

# Project Heart

## High School Educator Guide



The OtterCares Foundation champions innovative education that inspires youth to become entrepreneurs and philanthropists who create lasting and impactful change in their communities.

**OTTERCARES**



## OTTERCARES VISION

OtterCares champions innovative education to inspire a movement of young entrepreneurs and philanthropists. Through partnerships, outreach programs and advocacy, we are equipping the leaders of tomorrow. We imagine every child growing up with the confidence, passion and knowledge to pursue life-changing ideas. The reality is this – one idea, one crazy thought, one caring heart, one young and inspired mind CAN change the world.

## PROJECT HEART PURPOSE

The purpose of the Project Heart Program is to create a habit of giving. If we affect individuals at a young age, it will have a positive effect on their life and the community they live in, inspiring life-changing possibilities. We can achieve our philanthropic goals through leadership, teamwork, and entrepreneurial efforts. When young people can identify a need and address it using their time, talent, or treasure they can affect change for the common good in truly remarkable ways.

## PROJECT HEART CURRICULUM

Education is defined as imparting and acquiring knowledge. Project Heart is an innovative educational tool that provides 4<sup>th</sup> / 5<sup>th</sup> grade students, middle school students, high school students, and teachers with the opportunity to learn and experience philanthropy. Designed by teachers for teachers, OtterCares' philanthropic program follows an Understanding by Design (UbD) format and is aligned with the Common Core State Standards. Our lessons are written with these principles in mind:

- Students learn at a deeper level of understanding.
- Students are provided with authentic opportunities to express their learning.
- The development of the curriculum is designed with the goals and demonstrations of knowledge in place before the specific activities within the lessons.
- Students and teachers work collaboratively, sharing and reviewing work during the process.

## RECOMMENDED TIMELINE FOR HIGH SCHOOL

The Project Heart curriculum is designed to be flexible in meeting the needs of the teachers that utilize it in their classrooms. From start to finish, the program can be ideally introduced and implemented in 10 weeks (one lesson per week). Depending on the size and scope of the classroom project, the time required to complete may vary. With lessons averaging 20-30 minutes, Project Heart can fit easily into your weekly/ bi-weekly schedule.

## PROJECT HEART PRESENTATION

This program provides a lesson-by-lesson corresponding PowerPoint presentation. Ideally, you will need a computer with internet access and a projector or Smart Board; however, the program can be modified and taught without the slides by printing them in advance for students.

## REGISTRATION AND COMMUNITY

If you plan to use Project Heart in your classroom or after-school club, it is helpful to have a few details registered with the OtterCares Foundation so that you can receive continued support for your activities and to provide valuable feedback from your experience. Please visit [www.ottercares.org/heart](http://www.ottercares.org/heart) to submit your information if you have not already registered. Share your stories with us on Facebook, Instagram, YouTube, and Twitter @ottercares #projectheart.

## TERMS AND CONDITIONS

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## About Project Heart



**P**roject Heart started as a big idea. In 2011, the question that kept surfacing at the OtterCares Foundation was, “how can we create sustainable change in our society through our philanthropic efforts?”

Drawing inspiration from the recycling movement in the 1970’s and how an entire generation’s mindset and habits towards recycling was changed, OtterCares knew that in order to make a massive impact with philanthropy, education was the answer. We figured

out that we could create a ripple effect that carries on for generations by teaching kids how they can affect positive change in their society by giving back to it.

OtterCares brought this idea to teachers at Lopez Elementary in Fort Collins, Colo. who realized that this was a huge opportunity to teach students at a young age that they have the power to make a difference in their communities. For a number of years, two Lopez Elementary teachers, Susie Gunstream and Jill Brennan, had been challenging students to think of ways to help a local nonprofit that provides short-term care for families in Larimer County who have with children developmental disabilities. This aligned so well with OtterCares’ vision for teaching kids about philanthropy that we asked Susie and Jill to help us write a curriculum to see our big idea realized.

As Susie and Jill tested and implemented the curriculum, they continued to see the impact that teaching philanthropy has on students. Students were challenged to give their time, talents, and/or treasure for someone else who was in need and because of this, these students were introduced to a philanthropic mindset that is now part of the fabric of who they are. Think of the possibilities of an entire generation of young, engaged and empowered people who can identify need and work to solve the root of the issues in their communities!

