

Lesson 2

Teacher Guide



# Good Deeds

## Objectives and Standards

9<sup>TH</sup> THROUGH 12<sup>TH</sup> GRADE



INTERACTIVE

# Lesson 2 – Good Deeds

## Objectives and Standards

### Teacher Goals

- Teach students what a good deed is.
- Inspire students to do good deeds for others.

### Student Goals

- Define “good deed”.
- Write an argument essay about a good deed.
- Write a narrative essay about a missed opportunity to perform an act of kindness.

### Social-Emotional Domains

- Social awareness
- Self-awareness

### Common Core State Standards

- CCSS.ELA-Literacy.W.9-12.1
- CCSS.ELA-Literacy.W.9-12.3
- CCSS.ELA-Literacy.SL.9-12.1
- CCSS.ELA-Literacy.SL.9-12.3
- CCSS.ELA-Literacy.SL.9-12.4

### C3 Framework for Social Studies Standards

- D3.4.9-12
- D4.1.9-12
- D4.2.9-12
- D4.6.9-12
- D4.7.9-12

### MATERIALS

- Chart paper and marker (optional)
- Journal #1: Good Deeds printable
- Journal #2: Good Deeds Analysis printable
- A World of Good Deeds printable
- Internet access
- Paper, pencils or pens

### PREPARATION

- Print a copy of Journal #2 Printable: Good Deeds Analysis for each student.
- Print a copy of Journal #2 Printable: Good Deeds for each student.
- Print a copy of “A World of Good Deeds” for each student.



## Lesson 2 Activities

### Talk About It

- Begin by asking students to share what their definition of a good deed is.
- Share your definition of “good deed”.
  - Tell students that a good deed is a deliberate act of kindness, service, or sacrifice that is carried out for the benefit of others. It is not about receiving recognition or praise, but about making a positive impact on the world and helping those who are less fortunate. Good deeds require courage, compassion, and a strong sense of social responsibility.
- Have 4 or 5 students provide examples of good deeds they have witnessed or participated in (either as the one doing the deed or as the beneficiary of it – or perhaps both!).
  - To help visual learners, you may wish to create a concept web of their examples on the board or chart paper.
- Invite students to reflect on their own experiences with good deeds by completing Journal #1.

### Optional: Argue It

- *Note: Students may have completed this activity in the middle grades. However, it is repeated here because of the importance of defending claims with reasons (and evidence) at the high school level.*

### Read About It

- Have students read “A World of Good Deeds” independently. Then assign students to small groups.
- Instruct groups to debate their opinions about the ideas they read, advocating for the ideas they think are most valuable for students their age, giving reasons to support their choices.
  - Encourage students to think about more than just which idea they like; point out that they could advocate for an idea for reasons such as:
    - + the deed that could have the greatest impact
    - + the idea that is most accessible / feasible for students (in terms of finances, transportation, safety, etc.)
    - + the one that students have a particular aptitude for
  - They should also discuss challenges that certain ideas may present and brainstorm ways to reduce or eliminate those obstacles.
- Have a volunteer from each group summarize the discussion for the class, pointing out in particular any areas of consensus and any challenges the group focused on.

## Think About It

- Have students reflect on the group activity in their journals by using the Journal #2 printable to record the advantages, disadvantages, and solutions to one of the ideas their group discussed.

## Write About It

- On their own paper or using technology, have students write an argument essay to defend their position about which good deed is most valuable for students their age to do.
- Remind students to support their argument with one or more reasons and evidence. This will require additional research beyond the article, either online or in the library.

## Reflect On It

- On their own paper or using technology tools, invite students to write a narrative essay in which they reflect on a time in their past when they missed an opportunity to do a good deed.
- Note: If students struggle to identify a missed opportunity, the Common Core standards that address narrative writing do allow for students to write about fictional scenarios. However, consider making fiction writing an option only if students request help in identifying a topic. Self-awareness is the primary social-emotional domain this lesson addresses. Growth in this domain happens when students wrestle with self-reflection, either by deeply analyzing past experiences or when they realize they need to reach out for help and support to complete the assignment.

## Extension Activities

- Have students interview friends and family members about good deeds they benefited from (and/or about their own missed opportunities to extend kindness). Encourage students to use multimedia to present their interviews to the class (audio, video, photos, etc.).
- Invite volunteers who serve locally at places like animal shelters, veterans' organizations, and hospitals to speak to the class and share their experiences. Be intentional about asking them to suggest ways that students can extend a good deed to the speaker's group.
  - Some of these people might be hesitant to speak in front of teens, but they may be willing to provide a video interview or answer questions in writing. These contributions are valuable too, so be flexible.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Journal #1: Good Deeds

Write about three good deeds someone did for you. If you can't think of three examples, you can write about a good deed you saw someone do.

If you still need ideas, think back to the good deeds your classmates mentioned.

### Good Deed #1

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### Good Deed #2

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### Good Deed #3

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Journal #2: Good Deeds Analysis

Think about the good deeds your group discussed. Describe the idea you think is most important to do.

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Make a list of the advantages and disadvantages of your favorite idea. You should list at least three advantages and three disadvantages. Next, write ideas for eliminating or reducing the disadvantages. How can you work around them?

Advantages	Disadvantages	Ways to Overcome Disadvantages

## A World of Good Deeds

You are never too young (or too old!) to do good deeds for others. Read on for some ideas for random acts of kindness, or come up with some of your own.

- Make thank you cards for first responders and firefighters. Reach out to local departments in your community or mail letters to Operation Gratitude and they'll distribute them. <https://www.operationgratitude.com/volunteer/anywhere/letters/>
- Make a creative thank you video for healthcare workers with your friends or classmates and send it to a local hospital.
- Assemble hygiene or care kits for the homeless and donate them to local shelters. Visit <https://www.doinggoodtogether.org/bhf/homeless-care-kits> to get tips on what to include in the kits.
- Bake a warm meal for a neighbor and deliver it to them.
- If you have a garden or fruit tree, donate extra fruit or vegetables to a nearby food pantry or soup kitchen.
- If you have family members working from home, make breakfast, lunch or dinner for them.
- Donate clothing you no longer wear to a local charity or shelter.
- Reuse plastic bottles or other materials as planters for pollinator-friendly flowers. Here are some ideas for planter decoration. Youtube has some clever ideas for decorations: <https://www.youtube.com/watch?v=a-BSK0Fsk7o>.
- Use the WWF Environmental Footprint Calculator to calculate your ecological footprint. After you know your footprint, brainstorm ideas for how you might be able to reduce it.
- Donate books you no longer need to a homeless shelter or Little Free Library in your community. Go to <https://littlefreelibrary.org/map/> to see a map of locations.
- In addition to these examples, please visit [911day.org](http://911day.org) to see a list of good deeds.

