



# Flat Stanley Community Heroes

in partnership with



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[www.flatstanleyproject.com](http://www.flatstanleyproject.com)

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# Section I: Introduction

## Subjects

English Language Arts, Social Studies

## Time Required

15 hours of class time

## Grade Level

3

## Duration

15 contact hours

## Project Idea

Students are passionate about helping others and their communities. In this project, students will use Jeff Brown's famed and beloved Flat Stanley character to connect with different communities and inspire students to be heroes for a community cause. They will create Flat Stanley Ambassadors to challenge students in other communities to solve a problem, and do the same with Flat Stanley Ambassadors they receive from a partnering classroom. They will perform a community hero action and gather data to measure their impact. Their work will be published in an online magazine that will be shared with a wide audience and dedicated to someone in their community who they were able to help.

## Content & Standards

A note to teachers: Because this project can be completed in 3rd grade, key Common Core Standards for grade 3 are provided. Please consider the relevant standards for your grade as you embark on this project.

## English Language Arts

ID	Category	Subcategory	Standard
R1.3.1	Reading: Informational Text	Key Ideas and Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
R1.3.5	Reading: Informational Text	Craft and Structure	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

<b>ID</b>	<b>Category</b>	<b>Subcategory</b>	<b>Standard</b>
R1.3.7	Reading: Informational Text	Integration of Knowledge	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
R1.3.8	Reading: Informational Text	Integration of Knowledge	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RF.3.4	Reading: Foundational Skills	Fluency	Read with sufficient accuracy and fluency to support comprehension.
W.3.1	Writing	Text Types and Purpose	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.2	Writing	Text Types and Purpose	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.4	Writing	Production and Distribution	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.5	Writing	Production and Distribution	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of language standards 1–3 up to and including grade 3 here.)

<b>ID</b>	<b>Category</b>	<b>Subcategory</b>	<b>Standard</b>
W.3.6	Writing	Production and Distribution	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W.3.7	Writing	Research to Build and Present Knowledge	Conduct short research projects that build knowledge about a topic.
W.3.8	Writing	Research to Build and Present Knowledge	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.10	Writing	Range of writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.3.1	Speaking and Listening	Comprehension and Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.3.4	Speaking and Listening	Presentation of Knowledge and Ideas	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
L.3.1	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ID	Category	Subcategory	Standard
L.3.2	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.3	Language	Knowledge of Language	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Section II: Gold Standard PBL: Essential Project Design Elements

### **Challenging Problem or Question**

The Flat Stanley Community Heroes project compels students to face a real problem or issue in their community. They will challenge other students in their city, state, country, or even somewhere else in the world to join them in finding solutions to local but universal problems that span pollution, health, animal welfare, and homelessness. Students' community actions will also be guided by a driving question, which they will return to throughout the project.

### **Sustained Inquiry**

This project requires students to sustain an investigation into community issues and research their problem or issue in both team and individual settings. By using online resources, talking with living resources, and gathering information from selected texts, students will continually enrich their understanding of an issue about which they care deeply. By diving deeply into the content, students will gain a sense of ownership over the project and be inspired to fulfill the challenge.

### **Authenticity**

Students will have a chance to make an impact in two communities via two projects—one that they design for their classroom partner and one that they receive from their partner to implement. Through an authentic exchange in which they challenge each other to solve these problems, they will take it upon themselves to be the change they wish to see in the world.

### **Student Voice and Choice**

Students will experience voice and choice by designing a solution to an issue about which they are passionate. The opportunities for student voice range from articulating a problem facing their community; personifying their Flat Stanley Ambassador; writing throughout the project, and especially for the zine; and executing a unique presentation to the community. Choice is reflected in being able to select issues to pursue, deciding on the layout of their pages, and determining what goes into their final ambassador report. Empowering students to make these choices and share their voices with the community gives them ownership over the project and the product.

### **Reflection**

Reflection is a vital part of this project. Students will have several opportunities to share their thoughts about how it feels to be a community hero and what it is like to inspire others to do the same. They will have an opportunity to critically consider their issue, who or what it

affects, and why people should care. In addition, students will be tasked with reflecting on their personal impact on two communities, their sense of teamwork, and their thoughts on what they learned and might do differently if they were to do the project again.

### **Critique and Revision**

Critique and revision are embedded in the process of crafting quality work. Students will have multiple opportunities to learn constructive ways to give and receive feedback as they conduct gallery walks and engage in peer critique. As students draft their writing and create their Flat Stanley Ambassador, they will go through many cycles of critique and revision. They will also be able to examine professional models of work in the community, which they can use to define quality standards to apply toward their own work.

### **Public Product**

As a final demonstration and celebration of their learning, students will host a showcase where they share their work with a public audience of friends, family members, teachers, and community stakeholders. They will also create a digital magazine using professional online tools, which can be shared with an even wider audience. However, this project's ultimate public product is the actual community work these students will undertake to better the lives and experiences of the people and animals who live both near and far.





## Section III: Teaching Flat Stanley Community Heroes

Students complete the Flat Stanley Community Heroes project by following a standard set of activities in a prescribed order. Within these set activities, however, there will be variation in the timing and in the way students complete them.

The sequence of instructional activities is described below. This sequence is based on pilot testing in school classrooms. Although changes may be necessary to meet time constraints, address the needs of specific student populations, or include additional instructional materials and learning opportunities, we strongly encourage teachers to adhere to the sequence of activities as closely as possible—at least for the first several times Flat Stanley Community Heroes is taught. Each step is discussed in more detail in the following section, the Step-by-Step Teaching Guide.



### Sequence of the Project

- 0 Teacher prepares for successful project implementation.

