

Project Heart for the Elementary Club Setting – Lesson 2

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.

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 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. Training and check-ins can be facilitated remotely for those outside of Northern Colorado, [contact OtterCares Director of Programs and Partnerships](#) for help.

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



Week 2: If I can see it, I can be it!

Outcomes



- Students will engage with a real-life philanthropist to understand that everyone can give back and help their community in some way with their 3Ts.

Materials Needed



- Guest speaker(s)
- Nametags
- Pencils, pens, colored pencils, or markers
- Optional: Book - [Ada's Violin](#) also available as [El violín de Ada: La historia de la Orquesta de Instrumentos Recicladados del Paraguay](#).

Tips



- Guest speaker tips and interview questions found in [Appendix C](#).
- Work with students ahead of time to know what kinds of questions to ask. It may be helpful to write some of the questions on chart paper, with space to record what you find out.

Connect



5-15 Minutes

- Kids and guest(s) should all wear nametags for today's session! Choose to make the nametags on the fly or deepen this lesson by adding in a prep day for the nametags.
 - * **Facilitator prep**
 - **Option:** A day or two before your speaker(s), have the kids create their nametag with just their first name and one talent represented. They could write it under their name (basketball, singing) or draw it (violin, knitting). When the guest(s) arrive, have them quickly do the same. Then practice introductions and shaking hands.
 - If making nametags on the fly, briefly introduce the speaker(s) and encourage conversation while writing out names. Then practice introductions and shaking hands.
- Student leaders can teach the guest(s) any of the prep week activities!



Engage



5-10 Minutes

- Facilitate speaker or panel Q&A session.
 - *Now we are going to practice our audience behavior as we listen to [say name(s) of guest(s)]. First he/she/they will say their name again, telling you a little about their current job, personal passions, and ways they like to give back to our community. Then we will get to ask our questions!*
- If you cannot secure guests, you can use the option of reading aloud [Ada's Violin](#) from the book list in [Appendix A](#). This is a story that shows the 3Ts leading to an impact, even in the poorest places in the world. Ask a guest or older student to read aloud to the group.

Leave Changed



5 Minutes

- Reflect on guest speaker and share learnings.
 - *Today we learned from real life philanthropists. This means that you will start seeing philanthropists everywhere now that you know what you're looking for! You'll see philanthropists at school, at the grocery store, at the movies, in parks and probably even at home.*
 - *You know that you are a philanthropist, too. Turn and talk to a neighbor about one thing you will do to practice philanthropy before next week. How will you make a difference with your time, talent, or treasure?*
- Invite a few kids to share what they talked about with the whole group

