

Project Heart for the Elementary Club Setting

End in Mind



- Students learn to build their own Project Heart, know the meaning of philanthropy, and feel what giving looks like in their lives. Students will work together as a group to meet a need or needs for their school site, neighborhood or greater community.
- Standards Addressed – [CASEL Core Competencies](#) sub-categories of Perspective-taking, Empathy, Communication, Social engagement, Teamwork, Recognizing strengths, Goal setting, Organizational skills, Identifying and Solving problems, and more.

Time Commitment



- Each lesson is designed to take about 20-30 minutes, once per week for 8-10 weeks. During Lessons 5 and 6, students will choose a service project. Depending on the scope of the project, students will likely request additional days each week to do the project.

Tips



- Plan ahead for challenges! Take note of days and times with highest attendance to prioritize for Project Heart. Focus on communicating about Project Heart to your greater school community and program families. Invite school staff, teachers, custodians, nonprofit leaders, etc. Make an effort to specifically invite kids to participate in the program. Simply telling kids you think they would be good at something can make a huge impact on them!
- Staff implementing Project Heart can schedule an orientation. It's even better to use have a network of staff across multiple schools or sites, and it is recommended that participating staff schedule 2-3 check-in meetings during implementation. Please contact Director of Programs and Partnerships, Kelsey Noroski, at Kelsey.noroski@ottercares.org.

Timeline Overview



- Prep Week(s) – Get Excited!
- Week 1 – Philanthropy and the 3Ts
- Week 2 – See it to be it!
- Week 3 – Community before self
- Week 4 – Discovering needs
- Week 5 – Design a service project
- Week 6 – Set goals and make a plan
- Week 7 – Use your 3Ts to make a difference
- Week 8 – Use your 3Ts to help your team finish the project
- Week 9 – Celebrate growing to give!

Appendices and Resources



[Appendix A](#) – Facilitator Kit; [Appendix B](#) – Games and Activities; [Appendix C](#) – Guest Speakers; [Appendix D](#) – Project Ideas, Nonprofits, and Financial Concerns; [Appendix E](#) – Letter Home, Rubric, and Planners



Appendices and Resources

Appendix A – Facilitator Kit

General Facilitation Tips

- There are scripts of what to say throughout the lessons, and these are just suggestions for the staff, guest speaker or leader of the lesson. The more comfortable you become with philanthropy, the more likely you will be to put the ideas into your own words, making it a more authentic experience for you and the students.
- Look for the opportunities to **involve student leaders**. Invite kids often to speak to the whole group; a quick presentation to wrap up the day’s learning, teach a game, read the books aloud, explain something they’ve been learning, etc. This helps kids build empathy and the essential skills associated with design thinking and the entrepreneurial mindset.
 - Several lessons involve writing (letters, thank you cards, charts for brainstorming, etc.). Don’t treat this like school, discourage stress over spelling. Ideally they will just do their best and not worry about it being perfect. A good strategy is to brainstorm words you might use ahead of time and write them on a “word bank” that is displayed. You can write words on a small white board for any kids who need their own word bank. If making posters, write out a draft on paper and have peer editors proof. With a larger group, consider two separate opportunities split by age and/or ability.
- Notes about partnering – you know your students best, so make partnering an inclusive element of any activity as appropriate. Strategies that work:
 - Randomly count off.
 - Intentionally pair up students who don’t normally work together, but haven’t exhibited animosity specifically toward each other.
 - To encourage new pairings - tell students to get into partners, then find another pair to be a group of 4, then ask for a group of 6 (some of the 4s will have to break up), and then tell them to make 3 sets of partners where no one is in original pairs!
 - In multi-age settings, think about pairing your youngest K-1 students with a 4-5 kid who can help them write if that is a barrier in an activity.
- If you don’t personally practice philanthropy yet, you’ll want to collect stories from friends so you can use real life examples and stories to connect to the lessons and the students. Here are some examples:
 - My friend Gina loves food! That is why she uses her TIME and TALENT to grow vegetables. When she harvests, that food becomes TREASURE to fuel our bodies. She takes the extra veggies to FoCo Café where the chefs use their TALENT to cook amazing food for our community members in need. My friends and I also pay a little extra for our lunch there so that TREASURE can be paid forward to those in need.
 - My friend Adam is passionate about animals! That is why he volunteers his TIME and TALENT at Animal Friends Alliance. There are a lot of dogs and cats that need homes so he helps Animal Friends Alliance by walking and playing with dogs to help them learn how to act when they move into their forever homes with a new family.
 - My friend John loves our community and he wants all students to grow up safe, healthy, educated, and ready to be leaders in our town, but he’s a software developer and not a teacher. That’s why he serves on the Board of Directors for BASE Camp. He uses his TALENT and TIME to make strategic decisions and support the leaders of BASE Camp to do the big job of helping families with students who need before and after school care.
 - My friend Kim and her whole family love animals, so they volunteer for Found Nation Animal Rescue. The whole family helps foster dogs who are healing from sickness or injury and waiting to be adopted. They let the dogs live in their house and help train them to be good family members when they go to their forever homes.

