



Lesson Plan for the Umbrella Project Awards

We want to provide educators/students with a lesson plan to use to help make it even easier to nominate someone for The Umbrella Project Awards.

Educators, feel free to use this resource however you see fit and adapt it to the grade level you teach. Some suggestions are:

- Younger students can use the **graphic organizer** to help them nominate someone for The Umbrella Project Awards
- Have students use the questions to interview someone and create a podcast
- Use it all as a lesson on essay writing for older students
- Older students can use the **checklist rubric** to write an essay
- Educators can use the rubric for assessment
- Use all or parts of this lesson plan as you wish

SOCIAL EMOTIONAL LEARNING GOALS:

Students will:

- express their feelings, and understand the feeling of others (identifying and managing emotions)
- build a sense of hope and the will to keep trying for their goals (having positive motivation)
- support healthy relationships and respect diversity (building relationships)
- build an understanding of their own identity and sense of belonging (deepening sense of self)
- support decision-making and problem solving (thinking critically and creatively)

LEARNING GOALS:

Students will:

- Write a story about someone, identifying challenges and coping strategies
- Identify and create a story including an introduction, conclusion and body paragraphs
- Clearly communicate their ideas using full sentences/paragraphs

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Use the following GRAPHIC ORGANIZER to brainstorm your content:

DRAW Draw your thoughts here 	WRITE Write your thoughts in point form here 
<p>What is a challenge(s) that a person or a community has had this year? <i>(i.e. My friend struggled with some friendships.)</i></p>	
<p>What are some coping strategies they have used to help? <i>(i.e. My friend has worked on staying calm by taking deep breaths when they were frustrated)</i></p>	
<p>How is this person or community using what they have learned through their challenges to help others?</p>	
<p>Is there anything else you would like to share to help us understand this person or community's journey and how they have used their coping skills?</p>	

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CHECKLIST RUBRIC (Younger Students)

Requirement	Description	Comments
<input type="checkbox"/> Introduction	I have chosen to write about one clear topic: a person or a community	
<input type="checkbox"/> Body	I have clearly stated how my subject (a person or a community) has dealt with a challenge.	
	I have listed 3-5 different coping strategies that my subject (a person or a community) has used to deal with the challenging situation.	
	For each strategy I have identified, I have included a supporting detail or example to back up my argument.	
<input type="checkbox"/> Conclusion	I have included a conclusion that restates my main topic.	

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CHECKLIST RUBRIC (Older Students)

Requirement	Description	Comments
<input type="checkbox"/> Introduction	<ul style="list-style-type: none"> - should tell the reader specifically what the topic is about 	
<input type="checkbox"/> First Body Paragraph	<ul style="list-style-type: none"> - should present the strongest point of your essay - should transition to next paragraph - subsequent sentences should describe specific examples that relate to the point you are making in this paragraph. 	
<input type="checkbox"/> Second Body Paragraph	<ul style="list-style-type: none"> - should present the second most compelling point - examples should be provided to support the main point of this paragraph 	
<input type="checkbox"/> Third Body Paragraph	<ul style="list-style-type: none"> - should present a third most compelling point to support your topic - examples should be provided to support this third point - ending of this paragraph should make it obvious to the reader that this is the final major point 	
<input type="checkbox"/> Conclusion	<ul style="list-style-type: none"> - the last paragraph should restate the main reason for your essay but not duplicate your opening - should summarize your three main points - the final sentence should be a clear signal that the essay has ended. 	

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