While the curriculum was being beta tested in classrooms in Northern Colorado, Project Heart registered its trademark with the United States Patent and Trademark Office in 2015. With continued guidance and direction from Susie and Jill, the OtterCares Foundation launched the 4<sup>th</sup> and 5<sup>th</sup> grade Project Heart curriculum nationally in Fall of 2016.

We saw the impact Project Heart was having on 4<sup>th</sup> and 5<sup>th</sup> grade students and realized that we had a huge opportunity to reach even more students and create long-term change on a monumental scale. We didn’t want to keep the power of learning and doing philanthropy just in elementary school – our goal is for students at every level to learn that they have the power to identify a need and use their time, talent, and/or treasure to effect change on a local, national, or global level. To realize this vision, we invested in scaling Project Heart to the middle and high school level. The curriculum was successfully scaled to these upper grades in 2017.

We know that a true transformation in our world needs to begin with education. Project Heart is one way that we are investing in the future and creating lasting and impactful change in our communities and our world. We believe that one inspired mind can change the world and, because of this, we are striving to foster an entire generation of young philanthropists.



## Project Heart Curriculum

### First Things First: What to Know Before You Begin

The tangible goal from the Project Heart curriculum is for students to engage in a philanthropic project that makes an impact on a local, national and/or global level. To do this, it is highly recommended that high school teachers set their classroom up in a way that fosters small group collaboration and research with access to computers, laptops, tablets or other electronic devices. Students will need to be able to reach out to philanthropists and nonprofit organizations to collaborate with their project ideas.

These preparations allow students to ask questions, connect the abstract concept of philanthropy with real people, and gain motivation to make a difference. This means that it is wise to think early on about possibilities for guest speakers and which nonprofit organizations might be good partners to aid students in the development of their projects. Inviting guest speakers is optional. If interested, there are sample letters to send to guest speakers as well as question prompts so that speakers are prepared for when they come to the classroom. The guest speaker option would be most impactful at the beginning of this curriculum, preferably during one of the first three lessons.



### Welcome to the Project Heart Community

Through our social media channels, students and teachers have an opportunity to ask questions, find new ideas, celebrate amazing work, and belong to a community that champions young people making a philanthropic impact on the world around them. We believe that by providing a platform for students to shine raises the stakes of the learning and highlights the amazing ways that they can use their time, talent, and treasure for the common good. As a champion for philanthropic education, we love to share stories of students and classrooms who are working to make their communities a better place. Celebrate your class' learning and growth by posting pictures, videos, stories, and "a-ha" moments to Facebook, Instagram, YouTube, and Twitter @ottercares #myprojectheart.

### Assessing the Learning in Project Heart

How will teachers know that their students have learned the concepts presented in Project Heart at a deeper level of understanding? In order to establish a baseline, give students the High School Pre-Assessment before starting Lesson 1 of the Project Heart High School Curriculum to measure prior knowledge of philanthropy. After completing Lesson 10 of the unit, give the High School Post-Assessment to measure student learning and growth.

Perhaps the strongest evidence of learning are the students' projects and their individual reflections. These projects provide teachers a summative assessment where the students provide the evidence for the culmination of their understanding of philanthropy. By applying learning to a project, students have a tangible representation of their efforts and time spent acquiring the content of the curriculum. After engaging in the discussions, researching nonprofits and philanthropists, crafting mission statements, networking opportunities, and completing their philanthropic projects, we believe that students will not only be empowered to identify need and address it but also make philanthropy a daily practice in their lives.

Teachers should also note that an informal assessment of learning is acquired by comparing the kind of dialogue students are having in class discussions at the beginning of the unit with the type of conversations students are having towards the end, during Lesson 10. If students understand the concepts presented throughout the curriculum, there should be a noticeable difference in how they communicate about philanthropy and making an impact on the world around them. Because each lesson builds upon the concepts established in the previous, teachers can also measure the application of learning as they progress through the curriculum. Always be sure to scaffold learning as needed for students requiring more time or alternative modes of presentation.



