

Lesson 10

Planning & Implementing The *Make A Difference Project*

Lesson Overview:

- **Purpose:**
 - To create a name, goals, and vision that will guide the *Make A Difference Project*
 - To create specific steps and a timeline for the *Make A Difference Project*
 - To assign responsibilities to each student
- **Objectives:**
 - 1.5 The students will plan and implement a project to make a positive difference in their school's community
 - 4.2 The students will create an artistic vision for the *Make A Difference Project* that illustrates what the community will look like when the project is complete
 - 4.3 The students will work together to create a vision statement for the *Make A Difference Project* that states what the community will look like when the project is complete
 - 4.4 The students will create clear, realistic, and measurable goals that will guide them in implementing the *Make A Difference Project*
 - 4.5 The students will create an outline that will establish which students are responsible for which tasks and will set deadlines and provide a logical sequence of events for the *Make A Difference Project*
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 6.1 The students will create a visual map of effects their project might have on different people in the school's community
- **Student Outcomes:**
 - Creation of a mind map
 - Creation of a name for the *Make A Difference Project*
 - Creation of goals
 - Creation of a vision painting/drawing
 - Creation of a vision statement
 - Creation of project steps
 - Creation of a project timeline
 - Completion of journaling activities

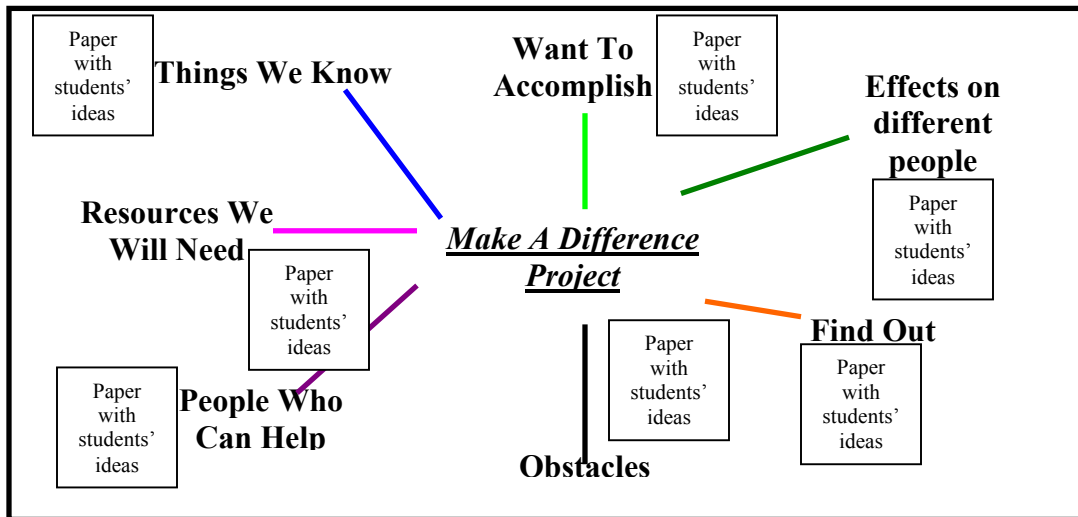
Activities:

1. Mind Map

Teacher Information:

- **Objectives:**
 - 1.5 The students will plan and implement a project to make a positive difference in their school's community
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 6.1 The students will create a visual map of effects their project might have on different people in the school's community
- **EALR:** CIVICS 4.2; SOCIAL STUDY SKILLS 3
- **Duration:** 25 minutes
- **Materials:** *Sea Star Poster*, butcher paper, and markers
- **Prep:**
 - Write the *Make a Difference Project* idea in the middle of a large sheet of butcher paper. Create six main branches extending from the project idea.
 1. Effects the project might have on different people in the school's community
 2. Things we know about this project
 3. Things we want to find out about this project
 4. Specific things we want to accomplish by doing this project
 5. People that could help us with this project
 6. Obstacles we may face while doing this project
- Tell the students that they are going to create a mind map to help them gather all the information they have about the project in one place
 - Explain to the students that a mind map is a way to visually organize all the information the class has about the project
- Split the class into seven groups
 - Each group will start with one branch of the mind map
 - On a separate sheet of 8½x11 paper the group will brainstorm information about their section
 - Give the groups about two minutes and then have them pass the sheets until every group has had a chance to add information to each section of the mind map
 - Once every group has seen all the sections, each group will read their current list of information for the rest of the class
 - The class will offer final subtractions and/or additions for each section
 - Each group will attach their paper to the appropriate section of the mind map
- Hang the mind map in a visible location so the students can reference it throughout this lesson

- Example mind map:



- Reflection Questions & Projects:
 - How can we use this mind map to focus our project?
 - What areas of this mind map do you think we need to find more information about?
 - What areas of this mind map interest you?

