

# Accessing Your Resources

## IMAGINE

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**Level:** All ages

**Time:** 45 minutes

### **Description:**

Now that you have figured out the change you want to make, and the resources you will need, it is time to make a plan for accessing those resources and pulling off your project. In this lesson students will brainstorm how they will go about finding the resources that they will need and developing a plan for action.

### **Objectives:**

Students will:

- Leave with a list of actions that they need to do in order to be ready for their design challenge
- Brainstorm the resources that they have themselves and those within their community

### **Relation to Project:**

This lesson would potentially be helpful for:

- Determining what resources they will need to carry out their project
- Planning next steps for project implementation
- Determining people who can support the project

### **Design for Change Benchmarks:**

- Communication
- Collaboration

### **Curricular Skills:**

- Writing
- Discussion

### **Subject Areas:**

- English Language Arts
- Citizenship/Service Learning
- Design Thinking

### **Core Standards:**

- **SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### **Materials:**

- Action/Resource Index Cards (completed in previous lesson)
- Tape
- White Board Markers

### **Vocabulary:**

- **Resources:** supplies that a person or group needs to work well

### **Introduction (5 min):**

- 1) Taped to the board, you will have a list of actions and the resources the students believe you will need written on large index cards running down the side of the board.
- 2) Review the list with the group.

**Whole Group Work (25 min):**

- 1) For each action item, brainstorm with the class to make sure you have thought of everything. Also, ask them if there are things that they think we can do without that we can take off the list.
- 2) Once you have the list - you will divide each action into a chart going across with the following titles - I Can Help; I Know Someone Who Can Help; We Need to Raise Money
- 3) Your board should look like this with all actions going down the left side:

<b>Action</b> ★ <b>Resources</b>	<b>I Can Help</b>	<b>I Know Someone Who Can Help</b>	<b>We Need to Raise money/find other resources</b>
<i>Planting Flowers</i> ★ Seeds ★ Soil ★ A place to plant ★ Permission to plant? ★ A sunny spot			

- 4) Using the “Yes, And” technique, have students brainstorm the questions for each action item. Write their answers up on the board.

**Conclusion and Key Takeaways (15 min):**

- 1) At the end of the brainstorm you should assign action items to the students. This lesson can also take on many different forms based on your list.
  - a) For example if you decide you need to raise money, then one of your first action items needs to be figuring out a way to do so. If your action is to call your state representative then you will want to role-play the conversation or write the letter together.
- 2) Make sure you all leave this lesson ready to take some kind of action.

**Deliverables:**

*Please upload the following to the DFC Web portal by either taking picture or uploading an electronic file:*

- Written down action item to complete after the lesson from each student