#### Launching the Project

- 1 Entry event: Students are introduced to Flat Stanley to solve a micro problem at their school.
- 2 Students discuss how they can be community heroes in the larger community by considering a driving question.
- 3 Identify problems in the community and brainstorm possible community hero actions as a class.
- 4 Students choose the top three actions about which they are most passionate.
- 5 Teacher assembles student community hero action teams.

#### Scaffolding & Managing the Project

- 6 In teams, students create their Flat Stanley Ambassador.

- 7 Teams draft a description of their ambassador's challenge.
- 8 Students send and receive Flat Stanley Ambassador packages between partner classrooms.
- 9 Teacher contacts partner classroom while Flat Stanleys are in transit.
- 10 Students start journal reflections about their experience.
- 11 Partner classroom Flat Stanleys arrive and get distributed to each team.
- 12 Teacher creates a Project Management Board to track Flat Stanley Ambassador projects.
- 13 Students conduct background research into their issue/problem.
- 14 Students partner with local organizations.
- 15 Students pitch their Flat Stanley Ambassador project action plan to a student-teacher committee.
- 16 Students prepare work for their Flat Stanley Ambassador project.
- 17 Enlist and organize parent volunteers to help students go into the community.
- 18 Conduct critique sessions to fine-tune students' work.
- 19 Students put their Flat Stanley Ambassador project plans into action.
- 20 Students collect data about their Flat Stanley Ambassador project.
- 21 Teams analyze and reflect on their projects and make a report to send with their Flat Stanley Ambassador package.
- 22 Students send the Flat Stanley Ambassador back with a full report; meanwhile, they receive their Ambassadors back from the partner classroom.
- 23 Students look at professional models of digital magazines to create their own.
- 24 Students work to create their pages in the digital magazine.

25 Students critique and revise their Flat Stanley Ambassador project zine.

26 Students publish their zine.

### **Assessing & Showcasing Student Work**

27 Secure a space and time for the showcase.

28 Students prepare to present their Flat Stanley Ambassador projects.

29 Showcase!

30 Teacher reflects on successes and areas for adjustment for the next time the project is conducted.

31 Teacher uses supplied rubric for student and/or teacher assessment.



## Step-by-Step Teaching Guide

Each of the above instructional activities is discussed in more depth below, with tips for successful classroom implementation.



### Preparing for the Project

- Teacher prepares for successful project implementation.

To learn how to design & implement a project, take classes at **PBLU.org**.

A successful project requires that teachers plan, prepare, and communicate before the project begins. The issues to consider before embarking on this project with students include, but are not limited to:

- What time of year would be best to do a project that involves sending students out into the community?
- How much parent or volunteer adult help can I expect?
- What professional examples of other models of high-quality work could I gather in advance?
- What resources should I prepare to help students understand specific concepts, processes, or content knowledge?
- What access to technological resources will be necessary in various stages of the project (e.g., to what resources should I direct students when developing their specific products; what access do my students have to cell phones, cameras, and other devices that will be required)?
- What basic skills, passions, or strengths do the students already have that can be incorporated into this project (i.e., have we already developed specific writing or research skills, subject-specific knowledge, or other important skills, passions, or strengths)?
- What opportunities does this project create for partnerships in the school?
- What opportunities for partnerships with the community—organizations, community campaigns, centers, and institutions—are available during the course of the project?

Things to do in advance:

Go to [www.flatstanleyproject.com](http://www.flatstanleyproject.com) and click on Arrange Exchanges. Here, you can investigate potential exchange partner classrooms. Send out a project partner request using the registration form provided, and share the project description until an appropriate partner is found. Consider the online and traditional platforms available before starting the project, and decide in advance the best way to send and receive Flat Stanleys (via traditional post, or by emailing Flat Stanley materials back and forth between classrooms). Above all, make sure you have a solid partner classroom before launching the project.

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***The Project Partner Request Letter can be found  
in Section V: Teaching Materials.***

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It is important to take into account what technology will be used for the project. For the Flat Stanley exchange, it is possible to use traditional postal methods to send and receive student work. However, students will need to use cameras or cell phones to take photographs of themselves and their Flat Stanley Ambassadors; these will be especially helpful when creating the digital magazine, which is the project's final step. If your school has a mobile phone policy that restricts use, consider asking a few parents to take photos during field experiences. It will also be necessary to reserve at least a few computers for students to use for the magazine production portion of the project.

Another thing to do in advance is to identify and contact a list of approved organizations that relate fairly universally to the interests your students will likely have: pet shelters, a homeless shelter/soup kitchen, local chapter of a clean water organization, library, antismoking group, group that runs e-waste drives, children's hospital, and so on. In addition, begin reaching out to classroom parents, aides, teachers, and other adults who might be available to chaperone and drive students to desired locations.

Prepare a folder (either digital or physical, depending on your preference and access to technology) that students will use throughout the life of the project. Label each folder with the student's name and fill it with all of the documents in *Section IV: Student Handouts*. Put the folders somewhere in the class where they will be easy for you and students to regularly access, or keep instructions out for how to access digital folders.

Finally, before the entry event, create a classroom Flat Stanley. Decorate him with the school's logo and/or the school mascot. Identify a micro problem at school that your students can use him to solve (for example, picking up trash). Add a clever slogan that refers to the micro problem you identify.



## Launching the Project

### **1 Entry event: Students are introduced to Flat Stanley to solve a micro problem at their school.**

Using a classroom Flat Stanley, the teacher leads students to solve a simple problem at school. For example, picking up trash around campus can be done easily and with little organization. If there are other issues affecting the school, the teacher can delve into other on-the-spot problems. Whatever micro problem you select, it should be able to be able to be tackled in a less than a single class period.

As students go out, they document the process and take photos with the classroom Flat Stanley. When they come back from the experience, they reflect verbally on what it felt like to help solve a problem at their school.

