular milkshake is Oreo, but it is also the most expensive milkshake to make. It costs a total of $2.75 to make an Oreo Milkshake.

How much money would it cost to buy ten Oreo Milkshakes? ________________
If you sell ten Oreo Milkshakes, how much profit will you make? _______________

Profit is the amount of money you make minus the amount of money you spent

Explain how you figure this out

Activity 3: The Best MilkShakes in Chicago!
A. This morning you sold ten milkshakes to some of your neighbors for breakfast. The table below shows the different flavors of milkshakes that you sold this morning. Complete the table below by writing the fraction of each flavor that you sold for breakfast. Oreo Milkshakes has already been completed for you.

<table>
<thead>
<tr>
<th>Milkshake Flavor</th>
<th>Number Sold</th>
<th>Fraction of Total Shakes Sold</th>
<th>Decimal Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oreo</td>
<td>4</td>
<td>4/10</td>
<td>0.4 four-tenths</td>
</tr>
<tr>
<td>Chocolate</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vanilla</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strawberry</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you could order any flavor milkshake for breakfast what flavor would you choose? Why?
B. The tables below show the fraction of each milkshake flavor that was sold this morning for breakfast at your ice cream shop. Complete each table by drawing a fraction model and an equivalent fraction. The table for Chocolate has been started for you already.

<table>
<thead>
<tr>
<th>Oreo Milkshake</th>
<th>Chocolate Milkshake</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fraction Model</strong></td>
<td>fraction model</td>
</tr>
<tr>
<td><strong>Equivalent Fraction</strong></td>
<td>equivalent fraction</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Vanilla Milkshake</td>
<td>Strawberry Milkshake</td>
</tr>
<tr>
<td><strong>Fraction Model</strong></td>
<td>fraction model</td>
</tr>
<tr>
<td><strong>Equivalent Fraction</strong></td>
<td>equivalent fraction</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![Fraction model for Chocolate Milkshake]
C. Yesterday you sold a total of 8 ice cream cones during lunch. 1/8 of the ice cream cones that you sold during lunch were chocolate, 4/8 were vanilla, 2/8 were strawberry, and 1/8 were Oreo. Below are the ice cream cones that you sold during lunch.
Label or color each ice cream cone to represent the flavors you sold during lunch.

D. Your friend Kate said that more than half of the ice cream cones that you sold during lunch were either Vanilla or Chocolate flavored.
Do you agree with your friend Kate? Below, explain why Kate is correct or incorrect?
E. It is now time to check if you need to order more ice cream toppings for your ice cream shop. The table below shows how many cups of each topping you have left in your ice cream shop.

Complete the table below by writing an expression that shows how to decompose the fraction amount of each topping in your shop. Sprinkles have already been completed for you.

<table>
<thead>
<tr>
<th>Topping</th>
<th>Amount of a Cup</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sprinkles</td>
<td>4/5 of a cup</td>
<td>1/5 + 1/5 + 1/5 + 1/5</td>
</tr>
<tr>
<td>Cherries</td>
<td>1 ⅔ cups</td>
<td></td>
</tr>
<tr>
<td>Oreos</td>
<td>3/2 of a cup</td>
<td></td>
</tr>
<tr>
<td>Blueberries</td>
<td>2 ½ cups</td>
<td></td>
</tr>
<tr>
<td>Chocolate Cookies</td>
<td>4/3 of a cup</td>
<td></td>
</tr>
<tr>
<td>Banana Slices</td>
<td>5/6 of a cup</td>
<td></td>
</tr>
<tr>
<td>Pickles</td>
<td>4/8 of a cup</td>
<td></td>
</tr>
</tbody>
</table>

F. You decide to offer candy ice cream toppings for your customers to put on their ice cream. You place 3 ⅝ cups of candy toppings on the counter for customers to put on their ice cream.

Write an expression that shows how to decompose the mixed number 3 ⅝ into unit fractions.

