

Lesson 5 – Design a Service Project

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.

Timeline Overview

- Lesson 1 – Philanthropy and the 3Ts
- Lesson 2 – See it to Be it!
- Lesson 3 – Community Before Self
- Lesson 4 – Discovering Needs
- **Lesson 5 – Design a Service Project**
- Lesson 6 – Set Goals and Make a Plan
- Lesson 7 – Use Your 3Ts to Make a Difference
- Lesson 8 – Use Your 3Ts to Help Your Team Finish the Project
- Lesson 9 – Celebrate Growing to Give!

Appendices and Resources



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



Lesson 5: I can design a service project to meet needs

Outcomes



- Students will decide on their Project Heart.
- Students will start thinking about how to use the design process for Project Heart.

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



- Book: [Zom-Be a Design Thinker!](#)
- Project Planning Template from [Appendix E](#)
- Project Heart Rubric from [Appendix E](#)

Vocabulary Keywords



- Design Process
- Empathize
- Define
- Ideate
- Prototype
- Test

Connect



5-7 Minutes

- Lead a discussion about progress made last week. If a final project decision hasn't been made, focus on the type of need and an organization that your group could partner with to fill that need. You may need to do some research online or by calling the organization to determine needs. Use [Appendix D](#) or our [list of nonprofits](#) for resources and ideas.
 - *Let's talk about what happened last week and where we're headed for the rest of our Project Heart time.*
 - **Display slide 2** – Tell the students that they might remember this image of the Design Thinking Process steps from our last session.
 - **Display slide 3 & 4** – Ask the students where they think that they are in this process? Step four! Plan!



2-3 Minutes

- Introduce the concept of using empathy to guide a project (even if the group hasn't decided).
 - *Empathy is like having a super power to understand how someone else feels. It's like when your friend falls down and hurts their knee and you feel sad because you can imagine how much it hurts. Let's think about our intended audience for meeting the need we've chosen. This could be our community members experiencing homelessness for whom you're making scarves or collecting toiletries. It could be animals we're serving in some way with one of the shelters.*
- Whomever you're creating a project for, be sure to refer to them directly. Words are also really important so start with the people first, then describe their circumstances (i.e. kids with disabilities vs. disabled kids, or military veterans who need help finding work instead of jobless soldiers, etc.).
 - *Now that we've decided on a need we're going to meet, it's time to think about the process to make sure we meet their needs. We've talked through what the design thinking process is, and Zom-Be Zip*



in our book Zom-Be a Design Thinker is going to teach us more about how to use our hearts, brains, and hands to solve problems. Before I begin reading, turn and talk to a neighbor about what you know about empathy.

Engage



10-15 Minutes

- Read aloud *Zom-Be a Design Thinker!* then lead a conversation about how empathy can help us accomplish goals.
 - *Turn and talk to a neighbor about what it means to use empathy to design. How can we use empathy to design our project? In what ways can we show empathy toward our recipient group for our Project Heart?*
 - **Display slide 5 & 6** – *We are in the ‘Plan’ phase of the Design Thinking Process. How we will meet the need we identified using empathy? What can we do to start planning our service project?*
- Ideally the students will explain how you have to interview (ask questions), observe, research, and plan to figure out how best to meet needs identified.



2-3 Minutes

- Show the students the Project Heart Rubric from [Appendix E](#). Have a student volunteer read the category titles.
- Invite student volunteers to read what a 4 is in each category. Explain that you will all be assessing your Project Heart success in a few weeks.

Leave Changed



3-5 Minutes

- Depending on how far your group has progressed, use this time to introduce the Project Planner template from [Appendix E](#) or just discuss and preview for the next session.
 - *Next time we’ll get to use planning tools to help us set goals and meet them on time.*
- If there is time, you can break into action teams and use the small group planner for each team.

