

## Lesson 10

### #Impact Share Your Voice, Shape the Future

 **Instructional Time:**  
50–90 minutes

### Objectives

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#### Students will:

- Deliver a clear, engaging final presentation of their prototype or campaign to an authentic audience.
- Demonstrate collaborative skills, leadership, and presentation readiness.
- Reflect on their personal growth, their team’s process, and what they learned about social media.
- Identify how they might apply their learning and digital skills beyond the classroom.
- Explore opportunities for broader impact and real-world application of their work.
- Practice metacognition by reflecting on how they think, learn, and grow.
- Demonstrate a growth mindset through reflection on learning from risk, feedback, and iteration.
- Take initiative in exploring next steps for project impact beyond the classroom.
- Articulate how this experience supports their journey as lifelong learners.

#### Skills for the Future

- Metacognition
- Taking Initiative
- Lifelong Learning

#### Project Word Wall

- Agency
- Creative Confidence
- Impact

### Resources

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#### General

- [Teacher Resource Guide](#)
- [Lesson 10 teacher presentation](#)
- [Student portfolio](#)
- Whiteboard
- Posterboard or digital board (such as Padlet or Mentimeter)

#### Videos

- [Invest in Yourself! Gain Personal Growth Through Lifelong Learning](#) (2:53)

- Sample audience engagement feedback collection
- Impact map
- Index cards
- Makers
- Optional: small envelopes

## Lesson Plan Summary: The Five Es

### Engage: Celebration Circle: Recognizing the Journey? [\(Go to section\)](#)

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1. **Teacher Setup:** Gather students in a circle. You may wish to dim the lights, play calm music, or create a special space to signal this is a milestone moment.
  - Prompt students to reflect.
2. Confidence-Building Affirmation Starters: Invite students to offer affirmations to each other.

### Explore: Final Presentations to an Authentic Audience [\(Go to section\)](#)

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1. Presentation Format Options
  - Live presentation to a school panel, teacher team, or peer class
  - Guest visit to a middle school or community event
  - Pre-recorded video shared with the school's digital wellness committee
  - Slide deck walkthrough with embedded audio for asynchronous viewing
  - Social media post or campaign launch, followed by live or online feedback

**Teacher Note:** Encourage students to choose the format that aligns best with their audience and message.

- Audience Engagement and Feedback Collection

### Explain: Individual Reflection: From Idea to Impact [\(Go to section\)](#)

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1. From Idea to Impact: Reflecting Through Creative Expression
  - Reflection Options
    - Digital journal entry
    - Audio or video log (“creator commentary”)

- Design a reflection zine or visual journal page
- Timeline of growth
- Metaphor map

2. (Optional) Share or Showcase Student Reflections

**Elaborate: Peer Share and Feedback** [\(Go to section\)](#)

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1. Envision the Future

- Have student pairs respond to questions in the student portfolio.

2. Map the Backwards Path

- Impact Map: Students map the steps needed to get from their current state to that of their future vision.

Steps	Future Vision	Steps Backward	Actionable Next Steps
Key Milestones			
People or Partners Needed			
Challenges to Solve			
Immediate First Steps			

3. Share Out and Build a Class Wall

- Teams share their “next step.”

**Evaluate: Future Self-Postcard and Celebration Gallery** [\(Go to section\)](#)

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1. Video:

- [Invest in Yourself! Gain Personal Growth Through Lifelong Learning](#) (2:53)

2. Creative Closure Activity: Future Self Postcards

- Prompt students to create a “postcard to future me” with three prompts:
  - One thing I’ll keep doing
  - One thing I’ll try next
  - Words of advice to myself

3. Project Gallery and Reflection Share-Out: Set the Scene

- Invite volunteers to share:
  - “What’s one word that describes how you feel about your growth?”
  - “What do you want to be remembered for from this project?”

## Introduction

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In this culminating lesson, students take center stage, sharing their final prototypes or campaigns with an authentic audience and reflecting on the full arc of their project journey. Through this experience, they activate real-world communication, leadership, and creative problem-solving skills while practicing self-regulation and adaptability. This lesson is not just a showcase—it's a moment of transformation. Students are invited to look back at their personal growth, recognize how their work has an impact beyond the classroom, and imagine how to carry forward the skills, mindsets, and purpose they've developed. By connecting their learning to future goals, they close the unit with agency and a renewed sense of possibility.