Needs and Services Examples:

- need = family can’t afford to buy food; service = Larimer OR Weld Co. Food Banks, FoCo Café
- need = teacher doesn’t have enough time to prep materials; service = parent volunteer helps grade, laminate, and fill Friday folders
- need = many community members experience homelessness; service = Homeward Alliance, Fort Collins Rescue Mission, and other shelters
- need = animals are abused or don’t have homes; service = Humane Society, Animal Friends Alliance, ASPCA, etc.



- need = some people with disabilities and the elderly can't get where they need to go; service = SAINT (Senior Alternatives in Transportation) offers volunteer drivers to get to appointments
- need = students with disabilities need help before and after school, and their parents need a break; service = Respite Care
- need = birds eating garden produce before people can harvest; service = students build a scarecrow to protect garden
- need = elderly people don't have as many friends and family at home anymore; service = senior center offers activities
- need = children who are sick with cancer or other diseases have to be away from friends; service = volunteers write cards, make crafts, send stuffed animals, etc.
- need = some people feed stray/feral cats so they keep breeding and spreading disease; service = Feral Cat Clinic for immunizations and spay/neuter

Books

McKissack, Pat, and April Harrison. *What Is Given from the Heart*. Schwartz & Wade Books, 2019.

- Beautiful story about a young boy who has to think hard about what to give a friend. He and his family don't have much, but they still know how important it is to help another family who lost everything in a fire. Lexile: AD660L; Accelerated Reader Level: 3.6

Berenstain, Stan, and Jan Berenstain. *Berenstain Bears Think of Those in Need*. Random House, 1999.

- Mama Bear realizes the family has too much stuff so they find worthy organizations around town where their old stuff will have value again. Accelerated Reader Level: 3.9; 2nd Grade Equivalent

Moss, Peggy, and Penny Weber. *One of Us*. Tilbury House Publishers, 2010.

- Roberta is new to her school so she spends the day getting to know the other children to see where she fits in. Lexile: 350; Ages 5-8

Fox, Amanda, and Luna D. Stella. *Zom-Be a Design Thinker!* Dave Burgess Consulting, Incorporated, 2019.

- Zom-Be Zip teaches students design thinking – a process that uses your heart, brain, and hands to create. When you use your heart to empathize, think with your brain, and make with your hands, you turn Zom-Be Zip back into a real boy again. This book also works with the Artive, Merge AR/VR, Metaverse, and CoSpacesEDU. Early Elementary and up.

Ludwig, Trudy, and Patrice Barton. *The Invisible Boy*. Knopf, 2013.

- Picture book about friendship and kindness. Great for empathy building, especially for younger students, questions for discussion at end. Guided Reading N; Lexile AD680L; Accelerated Reader Level 2.8

Optional or Additional Books:

Bouler, Olivia. *Olivia's Birds: Saving the Gulf*. Sterling Children's Books, 2011.

- This book is proof that students can make a difference! Learn facts about birds from an 11 year old who raised over \$150,000 using her time and talents. Lexile 880L; Accelerated Reader Level 5.1

Hood, Susan, and Sally Wern Comport. *Ada's Violin: the Story of the Recycled Orchestra of Paraguay*. Simon & Schuster Books for Young Readers, 2016. Also available as *El violín de Ada: La historia de la Orquesta de Instrumentos Reciclados del Paraguay*.

- This inspiring true story takes place in the poorest slum in South America. Aspiring child musicians use scraps from the landfill to build their orchestra and bring their music to the world. Lexile 820L; Accelerated Reader Level 4.6

Note for Lesson 9: We chose *The Invisible Boy* because of its immediate impact on kids toward building empathy. Brian creates a note for the new kid, which moves the plot forward and connects to writing thank you notes as a culmination for Project Heart. If you want to challenge upper elementary aged kids, or would like to dive deeper into letter writing skills, you may want to utilize a different story. Find good suggestions here <https://www.readbrightly.com/childrens-books-to-teach-letter-writing/>

Other Materials

- Pens or pencils
- Chart paper (or other large paper for displaying) and markers
- Sticky notes
- Paper and Envelopes
- Nametags



Appendix B – Games and Activities

I Have... Who Has? Vocabulary Game

Click [HERE](#) for cards, instructions and answer key.