Students then learn they are going to make Flat Stanleys of their own who will serve as ambassadors to challenge students in other towns, cities, states, even countries to take action on an issue or problem in their communities. Using the Flat Stanley exchange community, let your class know they will also be receiving a Flat Stanley ambassador from a partner school who will challenge them to do the same.

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***Distribute the Project Guidelines, which can be found in Section IV: Student Handouts.***

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**2 Students discuss how they can be community heroes in the larger community by considering a driving question.**

Students will next consider the project's driving question, an open-ended point of inquiry that focuses their task and will underscore their work throughout the life of the project. The driving question should crystallize students' goals and the purpose of their work. In small groups, have students brainstorm initial ideas about the following question:

*How can Flat Stanley help inspire us and others to become community heroes?*

Help students unpack the question by asking, for example, who do they consider to be a hero? What does it mean to be a hero? Who can they think of in their community who are already heroes? Where can they find community heroes (for example, hospitals, senior citizens' centers, homeless shelters, firefighters, police, lifeguards, libraries, animal shelters, schools, churches, community centers, public/government facilities, and so on)?

**3 Identify problems in the community and brainstorm possible community hero actions as a class.**

Students brainstorm community problems that they and their Flat Stanley Ambassadors can help solve. These are likely to revolve around animal welfare, environmental problems, youth and homeless populations, health, and supporting local businesses. Once they have identified the major issues, students will generate a list of personal inquiry questions, such as:

- What parts of our community experience problems? (Do animals need to be adopted? Are there children who could benefit from a toy drive or other service? Do homeless people need access to food and clothing? Do older people need to receive hot meals?)
- Have you ever participated in an activity that bettered your community (such as a food drive, trash pick-up, recycling effort)?

- What part of our community would you most like to help?
- How can Flat Stanley help us inspire others to become community heroes?

Capture students' answers and ideas to each of your questions—and note their questions as well. Use this time to develop a rich list of people, places, and problems in the community.

Students will then generate a corresponding list of community hero actions that can help solve the problems they identify. Students can choose a community action that comes up in the brainstorming session or select from the following list, which hits fairly universally on the interests of 3rd graders:

- pet adoption event
- spay/neuter pet event
- trash/beach/park/river cleanup
- electronics recycling event
- toy drive for children's hospital/needy children
- food drive for a homeless shelter
- antismoking campaign
- book drive for the library

**4 Students choose the top three actions about which they are most passionate.**

Have students rank the three actions they would most like to see solved. This list will be the first item to go in the folder that will house their project materials going forward.

**5 Teacher assembles student community hero action teams.**

Once you have students' top choices, it is time to form action teams. Due to the nature of managing this action-oriented project, students will need to work in teams of 4–5 based on their interests. Go through the students' choices and create teams, trying to honor their selections. Announce the community hero team groups in a way that celebrates their commitment to wanting to help solve the same problem.

When you announce the groups, remind students that although they will be working as a team, each individual will be responsible for his or her own field reflections, and will take on a specific role that pertains to the group's work effort and final product. Also, at this point in the project, have students or parent volunteers begin documenting the Flat Stanley Ambassador experience in action at every stage, from prep to execution.



**Potential Hurdle:** *Students may feel disappointed if they do not receive their top choice. Remind them that they are able to be a community hero for other problems or issues and should have a growth mindset when taking on a new challenge. You may also be able to find an aspect of their top choice issue that overlaps with the issue to which they are assigned*

*(for example, a student who originally wanted to create a Flat Stanley Ambassador for a pet adoption event but is assigned one that will spearhead a spay/neuter event can be reminded that they are still participating in something that will improve animal welfare). Make an effort to help each student feel satisfied with the team on which they are placed, as it is important that students have buy-in from the beginning of the project.*



## Scaffolding & Managing the Project

### 6 In teams, students create their Flat Stanley Ambassador.

Students create their Flat Stanley Ambassador to adopt/personify their issue. He will get decorated with the school colors/mascot/interests of the group and have an issue-appropriate slogan (“Get Your Butts Off Our Beach!” “Help the Hungry and Homeless!” and so on).

Once teams have a draft of their Flat Stanley design, conduct a gallery walk at which they can show them off in class, get feedback, and make final touches. Set up the classroom so desks line a walkway that runs down the middle of the class. Have each team set their Flat Stanley design drafts on one desk. In front of each possibility, put a piece of paper and a pen. Then, invite students to walk through the gallery, reviewing all the Flat Stanley design drafts. Tell them to leave different types of feedback on the paper—“warm” feedback that expresses something specific and positive about the work, and “cool” feedback that helps a team understand something specific they can do to improve their work. Tell your students that all feedback should be kind, specific, and helpful, and that everyone should leave balanced feedback so there is always something positive to consider and something constructive to build on.

After everyone has walked through the gallery and left feedback, conduct a brief discussion about what the class liked about various teams’ designs. Given the feedback and their own preferences, teams should now develop their final Flat Stanley designs that they will use going forward.

### 7 Teams draft a description of their ambassador’s challenge.

As a group, students will draft a brief description of the problem they want to solve or issue to which they want to contribute. These will ultimately be sent along with their Flat Stanley Ambassador to the partner classroom. During this process, the teacher will refer teams to the classroom Flat Stanley and the micro problem they solved in Step 1 to use as a model.

Using the **Ambassador Challenge Statement**, each student will draft their own statement detailing the challenge they want to present to their partner classroom. It should include a brief description of the problem and a few ways in which they can help. Their description of the problem and the way they describe the challenge will vary depending on the student; this process of creating a written statement will honor each student’s voice. Once their individual draft is complete, students will share their writing with their team for review. Students will give peer feedback on each other’s statements using the **Peer Feedback Form**. Their goal is to note



one positive thing about each individual statement that could go in the final team statement. For example, one student's individual statement might include a useful fact; another student might have stated the problem in a particularly succinct way. Using the strongest statements, student teams will make revisions, draft their final group statements, and add these to their project folders.

