

Project Heart for the Elementary Club Setting – Lesson 3

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 3: I can think of my community first.

Outcomes



- Students will begin to understand vocabulary words related to philanthropy.
- Students will start thinking about needs in our community.

Materials Needed



- “I Have... Who Has?” cards ([Resources](#) or [Appendix B](#))
- Book - [The Berenstain Bears Think of Those in Need](#) (info in [Appendix A](#))
- Sticky notes
- Pencils or pens

Tips



- Need and Services examples and tips on partnering students in [Appendix A](#).
- Review [Appendix D](#) for project ideas, brainstorming examples, and lists of nonprofits so you’re ready to set the kids on the right path.

Vocabulary Keywords



- Philanthropist
- Philanthropy
- 3Ts – time, talent and treasure
- Need
- Service
- Local
- Volunteer
- Additional words in game to begin adding into conversations.

Connect

2 Minutes



- Gather kids in a circle or seated group to introduce lesson
 - *Now that we are learning about philanthropy, which is using your 3Ts to give back and make a difference in our community, we need to learn more of the words people use when they talk about philanthropy. Let’s play a game!*

Engage

8-11 Minutes



- Play “I Have... Who Has?” game as instructed on the [Resources page](#). All 15 cards must be used, so each child may have more than one if you have a small group. This game is more for exposure to vocabulary rather than memorization. You will play this game again so challenge yourself and your students to start using the vocabulary you’re learning in your conversations about philanthropy.





10-12 Minutes

- Assemble students for read aloud.
 - *What a fun game! Let's start challenging each other to use the new words we're learning in our conversations. Now we are going to read a story to help us start thinking about needs and services in our community. As I read, I want you to think about the words we've started learning and see if you can find examples in the story that help us understand the words.*
- Read aloud *The Berenstain Bears Think of Those in Need* by Stan & Jan Berenstain.
- Invite students to turn and talk for one minute about the ways the bears gave back to their community. Bonus for anyone who can infer an example of one of our vocabulary words in the story!

Leave Changed



5-8 Minutes

- Reflect on reading and begin to generate ideas for your Project Heart.
 - *Just like Mama Bear encouraged her family to do, we are going to work together to identify local needs in our school or community. In pairs or groups of three, you will use a sticky note to write a local need (within neighborhood, school, or greater community). Write each need you think of on a separate sticky note. If you know of a service that would meet the need, you can write it on another sticky note. Try to write at least 2-3 needs or services.*
- This is great time to start a T-chart or mind map. Be sure to save the sticky notes for the next session!
 - Make a T-chart on a piece of chart paper, butcher paper or large construction paper, with columns labeled "Needs" and "Services". Have kids stick their notes in the proper column before leaving the activity.