2. Create A Name & Begin the Project Outline

Teacher Information:

- Objectives:
 - 1.5 The students will plan and implement a project to make a positive difference in their school's community
 - 4.5 The students will create an outline that will establish which students are responsible for which tasks and will set deadlines and provide a logical sequence of events for the *Make A Difference Project*
- Duration: 15 minutes

- Tell the students that the class needs to pick a name for their *Make A Difference Project*
 - Tell them that the name should describe what the class will be doing for the project
 - Have the students look at names of other service organizations for examples
- Have students suggest names for the project
- Tell the students that they will be doing a secret ballot so that everyone can feel comfortable voting for the name they think is best
 - Tell the students they will vote by raising their hand when they hear the name they want to vote for
 - Ask the students to close their eyes and keep them closed until instructed to open them
 - Read the names and record the number of students that vote for each
 - Once you have read all the ideas and everyone has had an opportunity to vote ask the students to open their eyes
 - Tell the students which name was chosen
- Tell the students that they are going to create a *Project Outline* of all the information they need to do their *Make A Difference Project* (see end of lesson for example *Project Outline*)
 - Write the projects name on the top of the *Project Outline*

3. Vision Mural

Teacher Information:

- **Objectives:**
 - 1.5 The students will plan and implement a project to make a positive difference in their school's community
 - 4.2 The students will create an artistic vision for the *Make A Difference Project* that illustrates what the community will look like when the project is complete
 - 4.3 The students will work together to create a vision statement for the *Make A Difference Project* that states what the community will look like when the project is complete
 - 4.5 The students will create an outline that will establish which students are responsible for which tasks and will set deadlines and provide a logical sequence of events for the *Make A Difference Project*
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **EALR:** CIVICS 4.2; ART 3.1, 3.2
- **Duration:** 45 minutes
- **Materials:**
 - *Project Outline*
 - Half a sheet of white 8½x11 paper for each student
 - Paint/drawing materials
 - Glue or tape
 - A large sheet of butcher paper
 - *Goals and Vision for the Make A Difference Project Worksheet*
- Tell the students that they are going to be creating a vision for the *Make A Difference Project*
 - Tell the students to look back at the posters they made of groups and organizations working to make a difference in the community for examples (Lesson 8, Activity 6)
 - Tell the students that the *Make A Difference Project* vision they create should describe what the project will look like when the class has accomplished all of its goals
- Tell each student to create a vision for the *Make a Difference Project* by drawing or painting a picture symbolizing what they want the *Make a Difference Project* to accomplish when it is complete
 - Have each student draw or paint their vision on half a sheet of white 8½x11 paper
 - Tell each student to glue or tape their vision to a large sheet of butcher paper to make a class vision mural
- Tell the students to look for similarities and connections among each other's visions
 - Have the students draw the connections and similarities into the mural using paint and/or markers
- Ask the students to look at the finished mural and develop one or two sentences that best describe the classes' vision for the *Make A Difference Project*
- Write the vision of the project on the bottom center of the *Project Outline* (see end of lesson for example *Project Outline*)
- Have the students write the class vision on their *Goals and Vision for the Make A Difference Project Worksheet*
- **Reflection Questions & Projects:**
 - How was the process of symbolizing your vision on paper?
 - Was it easy to find connections and similarities among our visions?
 - From looking at the mural do we all have similar visions for the *Make A Difference Project*?