Icebreakers and Greeting Games

On the Bus or Off – Icebreaker

Everyone stands in a straight line facing forward. The facilitator calls out two choices to a question, such as, “if you like vanilla stay on the bus, if you like chocolate, jump off the bus.” Participants would then decide and either stay where they are, or jump off the bus into a second line. You can continue to ask as many interesting questions as you like in this fashion: Sausage or pepperoni? Cats or dogs? Xbox or play station? Athletic sports or eSports? Knitting or Chess? Etc.

Telephone – Icebreaker and Empathy Building

One person starts the games by whispering a message in the ear of the person next to them. If this person has difficulty understanding the message, they can ask that it be repeated by saying “operator.” The sender repeats the message and it is repeated all the way around. The last person then says the message they heard out loud. The group can then see how close they got to the actual message. Try using a funny message. And only allow someone to call the operator once.

Do this, Do that (Simon says) – Icebreaker

This game is the same as Simon says only a different name to make it faster and not “for babies”! The leader should say “do this” and do an action that can be copied. The leader should always say “do this” when they intend for the group to follow. When the leader is trying to stump the group, they can say “do that” anyone who does “that” is out. The faster this game goes the more fun it can be.

People to People – Icebreaker w/ close contact

Have everyone get a partner and stand with them in a loose circle. One person will be extra standing in the middle. They call out different combinations of body parts such as nose to shoulder, elbow to knee, back to forearm, foot to foot, etc. (all school/camp appropriate of course). When the caller says, “people to people,” everyone scrambles to find a new partner and the person left out is the new caller.

Sets – Icebreaker

Have the kids sit down. Pick two or three kids that have something in common, such as stripes on their shirts, no shoelaces, or the same first letter in their name. Have them stand up. The rest of the kids try to figure out what makes them a “set.” Once kids get the hang of it, have them choose the next sets.

Connections – Icebreaker and Empathy Building

(Everyone in the group needs an object to start – books, toys, shoes, stuffies, etc.) Each person should hold their object in hand as everyone starts to mingle. A pair of people must grab on to each other’s objects simultaneously until the pair finds something in common by asking questions of one another. Once a connection has been made, then each can let go of the other’s object while holding onto their original object and find a new partner to repeat the process.

Alike (20 + minutes) – Icebreaker and Empathy Building

Have everyone start with a partner; offer a sticky note or piece of paper and pen or pencil. Each pair will have about 5 minutes to come up with as many things in common as they can. Then have partners join another pair and the four of them have to come up with as many things in common as they can. Keep joining groups, repeating the same process, until you have 3 or 4 large groups; ask them again to find as many similarities as they can. Each group tells their similarities and the group with the most wins.

That Person Over There – Name Game or Icebreaker

Everyone mingles to find someone to shake hands with and partners introduce themselves. Then everyone switches to a new person, but now they must introduce themselves plus the person before (by gesturing toward them and describing appearance). The game continues for about 5 minutes as partners continue to introduce themselves and everyone they have shaken hands with.

Finger Palm – Icebreaker or Team Builder

Ask everyone to form a circle (can create multiple circles or rows for large groups). Instruct them to hold their left palm up to the side and then point their right finger down to touch the palm of the person next to them. Everyone should now be

supporting a pointer finger on their left palm and touching their right pointer finger to the palm on their right. The goal is to catch the person's finger that's in your left palm while trying to pull your right finger away before it's caught. The leaders should tell the group to go on the count of 3. This can be played multiple times, just for fun or as a best 2 out of 3 competition. Be sure to mix up the pacing of counting to 3, and invite conversation with questions like, "how does it feel to have to keep track of two things at once? What happens if someone goes to early or too late? What did it do to your strategy when I changed the pace of counting?"

Bumpity Bump, Bump, Bump – Name Game or Team Builder

Have everyone stand in a circle. Students are responsible for knowing the person's name on their right and their left. One person is in the middle and points to someone in the circle and says, "right", "left", "me", or "you." The person pointed to then has to say the person's name on the right, left, or say their own or the leader's name, before the person in the middle says, "bumpity bump, bump, bump." If they can't say it fast enough then they are in the middle and have to point.

Animal Call – Team Builder or Break into Small Groups

Animal call is a great way to divide into smaller groups for teambuilding. Have all of the small group leaders decide on an animal that has a distinctive call (sheep, cow, lion, horse...). Have all of the students stand scattered around the area or room. Make sure each group leaders goes to an equal number of students. The leader will whisper the name of the animal in the ear of each person chosen for the small group. When students know what animal they are, they should put up their hand so they don't get a second one. Once every student has an animal, play begins. Everyone must find their groups by only making their animal noise and listening for the call that matches their animal.