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***The Ambassador Challenge Statement and Peer Feedback Form can be found in Section IV: Student Handouts.***

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**8 Students send and receive Flat Stanley Ambassador packages between partner classrooms.**

Now that students have completed their Flat Stanley Ambassador and their final challenge statement, they will send their packages to their partner classrooms, either via email or by post. They are simultaneously being sent their partner classroom's Flat Stanley Ambassador package.

If students are sending their Flat Stanley Ambassador challenge via post, include in the package their Flat Stanley Ambassador with a copy of the Ambassador Challenge Statement. With this option, expect a wait time of at least one week while packages are in transit. Be sure to make copies and take photos of the work before sending, and add these to students' project folders.

If students are sending their package via email, they will need to take a photo of their Flat Stanley Ambassador and upload it. Draft an email to the partner school and attach the Ambassador Challenge Statement file.

Wait time will vary depending on whether you send materials via post or email, but since the partner classrooms are already committed and in contact with each other, packages should be received and answered within the week.

***Project Extension:** Students will likely have to wait for their package to arrive. There are several activities you can undertake during this time. One is to have your students journal about their feelings as they anticipate the arrival of their Ambassador package. Another journal exercise can task them with imagining how it will make them feel to be a community hero. Another lag time activity involves photography; have students practice taking photos of each other with their school mascot Flat Stanley to prepare them to take pictures in the field.*

**9 Teacher contacts partner classroom while Flat Stanleys are in transit.**

As the Flat Stanleys are en route between the two classrooms, the collaborating teachers should talk among themselves about which groups did what (for example, "Our class has 3 spay/neuter groups, 2 trash cleanup groups, 1 homeless food drive group, and 1 antismoking campaign"). Knowing what types of projects are heading their way can help teachers anticipate ways to

best help students contact the necessary kinds of organizations. With this in mind, reach out to your partner teacher (via email, if possible) to both give and receive a summary of Flat Stanleys that are in transit.

Once you have this information, refer back to the material you began to collect in Step 0 about potential partner organizations. Zero in on which organizations are likely to be most relevant to your students as they undertake their challenges.

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**10 Students start journal reflections about their experience.**

In order to capture individual student reflections throughout the project, have students engage in *Journal Reflections*. The journal entries can be recorded electronically on a laptop or tablet or be handwritten and placed in each student's materials folder.

Students will get to choose which activity from the week they feel like reflecting on and answer a few questions. Instruct students to choose an activity in which they felt the most growth or have a lot to say about. Let them know that these reflections are an important part of their individual assessment on the project and will be written evidence of their contributions.

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*The Journal Reflection exercises can be found in Section IV: Student Handouts.*

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**11 Partner classroom Flat Stanleys arrive and get distributed to each team.**

Students receive each other's classroom set of Flat Stanley Ambassadors, and teachers distribute the Flat Stanleys to each team. Teachers will dole them out as per students' original interest, or as close as possible (perhaps relying on students' 2nd or 3rd interest from Step 4). If possible, take a few pictures of each group as they open their package; students will likely be excited, and this should be documented.

**12 Teacher creates a Project Management Board to track Flat Stanley Ambassador projects.**

At this point it will help if you begin tracking your students' progress by creating a project management board. Divide the board into the project's different steps. It should include benchmark deadlines that the teacher sets for drafts of critique, community hero action, zine write-up, presentation rehearsal, and other milestones to be reached in later project steps.

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*The Project Management Board Template can be found in Section V: Teacher Materials.*

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### 13 Students conduct background research into their issue/problem.

As students familiarize themselves with the challenges they have been sent, they will need to conduct research into the problem they will solve. Set aside time for them to research the scope or extent of the issue as it plays out in their community. Have students create lists of questions that pinpoint what exactly they need to know to move forward. For example, a team tasked with holding a pet adoption event might generate the following list:

- What organizations in our community deal with animal welfare?
- What is their contact information?
- How many pets are euthanized in our county each month?
- How filled to capacity are our pounds and shelters?
- Why do some animals not have homes?
- What contributes to the problem of stray animals?
- Where is a good place to hold a pet adoption event? Why?

The goal here is to clarify the task at hand and understand any issues/materials that should be known in advance of carrying out the action.

### 14 Students partner with local organizations.

Building on their work in the previous step, have students identify a partner organization (based on the ones you have already identified); contact the organization; and partner with them for the project. Once students commit to an organization, help them fill out the **Organization Profile**. On this sheet, students will briefly describe the organization with whom they will work, what it does, how it can help them address their problem, and note any interesting facts they learned about the organization during the course of the project thus far. This is another document that should be added to students' folder.

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*The Organization Profile can be found in Section IV: Student Handouts.*

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### 15 Students pitch their Flat Stanley Ambassador project action plan to a student-teacher committee.

Using the information generated by the lists they made in Step 13, students will now, along with their Flat Stanley Ambassador, plan and execute their beach cleanup/toy drive/e-waste event/food drive/antismoking campaign.

Students will devise an action plan using the **Community Hero Action Plan Template**, which will help them articulate and organize the steps of their project.

Before they finalize their plans, a committee comprised of another student team, plus the teacher, will check that the team has thought of each project component. Teams will present their plan to this panel. Questions for the panel to consider include:

- Has the team identified a viable partner organization in the community?
- Will the action be executable within the project time frame?
- Is the action plan feasible? (Is there anything over-the-top or too complicated? Conversely, will anything of value be accomplished?)
- Does the action plan include all the critical steps? Are any skipped or, conversely, unnecessary?
- Do students know how to document their action and measure their impact?