## **Intended Flow of Learning in Project Heart Lessons**

The lessons in each of the curricula (elementary, middle and high school) are intended to be taught in order. The lessons build on each other, starting with an introduction to philanthropy and developing their level understanding of who they are with self-reflection to identify their passions and missions. As the lessons continue, students take action in their world by donating their time, talents or treasures. In the last several lessons, students are planning, preparing and executing projects that collaborate with businesses, nonprofits, or other organizations to help maximize their impact.

High school students will need a folder (or teacher can use a file folder for each student) to keep work in. Students will need to reference work from previous lessons, so it will be important for work to stay in the folders and NOT go home with them unless they need to utilize work they have completed in class to make contacts with outside organizations or non-profits.

## **Microlearnings in the High School Curriculum**

The High school curriculum includes 90 microlearnings that involve a picture or a quote that can be printed out or projected on the wall or board. These questions are based on Bloom's Taxonomy to prompt higher-level thinking, discussions and/or writing assignments. These can be used as a warm-up, during transition times, or to close a class period with last thoughts. The research behind the concept of microlearning points to improved retention and application of regularly reviewed concepts. These microlearnings compliment the lesson topics, and allows students to be exposed to these concepts (philanthropy in general, passions, missions, 3 T's, project planning, etc.) throughout the course of a year or semester.

The questions provided with these quotes and images are intended to challenge students to connect the learning to themselves and connect the concepts to the world around them. If students are showing excitement / engagement and want to take action, there is a link to the Impact Project Idea page on [ottercares.org/heart](http://ottercares.org/heart) where teachers and students can look through a list of ready-made project suggestions with graduated degrees of involvement and impact.

## **We Need Your Feedback**

When we created Project Heart, our goal was to not only build a program that teaches students that they can make a difference, but also to provide teachers, like you, with the tools and resources they need to do one of the most important jobs in the world!

Just like you are always striving to perfect your craft in order to give your students the best educational experience possible, we are always working to improve our programs and curriculum to impact students. Your feedback on what works and where we can grow plays an essential role in giving us and the entire Project Heart community of teachers the critical information we need to achieve our mission to inspire kids to change the world through entrepreneurship and philanthropy!

You can also contact us at [info@ottercares.org](mailto:info@ottercares.org) or reach out to us on Facebook, Instagram, YouTube, and Twitter @ottercares #projectheart.











## How to Read a Project Heart Lesson Plan

### Components of a Project Heart lesson:

- 1. Summary page** – includes all the key information needed for the teacher to prepare for the lesson:
  - a. the main learning objective or target
  - b. time frame that the lesson should take to deliver
  - c. teacher preparations and materials needed
  - d. standards and objectives (Common Core, Anchor Standards, Economics)
- 2. Warm-up** – includes board work activities, pictures or videos to prompt discussion and/or writing. This section of the lesson introduces the topic of the day, reviews topics covered in the previous class or is meant to elicit emotions and background knowledge needed for the rest of the lesson.  
**\* If teachers have more than 20 minutes for a lesson, they can start each lesson with a review of the “Reflection” or “Today I Could” from the previous lesson.**
- 3. Activity** – the activity segment of the lesson is the play-by-play of the lesson, giving specific instructions and prompts for activities. In this section, you will find several activities, which will include slides from a corresponding PowerPoint. There will be specific instructions for leading each activity and section of the lesson, along with Teacher Tips or discussion and project ideas in [blue](#).
- 4. Reflection** – the reflection piece of the lesson is meant to help students review the prior activities in a way that helps them to consider the impact that they are capable of making.
- 5. Today I Could** – this section of the lesson is located on the student worksheet, and is meant to challenge students to apply that day’s lesson to their daily life. These real-life applications can help guide students to find support, practice daily philanthropy, and/or guide their next steps related to their projects.
- 6. Student worksheets** – each lesson includes a worksheet that is referenced both on the summary page and throughout the lesson itself.