Are Ewe My Mother? – Empathy Building

Have everyone in the group close their eyes while you choose one person as the Bighorn Sheep mother, or ewe. Tell the rest of the group that they are lost Bighorn lambs looking for their mother. They are to wander around in a certain area with their eyes closed (may want to use blindfolds) shaking hands with everyone they encounter saying, "baaa." Everyone but the ewe must answer with, "baaa." When a lamb encounters a ewe, she will not "baaa," but will hold onto the lamb's hand and the lamb will open its eyes and join the line. A line of people will begin to form as more lambs discover their ewe. The goal is to be among the first lambs to get in line.

I Love My Neighbor – Icebreaker and Empathy Building

Arrange the group in a circle with one person in the middle. Everyone should place some sort of marker behind them, such as a book bag, t-shirt, etc. The person in the middle says, "I Love my Neighbor because they are wearing blue [insert any description you like]." Then everybody in the circle who is wearing blue gets up and moves around the circle to the next available marker (book bag, etc) that everyone is sitting on. The person who does not find a marker to sit on is in the middle and becomes the next caller.

Online Game Ideas

Heart Drawing Partner Activity: <https://youtu.be/hPPCiE-Zk6w>

Double This Double That (energizer): <https://youtu.be/vNm52EdG3cg>

Catch a Brain Wave (energizer): https://youtu.be/GB6GNveF_O8



Emotion Charades – Empathy Building

Each person chooses (or is assigned) an emotion and goes to the middle of the circle one at a time to act out the emotion. Students in the circle should raise their hands when they think they know the emotion and the actor gets to call on people to guess. The correct guesser goes next. Use Yale’s Mood Meter to practice with a variety of emotions!

Yale’s Mood Meter

Enraged	Furious	Frustrated	Shocked	M	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	O	Hyper	Cheerful	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	O	Energized	Lively	Optimistic	Thrilled
Repulsed	Troubled	Uneasy	Peeved	D	Pleasant	Joyful	Proud	Blissful
M	O	O	D	M	E	T	E	R
Disgusted	Disappointed	Glum	Ashamed	E	Blessed	At Ease	Content	Fulfilled
Mortified	Alienated	Mopey	Apathetic	T	Humble	Secure	Chill	Grateful
Embarrassed	Excluded	Timid	Drained	E	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	R	Relieved	Restful	Tranquil	Serene



Appendix C – Guest Speakers

- Guest speakers should be philanthropists. This means you can cast a wide net for any students or professionals in your community who give back with their 3Ts – time, talent or treasure, whether it is part of their job, school requirements, or they do it on their own time. Think about recruiting Project Heart graduates (older elementary, MS or HS students), program staff, or teens doing internships with nonprofit organizations.
- The number one reason to recruit a diverse range of guest speakers (age, race, gender, etc.) is to provide students with real life examples. The more trusted adults and “near peers” that our students can connect to, the more likely they are to build empathy and know that “if they can see it, they can be it”.
- Nonprofit organizations often have presentations prepared for when school visits are requested. Consider contacting nonprofits connected to your students’ interests. You can find contact information in [Appendix D](#).
- Otter Products and other companies in Northern Colorado offer paid volunteer time off. These people are great resources because that means their company values philanthropy, too. If you are not directly in touch with the OtterCares Director of Programs and Partnerships, please contact Kelsey at Kelsey.Noroski@ottercares.org

Interview Questions for Guests

- What community issues are you passionate about?
- What does philanthropy mean to you?
- What do you do as a philanthropist right now?
- How do you feel when you give your time, talent, or treasure in the community?
- What needs do you fill or what problems do you solve?
- What was your first activity ever as a philanthropist? How old were you?
- What do you like best about being a philanthropist?
- Generate more questions from student curiosity!

Appendix D – Project Ideas

Oftentimes students will decide on a project that fits into one of three categories.

- **Creation for Donation or Sale** – this could look like making dog beds for the animal shelter, making friendship bracelets or stuffies for students who are in sick in the hospital, creating illustrated books for seniors, etc. Creating something to sell is also very popular. Students like to make things like slime or duct tape creations with the intention of selling them and raising money for their nonprofit of choice.
- **An Event** – this could look like hosting a dog wash and asking for donations which would go to a preselected animal agency, a party where the students teach others about the need they identified and ask people to help them support the organization, putting on a performance and asking for donations for the nonprofit, etc.
- **A Drive** – students could collect food, clothes, toiletries, or numerous other helpful items. Typically you would choose a nonprofit with a need first and then research to find out what they need.