## Standards and Practices

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### Common Core Standards: Grades 9–10

- **W.9–10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9–10.6:** Use technology to produce and publish writing and to interact and collaborate with others.
- **W.9–10.10:** Write routinely over extended time frames for a range of tasks, purposes, and audiences.
- **SL.9–10.1:** Initiate and participate effectively in a range of collaborative discussions with diverse partners.
- **SL.9–10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically.
- **SL.9–10.5:** Make strategic use of digital media in presentations to enhance understanding of findings and to add interest.

### Common Core Standards: Grades 11–12

- **W.11–12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.11–12.6:** Use technology to produce and publish writing and to interact and collaborate with others.
- **W.11–12.10:** Write routinely over extended time frames for a range of tasks, purposes, and audiences.
- **SL.11–12.1:** Initiate and participate effectively in a range of collaborative discussions with diverse partners.
- **SL.11–12.4:** Present information, findings, and supporting evidence clearly, concisely, and logically.
- **SL.11–12.5:** Make strategic use of digital media in presentations to enhance understanding of findings and to add interest.

### Next Generation Science Standards

- **HS-ETS1-3:** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints.
- **Engaging in Argument from Evidence:** Students construct arguments and refine ideas based on feedback and peer input.
- **Obtaining, Evaluating, and Communicating Information:** Students synthesize, communicate, and present findings effectively.

## International Society for Technology in Education

- **Empowered Learner:** Students take an active role in choosing, achieving, and demonstrating competency in their learning goals.
- **Innovative Designer:** Students use a variety of technologies to solve problems and create new, useful, or imaginative solutions.
- **Creative Communicator:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
- **Global Collaborator:** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

## Teacher Preparation

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### Preparation

#### Differentiation Strategies for Grades 9–12

High school students bring diverse levels of experience with digital tools, iterative design, and peer feedback. Use the strategies at the end of this lesson plan to manage cognitive load, scaffold learning, and increase engagement during prototyping.

### Building on the Word Wall

Before each lesson, review existing terms and challenge students to use them in class discussions.

- Encourage students to add relevant key terms from their research and discussions. See Project Word Wall terms at the end of the lesson for suggestions.
- Skills for the Future: Add new terms that are integrated into the lesson to the word wall.

**Essential Question:** How can I use what I learned throughout this project-based learning process to make a meaningful impact in my life, my community, and my future?

### Engage [\(Back to summary\)](#)

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### Celebration Circle: Recognizing the Journey

**Teacher Setup:** Gather students in a circle. You may wish to dim the lights, play calm music, or create a special space to signal this is a milestone moment.

**Teacher Script:** *Today is a big day—not just because you’re presenting, but because you’ve already done something powerful. You’ve identified a meaningful issue, created something to address it, and grown in ways that deserve to be recognized. Before we take the stage, let’s take a few moments to pause and celebrate the journey that brought us here.*

**Prompt Students to Reflect:** Take a moment to think about the entire process—what you’ve learned, the obstacles you overcame, the ideas you turned into something real. Thinking back to our first lesson, what’s different about you now?

1. Have students respond to one of the following prompts as you round robin:
  - “What is one thing you’re proud of in your work or your team’s work?”
  - “How did your voice grow stronger during this project?”
2. Now, invite students to offer affirmations using sentence starters (below). Remind them that every voice matters today, and even a few words can boost someone’s confidence.

**Confidence-Building Affirmation Starters:**

- “I saw your leadership when you...”
- “You helped the team move forward by...”
- “Your creativity really showed up in...”
- “You’ve grown so much in how you...”
- “I’m excited to see how you present because...”

You can also have students give each other one “shout out” on sticky notes or digital comments to post on their Project Wall (see the Evaluate step in Lesson 9) as a visual celebration and to reinforce the Project Pride statements students shared in Lesson 9.

**Teacher Script:** *You’ve already done something brave by showing up, taking risks, and sharing your ideas. Today is about using your voice to shape the future. Let’s maintain that energy as we step into our presentations. You’ve got this, and we’re here to cheer you on every step of the way.*

## Explore [\(Back to summary\)](#)

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### Final Presentations to an Authentic Audience

**Teacher Note:** Presenting to a real audience is the culmination of the design thinking process, where students move beyond prototyping to sharing their message with the world. Please note that not all students will present at the same time or in the same format. Flexibility is key.