Can you decompose 3 ⅝ in a different way using a different unit fraction?
Extension: Design your own ice cream cone. Color the picture of the ice cream cone below with different colors to represent your favorite flavors. Then, write three math questions that you could ask about the picture of your ice cream cone.
### 4th Grade Science Project: Information Processing

**Estimated Time**  
70-80 minutes

**Grade Level Standard(s)**  
4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

**Caregiver Support Option**
- For part 1, follow the instructions listed below to play the reaction game with your child. The game involves a soccer ball, but any soft object can be used.
- Engage in discussions with the student around the questions embedded in this project (siblings and other members of the household can be engaged in the dialogue as well).

**Materials Needed**
- Paper and pencil
- Optional: soccer ball or other soft object for reaction game (part 1)

**Question to Explore**
How does your body know whether to head/knee or catch the ball?

**Student Directions**
Follow the directions in each part below.

#### Part 1: Reaction Time (20 minutes)
[Adapted from: Wonder of Science](https://docs.google.com/document/d/1tdLOdphCs07W7aimb4OeGzmUTkJk461hD6bwYc45RPxJ/edit)

**The Reaction Game!**

**Activity A - Option 1:** Watch the one minute video at this link: [https://bit.ly/soccerdrill](https://bit.ly/soccerdrill)

**Activity A - Option 2:** If you cannot watch the video read the scenario below and act it out at your home with your family members:
- Get a ball.
- Have members of your family form a circle around an adult, facing the adult. You need a minimum of two people to play — you and an adult (or older sibling/person in your home).
- The adult will always throw the ball towards the child’s knee (in a gentle way) as if the child is going to knee the ball (like in soccer).
- The adult yells either "KNEE" or "CATCH" to the player they are tossing the ball to.
- The child must quickly react to the adult’s command and perform the opposite action the adult yells.
  - If the adult yells "CATCH" the child must knee the ball back to the adult.
  - If the adult yells "KNEE" the child must catch the ball and return it to the adult.

**Note:** You can use any soft object in your home if you do not have a ball. If you cannot “knee” the ball, change that command to something else (e.g., “move” out of the way, “freeze” and let the ball hit your leg and fall to the ground, or something else that’s safe). If you drop or let the object fall,
quickly return it to the adult so the game can continue!

**Activity B - Fill out the correct responses for the drill in the table below.**

<table>
<thead>
<tr>
<th>Coach/Adult Command</th>
<th>Correct Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Catch it!”</td>
<td></td>
</tr>
<tr>
<td>“Knee it!” or</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

**Activity C - Reflection:** As you likely already know, humans have several different senses: vision, hearing, smell, taste, and touch. Which of the following sense receptors in our body do you think is (or are) at play in the reaction game above? Circle the one(s) you think apply and explain your choice(s):

- light receptors
- temperature receptors
- sound receptors
- odor receptors
- taste receptors

**Activity D - On a separate sheet of paper:** Describe what you think happens in your body between the time you hear the information and the time you perform the action (of kneeing or catching the ball). Draw a picture to help you explain your ideas.

**Part 2: Let’s Investigate (20 minutes) -** In order to investigate how the body knows how to respond when hearing something (e.g., the command in Part 1), we are going to investigate another sense that humans and animals use: vision. Read the excerpts below from the book, *Crow Scientist*, as well as the images).

---

**Excerpts from Crow Scientist Pgs. 8 and 14**

*Source: Amplify Science - Vision and Light Unit*

**What a Crow Sees -** A crow has to see someone in order to recognize that person. Like many other animals, crows rely on vision to find food and avoid danger. Light reflects off objects (such as humans) in the environment, and some of that light enters a crow’s eyes through the pupils. The light carries information about the environment. Light receptors in the crow’s eyes respond to the light and send information to the crow’s brain. The brain processes the information and forms an image. Then it compares that image to memories and decides what to do next.
A scientist who studied Crows, named John Marzluff learned a lot about how crows survive in an environment filled with humans. Crows pay attention to the humans around them. Light reflecting off a face carries information about that face. Some of the light enters a crow’s eyes through the pupils. Light receptors respond to the light and send information to the brain. The brain compares the face to other faces in the crow’s memory. Crows can remember which faces mean danger. The crow’s brain uses its memories to guide the crow’s next action. Recognizing dangerous faces helps crows avoid dangerous humans—and survive.

Answer the question below on a separate piece of paper based on the reading above.