### Icon Key:

	Target skill for the lesson
	Recommended duration of lesson
	Materials and preparation checklist
	PowerPoint slide to present with the lesson section
	Student writing activity
	Video to present with the lesson section
	Student drawing or artistic activity
	Opportunity to celebrate success by posting pictures, videos, stories, and “a-ha” moments to Facebook, Instagram, Youtube, and Twitter @ottercares #projectheart



## Project Heart Objectives for Teaching Philanthropy

* Create a list of indicators for a philanthropic life.	Lesson 1
* Create a weekly schedule to incorporate philanthropy daily and weekly.	Lesson 1, 10
* Analyze local, national and global philanthropic efforts to deepen understanding of philanthropy.	Lesson 2
* Categorize philanthropic efforts to broaden understanding of philanthropy.	Lesson 2
* Research philanthropists and identify the purpose of their efforts.	Lesson 3, 4
* Research impact investing and its relation to philanthropy.	Lesson 4
* Analyze personal 3 T's and create a vision to use them locally (and/or nationally and globally).	Lesson 3-4
* Work with others to brainstorm how to use personal passions collectively and to write individual philanthropic mission statements.	Lesson 5
* Design a plan related to students' futures (college, career, etc.) and justify how those goals will inspire change in their communities.	Lesson 5
* Work with others to develop a plan of action and assign tasks to meet community needs.	Lesson 6
* Convince others to give time, talent and/or treasure towards a local, national, or global need related to personal passions.	Lesson 6
* Use a variety of media to document and record evidence of philanthropic efforts to share and inspire others.	Lesson 6-10
* Set short-term and long-term goals to achieve positive impact with individuals and/or groups locally, nationally, or globally.	Lesson 7
* Research evaluation tools to measure impact.	Lesson 7
* Plan, organize and create awareness in social community about philanthropic efforts.	Lesson 8
* Design a flyer/ social media campaign for a group or class project and evaluate its effectiveness.	Lesson 8
* Participate in and record regular philanthropic efforts.	Lesson 9
* Assign, plan and execute tasks (with peers and on social media) required for regular involvement in philanthropic efforts.	Lesson 9
* Set goals for the potential ripple effect of continued philanthropic efforts this month or year.	Lesson 10





## Best Practices Teaching Strategies Used in Project Heart



1. Think-Pair-Share
2. Inquiry-Based Learning
3. Small Group Collaboration
4. Artistic Expression
5. Thinking Maps
6. Student Presentations
7. Gallery Walk

### Think-Pair-Share Example



*PowerPoint Slide 2 – picture prompts students to start comparing philanthropy and kindness.*



- Ask students to discuss with a partner the difference between philanthropy and kindness.
- Students should write examples of each on the Activity portion of their worksheet L1W1.
- Walk the room to observe discussions for four minutes, then call on 2-3 students to respond to:
  - *What is the difference between philanthropy and kindness?*

### Inquiry-Based Learning Example



- Divide students into groups of four and distribute electronic devices, if needed (at least one per group).
- Explain that student groups will choose at least four components/criteria to “grade” a nonprofit. Next, they will choose three nonprofits (one local, one national and one global) to evaluate using their group’s rubric. Splitting responsibilities in each team will help them use their time wisely.
- Ask students to write their results in the Activity portion of their worksheet L2W1 and to be ready to share their ideas with others in the class.
- Close this activity by calling on 2-3 students to share their responses.

### Small Group Collaboration Example

- Divide students into six groups.
- Ask 3 groups to find out more about impact investing, and ask the other three groups to research the mission statement and desired impact, of their favorite charities’ efforts.
- Close this activity by:
  - *Asking one person from each group to briefly (30 seconds per group) present their findings to the class*
  - *Asking students to write one way that they would want to invest in social impact programs and/or nonprofit organizations.*



### Artistic Expression Example



- Ask students to use their materials from previous lessons and revise their mission statement to include their talents and passions, their philanthropic interests and their career goals. They should write this in the Activity portion of their worksheet L5W1.



*PowerPoint Slide 3 – give an example of a mission statement.*

- Explain to students that if you do what you love, you will feel like “work” is fun. Combining their talents, passions, career interests and philanthropy, they can lead others by example and have a purposeful life.
- Walk the room to observe work, allowing up to five minutes for this part of the activity.
- As students complete this portion of their worksheet, pass out a poster paper to each student and explain that students should display their mission statement on their poster paper in a way that shows their creativity and encourages others to join their cause.



### Thinking Maps Example



*PowerPoint Slide 2 – prompt students to create thinking maps with an end goal for a philanthropic effort (whole class, small group or independent) that involves student skills and vision.*

- Allow 1-2 minutes for students to review their worksheets from previous lessons about their talents, time, skills, interests, passions, vision and mission statement.
- Ask them to use these resources to create the end goal for a philanthropic project. Ask students to think about where is there a need and at what level it should be addressed (the school, community, national, global, etc.)
- They should write these ideas in the Activity portion of their worksheet L6W1.
- Allow 6-8 minutes, then ask students to display their worksheets for a gallery walk.