Some students may prefer to record their presentations in advance and share them digitally (e.g., via a private YouTube link, Google Drive, or a class website). Others may schedule live sessions with younger students, school staff, school board members, or even external organizations.

To support logistics, consider offering dedicated time during class, after school, or in a quiet space on campus for students to record their presentations. Encourage students to tailor their delivery to the needs of their audience and to reflect on how the audience’s reactions and feedback help them grow as communicators and creators.

**Teacher Script:** *This is your moment. You’ve done the research, design, and iteration, and today, you’ll share your voice with an audience beyond this classroom. Whether you’re presenting in-person, recording a message, or leading a dialogue, you’re stepping into the final phase of the design thinking process: test. When we test a solution, we’re learning how our work lands with others—what resonates, what confuses, and what inspires action. This feedback offers insight and helps us grow as designers, communicators, and changemakers.*

**Presentation Format Options:**

Students may present in one or more of the following formats to best meet the needs of their target audience:

- Live presentation to a school panel, teacher team, or peer class
- Guest visit to a middle school or community event
- Pre-recorded video shared with the school's digital wellness committee
- Slide deck walkthrough with embedded audio for asynchronous viewing
- Social media post or campaign launch, followed by live or online feedback

**Teacher Note:** Encourage students to choose the format that aligns best with their audience and message. The options above are starting points; students may also propose their own creative or context-specific presentation methods. The key is for students to consider how to meaningfully engage their intended audience and gather authentic feedback.

**Audience Engagement and Feedback Collection:**

To help students learn from their audience, encourage them to collect structured responses. Provide a feedback form (digital or paper) with prompts like:

- *What stood out to you about this project?*
- *What impact do you think this project could have?*
- *What's one question or suggestion you have for the creators?*
- *What's one word you would use to describe this campaign or solution?*

**Optional Tools:** Choose a tool available within your school, such as Google Forms, Mentimeter, or Padlet, to collect feedback.

**Skill Spotlight Reminder: Feedback as Growth:**

Reinforce with students that this part of the process connects directly to:

- Metacognition: What do I know now about how I learn and grow through feedback?
- Taking initiative: How am I leading this next step to get real-world input?
- Lifelong learning: How can I use this experience to keep improving even after this project ends?
- Growth mindset: What if I discover something I need to change? That's success—not failure.

**Explain** ([Back to summary](#))**Individual Reflection: From Idea to Impact****From Idea to Impact: Reflecting Through Creative Expression**

**Teacher Script:** You've created something meaningful and have grown through the process. Today, we're going to reflect on your journey. You'll choose how you want to express what you've learned, how you've changed, and what this experience means to you moving forward. Think of this as a way to tell the story behind the story—your transformation as a creator, teammate, and thinker.

## Reflection Options

Students may respond to reflection prompts in one of the following formats:

### 1. Digital Journal Entry

Have students use their student portfolios to write a traditional response to the reflection prompts.

### 2. Audio or Video Log ("Creator Commentary")

Record a short voice memo or video where you talk through your experience, like a behind-the-scenes documentary.

Prompts to guide you:

- "What surprised me most was..."
- "The hardest part was... but I grew by..."
- "If I could give advice to my past self, I'd say..."

### 3. Design a Reflection Zine or Visual Journal Page

Create a one-page visual collage (handmade or digital) that tells the story of your process. Include:

- Illustrations, icons, or images
- Key quotes, personal insights, or milestones
- A "before and after" moment or mindset shift

**Optional Tools:** Choose a tool available within your school, such as Adobe Express, Canva, Google Slides, or Microsoft PPT.

### 4. Timeline of Growth

Draw or digitally create a timeline from Lesson 1 to today. Plot major events, learning moments, obstacles, and insights.

Prompt: What were the turning points in your journey?

### 5. Metaphor Map

Choose a metaphor to describe your experience (e.g., "It was like climbing a mountain," or "like designing a puzzle") and explain why. Illustrate it or describe each "stage" of the metaphor.