The committee then determines if this project is ready for action, or if the presenting team should try again. If the project is not approved, make sure to give very specific feedback about why a step must be rethought. Once approved, remind students to add their action plan drafts to their project folder.

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*The Community Hero Action Plan Template can be found in Section IV: Student Handouts.*

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**16 Students prepare work for their Flat Stanley Ambassador project.**

Once approved, students will need time in class to work on their projects. They may need to create posters to advertise their events. Perhaps they are creating something to bring to an event, such as boxes for a toy drive. Make sure that Flat Stanley is documented in this process; students should take photographs of their Flat Stanley Ambassadors right beside them as they work in class. Some students may also benefit from work time outside of class; if students are not progressing at expectation, they will need time at home to get caught up.

During this part of the project, make sure the *Project Management Board* is placed somewhere very visible; it will help students and teachers visualize where each team is in the process. Teachers can use this organizational tool to manage which teams need further support on their projects.

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*The Project Management Board Template can be found in Section V: Teacher Materials.*

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**17 Enlist and organize parent volunteers to help students go into the community.**

Every team will need to get off-campus to perform their community hero action. This will require parents to chaperone and drive students to desired locations. You can set up and

confirm drivers and chaperones using the *Off-Campus Trips Organizer*. Work toward this piece of the project should be done concurrently with many of the steps in this project, and can begin as early as your pre-project planning.

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*The Off-Campus Trips Organizer can be found in Section V: Teacher Materials.*

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**18 Conduct critique sessions to fine-tune students' work.**

Once students have produced an initial draft of their work, it should undergo at least one round of critique before being sent out into the community. Show students models of similar professional work, and do a class critique of what makes it a strong poster, video, donation box, and so on. You can begin collecting these examples as soon as you begin to get an idea of what the student challenges are (see Step 9).

Be sure to develop a common language around what makes professional work strong so that students can apply this in their critique of each other's work. Pair up teams of "feedback friends" to offer peer feedback on each other's work. Have students use the *Peer Feedback Form* and revise their work according to the feedback they receive.

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*The Peer Feedback Form can be found in Section IV: Student Handouts.*

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**19 Students put their Flat Stanley Ambassador project plans into action.**

Via email or by phone, students share their plans with local organizations to execute their community hero action. Using Flat Stanley and working according to their approved Community Hero Action Plan, they will conduct a professional conversation with their community partner to finalize the details of their project.

After you review the final draft work from each team and approve it, students will send or bring their work to their partnering organizations. If they made posters to advertise a specific event, these should go to the organization running the drive, animal adoption, and so on. If they are making boxes for food, toys, or other supplies, they should put out the boxes or other receptacles they made at previously identified locations. If students are personally conducting the effort, they will need to have the necessary materials with them.

As they undertake their activities, students and adult chaperones should document the experience. Have them take pictures or video of and with their Flat Stanley Ambassador carrying out their activity, or take pictures and videos of the recipients of their work.

## 20 Students collect data about their Flat Stanley Ambassador project.

After their work is out in the community or otherwise undertaken, teams should collect data on the impact of their action. For example, teams should record how many animals were adopted, how much trash they cleaned up, how many toys were donated, and so on.

**Project Extension:** Teams could show this data in the form of an infographic poster, chart, or bar graph that visually represents the impact of their action. For example, a team might create an infographic of how many dogs and cats were adopted by stacking an image of a dog as if it was a bar graph. Show students examples of infographics ahead of assigning this extension in case they are unfamiliar with the concept. Frame a quick lesson around the do's and don'ts of infographic design and adapt it from this online article: <http://www.smashingmagazine.com/2011/10/14/the-dos-and-donts-of-infographic-design/>. There are several free infographic creators online, such as Eas.ly and Piktochart.

## 21 Teams analyze and reflect on their projects and make a report to send with their Flat Stanley Ambassador package.

Students will now create reports that their Flat Stanley Ambassadors will take back with them to the partner classroom. Students will edit their photos, tally the results of the action, and write up the experience into a **Flat Stanley Ambassador Report**. The report will include:

- A description of the need for the action.
- A summary of the action and its impact.
- Students' personal reflections on the experience and their thoughts about how Flat Stanley inspired them.
- Top 5 photos or a video of Flat Stanley in action.

To manage the group task of writing the report, assign students to pair up on writing a description of the need for the action. Two other students can write about the summary and its impact. All students will write a personal reflection, which can be found in the **Flat Stanley Ambassador Report**.

---

***The Flat Stanley Ambassador Report can be found  
in Section IV: Student Handouts.***

---

Students will make a copy of all the materials and store them in their project folders. One copy will be returned to the partner class; the other will be saved to make the zine. Refer to the methods used to send information between partner classrooms used in Step 8. However, if you are sending a video, you will need to email your partner classroom a link to the video either

using a platform such as YouTube, Google Docs, or Dropbox. Remember to check restrictions on sending media if sending to another country.



**Potential Hurdle:** *It will be ideal for each team to have access to a computer, though this will depend on what resources are available to your class. If there are not enough computers to go around, be prepared to divide the team into different task groups. Some students can choose which printed photos to use; others can work on writing out their reflections on paper; while one or two students can work on writing their ambassador report on the computer. You'll have to check in with student groups at this point and be aware of the time it takes students to write up each step of the report.*

**22**     **Students send the Flat Stanley Ambassador back with a full report; meanwhile, they receive their Ambassadors back from the partner classroom.**

Students send their Flat Stanleys back to the partner classroom, and in turn receive their Ambassadors back. Their Ambassadors have likely been very busy! Make sure to set aside time for each group to thoroughly review what the Flat Stanleys they sent out accomplished. Encourage them to compare and contrast the different experiences. For example, did the other class find a novel way to approach a problem? For example, perhaps instead of collecting food for a homeless population, the other class cooked a meal to serve to the public. Were there differences in effect? For example, how many toys/books did the other class manage to collect? Teachers will lead their students in a reflection exercise on these different experiences and capture their thoughts on a poster or other document.

