

Project Heart for the Elementary Club Setting – Lesson 6

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 6: I can set goals and make a plan.

Outcomes



- Students will set goals and assign jobs.
- Group leader(s) will track progress on the Project Heart planner.

Tips



- Whenever you or the students feel stuck, bring it back to the framework of the design process to figure out what you're doing now and where you'd like to go.

Materials Needed



- Project Planning Template from [Appendix E](#)
- Project Heart Rubric from [Appendix E](#)
- SMART Goals reference from [Appendix E](#)

Vocabulary Keywords



- Design Process
- Empathize
- Define
- Ideate
- SMART Goals

Connect



5 - 8 Minutes

- Play an icebreaker or name game. Icebreakers and Name Games can be found in [Appendix B](#) and can be played before, during, or after any of the lessons.
- Ask questions about last week to get kids excited about starting the project(s) today. Refer back to the design process and Zombie Zip's empathetic approach.
- Show the students the Project Heart Rubric from [Appendix F](#) again and ask a volunteer to share take-aways from the last group conversation.



Engage



8-12 Minutes

- Use the SMART Goals reference in [Appendix E](#). Prepare a poster, chart paper, or white board with the letters SMART.
 - *You've all practiced empathy to define needs we're going help solve. Before we ideate too much more, let's make sure we're on the right track with SMART goals!*
- Use the SMART Goals reference in [Appendix E](#) to lead a mini lesson on setting realistic goals. Meet your students where they're at! This may be a short overview conversation with young children, or could be more in depth with older kids. Record student ideas on the chart paper, regardless of complexity.

Leave Changed



5-8 Minutes

- Revisit the Project Planner template from [Appendix E](#) and leader(s) should capture tasks, action steps, and anything else they need to remember. If appropriate, break into action teams and use the small group planner for each team. Be sure to follow through with research or materials procurement before the next session.