### Student Presentations Example



*PowerPoint Slide 1 – picture prompt to guide students through presenting their project updates*

- Ask students to each stand up and give a brief (about 15 second) update on the status of their project preparations.
- Students can take notes on ideas that they might use in their own projects in the Warm-Up portion of their worksheet L9W1.



### Gallery Walk Example



*PowerPoint Slide 3 – quote prompts students to plan for action.*

- Ask students to set their worksheets on their desks and allow 2-3 minutes for a gallery walk, encouraging students to try to see as many of their peers’ responses as they can.
- Close the lesson by asking students to write one nonprofit organization (that aligns with a personal interest of theirs) that they would like to someday financially support after today’s research. (Students should be encouraged to think about how this nonprofit may align with their own personal project they will develop in later lessons)



## Suggestions for Using the Project Heart Curriculum

### **Are you a teacher looking to weave philanthropy in to what you are already teaching?**

The Project Heart curriculum can be infused throughout any lesson that you are looking to blend in a philanthropy education component. The microlearnings are an easy way to raise engaging questions about how philanthropy ties in to your class curriculum while the in-depth 10-unit lesson provides activities and reflection around topics such as the importance of making a difference, personal passions, finding your mission, persevering through adversity, and setting goals. Also, our list of Impact Project Ideas offer a wide array of ready-made philanthropic activities that can both tie into your lessons and engage your students

### **Are you looking for a powerful warm-up activity for your students?**

The microlearnings provide simple writing and/or discussion prompts that can start any class off on the right foot. These learning pieces allow for brief or extended discussions based on the image or quote, based on the questions provided for these and based on time available.

### **Are you a teacher looking for ways to encourage teamwork and service learning?**

Problem-based and project-based learning are proven teaching pedagogies that enhance student engagement, achievement, collaboration and confidence. Students have the opportunity to use their strengths within a small or large group/team to serve others, hopefully inspiring these young people to continue a life of philanthropy and service.

### **Are you a teacher looking for a thought-provoking wrap-up activity that ties history to today?**

What better way to close a lesson than to have students reflect on what they learned and did in class, then encourage them to apply what they learned in a relevant way in their own lives? Students will leave pondering some powerful ideas that can inspire them regularly to participate in philanthropic efforts.

### **Are you looking for a meaningful activity to implement for early finishers?**

High school students are not easily motivated by “extra” work, so early finishers will benefit from working independently or in small groups to discuss and/or debate a question from the microlearning materials. These debating skills are important for students to practice in a respectful and meaningful way.

### **Are you a teacher looking for before-school or after-school program ideas?**

Programs that take place before and after school can be so much more than extra homework time or indoor/outdoor play. Students in these programs are often from different classes and different grade levels, so working together for the common good of their school or community can build relationships and fulfill a need for belonging.

### **Are you looking for small group activities for your students so that you can reteach prior content?**

The ten-lesson philanthropy unit has many opportunities for students to work in small groups, to discuss topics and to create end products and projects. The microlearning materials also can be used for small group work (the materials can be used daily, weekly, bi-weekly or other schedule as needed) for higher-level thinking and discussions.

### **Are you looking for an end-of-year unit that engages and empowers your students?**

Project Heart provides a ten-lesson unit that can be a life-changing and meaningful end to the school year with explicit instruction on building philanthropy into daily life, working together to plan and organize a philanthropic event, and empowers students to make a difference on a local, national, and global level.



# High School Pre-Assessment

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

1) What is your definition of the word “Philanthropy”?

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Match the definitions with the following words. Place the letter of the matching definition on the line.

2) Marginal Benefit	___	A	A powerful, or compelling emotion or feeling about a specific topic.
3) Nonprofit	___	B	A way to use money to addresses societal problems while still making a return on investment.
4) Personal Passion	___	C	Organizations that are not “in business” to make money, but to give back to society in some way, making them exempt from certain taxes.
5) Mission Statement	___	D	A sentence that describes the organization or individual as they would appear in a future successful state.
6) Impact Investing	___	E	Short, 1-2 sentence declaration of what you hope to achieve and why.
7) Vision Statement	___	F	The change in total benefit resulting from an action.