## Suggested Prompts (use across formats):

- What did you learn about yourself during this project?
- What was the most challenging part of this journey?
- How did your understanding of social media evolve?
- How did your team grow throughout this process?
- What impact do you hope your project has?
- How did your thinking or learning habits change over time? (metacognition)

- How did you respond to challenges or setbacks? (growth mindset)
- What creative risks did you take and what did you learn from them?

### Share or Showcase (Optional):

- Invite students to share their reflection work in small groups or display it on a “Project Journey Wall.”
- Create a class Padlet to post reflection videos.
- Have students include this reflection within their student portfolio. Frame this step as part of their creative portfolio—something they might revisit in future classes, internships, or career planning.

## Elaborate [\(Back to summary\)](#)

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### Future-Back Design Lab: What’s Next

**Future-Back Thinking:** Have students imagine the future *impact* of their work first, then collaboratively map realistic paths to make it happen. This strategy builds leadership, initiative, and systems thinking by helping students move from inspiration to action.

**Teacher Script:** *You’ve created something powerful. Now imagine it’s a year from now—your project has made a real difference. Who saw it? Who shared it? Who benefited from it? Today we’ll practice “future-back thinking,” starting with the future impact, then designing the steps to get there. This is how real-world innovators, creators, and entrepreneurs plan for impact—and now you will, too.*

#### 1. Envision the Future

In pairs or teams, students respond to this question in their student portfolios:

- Imagine your project has made a real impact. What does that look like? Who is affected? Where is your project being used or seen?

Use sentence starters:

- “*In the future, our project helped...*”
- “*We saw real change when...*”
- “*The community that connected with our work was...*”

#### 2. Map the Backwards Path

Students map the steps needed to get from their current state to that future vision in the Impact Map in their student portfolios:

- Key milestones
- People or partners needed
- Challenges to solve
- Immediate first steps

## Impact Map

Steps	Future Vision	Steps Backward	Actionable Next Steps
Key Milestones			
People or Partners Needed			
Challenges to Solve			
Immediate First Steps			

### 3. Share Out and Build a Class Wall (5 minutes)

- Have teams share one “next step” they’re inspired to take.
- Ask students to add to the project wall with a “What’s Next? Actions” section. Provide students sticky notes or a digital board (e.g., Padlet or Figjam) to make commitments public and visible.

**Teacher Script:** *This doesn’t have to end in the classroom. You have tools, voices, and ideas that matter. So take a step forward—even a small one. Reach out to someone. Share your work. Set a reminder for next week to follow through. Your impact can continue if you decide it should.*

### Extension Options to Help Students Take Action

- Encourage students to submit projects to a student showcase or digital citizenship contest.
- Schedule time with a school counselor or admin to present campaign ideas and discuss how to more broadly disseminate.
- Have students email or DM a local organization aligned with their topic.
- Have students design a “Phase 2” campaign for the next semester.

## Evaluate [\(Back to summary\)](#)

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### Future Self-Postcard and Celebration Gallery

**Teacher Script:** Today we’re closing out a project and stepping into your future. Whether you pursue a creative career or become a teacher, an activist, or an entrepreneur, lifelong learning is an integral part of the journey. Let’s hear from real creatives about how they stay curious, adapt, and grow.

Play Video: [Invest in Yourself! Gain Personal Growth Through Lifelong Learning](#) (2:53)

### Creative Closure Activity: Future Self Postcards

Prompt students to create a “postcard to future me” with three prompts:

#### 1. One Thing I’ll Keep Doing:

*“What’s a habit, mindset, or skill I want to carry forward?”*

Example: “Keep asking ‘Who is this for?’ when I design something.”

#### 2. One Thing I’ll Try Next:

*“What’s one new challenge or opportunity I want to explore after this project?”*

Example: “Pitch my project to our wellness committee.”

### 3. Words of Advice to Myself:

*"What's one piece of encouragement I want to remember when things get hard?"*

Example: "You're more ready than you think—take the first step."

#### Optional Elements:

- Have students decorate or illustrate their postcards.
- Ask students to add a quote or phrase from the project that inspired them.
- Ask students to seal their postcards in an envelope for a "1-year reunion" letter that the teacher can mail or return, or have students schedule a timed email to their future self using a tool like [FutureMe](#) or a delayed-send feature in their school email account.