We know these projects tend to work best, but it is also good to let our students fail. Please steer them toward successful outcomes, but if students are passionate about decisions, it is best to defer to them. If you know something won’t work, but everyone will be physically safe from harm, it is best to let students fail and figure out what to change. The most successful humans are those who have lots of practice with failures. Furthermore, sometimes adults are wrong and the students actually succeed even when we are skeptical!

Support Troops

It’s always hard to be away from people you care about, but our soldiers do it every day. There are many ways that we can help them and let them know that their service is appreciated and invaluable. Below are a few resources to help let them know how much you care.

- Any Soldier is an organization that sends care packages to military bases overseas for soldiers who don’t receive any. To learn more, visit <http://www.anysoldier.com>



- Soldier's Angels is a non-profit organization that provides comfort and aid to the men and women serving overseas. Visit <http://soldiersangels.org> to learn more.
- HeroBox is a non-profit organization that sends personalized care packages to deployed troops. To learn more, visit <http://www.herobox.org>
- A Million Thanks provides support and appreciate to our active and veteran military men and women through sending letters. Visit <https://amillionthanks.org/letter/> to learn more.
- Cell Phones for Soldiers - There's nothing like hearing the voice of someone you love through the phone. Cell Phones for Soldiers makes this possible by giving donated cell phones to troops overseas so they can call home. To learn more, go to <http://www.cellphonesforsoldiers.com>
- Afghans for Afghans is a humanitarian project that sends handmade quilts, sweaters, mittens and scarves to the struggling people of Afghanistan. Visit <http://www.afghansforafghans.org/index.html> to learn more.
- Knit Helmet Liners Knit N'Style provides a step-by-step knitting pattern for a helmet liner for soldiers. Visit <https://www.knitnstyle.com/?s=helmet+liner> for the pattern.

Shortlist of Northern Colorado Nonprofits or Volunteer Opportunities

Animals & Environment

- Animal Friends Alliance; 2200 N. Taft Hill Road Fort Collins, 80524 <https://www.savinganimalstoday.org/> (970) 224-3647
- Bird Observatory of the Rockies; 230 Cherry Street, First Floor Fort Collins, 80521 www.birdconservancy.org Jeff Birek (970) 482-1707 x25
- City of Fort Collins - Natural Areas Department; 1745 Hoffman Mill Road Fort Collins, 80524 www.fcgov.com/naturalareas Charlotte Norville cnorville@fcgov.com
- City of Loveland Parks and Recreation; 500 East Third Street Loveland, 80537 www.ci.loveland.co.us (970) 962- 2443
- Alley Cat Allies; 2321 E. Mulberry Street, Suite 1 Fort Collins, 80524 <https://www.alleycat.org/listing/fort-collins-cat-rescue-spay-neuter-clinic/> (970) 484-8516
- Colorado State University Environmental Learning Center; 2400 S County Road 9 Fort Collins, 80525 www.warnercnr.colostate.edu/elc Kristen Wilkinson (970) 491-1661
- High Plains Environmental Center; 2698 Bluestem Willow Drive Loveland, 80538 www.suburbitat.org (970) 622- 9676
- Garbage Garage Education Center; 5887 S. Taft Hill Road Fort Collins, 80526 www.larimer.org/solidwaste Gloria Cohen (970) 498-5772
- Mulberry Community Gardens; 2310 W. Mulberry Fort Collins, 80521 www.mulberrycommunitygardens.org Jillian Jackson Jillian.mac.jackson@gmail.com
- Volunteers for Outdoor Colorado; 600 South Marion Parkway Denver, 80209 www.voc.org Jamie Burke (303) 715-1010

Arts & Culture

- Bee Family Centennial Farm Museum; 4320 E. County Road 58 Fort Collins, 80524 www.beefamilyfarm.org Liz Harrison (970) 482-9168
- Northern Colorado Intertribal Pow-Wow Association; PO Box 1938 Fort Collins, 80522 <https://ncipa.weebly.com/powwow.html>
- Rocky Ridge Music Center; 465 Longs Peak Road Estes Park, 80517 www.rockyridge.org (970) 586-4031
- Spellbinders Oral Storytellers, Larimer County Chapter; 900 E. Prospect Road Fort Collins, 80524 www.spellbinders.org (970) 282-0157
- Timberlane Farm Museum; 2306 E. 1st Street Loveland, 80537 www.timberlanefarmmuseum.org Teri Johnson (970) 646-2875