Name one nonprofit/charity that you have heard of for each of the following categories:

8) Local: \_\_\_\_\_

9) National: \_\_\_\_\_

10) Global: \_\_\_\_\_

11) List a few your personal passions that you could use to help others:

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12) What could a person use to help support a beneficial cause? (circle all that apply)

1 hour after school	Computer programming skills	Old pair of shoes
Bracelet weaving	Money earned from chores	Social media
Bicycle	Saturday morning	Finger puppets



What word does each letter in the acronym for SMART goals stand for?

- 13) **S** - \_\_\_\_\_
- 14) **M** - \_\_\_\_\_
- 15) **A** - \_\_\_\_\_
- 16) **R** - \_\_\_\_\_
- 17) **T** - \_\_\_\_\_

18) How do SMART goals relate to a philanthropic project?

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19) How could you gain support for a philanthropic project? Be specific.

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20) Give examples of how you could make an impact on your community or other people within the next year:

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**Bonus Question:**

If you had to write a mission statement for a philanthropic effort, what would it be?

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# High School Pre-Assessment Key

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

**1) What is your definition of the word “Philanthropy”?**

*Answers may vary. Project Heart definition of philanthropy: The process of giving back.  
The act of donating money, goods, services, time or effort to support a beneficial cause  
and create a lasting impact.*

**Match the definitions with the following words. Place the letter of the matching definition on the line.**

2) Marginal Benefit	<i>F</i>	A	A powerful, or compelling emotion or feeling about a specific topic.
3) Nonprofit	<i>C</i>	B	A way to use money to addresses societal problems while still making a return on investment.
4) Personal Passion	<i>A</i>	C	Organizations that are not “in business” to make money, but to give back to society in some way, making them exempt from certain taxes.
5) Mission Statement	<i>E</i>	D	A sentence that describes the organization or individual as they would appear in a future successful state.
6) Impact Investing	<i>B</i>	E	Short, 1-2 sentence declaration of what you hope to achieve and why.
7) Vision Statement	<i>D</i>	F	The change in total benefit resulting from an action.

**Name one nonprofit/charity that you have heard of for each of the following categories:**

8) Local: *Answers for a local nonprofit/charity will vary* \_\_\_\_\_

9) National: *Answers for a national nonprofit/charity will vary* \_\_\_\_\_

10) Global: *Answers for a global nonprofit/charity will vary* \_\_\_\_\_

**11) List a few your personal passions that you could use to help others:**

*Answers for personal passions will vary*

**12) What could a person use to help support a beneficial cause? (circle all that apply)**

*Each answer involves using a time, talent, or treasure.*

1 hour after school	Computer programming skills	Old pair of shoes
Bracelet weaving	Money earned from chores	Social media
Bicycle	Saturday morning	Finger puppets



What word does each letter in the acronym for SMART goals stand for?

- 13) **S** - Specific
- 14) **M** - Measurable
- 15) **A** - Attainable
- 16) **R** - Relevant
- 17) **T** - Time-Based

18) How do SMART goals relate to a philanthropic project?

*Answers may vary. Sample answer: SMART goals help bring focus to what the project is actually trying to accomplish so that you can know when you've done it.*

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19) How could you gain support for a philanthropic project? Be specific.

*Answers may vary. Sample answer: You could reach out to local news and radio stations, use social media, and create flyers / banners / signs to raise awareness for your project.*

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20) Give examples of how you could make an impact on your community or other people within the next year:

*Answers may vary. The key here is that students are identifying a philanthropic need and thinking about ways to address it.*

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**Bonus Question:**

If you had to write a mission statement for a philanthropic effort, what would it be?

*Answers may vary. Student mission statements should be based on what they want to achieve and why they want to achieve it.*

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# High School Post-Assessment

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

1) What is your definition of the word “Philanthropy”?

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Match the definitions with the following words. Place the letter of the matching definition on the line.