4. Set Goals & Form Goal Groups

Teacher Information:

- **Objectives:**
 - 1.5 The students will plan and implement a project to make a positive difference in their school's community
 - 4.4 The students will create clear, realistic, and measurable goals that will guide them in implementing the *Make A Difference Project*
 - 4.5 The students will create an outline that will establish which students are responsible for which tasks and will set deadlines and provide a logical sequence of events for the *Make A Difference Project*
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - **EALR:** COMMUNICATION 1, 2, 3; CIVICS 4.2; SOCIAL STUDY SKILLS 3
 - **Duration:** 20 minutes
 - **Materials:** *Project Outline and Goals and Vision for the Make A Difference Project Worksheet*
 - **Prep:**
 - Write the three criteria for goals on the board
-
- Tell the students that they are going to be creating goals for the *Make A Difference Project*
 - Tell the students to look back at the posters they made of groups and organizations working to make a difference in the community for examples (Lesson 7 Activity 7).
 - Tell the students that the *Make A Difference Project* goals they create should provide specific steps of how the class will meet their vision
 - Tell the students to use the mind map to help them develop project goals
 - Have the students brainstorm goals for the project.
 - Tell the students that the goals should be:
 1. **Clear** – One or two specific sentences
 2. **Realistic** – something that the class can accomplish with the time and money available
 3. **Measurable** – When the project is complete you will be able to read the goal and determine if it was accomplished
 - Write the goals on the board as the students develop them
 - Have the students combine, refine, and eliminate goals until you have a short list of goals that everyone agrees on
 - List the goals of the project on the *Project Outline* (see end of lesson for example *Project Outline*)
 - Number the goals and leave plenty of space between each goal
 - Write each goal in a different color
 - Have the students write the project goals on their *Goals and Vision for the Make A Difference Project Worksheet*
 - Have students sign up to be in a Goal Group
 - Tell the students that each member of a Goal Group will be responsible for working with their Goal Group to accomplish the goal
 - Work with the students to determine how many people are needed for each Goal Group
 - Ask the students if they see any goals that may need more or less people than other goals
 - Ask the students to volunteer to be in a Goal Group that interests them. Write the students name on the *Project Outline* (see end of lesson for example *Project Outline*) next to the goal
 - Once all the positions for a goal are full students must choose a different Goal Group
 - If there is a Goal Group that does not get any interest, make suggestions on how it could be fun and exciting to be in that Goal Group

- **Reflection Questions & Projects:**
 - What obstacles might stop us from reaching our goals?
 - Do you think our goals are realistic?
 - If we accomplish all our goals will our project be successful?

5. Create Steps

Teacher Information:

- **Objectives:**
 - 1.6 The students will plan and implement a project to make a positive difference in their school's community
 - 4.6 The students will create an outline that will establish which students are responsible for which tasks and will set deadlines and provide a logical sequence of events for the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - **EALR:** COMMUNICATION 1, 2, 3; CIVICS 4.2
 - **Duration:** 20 minutes
 - **Materials:** *Project Outline*
- Have the Goal Groups work together to brainstorm **specific, clear, and concise** steps that need to be taken to accomplish each goal.
 - It may be helpful to create some steps as a class before splitting into Goal Groups.
 - Once all the steps for a goal are agreed upon, write the steps underneath the goal, in the same color as the goal, on the *Project Outline* (see end of lesson for example *Project Outline*).
 - As a class look through the steps and determine an order and assign each step an expected completion date.

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- Project Outline Example

Name of Project		Order	Expected Completion Date
Goals & Steps	Students		
1. Goal 1	Name A, Name B, Name C		
• Step1 (Name B, Name C)		3	January 20
• Step 2 (Name A)		7	February 1
• Step 3 (Name A)		10	February 15
• Step 4 (Name C)		11	February 15
2. Goal 2	Name E, Name F, Name G, Name H		
• Step1 (Name G)		1	January 20
• Step 2 (Name E, Name F, Name H)		2	January 20
• Step 3 (Name H)		9	February 10
• Step 4 (Name F)		12	February 27
3. Goal 3	Name I		
• Step1 (Name I)		5	January 27
• Step 2 (Name I)		8	February 3
4. Goal 4	Name J, Name K, Name L		
• Step1 (Name J)		4	January 20
• Step 2 (Name J, Name K, Name L)		6	February 1
• Step 3 (Name K, Name L)		13	February 27

Vision Statement

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6. Implement the Make A Difference Project

Teacher Information:

- **Objectives:**

- 1.5 The students will plan and implement a project to make a positive difference in their school's community
- 4.6 The students will work together to implement the project in accordance with the goals and timeline they established
- 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- 6.4 The students will recognize each others contributions to the process of planning and implementing the *Make a Difference Project*

- **EALR:** Dependant on the project

- **Duration:** Dependant on the project

- **Materials:**

- *Project Outline*
- *Teacher Hints: For Implementing the Make A Difference Project*
- Materials specific to implementing the *Make A Difference Project*

- Use the *Project Outline* and *Teacher Hints: For Implementing the Make A Difference Project* to guide the class in implementing the *Make A Difference Project*.