Health and Wellness, Hunger and Homelessness

- March of Dimes Foundation – <https://www.marchofdimes.org/ways-to-give/fundraise-your-way>
- National Multiple Sclerosis Society - Colorado-Wyoming Chapter; 1525 Riverside Avenue, Suite A, Fort Collins, CO 80524 <https://fightmscolorado.org/> Danielle Stukenberg (303) 698-5406
- Denver Rescue Mission - Harvest Farm; 4240 East County Road 66 Wellington, 80549 www.denverrescuemission.org/location/harvest-farm (970) 568-9803
- FOCO Café; 225 Maple Street Fort Collins, 80521 www.fococafe.org Mallory Garneau feedingourcommunityourselves@gmail.com
- Food Bank for Larimer County; 5706 Wright Drive Loveland, 80538 AND 1301 Blue Spruce Drive Fort Collins, 80524 www.foodbanklarimer.org Ben Mensch (970) 530-3113
- Homeward Alliance; 242 Conifer Street Fort Collins, 80524 www.homewardalliance.org Breona Carroll breona@homewardalliance.org
- Loveland Rotary Foundation – StudentsPak Program; PO Box 1144 Loveland, 80539 <https://www.kidspak.org/> info@studentspak.net

Seniors, Youth, and Families

- City of Fort Collins - Senior Center; 1200 Raintree Drive Fort Collins, 80526 www.fcgov.com/recreation/seniorcenter Betsy Emond (970) 224-6030
- Meals on Wheels for Fort Collins, Inc.; 1217 E. Elizabeth, Suite 11 Fort Collins, 80524 www.fcmow.org Kristy Trippel kristy@fcmow.org
- Meals on Wheels of Loveland and Berthoud 437 N. Garfield Avenue Loveland, 80537 www.lovelandmealsonwheels.org Julia Modest (970) 667-0311 julia@lovelandmealsonwheels.org
- Junior League of Fort Collins; 2900 S. College Avenue Fort Collins, 80524 www.jlfortcollins.org (970) 482-0594
- AlphaBEST: www.alphabest.org
- Book Trust; 789 Sherman Street, Suite 300A Denver, 80203 www.booktrust.org
- Boys & Girls Clubs of Larimer County; 103 Smokey Street Fort Collins, 80525 www.begreatlarimer.org (970) 372-4537
- Kids at Heart; 6501 Brittany Street Fort Collins, 80525 <https://kidsatheartco.org/>
- Loveland Youth Gardeners; 907 S. Lincoln Avenue Loveland, 80537 www.lovelandyouthgardeners.org Heather Anderson (970) 669-7182