2) Marginal Benefit	___	A	A powerful, or compelling emotion or feeling about a specific topic.
3) Nonprofit	___	B	A way to use money to addresses societal problems while still making a return on investment.
4) Personal Passion	___	C	Organizations that are not “in business” to make money, but to give back to society in some way, making them exempt from certain taxes.
5) Mission Statement	___	D	A sentence that describes the organization or individual as they would appear in a future successful state.
6) Impact Investing	___	E	Short, 1-2 sentence declaration of what you hope to achieve and why.
7) Vision Statement	___	F	The change in total benefit resulting from an action.

Name one nonprofit/charity that you have heard of for each of the following categories:

8) Local: \_\_\_\_\_

9) National: \_\_\_\_\_

10) Global: \_\_\_\_\_

11) List a few your personal passions that you could use to help others:

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12) What could a person use to help support a beneficial cause? (circle all that apply)

1 hour after school	Computer programming skills	Old pair of shoes
Bracelet weaving	Money earned from chores	Social media
Bicycle	Saturday morning	Finger puppets





What word does each letter in the acronym for SMART goals stand for?

13) **S** - \_\_\_\_\_

14) **M** - \_\_\_\_\_

15) **A** - \_\_\_\_\_

16) **R** - \_\_\_\_\_

17) **T** - \_\_\_\_\_

18) How do SMART goals relate to a philanthropic project?

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19) How could you gain support for a philanthropic project? Be specific.

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20) Give examples of how you could make an impact on your community or other people within the next year:

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**Bonus Question:**

If you had to write a mission statement for a philanthropic effort, what would it be?

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# High School Post-Assessment Key

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

**1) What is your definition of the word “Philanthropy”?**

*Answers may vary. Project Heart definition: The process of giving back. The act of donating money, goods, services, time or effort to support a beneficial cause and create a lasting impact.*

**Match the definitions with the following words. Place the letter of the matching definition on the line.**

2) Marginal Benefit	<i>F</i>	A	A powerful, or compelling emotion or feeling about a specific topic.
3) Nonprofit	<i>C</i>	B	A way to use money to addresses societal problems while still making a return on investment.
4) Personal Passion	<i>A</i>	C	Organizations that are not “in business” to make money, but to give back to society in some way, making them exempt from certain taxes.
5) Mission Statement	<i>E</i>	D	A sentence that describes the organization or individual as they would appear in a future successful state.
6) Impact Investing	<i>B</i>	E	Short, 1-2 sentence declaration of what you hope to achieve and why.
7) Vision Statement	<i>D</i>	F	The change in total benefit resulting from an action.

**Name one nonprofit/charity that you have heard of for each of the following categories:**

8) Local: *Answers for a local nonprofit/charity will vary*

9) National: *Answers for a national nonprofit/charity will vary*

10) Global: *Answers for a global nonprofit/charity will vary*

**11) List a few your personal passions that you could use to help others:**

*Answers for personal passions will vary*

**12) What could a person use to help support a beneficial cause? (circle all that apply)**

*Each answer involves using a time, talent, or treasure.*

1 hour after school	Computer programming skills	Old pair of shoes
Bracelet weaving	Money earned from chores	Social media
Bicycle	Saturday morning	Finger puppets



What word does each letter in the acronym for SMART goals stand for?

13) **S** - Specific

14) **M** - Measurable

15) **A** - Attainable

16) **R** - Relevant

17) **T** - Time-Based

18) How do SMART goals relate to a philanthropic project?

*Answers may vary. Sample answer: SMART goals help bring focus to what the project is actually trying to accomplish so that you can know when you've done it.*

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19) How could you gain support for a philanthropic project? Be specific.

*Answers may vary. Sample answer: You could reach out to local news and radio stations, use social media, and create flyers / banners / signs to raise awareness for your project.*

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20) Give examples of how you could make an impact on your community or other people within the next year:

*Answers may vary. The key here is that students are identifying a philanthropic need and thinking about ways to address it.*

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**Bonus Question:**

If you had to write a mission statement for a philanthropic effort, what would it be?

*Answers may vary. Student mission statements should be based on what they want to achieve and why they want to achieve it.*

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## Project Heart Teacher-to-Parent/Guardian Intro Letter

(DATE) \_\_\_\_\_

Dear Parents/Guardians,

During this upcoming semester, your \_\_\_\_\_ grade student will be participating in the Project Heart program in our class.

The Project Heart program is an innovative educational tool that provides students with the opportunity to learn about philanthropy.

