

An Integrated Curriculum For The Washington Post Newspaper In Education Program

## Children Make a Difference



- KidsPost Reprint: Different Ways to Make a Difference
- KidsPost Reprint: New book encourages kids to change the world
- e-Replica Activity: Know the News | Create a News Alert Monitor
- Student Activity: Call to Action
- Student Activity: Entry Form: Call to Action

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**Y**ou don't have to be an adult to make a difference. You don't have to have a big budget. You do need to be observant and informed of the needs around you and have the desire to change attitudes and conditions.

Students are introduced to a KidsPost article and book review focusing on kids who are making a difference. Students learn how to create a news alert monitor using *The Post's* e-Replica feature and to write a book review.

After students have considered how they can pay it forward, make life better for their school community or contribute to a cause, they are to brainstorm how they can make their best idea a reality. They are to create an advocacy advertisement or PSA, a poster or series of posters or a video to spread the word.



WOLE EMMANUEL/AGENCE FRANCE-PRES VIA GETTY IMAGES

*The Washington Post* NIE program encourages your classrooms to share their ideas. Our Call to Action guidelines and entry form are contained in this guide. Your visuals and written ideas will be shared on our website — [nie.washingtonpost.com](http://nie.washingtonpost.com). And classrooms that follow the guidelines will be placed in a drawing to win a pizza party for your class.

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# Different Ways to Make a Difference

You might think you have to be grown up to make a difference in the world. After all, you're just a kid. But many kids *are* able to help people, animals and the planet. And they do it in very different ways. KidsPost's **Moira E. McLaughlin** shares a few inspiring stories.



## A Juggling Act for Two

**Evan and Eric Ortiz** love to juggle. The brothers can juggle beanbags, balls, rings, bowling pins — even knives! (They hope to juggle torches someday.)

How can juggling help anyone?

"Everyone enjoys seeing me juggle," said Evan, 15. One day while the boys were waiting for their mom at a diabetes health fair, they started juggling to pass the time. Pretty soon a crowd of kids with diabetes gathered to watch. Now the boys entertain sick kids and the elderly near their home in Rockville. (That's Evan balancing Eric on his shoulders in the photo above.)

"I really like helping people out who don't have as much. It helps you understand what people are going through," Evan said. The kids in their audiences like to dance, clap and yell while the boys juggle. The older people often tell stories after their shows. "It makes us feel good," said 12-year-old Eric.

## Environmentally Friendly

**Leah Muskin-Pierret** and Abigail Burman started an organization called Branching Out ([www.branchingout.org](http://www.branchingout.org)) as a Sunday school service project. "We wanted to do something that involved trees and helping the environment," said Leah, 13, shown at right.

The Silver Spring group raises money for the National Arbor Day Foundation, organizes tree plantings and educates kids about the environment.

"For the most part, kids don't do much to help the world because they don't get a chance to," Leah said. "We want to educate kids . . . about the problem."



## Keeping the Bears in Mind

Nine-year-old **Amanda Wilcox** of Alexandria loves panda bears. "I just really wanted to save them," she said. A year ago she invented the board game Pandarama, which she sells for \$10. The money she earns — more than \$250 so far — goes to the Giant Panda Conservation Fund at the National Zoo.

"I just sort of got the idea because [pandas] are endangered, and not many people are helping them," said Amanda, pictured in the blue shirt in the photo above left.

**Gwyneth Collins** asked her friends not to buy gifts for her eighth birthday this summer but to donate to the World Wildlife Foundation instead. She raised \$375. Gwyneth, who lives in Alexandria, worries about how global warming is affecting polar bears. "I really love animals," she said. "The polar bears . . . are running out of ice, and [they] can't swim as well."

That's Gwyneth wearing the hat in the photo above right.

Nov. 17 is Family Volunteer Day. So roll up your sleeves and help someone!



## Keeping Tabs on Education

Two years ago, **Caroline Casey** began making bracelets using soda can tabs and ribbon. Friends at school "asked if I could make them one," said Caroline, 14. She did, charging them \$2 each.

But instead of using the money for a new iPod, she gave it to two schools — one in Haiti, the other in Kenya, where her dad's cousin worked. "He told us that for \$75 a kid can go to school, stay there and be taught," she said.

Caroline's customers include teachers at the school she attended, St. Louis Catholic School in Clarksville. She has raised more than \$680 for children in Kenya and Haiti.