**Please note that some of the contacts provided above may change

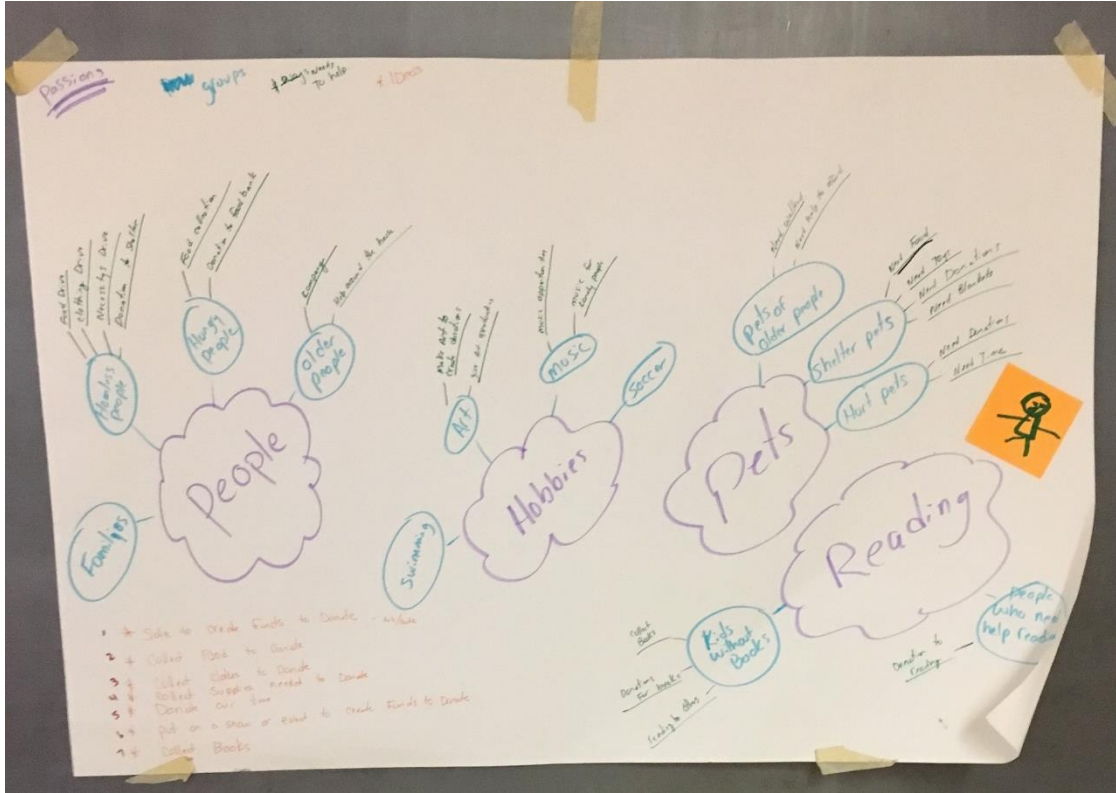
Financial Concerns

By week 3 is a great time to evaluate what kind of support your students will need. If you can see that your students are heading in an entrepreneurial direction, then they will likely need money for supplies. Or maybe supplies are readily available, but they will want to seek matching dollars for a fundraiser. This is a great time to start thinking about having the students apply for the OtterCares Illumination Fund (<https://ottercares.org/illumination-fund>). Regardless, it is important to start identifying any and all financial needs so you can better ensure project success! This is another great opportunity for students to take ownership and research the financial needs themselves and practice grant writing.

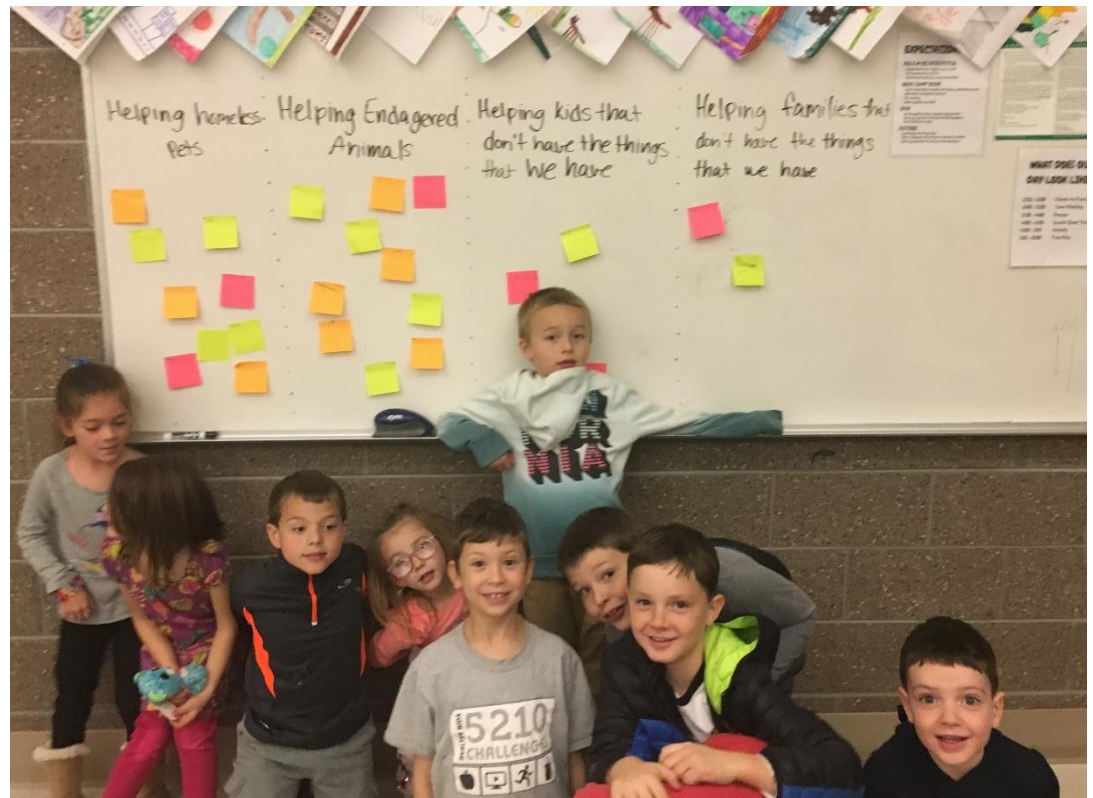


Brainstorming – Support for Lessons 3 and 4

There are many ways to brainstorm and then come to consensus as a group! The first image is a mind map from a large after school club with big idea categories to represent some of their passions. They slowly narrowed down and agreed on three separate goals for three small groups.



To the right is a consensogram from a small after school group. They narrowed down the top four big idea categories they were passionate about, wrote them on the board, and then each student got two sticky notes to mark their top two choices. The whole group agreed on the category with the most sticky notes.



Appendix E – Rubric, SMART Goals, Letter Home and Planning Templates

Rubric

Project Heart for Club or Camp How Did We Do?