The purpose of Project Heart is to encourage a habit of giving, create global awareness in children, and allow them to contribute their time, talent, and treasure towards causes and issues they are passionate about. This program hopes to have a positive effect on students' lives and the community they live in.

At the conclusion of this program, students will complete a philanthropy project where they will be putting the concepts they have learned into action. In this project, students will define their philanthropic mission and create a project that may take the form of a fundraising and/or volunteer activity. Parent volunteers may be needed to help with some of the project logistics and execution.

Project Heart has been created by the OtterCares Foundation, which is connected to OtterBox. We are fortunate to have this program available at no cost to our school and I am eager to have our students participate in this unique and important learning opportunity.

If you have any questions, please feel free to contact me at:

phone number \_\_\_\_\_ or email me at \_\_\_\_\_.

Sincerely,

\_\_\_\_\_



### Interaction Activity at Home:

**Student:** Ask your parent/guardian what "philanthropy" means to them. Write their answer here:

\_\_\_\_\_

**Parent/Guardian:** Ask your student what "philanthropy" means to them. Write their answer here:

\_\_\_\_\_



## Project Heart Guest Speaker Ideas *(optional)*

**For teachers who choose to invite guest philanthropists to speak to the class, there are several resources and ideas below to pursue when identifying people from the community to invite.**

- Ask other teachers, your school’s principal or your peers for suggestions of people they know who are philanthropists. At Project Heart we define a philanthropists as someone who donates money, goods, services, time or effort to support a beneficial cause and create a lasting impact.
- Rotary International is a global membership club of community leaders committed to service and charity. Contact your local Rotary club for guest speaker recommendations: <https://www.rotary.org/en/search/club-finder>
- United Way works with local philanthropists in communities across the country and may be able to direct you to an appropriate speaker for your class. Search for the United Way where you are at: <http://apps.unitedway.org/myuw/>
- Community Foundations help individual and family philanthropists administer their charitable gifts in communities throughout the United States. Visit [www.cof.org](http://www.cof.org) to search for the Community Foundation nearest where you live.
- HandsOn Network is a global organization with the mission to mobilize people to change the world. They have hundreds of Action Centers throughout the United States and abroad that are connected to individuals and groups that are regularly giving their time, talent and treasure. Find an Action Center near you for guest speaker suggestions at: <http://www.handsonnetwork.org/actioncenters>
- Many communities are home to private, institutional or corporate foundations. Research your local community to identify foundations that may have founders or board members who might be interested in speaking with your students. Hospitals, colleges, schools and large businesses often have foundations or charitable trusts, as well.



## Project Heart Guest Speaker Invitation (*optional*)

(DATE)

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

On behalf of \_\_\_\_\_ (school name), I would like to invite you to be a guest speaker for my \_\_\_\_\_ grade class of students who are learning about philanthropy and community issues this semester via the Project Heart program which was created by the OtterCares Foundation.

As a local philanthropist yourself, we would be delighted to have you join our class for a brief discussion about why charitable involvement is important to you, as well as the causes that you are passionate about.

The possible dates we have available for guest philanthropists to speak with the students include:

\_\_\_\_\_ Date / Time

\_\_\_\_\_ Date / Time

\_\_\_\_\_ Date / Time

The location of \_\_\_\_\_ (school name) is \_\_\_\_\_ (address) \_\_\_\_\_.

The questions that the students are planning to ask will be provided in advance. We anticipate XX-minutes will be the time commitment necessary and there are (###) students in the class. I am also requesting that each guest philanthropist send me a brief biography prior to the class visit, so that the students can review their background and accomplishments in advance.

If you are interested and available to participate in this critical component of our class's philanthropy lesson, our students would be greatly appreciative. Please let me know if there are any questions or if additional details are needed before deciding. My contact information is: (phone # / email).

Thank you for your consideration!



# Project Heart Guest Speaker Interview Questions



What was your first activity as a philanthropist?

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What do you do as a philanthropist right now?

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What do you like best about being a philanthropist?

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How do you feel when you give to communities?

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What does philanthropy mean to you?

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What community issues are you passionate about?

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Other Questions:

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## How Were the 3 T's of Philanthropy Used by These Philanthropists?



TIME

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TALENT

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TREASURE

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