A. Once the brain processes the information and forms an image, what does the brain do next?

Analyze images 1A, 1B, 2A and 2B below. Then answer the questions. [Source: Amplify Science - Vision and Light Unit]
Image 1B. After the predator receives information from its environment about its prey

Image 2A. Before the predator receives information from its environment about its prey
Based on the images above, answer the following questions (on a sheet of paper):

A. Look at Image 1A and Image 2A. Are both the prey the same? How do you know?
B. Look at Image 1B and 2B. Why do you think the predator reacts differently in the two images?
C. How does the predator know whether or not to open its mouth? (Think back to the reading of Crow Scientist)

Part 3: Let’s Read About It! (15 minutes) - Read the excerpts from Seeing Like a Shrimp and Smelling Like a Snake then complete the table in part B and answer the question in part C.

**Excerpts from Seeing Like a Shrimp and Smelling Like a Snake Pgs. 16-19**

[Source: Amplify Science - Vision and Light Unit]

**Why do such small foxes have such big ears?**

- Fennec foxes are tiny desert animals with fluffy fur. The fennec fox has two very large body structures: its huge ears. These big ears have two important functions. They help the fox stay cool in the hot desert environment and they help it hear.

The ears of fennec foxes are big, but otherwise they work the same way human ears do. Lots of complicated ear structures work together for an important function: getting information from sounds in the environment. Large ears help the fennec fox take in sound better. Like dogs, foxes can move their ears around and point them toward the source of a sound. When sounds come into the ear, sound...
receptors respond to the sounds and send information to the brain.

Fennec foxes are nocturnal hunters that use their sense of hearing to catch mice, insects, and other small animals in the dark. The foxes’ large ears help them hear prey moving around underground! To find prey, a fennec fox points its ears toward the ground and moves its head from side to side, listening very carefully. The fox’s brain processes sound information and uses it to figure out exactly where its prey is hiding. Then the fox quickly digs into the sand to grab the prey. Sensitive hearing helps a fennec fox find prey and survive in its desert environment.

A note about The Human Sense of Hearing
The human ear contains the smallest bones in the body. These tiny bones vibrate when sound comes in. The sense of hearing usually changes as people get older. Kids can usually hear higher sounds than adults can. Still, some animals can hear sounds much higher or lower than any human can.

A. While a fennec fox hears differently than a human, it has many of the same structures that humans have. Use the reading to complete the structure and function table below to help us explain how the reaction game works.

<table>
<thead>
<tr>
<th>Hearing Structure</th>
<th>Function of Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outside part of the ear</td>
<td></td>
</tr>
<tr>
<td>Sound receptors</td>
<td></td>
</tr>
<tr>
<td>Brain</td>
<td></td>
</tr>
</tbody>
</table>

B. Using the structures you have identified, number the events in the correct order to explain how the body knows how to react during the game. Place a 1 in the first event, 2 in the second and so on and so forth.

___ Brain processes the sound, compares it to memories, and uses it to figure out how to react
___ Body reacts
___ Sound gets sent to brain
___ Adult/Coach throws the ball
___ Outside part of the ear helps bring in sound from the environment
___ Adult/Coach says the command, “Catch it!”
___ Sound receptors respond to sound
Part 4: Final Explanatory Model (20 minutes)  
[Adapted from: Wonder of Science - Reaction Game  
https://docs.google.com/document/d/1tdLOdphCs07W7qimB4OeGZmuT7kK461hD6bwYc4SRPxlU/edit]

A. The following model shows how information flows through the human sensory system. Fill out the table below for a player that receives the “CATCH!” signal and performs the correct action (or you may write this information directly in the model).

---

### Model:

*How does a person hear the command: “CATCH!” but know to knee the ball instead?*

1. Identify the information

2. Identify the receptors(s)

3. Describe the image formed by the brain and the memory

4. Identify the action

---
In the game, the participants had to perform the opposite action of what they heard (the information from their environment).

B. Based on your understanding of how humans and animals react to information, **why would performing the opposite action of what you hear make the game more difficult to play?** Use your model above to help you explain. Write your response on a sheet of paper.