#### Project Gallery and Reflection Share-Out

##### Set the Scene:

- Play upbeat music, dim the lights, or decorate the classroom like a mini gallery walk.
- Invite students to post their postcards or "one step forward" commitments on the wall.
- Optional: Project photo highlights from the PBL journey on a screen.

##### Invite Volunteers to Share:

- "What's one word that describes how you feel about your growth?"
- "What do you want to be remembered for from this project?"

**Teacher Script:** *You started this journey by asking big questions about technology, society, and your role within it. And you've ended by creating something meaningful, brave, and uniquely yours. You are now beginning your next chapter as a lifelong learner. Wherever you go next, take this with you: Your ideas matter. Your voice has power. And the future is something you're already helping to shape.*

## Project Word Wall

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Introduce key vocabulary to establish a strong foundation for discussion and research. Have students define and discuss the following:

- **Agency:** Owning your learning choices.
- **Creative Confidence:** Trusting your ability to express ideas and solve problems creatively.
- **Impact:** The effect your work has on others, your community, or the world.

Skills for the Future Spotlight:

- **Metacognition:** Reflecting on how you learn and think and making intentional choices to grow.
- **Taking Initiative:** Acting on your ideas and leading your next steps with purpose.
- **Lifelong Learning:** Seeing this project as one step in your continuous journey of learning and impact.

## Differentiation Strategies for Grades 9–12 [\(Back to top\)](#)

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Students across high school grades have varying levels of confidence with public speaking, reflection, and thinking about the future. Use the strategies below to scaffold cognitive load, support self-expression, and deepen engagement with audience communication, feedback, and real-world impact.

### Grade 9: Building Confidence Through Presentation and Reflection

**Cognitive Focus:** Developing expressive confidence and future-thinking habits

**Objective:** Help students share their ideas clearly while supporting their growth as emerging communicators and reflective learners.

- **Supportive Feedback Tools:** Offer structured peer or audience feedback forms using Glow/Grow/Clarify (see Lesson 7 for the digital template) to make feedback feel constructive and manageable.
- **Reflection Choices:** Let students choose between drawing, audio-recording, or journaling to express their project takeaways.
- **Future Self Frame:** Help students imagine their future self 1 year from now and write from that point of view. This lowers pressure and encourages optimism.

### Grade 10: Strengthening Voice and Ownership

**Cognitive Focus:** Strengthening autonomy in message delivery and personal reflection.

**Objective:** Encourage students to take initiative in presenting their impact and identifying next steps for growth.

- **Presentation Role Choice:** Let students select a lead role that aligns with their strengths (e.g., speaker, moderator, visual designer).
- **Reflective Prompts With Sentence Starters:** Provide sentence stems like, “I used to think... now I think...” or “One thing I would teach someone else is...”
- **Future Impact Mapping:** Support students with scaffolds to help them map a “next steps” plan from class project to real-world action.
- **Lifelong Learner Lens:** Share quotes of how creatives evolve over time to normalize continued growth.

### Grade 11: Elevating Real-World Connections and Self-Direction

**Cognitive Focus:** Deepening metacognitive reflection and ownership of long-term growth.

**Objective:** Push students to articulate their impact, take initiative on next steps, and connect their project to career or life goals.

- **Audience Adaptation Coaching:** Help students tailor their message for different audience types (e.g., parents, peers, board members).
- **Reflection for Resume-Building:** Invite students to write a reflection they might use in a portfolio or job application.
- **Next-Step Strategy Templates:** Provide a goal-setting framework that includes milestones, timelines, and potential collaborators.

- **Creative Closure Options:** Encourage multimedia reflection formats (video, animation, spoken word) to support diverse expression styles.

## Grade 12: Practicing Professionalism and Visioning for the Future

**Cognitive Focus:** Synthesizing learning and leading with initiative.

**Objective:** Help students prepare for college, career, and civic readiness by articulating their growth and planning for the future.

- **Elevator Pitch Practice:** Have students distill their project into a 1-minute pitch to simulate real-world sharing (college apps, interviews).
- **Postcard-to-Future Activity:** Encourage students to write a message to their future selves about what to remember and keep doing.
- **Lifelong Learning Circle:** Facilitate a peer share-out of habits or practices they'll carry forward—reframing learning as a lifelong mindset.