

Project Heart for the Elementary Club Setting – Lesson 4

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 4: I find a need and fill it.

Outcomes



- Students will identify needs in our community.
- Students will identify services that meet community needs.
- Students will make connections to their own personal passions.
- Students will brainstorm ways to use the collective group's passions to meet a need in our community.

Tips



- Plan ahead by reading the needs and services examples 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.
- Have the ideas from last session ready to display and share.
- Your group may be getting close to deciding on their service project, or it may take another week or two. Regardless, this is a great time to start thinking about any funding that may be needed. Student requests are considered at <https://ottercares.org/illumination-fund>

Materials Needed



- Book: [One of Us](#)
- Sticky notes
- Pens or pencils
- Chart paper

Connect



5-10 Minutes

- Gather kids in a circle or seated group to introduce lesson
 - *Remember that we are learning about philanthropy, which is using your 3Ts to give back and make a difference in our community, so we started learning more of the words people use when they talk about philanthropy. Who will lead our game?!*
- Play ["I Have... Who Has?" game](#) as instructed in [Appendix B](#). All 15 cards must be used, so each child may have more than one if you have a small group. Challenge a couple students to lead the game (make sure they participated in the previous session).



Engage



10-12 Minutes

- Prepare to read aloud the book *One of Us*.
 - Last week we read about the Berenstain Bears and they had a problem with too much stuff! Mama bear challenged Brother and Sister to figure out the needs in their community and then learn about the service organizations that might need their stuff.
 - Sometimes when we are looking for needs to fill, it helps to connect to what we are passionate about. For example, Sister Bear loves playing games. Mama helped her see that she had too many games, so she used some of the old games as treasure to donate to the Old Bears home. The Old Bears home provides services to the elderly members of the community. Then Sister used her time and talents to play the games with the older bears, which made all of them feel good!
 - Now we are going to read *One of Us*, a story about a girl who has to figure out where she fits in at a new school. As you listen, think about connections you have with the different kids in the story, especially the main character Roberta.
- Read aloud the book *One of Us*.



2-5 Minutes

- Show the sticky notes and/or charts from last week. Give students a minute to discuss some of the personal passions they connected to in the book and that should spark some new ideas for impact!
 - Encourage students to write additional ideas on sticky notes about needs and/or services connected to their passions. Use the lists in [Appendix D](#) for guidance.

Leave Changed



5-10 Minutes

- Use group passions and identified needs to create change. Possibly make a final decision for their Project Heart!
 - Now we get to decide on a passion and need that our whole group will work on together. Of course we could just vote, but the idea is for all of us to come together in consensus so that everyone looks forward to helping. Some of us will be very passionate about the final outcome while some of us may not be as happy. That's when it will be important to remember that exploring passions and needs outside of our preferences helps us develop empathy towards other people.
- Ideally students will work together to group their ideas and an outcome will be apparent. This can be one of the most natural and easy parts of the project or it could be a tricky time with hurt feelings.
 - Remember to stay positive about all ideas and use language that honors students while helping them to deal with disappointment. This could be a great time to reference the [Mood Meter in Appendix B!](#)
- IF A DECISION IS MADE, continue... fill a need in the community.
 - Now that we know which need we are going to fill in the community, let's brainstorm ideas about exactly which nonprofit we will help and what we can do to make an impact.
- Record all ideas on chart paper so you have them for next week.