**Extension activities:**

**Math: Success Graph**
- Play the Reaction Game again (Part 1A, Option 2)
- Use the following data table to record your success with the reaction game.
- Create a bar graph that shows the total number of times you were thrown the ball, the times you were successful, and the times you were not.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Record your results with tally marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was successful</td>
<td></td>
</tr>
<tr>
<td>I was not successful</td>
<td></td>
</tr>
<tr>
<td>Total number of throws</td>
<td></td>
</tr>
</tbody>
</table>

**Art: Designer Senses**
- We read, “The fennec fox has two very large body structures: its huge ears. These big ears have two important functions. They help the fox stay cool in the hot desert environment and they help it hear.”
- Using a piece of paper brainstorm what you want your senses to be able to do
- Draw your own design for ears, eyes, hands, nose, or tongue
- Be specific about how the structure of your body part helps it to achieve the function that you desire
- If you have the supplies, carefully build your body part and bring it to life
# Grade 3-5 Social Science Project: Uplifting Actions

## Estimated Time
Total Time 70-80 minutes (average of 15-20 mins per activity)

## Grade Level Standard(s)
- SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions.
- SS.IS.4.3-5: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
- SS.IS.5.3-5: Develop claims using evidence from multiple sources to answer essential questions.
- SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

## Caregiver Support Option
- Notes on the structure:
  - Activities are designed to be done in order - each one builds on the other so you should not skip activities.
  - Activities are an average of 15-20 mins each. More than one can be done in a day.

  Before giving the activities to students, caregivers might:
  - spend time reading and discussing the “student directions” together. Encourage them to ask any clarifying questions.
  - When reading the texts, students should circle or underline any unfamiliar words so you both can define them together.

  In this particular lesson, it’s important to note that:
  - Students should recognize that all actions, big or small, that help people can be appreciated.
  - Caregivers may want to provide examples of things that other community members have done previously.

## Materials Needed
Writing tool, paper

## Question to Explore
How can we take positive action to support and encourage our community during difficult times?

## Student Directions
During difficult times, people have always found ways to support and encourage each other by taking actions that spread joy and make others feel less alone. In this week’s inquiry, students investigate the ways that members of their community and others around the world are performing uplifting actions to bring joy to and support each other. Throughout the week, they’ll use their learning to design and perform their own uplifting action that supports their community.

## Safe “Social Distancing” Practices
Though the majority of the examples of taking “uplifting action” in this lesson are virtual and meant to be done within the home, it’s always important to remember to
practice safe “social distancing” when you are out in your community. Here are some key tips for practicing safe “social distancing”:

- Cover your mouth and nose with a cloth face cover when around others
- Stay at least 6 feet (about 2 arms’ length) from other people
- Do not gather in groups
- Stay out of crowded places and avoid mass gatherings
- Clean hands often using soap and water or alcohol-based hand sanitizer

These “social distancing” practices come from the Center for Disease Control and Prevention.

For the most up-to-date COVID-19 orders put out by the City of Chicago please visit: [https://www.chicago.gov/city/en/sites/covid-19/home/health-orders.html](https://www.chicago.gov/city/en/sites/covid-19/home/health-orders.html)

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### Day 1 (Activity 1): Exploring Creative Responses (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: “How can we support and encourage our community during difficult times?”</th>
<th>Your challenge this week: Your challenge this week is to design and perform an Uplifting Action to support and encourage your community.</th>
</tr>
</thead>
</table>
| Today you will:  
  - Look at photographs to see what some people are doing to encourage their community  
  - Explore challenges faced by your community  
  - Think about how your special skills and talents could help your community | You will need:  
  - Paper or notebook  
  - Pencil, pen, or other writing tool  
  - “Brainstorming Template” handout (optional) |

---

**Let’s Get Started!**

**A. THINK** - Look at this picture of someone’s front door.

- How can creativity help us to encourage and support others even though we’re apart?

**New Word:** **encourage**: give someone support, help them to feel hopeful

**B. EXPLORE** - In this moment around the world, many people are being asked to stay apart to protect their own health, as well as the health of others.

The coronavirus is an illness that began spreading across the globe in December 2019. The virus has recently changed everyday life.

For many people, schools and businesses are closed. People are practicing social distancing to avoid spreading the virus and keep themselves and others safe.
People are separated, but have found creative ways to connect with others.

New Word: social distancing: Rules that have been made to prevent people from having close contact with others. This includes staying 6 ft away from other people (except family members) and avoiding being in public places or large groups.