**23**     **Students look at professional models of digital magazines to create their own.**

Each class will compile both Ambassadors' experiences into a digital magazine organized by section/topic that shows their issue getting solved in two different places, showcasing the different approaches to the same problem. You can use any format/venue/medium you like or are familiar with, but we highly recommend Blurb's magazine feature: <http://www.blurb.com/magazine>. They offer an easy drag-and-drop style program and have tutorials that the teacher can review in advance. They also publish digitally and in print.

Choose one of the Blurb magazines you find after conducting a magazine search on the Blurb store (<http://www.blurb.com/books>). Show it to your students so they can see good models of what can be created using the software. As a group, break down what qualities make it a professional magazine. Ask students to examine each element and produce standards for quality in craftsmanship such as:

- Text—Is it clear? Does the content relate to the magazine's topic or purpose? Is it concise and interesting? Has the writing been edited for grammar, conventions, mistakes?



- Images—Are they clear and not blurry? Are they relevant to the subject matter? Are they used to tell a story? Is there variety among them (i.e., size, shape, color, portrait, or landscape orientation)?
- Layout—Is it clear from beginning, middle, to end? Is there variety in text (i.e., different fonts/sizes/bold/italic)? Is there a table of contents? Is there a front and back cover? Is there a consistent theme or look (colors, fonts, styles) throughout?

## 24 Students work to create their pages in the digital magazine.

At this step, it is important to have at least one computer per group of students to create their final product.

As a class, your students will have to decide on a color theme, team page layout template design, and cover art. To do this, you may want to elect a small group of students to join an editorial group in charge of putting all of the pages together as part of a project extension.

Each team of students will use content from their Ambassador Report, their personal reflection worksheets, their partner classroom Ambassador Report package, and their photos to complete the layout of their Flat Stanley Ambassador project pages for the zine. Using a page layout template design, they will gather the information into a more visually appealing format. In order to give each student ownership over the product, have students divide into text, layout, or image editor team roles.

Their final pages should include the following and conform to the *Zine Editors' Checklist* and quality standards that your class created:

Page 1:

- Description of the Flat Stanley Ambassador Challenge they executed
- Brief description of the problem
- Summary of their action and impact they made (insert infographic here if applicable)
- Photos of the action
- Quotes from all students' reflections

Page 2:

- Description of the Flat Stanley Ambassador Challenge they sent their partner class
- Brief description of the problem
- Summary of the action and impact their partner school made (insert infographic here if applicable)
- Photos of the action
- Quotes from all students' reflections

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***The Zine Editors' Checklist can be found in Section IV: Student Handouts.***



**Project Extension:** Students who are more interested in developing the zine can commit to being part of the editorial board. They will be tasked with ensuring the quality standards of the zine, creating its final layout and cover design, and editing the final text before publication.

### 25 Students critique and revise their Flat Stanley Ambassador project zine.

Have student teams pair up with another team to critique their zine pages. Students will again use the **Peer Feedback Form** to offer kind, helpful, and specific feedback on the pages and assess whether the work is ready to publish. Allow time for one final cycle of revision following the critique process. Using the notes from peer feedback, students will add or change anything necessary before saving their work and sending it to the editorial board for final review.

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*The Peer Feedback Form can be found in Section IV: Student Handouts.*

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### 26 Students publish their zine.

Once each team has sent in their final page layouts for the zine, the student editorial board will review and make any final changes necessary before sending to be published.

At this point there will be about two weeks before the published zine returns to the classroom. This is a good time to check in with students about their progress and have them organize their project folders. They can use this time to finish their final **Journal Reflection** as well. You may also set them up for the showcase requirements and get them excited about sharing their work.

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*The Journal Reflection can be found in Section IV: Student Handouts.*

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## Assessing & Showcasing Student Work

### 27 Secure a space and time for the showcase.

As students begin to wrap up their work, it is time to consider the best way and place to showcase their work. The classroom is an excellent venue for the showcase, but you may also consider other places at school or locations outside of the school. Consider the number of anticipated guests, parents, family, and community members as you plan. Also consider any technology you may need, if any student work will be displayed on computers.

## 28 Students prepare to present their Flat Stanley Ambassador projects.

Once they have completed their zines and have a complete collection of other project materials, students are ready to showcase their work. At this point, student teams will draft and rehearse a brief 3–5 minute presentation based on their project reflections and Ambassador Report. The presentation should feel like a celebration of all the work done in the community and focus on how Flat Stanley inspired them to become community heroes. The showcase will be the formal event to thank the partner organizations for their help and to share the experience with an audience.

Each team will prepare a presentation about how they went about executing their project, from being inspired by solving the micro problem in Step 1, to how it felt to send their Ambassadors back to their partner classroom, to creating the zine that houses so many examples of community action. At a minimum, each team’s presentation should include:

- A summary of their Flat Stanley Ambassador project action;
- A description of the action’s final impact; and
- Personal reflections on the experience and how Flat Stanley inspired them and others.

Ideally, students can organize their presentations in a free program such as Google Slides, or may use PowerPoint if available. If doing a slideshow, make sure to reserve or have access to computers at this step. Students may also present a copy of their Flat Stanley ambassador as a gift to the organization they helped, along with a print copy of their zine.

Students should invite parents, other classrooms, and representatives from their partner community organization to attend the showcase. They will be excited to invite everyone, so if space is an issue, you may want to limit the number of invitees to two per student, in addition to the community partners.

## 29 Showcase!

The showcase is an exciting event where student work is celebrated and shared with the community. Visitors will likely have many questions for students and show a lot of excitement over their work!