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Segue: The students have created a *Project Outline* to guide the implementation of their *Make A Difference Project*. Now the students will take action and implement their *Make A Difference Project*.

Teacher Hints: **For Implementing the *Make A Difference Project***

➤ **Before Implementing the Project**

- Review the Project Outline
- Talk to the students about setbacks and obstacles
 - Tell the students that they will more than likely encounter setbacks and obstacles
 - Tell the students that setbacks and obstacles can be great learning experiences and that the class must work together to overcome them
- Involve students in the planning, decision making, and logistics as much as possible

➤ **Implementing the Project**

- Follow the plans the students have created
- Document the process through writing and photographs

➤ **Reflect Everyday**

- Questions students can reflect on in IslandWood Journals:
 - How are you feeling about the *Make A Difference Project*?
 - What did you accomplish today?
 - What obstacles did you face and/or overcome?
 - Do you feel like the class is accomplishing its mission?
 - What goals do you have for the next time you work on the project?
- Class Meetings
 - At least once a week the class should have a group meeting to reflect on the progress of the project.
 - The meeting should include:
 - Each students sharing something about the work they did or how they feel about the project
 - Updates on the progress of each of the goals
 - A chance for students to recognize each others' hard work using the *Super Star Forms* (Lesson 5 Activity 3)
 - Looking ahead at the Project Timeline

➤ **Make Connections**

- Help the students make connections between the work they are doing on their project and the experiences they had at IslandWood. Have the students reflect on how they are using the knowledge, skills, and experiences they gained at IslandWood to help them with the project.
- Depending on the chosen project, there will be many rich opportunities to integrate required math, science, reading, writing, and history content.
- Keep an eye out for current events that relate to the students' work.

➤ **How To Keep Motivation Going**

- Publicity
 - Publicity will inspire the students, school, and community.
 - Have the students write to local media about their *Make A Difference Project*.
 - Make posters in the hall of the school.
 - Have students write about the project in the school newspaper or on the school website.
- Recognition
 - Use the *Super Star Forms* (Lesson 5 Activity 3) to recognize students for their hard work.

- Encourage the students to use the *Super Star Forms*.
- Guests
 - Have guests from the community come and speak about how the project will make a positive difference in their lives.
 - Invite IslandWood liaison and other IslandWood staff to come see the progress your students are making.

➤ **Have Fun!**

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Lesson 11

Evaluate, Share With Others, And Continue To Make A Difference

Lesson Overview:

- **Purpose:**

- To have the students evaluate their *Make A Difference Project*
- To have the students share their experiences and inspire others to make a difference
- To inspire the students to continue to make a difference in their communities
- To evaluate the knowledge, skills, and experiences the students gained from their IslandWood experience

- **Objectives:**

- 1.6(4.8) The students will illustrate how they made a positive difference in their school's community by creating and presenting a creative presentation about the planning, implementation, and evaluation of their *Make A Difference Project*
- 1.7 The students will set personal goals for how they can continue to make decisions and take actions that will make a positive difference in their community
- 4.7 The students will use their goals to evaluate the success of their *Make A Difference Project*
- 4.9 The students will write a story about the process of exploring their community and planning, implementing, and evaluating their *Make A Difference Project* to teach others about how can make a difference in their school's community
- 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- 6.4 The students will recognize each others' contributions to the process of planning and implementing the *Make a Difference Project*

- **Student Outcomes:**

- Evaluation of the *Make A Difference Project*
- *Make A Difference Story*
- Participation in the creation and delivery of a presentation about the *Make A Difference Project*
- Letter to self about ways to make a difference everyday
- Completion of *The World Around Me* post-assessment
- Completion of journaling activities

Activities:

1. Evaluating the *Make a Difference Project*

Teacher Information:

- **Objectives:**

- 4.7 The students will use their goals to evaluate the success of their *Make A Difference Project*
- 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*