Look below at some examples of creative and safe ways people around the world are encouraging and uplifting their communities even though they are separated.

People find ways to connect even though they can’t meet face-to-face. Some use video calls and social media to stay in touch with friends and family and to reach out to their communities.

In this picture, music students stay connected to each other by doing what they love, playing music and singing together, but this time it’s virtually. Their hope is that their beautiful music will bring joy and uplift others.

Inspired by people in Italy who started singing on their balconies and out windows to bring joy to each other, neighbors in cities around the world are connecting in this way, too.

OPTIONAL: In this video (youtu.be/z5CrScIHAuE), neighbors in Germany stay connected and bring joy to each other by singing and playing instruments to the Italian song “Bella Ciao” on their balconies of their apartments.

Many authors, illustrators, actors and other artists are bringing joy to others sharing their talents from home right now. This is a message from LeVar
Burton, from the tv show “Reading Rainbow.” He is using his passion for reading books to share a variety of stories over the internet.

In many places, school districts and community centers are working hard to provide lunches for students who rely on schools for meals.

In this picture, staff members add an extra surprise to the lunches by including heartwarming notes inside to encourage and uplift these students.

In each of the examples above, people are using their passions (what they love) and their skills (what they are good at) to encourage and uplift others.

C. DO - Your challenge this week is to create your own Uplifting Action to support, encourage, and bring joy to others. Today, you will brainstorm ideas!

Brainstorm your passions, skills, needs, and limits on a piece of paper (or use the “Brainstorm” handout if you like):
- **Your PASSIONS:** What do you love to do? Do you enjoy music, art, humor, poetry, or do you have a different passion?
  - Write down 3 passions that you have.
- **Your SKILLS:** What are you good at? What special skills and talents do you have? Can you sing? Are you funny? Good at drawing or organizing events? What else?
  - Write down 3 skills that you have.
- **NEEDS:** What does your community need right now? Do you think people need love, humor, physical activity, fun? What else?
  - Write down 3 needs that your community has
- **LIMITS:** You will need to work within your limits. What can you do when your movement and access is limited? Think about
  - Places: Right now, I can go...
  - Materials and Resources: Right now, I have ....

DIG DEEPER - Read this article to learn more about how people are finding ways to connect and be part of a community: [Why Tough Times Can Create Better Neighbors](#)

In a neighborhood in Boston, Massachusetts, residents came from their apartments for a flash mob on March 14. The neighbors waved to each other and joined in singing the Beatles song “Let it Be.” One of the residents, a professional musician, played for a sing-along of another song.

During their show, they stayed more than 6 feet apart because of COVID-19, (short for coronavirus disease 2019). The coronavirus is a flu-like illness that began in China and has been spreading across the globe since December 2019. The activity not only brought community members to their feet to dance, it brought many to tears.
Similar scenes are playing out in neighborhoods around the world quarantined because of coronavirus. In Wuhan, China, blocks of apartment buildings chanted, "Keep up the fight." In Italy, people on lockdown lean out of windows and balconies with tambourines and accordions to sing. On March 14, people in Spain began clapping together to cheer health care workers.

**Reaching Out To Strangers** - As the practice of "social distancing" burgeons, people are finding ways to meet even though they can't meet face-to-face. Social distancing is the practice of keeping away from crowds and public places to slow down the spread of a disease. They're using video calling and social network connections. However, people aren't just staying in touch with friends and family. The global crisis has brought a sense of shared humanity that's causing people to reach out to their communities. In the middle of the outbreak, there is kindness among strangers.

"In times of great stress, helping others is a powerful way to reassert control in a moment where many of us feel helpless," said Jamil Zaki. He is the author of "The War for Kindness: Building Empathy in a Fractured World." "Kindness toward others actually can be a great source of healing."

One of the ways that millions of people are being kind to others is by staying away. They are practicing social distancing. For many, the motivation is that they want to protect others. There are models for that impulse, said Jill Suttie, a psychologist at the Greater Good Science Center at the University of California, Berkeley. A study demonstrated the most effective way for hospitals to motivate health care professionals to wash their hands isn't by noting the importance of protecting themselves from disease. It's stressing how it protects patients.