The setup might feature a table where the invited community partners can sit up front, near a stage. Families and other guests can sit at small tables set around the main table, so they can converse with one another. The tables could be organized according to the community hero action groups, so that families can find their child’s group project and people can sit according to their interest. You might set out some index cards and pens at each table so that guests can leave feedback. At the end of each presentation, students could invite their community member to the stage to give them their Flat Stanley and a copy of their digital magazine.

After all groups have presented, students can split up and sit at their group's table to answer any questions or to receive feedback and celebrations. The partner organizations may want to stay and answer questions, or even bring materials to spread awareness about their work.

**30 Teacher reflects on successes and areas for adjustment for the next time the project is conducted.**

Following the showcase, debrief the class's work with the students and celebrate their successes. Students should look through their many work samples, their displays from the showcase, and the evidence of the contributions they made to the community. Conduct a discussion in which they reflect on:

- their favorite part(s) of the project
- which part(s) challenged them the most
- which part(s) interested them the most
- what it felt like to challenge a class somewhere else to take action
- what they thought was most interesting about how the two classrooms approached their challenge
- what they might do differently next time
- how this project changed the way they view their community and their role in it

This reflection can be conducted via group conversation, or students can write out their thoughts using the *Personal Reflection Worksheet*.

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*The Personal Reflection Worksheet can be found in Section IV: Student Handouts.*

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**31 Teacher uses supplied rubric for student and/or teacher assessment.**

Work can be assessed in different ways to fit the needs of the teacher and the culture of the school or classroom. You may choose to use the *Flat Stanley Community Heroes Rubric* in a number of ways. You can directly assess the students' work or the students can assess their own work using the rubric provided. Alternatively, students may provide feedback to peers using the rubric.

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*The Flat Stanley Community Heroes Rubric can be found in Section V: Teaching Materials.*

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## Section IV: Student Handouts

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# Flat Stanley Community Heroes: Project Guidelines

**Driving Question:** How can Flat Stanley help inspire us and others to become community heroes?

**In this project, you will:**

- discover how you can be a community hero
- challenge others and be challenged to perform a community hero action that benefits a specific population (a toy or food drive; a recycling event; a trash pickup)
- raise awareness about a particular problem (littering; a disability)

**Project Checklist/Timeline:**

*Week One:*

- Accept your school's Flat Stanley micro challenge
- Choose a topic/issue that affects your community, and likely communities everywhere
- Brainstorm community hero actions
- Create a Flat Stanley Ambassador
- Send your Flat Stanley Ambassador challenge package to the partner classroom

*Week Two:*

- Receive your Flat Stanley challenge package from the partner classroom
- Research an organization to help you and fill out Organization Profile
- Perform a community hero action
- Document your community hero action and gather data
- Write up your data in the Ambassador Report
- Use your report to help you write your section of a zine
- Publish the zine

*Week Three:*

- Rehearse for your showcase
- Showcase your work to the community
- Reflect on the project process

Name \_\_\_\_\_

## Ambassador Challenge Statement

**Our Flat Stanley community hero challenge is to** \_\_\_\_\_

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**Brief description of the problem:**

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**We feel this is an important issue because . . .**

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Name \_\_\_\_\_

## Peer Feedback Form

**I like:**

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**I wonder:**

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**What if ...**

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Name \_\_\_\_\_

## Journal Reflection 1: Reflection on Week One Activities

**During Week One, you accomplished the following:**

- Accepted your school's Flat Stanley micro challenge
- Chose a topic/issue that affects your community, and likely communities everywhere
- Brainstormed community hero actions
- Created a Flat Stanley Ambassador
- Sent your Flat Stanley Ambassador challenge package to the partner classroom

**Choose one activity from above to reflect on using the following questions:**

1. What was your greatest success/greatest challenge with your chosen activity this week?

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2. What did you learn about yourself?

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---

3. If you did the activity again, what would you change or do differently?

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---

**Describe how you worked in your team this week. What worked well or didn't work as you expected?**

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---

---



Name \_\_\_\_\_

## Journal Reflection 2: Reflection on Week Two Activities

### During Week Two, you accomplished the following:

- Received your Flat Stanley challenge package from the partner classroom
- Researched an organization to help you and filled out an Organization Profile
- Performed a community hero action
- Documented your community hero action and gathered data
- Wrote up your data in the Ambassador Report
- Used your report to help you edit your section of the zine
- Published the zine

### Choose one activity from above to reflect on using the following questions:

1. What was your greatest success/greatest challenge with your chosen activity this week?

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2. What did you learn about yourself?

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---

3. If you did the activity again, what would you change or do differently?

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**Describe how you worked in your team this week. What worked well or didn't work as you expected?**

---

---

---

Team Name \_\_\_\_\_

## Organization Profile

<b>Name of organization:</b>	<b>Email address:</b>
<b>Contact person:</b>	<b>Mailing address:</b>
<b>Phone number:</b>	

### 1. History/info about the organization:

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### 2. What does the organization do? How is it involved in/address your problem?

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**3. What might the organization help you do/accomplish in response to the problem?**

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**Interesting facts:**

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Team Name \_\_\_\_\_

## Community Hero Action Plan

**Our action:**

Action step (list in sequential order)	Things needed to learn/ acquire/do/create to accomplish this step	Team leader responsible (for each step, elect someone to make sure it gets done)	Complete? Yes/No

Team Name \_\_\_\_\_

## Flat Stanley Ambassador Report

- Describe the need for the action.
- Summarize the action and its impact.
- Offer personal reflections on the experience and how Flat Stanley inspired you.
- Attach your top 5 photos to this report.

