

This guide is designed to assist a school team in cultivating a school community of caring and growing philanthropy roots by selecting practices from this list each year to build understanding, document and reflect, and empower teachers and students incrementally as an engaged learning community.

<p>Select the steps that your building seeks to accomplish this year. You may put date ranges in this column.</p>		<p>Link</p>	<p>Planning Notes</p>	<p>Who takes action? (students, one teacher, all staff, leader, community)</p>	<p>Document completion of lessons, activities, learnings</p>
	<p>Invite Learning to Give staff to your PLC or staff meeting for a 15 minute virtual introduction to Learning to Give</p>	<p>kherrygers@learningtogive.org</p>			
	<p>Create a free Learning to Give account to get full access to resources, including newsletter, mini-courses, and opportunities to collaborate with other schools/teachers.</p>	<p>https://www.learningtogive.org/user/register</p>			
	<p>Join Learning to Give's social media accounts to share stories and gain tips and inspiration. Find Learning to Give on Facebook (linked to the right), Twitter @LearningtoGive, Pinterest and LinkedIn.</p>	<p>https://www.facebook.com/learningtogive.org</p>			
	<p>Select a time period in which teachers simply TeachOne lesson (choose from three themes per year). Reflect on the experience and impact.</p>	<p>https://www.learningtogive.org/teachone</p>			
	<p>Reflect on the experience and talk about actual and potential impact on students' learning, attitudes, and community awareness.</p>	<p>https://www.learningtogive.org/system/tdf/handouts/Educator%20Reflection</p>			
	<p>These formal evaluation tools may be used to assess student attitudes and learning related to philanthropy, advocacy, and civic engagement. They may be used as pre-assessment and at year-end. The options include forms for students, teachers, and parents. Decide how and whether you want to use this data.</p>	<p>www.learningtogive.org/resources/evaluation-impact-0</p>			
	<p>This simple fill-in-blank student assessment form may be used to capture basic data about student understanding of vocabulary and community impact.</p>	<p>https://www.learningtogive.org/system/tdf/Student%20Reflection%20on%20</p>			
	<p>Plan a whole-school service project, which may include variations or assignments for each grade level.</p>	<p>https://www.learningtogive.org/teach/issue-areas</p>			

	Share the stories of service as well as teacher and student reflections with the whole school, parents, community, and the school board. Stories may be shared through demonstration, writing, performance, or social media.	https://www.learningtogive.org/news/document-share-philanthropy-			
	Staff may take mini-courses to learn more about philanthropy and service-learning. Courses may be taken online in under an hour, and upon successful completion of a quiz, participants receive a certificate that demonstrates continuing education.	https://www.learningtogive.org/courses			
	Participate and take ownership in the global Learning to Give community by contributing to discussions, sharing stories, writing lesson plans, contributing to newsletters and blogs, and communicating project ideas. By participating in the virtual community, you can collaborate with other professionals across	https://www.learningtogive.org/get-started/ltg-collaborative			
	Set an expectation that each classroom uses x number of lessons a year, choosing from the wide variety of standards-aligned lessons related to different issue areas.	https://www.learningtogive.org/resources/search			
	In a PLC meeting, determine philanthropy themes to highlight in the school calendar and grade levels. Search the LTG website for lessons and resources that fit those themes, your academic goals, and the issue-area interests of your building. View the philanthropy standards for a K-12 framework.	https://www.learningtogive.org/get-started/calendar			
	Apply for a Learning to Give mini-grant to do a classroom or full-school service project. The mini-grant may pay for transportation or supplies that facilitate student-led projects.	https://www.learningtogive.org/get-started/mini-grants-service-			
	A Community Mapping exercise introduces students to the nonprofits in your community and helps you form alliances and future volunteer experiences.	http://www.learningtogive.org/sites/default/files/Community%20Mapping.ppt			
	Appoint one of your teachers to serve on the LTG Collaborative for national discussions.	https://www.learningtogive.org/get-started/ltg-collaborative			
	Your school may choose to establish an advisory committee that meets regularly to facilitate service and philanthropy and encourage a climate of caring. The advisory committee may be made up of teachers, students, parents, and community members.	https://www.learningtogive.org/system/tdf/Advisory%20Committee%20Guide			
	A teacher may apply to be a Learning to Give Ambassador who champions philanthropy education and service-learning with the support of LTG and in collaboration with other Ambassadors across the country.	COMING SOON			

	Students may demonstrate understanding of philanthropy concepts and attitudes through essays, poems, advocacy projects, nonprofit analysis, and reflections on climate. These may be shared to build awareness of students as assets to the community.	https://www.learningtogive.org/system/tdf/Demonstration%20Writing%20P			
	Teachers complete an annual data collection form with #of lessons taught, teachers participating, student quotes, grades, community relationships, etc.	https://www.learningtogive.org/system/tdf/Year-End%20Evaluati			