- **EALR:** COMMUNICATION 1, 2, 3; CIVICS 4.2; SOCIAL STUDY SKILLS 3; WRITING 1, 2

- **Duration:** 30 minutes

- **Materials:** *Goals and Vision for the Make A Difference Project Worksheet*

- **Prep:**

- Write the evaluation questions on the board

- Have each student complete the *Goals and Vision for the Make A Difference Project Worksheet*
- Split the class into groups of four and have them discuss their answers to the evaluation questions
- Have a class discussion about questions

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2. Create Your Own Make A Difference Story

Teacher Information:

- **Objectives:**
 - 1.7 The students will set personal goals for how they can continue to make decisions and take actions that will make a positive difference in their community
 - 4.7 The students will use their goals to evaluate the success of their *Make A Difference Project*
 - 4.9 The students will write a story about the process of exploring their community and planning, implementing, and evaluating their *Make A Difference Project* to teach others about how can make a difference in their school's community
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 6.4 The students will recognize each others contributions to the process of planning and implementing the *Make a Difference Project*
 - **EALR:** CIVICS 4.2, 4.3; WRITING 1, 2, 3
 - **Duration:** 30 minutes
 - **Materials:** paper and pencil
 - **Prep:** Have a copy of the *Make A Difference Story* you read to the students in Lesson 2
 - **IMPORTANT:** Send a copy of all your students' *Make A Difference Stories* back to IslandWood
- Tell the students that it is their turn to write a *Make A Difference Story*. Remind the students of the story they heard in Lesson 2. Tell the students that their story will be used to teach future IslandWood students about the *Make A Difference Project*
 - Tell the students that the following questions should be answered in their *Make A Difference Story*:
 - Who are you?
 - How did you use the knowledge, skills, and experiences, you gained from your time at IslandWood to make a difference in your community?
 - How did you get to know your school's community?
 - How did you come up with the idea for the *Make A Difference Project*
 - What was your *Make a Difference Project*?
 - How did your *Make A Difference Project* make a difference in your school's community?
 - What were some of the best parts of doing a *Make A Difference Project*?
 - What challenges or obstacles did you face?
 - What role did teamwork play in your *Make A Difference Project*?
 - How was your project successful?
 - How did you feel when your project was done?
 - Will you continue to try to make a difference in your community?
 - Do you have any advice for students who are just starting their *Make a Difference Project*?
 - Allow volunteers to share their stories with the class

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3. Create a Presentation for your community and the *MAKE A DIFFERENCE SUMMIT*

Teacher Information:

- **Objectives:**

- 1.6(4.8) The students will illustrate how they made a positive difference in their school's community by creating and presenting a creative presentation about the planning, implementation, and evaluation of their *Make A Difference Project*
- 1.7 The students will set personal goals for how they can continue to make decisions and take actions that will make a positive difference in their community
- 4.7 The students will use their goals to evaluate the success of their *Make A Difference Project*
- 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- 6.4 The students will recognize each others' contributions to the process of planning and implementing the *Make A Difference Project*

- **EALR:** COMMUNICATION 1, 2, 3; CIVICS 4.2, 4.3; WRITING 1, 2, 3; ARTS 3.1, 3.2

- **Duration:** dependant on the medium chosen to work with

- **Materials:** dependant on the medium chosen to work with

- **Prep:**

- Dependant on the medium chosen to work with

- **IMPORTANT:**

- Only a limited number of students from each class will be able to present at the *Make A Difference Summit*. The other students will have an opportunity to present in the school's community.
- Contact the IslandWood SPP Coordinator to find out the specifics on the IslandWood *Make A Difference Summit*

- Tell the students that they are going to produce a **creative** presentation that inspires others to make a difference in their community. Tell the students that they will have an opportunity to share the presentation with **1)** people in the school's community and **2)** at the IslandWood *Make A Difference Summit*

- **Community Presentation**

- Have the students decide on a location and audience in the school's community (other students, classes that will be coming to IslandWood the following year, parents, or at a community event) to share their presentation with
 - The students can all participate in one presentation or small groups of students can present to different audiences
- Tell the students that the class must decide on a medium for the presentation. They can choose from: the arts, a poster, PowerPoint, video, website, dramatization, debate, etc.
- Tell the students that the presentation must include the following:
 - How the class used the knowledge, skills, and experiences they gained at IslandWood to make a difference in their school's community
 - How the class came up with the idea for the *Make a Difference Project*
 - A description of the *Make a Difference Project* the class implemented
 - How the *Make a Difference Project* made a positive difference in the school's community
 - The class's evaluation of their *Make a Difference Project*
 - What the class learned from doing a *Make a Difference Project*
 - How students plan to continue to make a difference in their communities
 - Any advice the class has for other people wanting to make a difference in their community