### The need:

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### Our community hero action:

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### How we impacted the community:

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# Zine Editors' Checklist

Make sure that your zine section has the following elements:

Zine text	Layout design
<p>Page 1:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Description of the Flat Stanley Ambassador challenge you executed</li> <li><input type="checkbox"/> Brief description of the problem</li> <li><input type="checkbox"/> Summary of the action and impact your partner school made</li> <li><input type="checkbox"/> Quotes from all students' reflections</li> </ul> <p>Page 2:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Description of the Flat Stanley Ambassador challenge you sent your partner class</li> <li><input type="checkbox"/> Brief description of the problem</li> <li><input type="checkbox"/> Summary of your action and impact they made</li> <li><input type="checkbox"/> Quotes from all students' reflections</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pages created using chosen page layout</li> <li><input type="checkbox"/> Title text is bold and enlarged</li> <li><input type="checkbox"/> Top 5 images are included on pages</li> <li><input type="checkbox"/> Text uses layout theme colors</li> </ul>
<b>Images</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes top 5 images for page 1</li> <li><input type="checkbox"/> Includes top 5 images for page 2</li> <li><input type="checkbox"/> Images are appropriate</li> <li><input type="checkbox"/> Images are not blurry</li> <li><input type="checkbox"/> Images are formatted properly</li> </ul>	

Team Name \_\_\_\_\_

## Personal Reflection Worksheet

**What was your favorite part of the project?**

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**What was CHALLENGING in this project? What was a SUCCESS?**

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**What is something you accomplished during this project that you are proud of?**

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**What are the three most important things you learned during this project?**

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**How did you contribute to your team?**

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**How did Flat Stanley inspire you and others to become community heroes?**

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**What might you do differently next time?**

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---

**What did it feel like to challenge a class somewhere else to take action?**

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---

**What do you think was the most interesting part about how the two classrooms approached the challenge?**

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---

**How has this project changed the way you view your community and your role in it?**

---

---

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# Project Partner Request Letter

Dear \_\_\_\_\_,

We are a \_\_\_\_ grade class from \_\_\_\_\_ looking for a classroom partner to help us become community heroes.

My students will be working hard to create a series of challenges to help their community. They will be working in groups to send you Flat Stanley Ambassadors that challenge students to solve a problem/issue in the community, such as running a food drive, conducting an anti-smoking campaign, or participating in a pet adoption event. In turn, they would like for you to send them similar challenges to address.

Here is what we will ask you to do as a project partner:

- Identify community issues that your students are interested in having us solve or address.
- Create your own Flat Stanley Ambassador packages to send to us.
- Receive our packages and complete the challenges.
- Contribute your challenge reflections to our zine, which we will publish for a wider audience.

If you are interested in partnering with us on this community heroes challenge, please email me back at ([name@organization.org](mailto:name@organization.org)).

Sincerely,

\_\_\_\_\_.

# Project Management Board Template

Use this as a guide to help manage and scaffold the project. Place an "X" or a check in the spot so you can visualize each group's process.

Group name	Sent Ambassador package	Received Ambassador package

Group name	Completed Organization Profile	Pitch approved for community action	Completed Ambassador report	Completed zine section

Group name	Completed gift and slideshow presentation	Rehearsed for showcase

# Off-Campus Trips Organizer

**Record the following information for all projects that require off-campus trips:**

Team name	Site to visit	Organization contact name	Contact email	Chaperone/driver contact info
Completed?	Visit day & time	Site address	Contact phone number	Permission slip obtained

Notes:

Team name	Site to visit	Organization contact name	Contact email	Chaperone/driver contact info
Completed?	Visit day & time	Site address	Contact phone number	Permission slip obtained

Notes:

Team name	Site to visit	Organization contact name	Contact email	Chaperone/driver contact info
Completed?	Visit day & time	Site address	Contact phone number	Permission slip obtained

Notes:

Team name	Site to visit	Organization contact name	Contact email	Chaperone/driver contact info
Completed?	Visit day & time	Site address	Contact phone number	Permission slip obtained

Notes:

Team name	Site to visit	Organization contact name	Contact email	Chaperone/driver contact info
Completed?	Visit day & time	Site address	Contact phone number	Permission slip obtained

Notes:

# Flat Stanley Community Heroes Rubric

	<b>Exceeds</b>	<b>Meets</b>	<b>Approaching</b>
<b>Journal Reflections</b>	<p>The journal contains all of the correct sections.</p> <p>Each section is thoroughly completed, containing the appropriate sketches, questions, or research.</p>	<p>The journal contains most of the correct sections.</p> <p>Most sections are thoroughly completed, containing the appropriate sketches, questions, or research.</p>	<p>The journal contains few of the sections or is missing entirely.</p> <p>Few of the sections are completed, and sketches, questions, and research are scarce.</p>
<b>Community Hero Action Participation</b>	<p>All actions that were planned were achieved.</p>	<p>Most of the actions planned were achieved.</p>	<p>The actions were not achieved due to absence or negligence.</p>
<b>Personal Reflection Worksheet</b>	<p>Reflection articulates a clear understanding of the Flat Stanley Ambassador Challenge.</p>	<p>Reflection articulates an understanding of the Flat Stanley Ambassador Challenge.</p>	<p>Reflection articulates a limited understanding of the Flat Stanley Ambassador Challenge.</p>
<b>Zine Page Editing (Text, Layout, or Images)</b>	<p>Zine pages demonstrate high quality standards for text, layout, and images.</p>	<p>Zine pages demonstrate most of the quality standards for text, layout, and images.</p>	<p>Zine pages meet little or none of the quality standards for text, layout, or images.</p>
<b>Showcase Presentation</b>	<p>Reports on and recounts the Flat Stanley experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>Reports on the Flat Stanley experience with some appropriate facts and relevant, descriptive details, speaking at an understandable pace.</p>	<p>Reports on the Flat Stanley experience with little or no appropriate facts and relevant, descriptive details, speaking unclearly.</p>