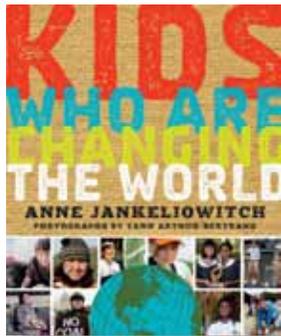
Why does she do all this for charity? "Just because," she said.



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## KIDSPOST

# New book encourages kids to change the world



*45 young activists provide inspiration*

### **Kids Who Are Changing the World**

*By Anne Jankeliowitch with photos by Yann Arthus-Bertrand  
Ages 8 to 12. 123 pages.*

You probably have heard of Malala Yousafzai, the champion for girls education who was awarded the Nobel Peace Prize last month. The 17-year-old Pakistani girl serves as proof that kids can make a difference well beyond their school, city or country.

Malala may be the most talked-about young activist, but many other kids have tackled large problems. The recently published book “Kids Who Are Changing the World” finds 45 of these kids or young adults, many of whom started their work when they were in elementary school.



FAMILY PHOTO

**Olivia Boulter painted watercolors for people who donated to the Audubon Society’s efforts to save birds that were injured in the 2010 oil spill in the Gulf of Mexico.**

There’s Olivia Boulter from Islip, New York. At age 11, Olivia saw the effects of an oil spill while she was vacationing in Alabama along the Gulf of Mexico. She was concerned about how the oil would harm birds in the area. She turned that concern into action and began painting watercolors of birds and selling them to raise money to rescue birds in the gulf. Word spread about the project, and in a year Olivia had raised \$200,000. Olivia, who has

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since written and illustrated a picture book, says, “If I was able to do something, so can anyone.”

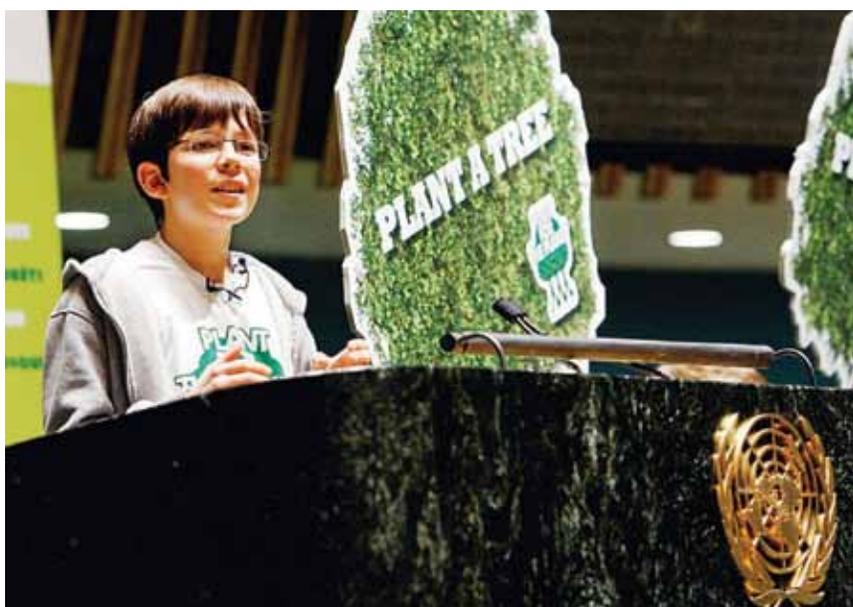
Felix Finkbeiner was even younger when he learned that greenhouse gases, such as carbon dioxide, were contributing to climate change. The 9-year-old from Germany found out that trees could help reduce the amount of carbon dioxide in the atmosphere. He wondered if kids in every country could plant trees to help Earth. He started with one tree at school and then

launched a Web site to spread the word. Soon he was speaking to groups of kids and urging them to join his Plant for the Planet project. Within three years, those kids had planted 4 million trees. Felix, now 15, plans to “create the first global political party, which will exist in every country of the world and will act together to create change.”

Other kid activists mentioned in the book have recycled computers, saved wetlands and raised

money for clean drinking water. They share their biggest accomplishments and what role their parents played in their success. A few reveal their biggest mistakes and how they learned from them. And all offer a few words of encouragement. As Felix said, “A mosquito can’t do anything to a rhinoceros, but a thousand mosquitoes can force a rhino to change direction.”