To be sure, not everyone is acting kindly. Fights have broken out in supermarkets over the last remaining item on a shelf. Some are hoarding hand sanitizer, face masks and toilet paper. Many ignored pleas to practice social distancing, gathering at restaurants and other public places. In response, governors in several states shut down restaurants except for delivery and takeout.

**Kindness Can Go Viral, Too** - Even so, instances of selflessness have become common. Professional basketball players have donated money to cover the salaries of arena workers affected by the suspension of the season. Other acts of kindness include providing food for children who are out of school.

Witnessing acts of kindness inspires others, said Zaki. He is a psychologist at Stanford University in California. In 2016, he published an article in Scientific American, "Kindness Contagion," that included findings of studies about how people "catch" generosity from others. This desire to help others intensifies during times of crisis. It crosses lanes of class, race and other divisions.

For example, when Germans began retreating behind closed doors earlier in March, Molly Wilson realized she didn't know the elderly people in her Berlin neighborhood. Wilson and a neighbor posted flyers on mailboxes and trash cans on their street. Their notes offered to go shopping for those who felt unable to go outside.

Wilson also posted her note on Twitter to inspire others. "We need to do something off-line in order to let old people know that it's OK to reach out for help."
When in-person activity is limited, technology can help. People are using social media platforms to post offers to help strangers. For example, Jerry Xu, a tech professional in San Francisco, California, used the app NextDoor to volunteer his services. NextDoor connects members to others in their area.

Beyond Offering A Cup Of Sugar - To Marc Dunkelman, author of "The Vanishing Neighbor," these responses to the coronavirus crisis contrast with normal times. Most people's acquaintances resemble a model like the rings of Saturn. The innermost bands represent the closest connections. Each outer loop becomes more distant.

Over the past 50 years, people have spent more time on close friends and family. People have also spent more time in the outermost rings. Those include online acquaintances they don't know but with whom they share interests such as sports, hobbies or politics.

People have largely let go of rings in the middle, said Dunkelman. Those are the rings including neighbors and groups such as bowling leagues or Boy Scouts. Now the coronavirus offers the opportunity for greater local connection.

On a separate piece of paper answer the following questions.

1. What do you think the author's purpose was for writing this text? Why? Support your response with specific details from the text.
2. What are some ways that people are finding to connect even though they can't meet face-to-face?
3. What do these strategies (Actions? Acts? Ways of connecting) have in common?
4. How have connections become even stronger between communities during this time when people are far apart?

Day 1: Brainstorm

**PASSIONS:** What do you love? Do you enjoy music, art, humor, poetry, etc.? Write down 3 passions.

1. ________________________________
2. ________________________________
3. ________________________________

**SKILLS:** What special skills and talents do you have? Can you sing? Are you funny? Are you good at drawing? Write down 3 skills.

1. ________________________________
2. ________________________________
3. ________________________________
**COMMUNITY NEEDS:** What does your community need right now (love, humor, physical activity, fun)? Write down 3 needs.

| 1. _________________________________ | 1. _________________________________ |
| 2. _________________________________ | 2. _________________________________ |
| 3. _________________________________ | 3. _________________________________ |

**LIMITS:** You will have to work within your own limits. Consider:
- What places can you get to right now?
- What materials do you have right now

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**Day 2 (Activity 2): Planning Your Action (15-20 min)**

This week we're thinking about the question: "How can we support and encourage our community during difficult times?"

Your challenge this week: **Your challenge this week is to design and perform an Uplifting Action to support and encourage your community.**

Today you will:
- Explore an example (called a case study) of an uplifting action
- Create an action plan for your own Uplifting Action that encourages and brings joy to others in your community

You will need:
- Paper or notebook
- Pencil, pen, or other writing tool

---

**Let's Get Started!**

**A. THINK**

**See**
What observations can you make about this image?

**Think**
What do you think this means? What evidence makes you think that?

**Wonder**
What do you wonder about this?
Miss You, Love You, Wash Your Hands (MYLYWYH) is a community art project started by artist and teacher Kyle Monhollen in Davis, CA.

The idea for this project was Kyle’s wish to give each person “a simple reminder that you are missed and loved, and that the people who miss and love you want to keep you safe.”