- ***Make A Difference Summit***
 - The ***Make A Difference Summit*** will be an opportunity for students and teachers to:
 - Return to IslandWood
 - Share their projects with other schools
 - Learn from guest speakers and other teachers and students
 - Celebrate their accomplishments
 - Only a limited number of students from each class will be able to attend the summit. The teacher can choose the students or the class can elect representatives.
 - The students can use one of the community presentations they developed or create a new presentation for the ***Make A Difference Summit***



- 4.
- Celebrate all the time and energy the class has put into the *Make A Difference Project*
 - **YOU DESERVE IT!**

5. How Can I Make A Difference Everyday?

Teacher Information:

- **Objectives:**
 - 1.7 The students will set personal goals for how they can continue to make decisions and take actions that will make a positive difference in their community
- **EALR:** WRITING 1, 2; CIVICS 4.2, 4.3; SOCIAL STUDY SKILLS 2, 3
- **Duration:** 30 minutes
- **Materials:** pencil and paper

- Tell the students that the *Make A Difference Project* was one way that the entire class can work together to make a difference in the school's community.
 - Ask the students to think of ways that each of them can make a difference in their communities and the world everyday. Tell the students to think of the research they did for their *Make A Difference Project*, look at the Sea Star ideas, and think of things they learned at IslandWood. Have the students create a class list of ways an individual person can make a difference everyday. Make sure the students include:
 - Ideas about abiotic, biotic, and cultural aspects of the community
 - Large scale and small scale ideas.
- Tell the students to write themselves a letter about how they can make a difference in their community everyday. The letter should include:
 - Why it is important to make a difference in your community.
 - Specific ideas for how you will make a difference in your community everyday.
- Collect the letters and return them to the students on the last day of school.

6. The World Around Me: Post-Assessment

Teacher Information:

- **Duration:** 20 minutes
- **Materials:** *The World Around Me* worksheets and pencils for each student
- **Important:**
 - *Send a copy of both the pre- and post-assessment The World Around Me* worksheets to IslandWood for evaluation purposes
- Tell the students that *The World Around Me* worksheet is a tool to find out what they learned from the IslandWood experience and from planning and implementing their *Make A Difference Project*. Ask the students to thoughtfully complete the sheet to the best of their ability.
 - Ask the students to write neatly and be sure to fill in their name, school, teacher, and date
- Compare the Pre-Assessment and the Post-Assessment worksheet.
 - Be sure to send IslandWood copies of the Pre and Post version of *The World Around Me* to help them evaluate the IslandWood curriculum.

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Remember to:

1. Share your students' work with IslandWood.
2. Take lots of pictures and share them with IslandWood.
3. Contact the IslandWood School Partnerships Coordinator to get specifics on the IslandWood ***Make A Difference Summit***.

The World Around Me
Post-assessment



Name _____

Date _____

School _____

Teacher _____

Is it important to study the world around us? Why or why not?

What are some ways people harm the earth?

What is a community?

What is the purpose of going to IslandWood?

Is teamwork important? Why or why not?

Can you make a positive difference in your community? How?

- *Read* and *think* about each of the following statements
- Place an “X” in the box that best describes how *you feel* about the statement
- There are *no right or wrong* answers

	I strongly agree	I agree	I disagree	I strongly disagree	I'm unsure	IslandWood M or L
I have the power to do things that will improve my community						
Diversity (differences among people) is a valuable part of a community						
I am good at working with others						
I like working with people who have different ideas than me						
All my actions and decisions affect the people, places, animals, and plants around me.						
There are plants and animals in my community						
There are many different people in my community						
It is helpful to work as a team						
It is important for me to know about my community						
I know a lot about my community						
I like to spend time outdoors						
I am proud to live in the community I live in						
I like science						
I like social studies						
I am an important person in my community						

- Place an “M” in the IslandWood box next to each statement that you agree with **More** as a result of the Make A Difference Project
- Place an “L” in the IslandWood box next to each statement that you agree with **Less** as a result of the Make A Difference Project