— Christina Barron  
January 20, 2015



FAMILY PHOTO

**Felix Finkbeiner, then an 11-year-old from Germany, speaks at a conference about his Plant for the Planet project, which encourages kids to plant 1 million trees in every country.**

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**Inside e-Replica**

## Know the News | *Create a News Alert Monitor*

You have been assigned a topic for which you are to become an expert. Is there any means of learning the most current information on the topic?



Using the Monitor feature of the e-Replica edition, you can arrange to have an alert sent to you by e-mail. If there is a topic or news item that you want to know immediately, the Monitor function is a timely feature. When the topic appears in *The Washington Post*, you are notified by e-mail.

The Monitor feature is also useful to follow up a story.

Here's how you can create an account.

- After opening the current e-Replica issue of *The Washington Post*, select the My Services tab.
- Select "My Monitors" to add a monitor.
- In the space provided ("Find results"), type in your Search Term. Make this a specific request.
- For frequency of e-mail notification, you have three choices: once a day, every other day and as-it-happens. Select the one you want.
- If there is a particular time of day that is best for you to receive the notice, select that time.
- After reviewing the information that you have provided, hit the Save Monitor button.

1. Before setting up a monitor, you might experiment with different terms. Do a search for the following terms. How do the results vary with the use of quotation marks? Next select different date ranges to see how this influences the search results.
  - Children make a difference versus "children make a difference"
  - Children in refugee camps versus "children in refugee camps"
2. Now you are ready to set up a monitor. Form five groups. Select one of the following terms to monitor. Members of each group should select a different date range to monitor.
  - Children
  - Childhood diseases
  - "Abducted children"
  - "Children in war zones"
  - "Children make a difference"



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

# Call to Action

You can make a difference. Start where you live. You can help a neighbor or elderly relative. Observe the people at your school. How can you make their lives more pleasant? Think of ways to change attitudes. Think of ways to share your talents. What would happen if you and everyone in your class worked together to help someone in your community or in another country?

## Find a Focus

Read *The Washington Post* to learn more about the world, your nation and state and neighborhood. Identify issues, situations or problems that need to be solved. Discuss ideas for addressing these concerns. Focus on one of them. Decide on a project for your class.

## Take Action

Explain the project that you are proposing. Include how your class will be helping to solve the problem.

## Create a Visual Component

Your project is to have a visual element. This may be in the form of a poster or series of posters, advocacy advertisement(s), PSA, online photo gallery with informative captions, or video.

## Follow the Guidelines

Find a focus. Take action. Create a visual component. Read the entry form. Supply all the information and be specific in your responses. If you have put your idea into action, share the responses to your endeavor.

## Win a Pizza Party for Your Class

Projects that are submitted in digital format will be posted on The Washington Post Newspaper In Education website: *nie.washingtonpost.com*. Submissions that follow the guidelines will be eligible to win a class pizza party. Entries will be reviewed, posted online and placed in a drawing.

## Deadline: May 8, 8:00 p.m.

Send your project to: *Margaret.Kaplow@washpost.com*

Margaret J. Kaplow, Educational Services Manager, *The Washington Post*

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## ENTRY FORM | *Call to Action*

Teacher's Name \_\_\_\_\_

Teacher's E-mail \_\_\_\_\_

Subject \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

School Phone Number \_\_\_\_\_ School Web Address \_\_\_\_\_

**Title of Project** \_\_\_\_\_

### **Issue, Situation or Problem**

State the issue, situation or problem. Include a *Washington Post* news article, commentary or feature that informed you.

### **Project or Action Plan**

What do you propose to address the issue and help to solve the problem?

How will members of the class and school community know about your project?

### **Visual Component**

Why was this visual element selected? Where and when will it be displayed/posted/aired?

Submit PDFs or provide the URL where the visual component may be viewed.

*You may use additional pages to complete your responses.*

### **Deadline: May 8, 8:00 p.m.**

Send your project to: *Margaret.Kaplow@washpost.com*

Margaret J. Kaplow, Educational Services Manager, *The Washington Post*

Ownership of the project and visual component(s) remain the property of the entrant, but entry into this *Washington Post* NIE challenge constitutes the entrant's permission and consent for the NIE program to display, post online and publish for NIE educational purposes.

\_\_\_\_\_  
*Signature of Teacher*

\_\_\_\_\_  
*Date*