To do this, Kyle created hundreds of signs with the MYLYWYH message. Each sign has one of 50 different QR codes. When you scan the code, it plays a song from a playlist designed to bring connection and joy. Kyle posted the signs on fence posts, benches, and trash cans along community paths for walkers and bikers practicing social distancing!

**OPTIONAL:** In this video, Kyle shares a few words about how and why he created his public art. ([vimeo.com/404758655](https://vimeo.com/404758655))

The project has inspired others. MYLYWYH posters have gone up in other Northern California towns, as well as in places as far as Lexington, KY, Portland, OR, and New York City. Kyle is making his work freely available to anyone who wants to bring messages of kindness and connection to their own community.

**Think or discuss:**
- How did Kyle respond to what is happening in the world?
- How did he use his passions (what he loves) and his skills (what he’s good at) to encourage and uplift others?
- How did he perform his action using things he had available and following the rules of staying separate from others?

Young people are making a difference too! Look at the pictures below of other uplifting actions taken by young people across the country.
Can you guess what these kids think their community needs right now?

What passions and skills do you think these young people are using?

What do you think their limits might be? How did they address these limits?

Can you guess what these kids think their community needs right now?

What passions and skills do you think these young people are using?

What do you think their limits might be? How did they address these limits?

Can you guess what these kids think their community needs right now?

What passions and skills do you think these young people are using?

What do you think their limits might be? How did they address these limits?

C. DO - Remember your challenge this week: Design and perform an uplifting action to support and encourage your community.

Today, you will create an Action Plan to help you meet your challenge and perform your Uplifting Action!

- Look at your brainstorm from Day 1.
  - Circle 1 or 2 favorite passions (what you love).
Get out a new piece of paper (or use the “Action Plan Template” handout if you like).

Create your Action Plan by filling in the blanks below with the passions, skills, and community needs you circled on your brainstorm paper. Don’t forget to create a drawing, too! It should show details about your Uplifting Action.

**Day 2: Action Plan**

I will use my [love for or my skill at] ________________________________

(Circle one.)

to take the uplifting action of ________________________________,

(What are you going to do? Fill in your action here.)

so I can meet my community’s need for ________________________________.

(What do you think your community needs?)

● Now draw your idea on a separate piece of paper!!

**DIG DEEPER - OPTIONAL:** Want to find out how to overcome limitations and create something amazing? Check this out! Watch Happy B-Day Sam-I-Am, 50 Years of ‘Green Eggs and Ham to learn more about how limitations can sometimes fuel creativity ([youtu.be/jnvQqK_3d80](youtu.be/jnvQqK_3d80))

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**Day 3 (Activity 3): Evaluating the Work (15-20 min)**

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: &quot;How can we support and encourage our community during difficult times?&quot;</th>
<th>Your challenge this week is: Your challenge this week is to design and perform an Uplifting Action to support and encourage your community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today you will:  ● Reflect on your progress  ● Make a plan to improve your work</td>
<td>You will need:  ● Your work from previous activities  ● Paper or notebook  ● Writing tool</td>
</tr>
</tbody>
</table>

**Let’s Get Started!**

**A. THINK -** You’ve already created your **Action Plan** describing your uplifting action. When someone sees your plan, they should see:

● You are using a passion (what you love) and a skill (what you’re good at) to do something that encourages and brings joy to your community based on what they need
● It’s possible to carry out your plan
● A sketch that shows what your action will be, look like, or do
B. EXPLORE

- Look at this student’s action plan:
- Does the plan use a passion (what someone loves) and skill (what someone is good at) to do something that encourages and brings joy to their community based on what it needs?
- Does it seem possible to execute this plan with the limitations?
- Does the sketch represent the proposed action?

C. DO - Your challenge this week: Design and perform an uplifting action to support and encourage your community. Today, you will explore your action plan to check if you are meeting your goal. Pencils down! This is a thinking exercise! Look at your action plan and ask:
- Does the plan use a passion (what you love) and skill (what you’re good at) to do something that brings joy to your community based on what they need?
- Does it seem possible to execute this plan with the limitations?
- Does the sketch represent the proposed action?