CATEGORY	4	3	2	1
Empathize	Students fully empathized with the people (or animals) by thoroughly researching their need(s) and understanding what they must feel like.	Students mostly empathized with the people (or animals) by researching their need(s) and trying to understand what they must feel like.	Students attempted to empathize with the people (or animals) by thinking about their need(s).	Little attempt was made to empathize with the people (or animals) by thinking about their need(s).
Define	Students identified personal passions, matched with a need in our community, and decided on a solution that included everyone in the group.	Students focused on a need in our community and decided on a solution that mostly included everyone in the group.	Students decided on a solution that mostly met a need in the community. Some of the group was included.	It is unclear whether personal passions were connected to a need, and few group members participated in the solution.
Ideate	Students brainstormed many creative solutions to meet a need and effortlessly included everyone in the group when deciding on the final solution.	Students brainstormed some solutions to meet a need and mostly included everyone in the group when deciding on the final solution.	Some students decided on solutions to meet a need and tried to include everyone in the group for the final decision.	Only 1 or 2 students decided on solutions to meet a need, and there was little effort to include everyone in the group.
Prototype	Students decided on a solution by honoring all group ideas and failed forward until the final outcome.	Students tried to decide on a solution by honoring all group ideas and failed at least once before the final outcome.	Some students tried to decide on a solution with only their ideas and failed at least once before the final outcome.	Only 1 or 2 students tried to decide on a solution, then mostly failed at achieving an outcome.
Test and Share	Students connected to personal passions, then researched and/or interviewed users to determine if the solution met the identified needs.	Students researched and/or interviewed users to determine if the solution met the identified needs.	Students researched a little about whether or not the solution met the identified needs.	Little attempt was made to determine whether or not the solution met the identified needs.



SMART Goals Reference

<p>Specific</p> 	<p>Specific means your goal is detailed and clearly answers the questions who, what, where, when, why, and which.</p>
<p>Measurable</p> 	<p>Measurable means you can track your progress and know when your goal is met, usually involving numbers.</p>
<p>Attainable</p> 	<p>Attainable means your goal is realistic. It's not too easy or too far out of reach.</p>
<p>Relevant</p> 	<p>Relevant means your goal actually means something to you and meets a real need.</p>
<p>Timely</p> 	<p>Timely means your goal will be accomplished in the set timeframe, within a few weeks for your Project Heart.</p>

You may have more than one goal, but they should all be SMART. Prioritize no more than four goals at a time, and use them to determine your actions. Here is an example:

I want to _____

by _____, so I will _____

to meet my goal.



Project Planning Templates

Project Tracker for Whole Group
Attached below

Project Tracker for Small Action Teams
Attached below

Letter Home

Prep Week Letter about Project Heart
Attached below



Parent Introduction Letter

(DATE) _____

Dear Parent/Guardians,

Your after school club student will have the opportunity to participate in the Project Heart program for 8-10 weeks.

The Project Heart program is an innovative educational tool that encourages a habit of giving and creates awareness in children by introducing them to philanthropy. Anyone can be a philanthropist because we all have 3Ts – time, talent, and treasure.

Project Heart teaches participants to use their individual 3Ts to identify needs and support causes they are passionate about. This program aims to have a positive effect on students' lives and our community in which we all live. Visit <https://myprojectheart.org/> to learn more.

During the final few weeks, students will complete a special project where they will be putting the concepts they have learned into action. This project may take the form of an event to spread awareness of a cause, a drive to collect items, or creating something to donate. Regardless of the project outcome, students will have voice and choice throughout the process and will actively help fill needs within our community.

Project Heart was created by the OtterCares Foundation <https://www.ottercares.org/>, which is the charitable partner of Otter Products. We are fortunate to have this program available at no cost to our site, 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:

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

Parent: Ask your child what "philanthropy" means to them. Write their answer here:



Project Heart Planner – Big Ideas for the Group

Our Project Heart will be:

	Week 5	Week 6	Week 7	Week 8
Empathize – Learn about the audience for whom you are designing, by observation and interview. Who is our user? What matters to them?				
Define – Create a point of view that is based on user needs and insights. What are their needs?				
Ideate – Brainstorm and come up with as many creative solutions as possible. Wild ideas are encouraged as you figure out how to meet your user’s needs!				
Prototype – Build a representation of one or more of your ideas to show others. Remember, a prototype is just a rough draft!				
Test – Share your prototyped idea with an original user for feedback. What worked? What needs to be changed? Loop back up to the previous stages when needed!				
Materials List:	Other Needs:			



Action Team Tracker				
Team Member Names:				
Big Idea or Responsibilities for Action Team:				
Materials List:				
	Week 5	Week 6	Week 7	Week 8
What we need to do:				
How it went:				
Additional supplies needed or questions:				