Wait, still don’t touch your work! First, complete one of these sentences on a separate piece of paper or directly on your action plan:
- I will add…
- I will try…
- I will adjust…

Now, make the changes you explained above on your action plan! Be sure to save your action plan so you can use it to guide you when you perform your uplifting action.

Day 4 (Activity 4): Taking Your Action (15-20 min)

This week we’re thinking about the question: "How can we support and encourage our community during difficult times?"

Your challenge this week:
Your challenge this week is to design and perform an Uplifting Action to support and encourage your community.

Today you will:
- Take action to encourage and uplift your community.

You will need:
- Paper or notebook
- Pencil, pen, or other drawing tool
- Your work from previous activities
- Coloring materials (optional)
Let’s Get Started!

A. THINK - Remember your action plan? That’s when you said:
- I will add...
- I will try...
- I will adjust...

Decide or discuss: What will you do next to finalize your work?

B. EXPLORE - Check out some Uplifting Actions by other students:
- What changes did this person make when they took action?
- How did this person execute their plan?

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Final Draft</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Action Plan Image]</td>
<td>![Final Draft Image]</td>
</tr>
<tr>
<td>![Action Plan Image]</td>
<td>![Final Draft Image]</td>
</tr>
</tbody>
</table>

- What changes did this person make when they took action?
- How did this person execute their plan?

<table>
<thead>
<tr>
<th>Action Plan</th>
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<td>![Final Draft Image]</td>
</tr>
<tr>
<td>![Action Plan Image]</td>
<td>![Final Draft Image]</td>
</tr>
</tbody>
</table>

- What changes did this person make when they took action?
- How did this person execute their plan?
C. DO - Today, you will work to make your “Uplifting Action” really happen!

Get out your action plan and any other materials from previous activities. Think about your action plan and decide:

- How will you take action?
- Do you need supplies and/or an adult to help you?

Get to work doing, creating, or performing your Uplifting Action!

---

**Day 5 (Activity 5): Reflecting and Sharing (15-20 min)**

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: “How can we support and encourage our community during difficult times?”</th>
<th>Your challenge this week: Your challenge this week is to design and perform an Uplifting Action to support and encourage your community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today you will:</td>
<td>You will need:</td>
</tr>
<tr>
<td>- Think about how your Uplifting Action encourages and supports your community.</td>
<td>- Your work from previous activities</td>
</tr>
<tr>
<td>- Find a way to share your final work</td>
<td></td>
</tr>
</tbody>
</table>

Let’s Get Started!

A. THINK - What if everyone took action like you did this week?

B. EXPLORE - Look at your finished Uplifting Action. Reflect on your action in writing. Write it out on a piece of paper or use the “Reflection” handout.

- How do you hope others feel when they experience your work?
- What challenges did you encounter? How did you overcome them?
- How might your work inspire others?
Day 5: Reflection

How do you hope others will feel when they experience your work? ________________

_____________________________________________________________________________

_____________________________________________________________________________

What challenges did you encounter? How did you overcome them? ________________

_____________________________________________________________________________

_____________________________________________________________________________

How might your work inspire others? ____________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

C. DO - Now it’s time to share your work with others! Here are some ideas for connecting with others:

● Share with a family member and...
  ○ Help them to create their own.
  ○ Ask them if they have comments, questions, or a connection to your work (or use the “Sharing” handout to get a written response).

● Ask an adult to help you share your work online with the #inquirEDtogether hashtag.

● Keep photographs and other evidence from your Uplifting Action somewhere safe. You can look back on these later to remember this unique moment in history

DAY 5 - Sharing Handout

Please take a look at my work and fill this out. Thank you! I have a... (circle one)

comment:  question:  connection:
Cross Content Connection: By examining how community members can lift each other up during tough times, and by developing your own plan to do so, you are using many social science skills, but also so much more! There are so many connections to math and science that you can continue to explore. Here a few ways to extend your learning and make connections to other subjects.

- **Math:** Create word problems for younger students to use that would involve the distances you traveled to help people, the amount of money you spent on supplies, and/or the lasting impact of your project! Help the younger students practice their math facts by designing a few questions that include the use of your community outreach.

- **Science:** Research a different area of the world that a friend or family member lives. Describe the climate and physical features of that area. How might those things impact the ways in which your community outreach project gets implemented if you lived there? What could they do similarly or different?