

Lesson 9 – Celebrate Growing to Give

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 9: I can grow to give!

Outcomes



- Students will celebrate success and reflect on the outcome of their Project Heart.
- Students will practice philanthropy one more time by writing a thank you note.

Materials Needed



- Book: *The Invisible Boy* (see [Appendix A](#) for notes on the book list)
- Supplies for letter writing
- Project Heart Rubric in [Appendix F](#)

Tips



- Make connections between the first lesson note writing and the thank you notes now.
- Help students address envelopes when possible and stamp to mail. This could potentially be a cost in a grant request (student requests are considered through <https://ottercares.org/illumination-fund>)

Vocabulary Keywords



- Reflection
- Gratitude
- 3Ts – time, talent and treasure

Connect



2-3 Minutes

- Assemble student group for reflection and read aloud.
 - *Let's reflect on our accomplishments and show gratitude for someone who helped us. Turn and talk to a neighbor about a time you failed during our Project Heart and how you overcame that failure or turned it into success. How did you overcome the failure? Did someone help you?*



8-12 Minutes

- Read *The Invisible Boy* by Trudy Ludwig then engage in conversation.
 - *What was Brian's passion? What need did he see Justin had? How did he use his time and talents to make a difference in Justin's life?*
- Be sure kids point out that creating stories and drawing/writing notes was Brian's passion!



Engage



8-12 Minutes

- Express gratitude as a choice.
 - *Now we are going to get a chance to be philanthropists again by writing a thank you letter. Sharing kind words, gratitude, and specific thoughts about people is a way to impact them and make a difference. You will get the chance to choose who you want to give the gift of your words and drawings.*
 - *Will you tell a guest speaker the wonderful things you learned from them or how they made you feel? Will you thank a group member who supported the work you did for our Project Heart? Will you thank a parent or staff leader for the support they gave you to accomplish your goals in Project Heart? There are so many people you have the power to make a difference for, simply by using your time and talents!*
- Circulate and encourage kids to express their gratitude. Offer suggestions for synonyms to overused words, explain how to add more detail, encourage labels for drawings, and stay positive. All students must choose someone to be a recipient of their gratitude, so offer support to kids who aren't interested at first.
- Some kids need a lot of practice with empathy, and it can feel awkward to express gratitude when it is unfamiliar. Ask your enthusiastic students, or those who finish early, to help your reluctant letter writers. It's okay to scribe for younger kids, but require them to write their own name and create illustrations to go along with their words if they are capable.
- Alternate Activity: For younger students, consider creating a thank you note together and letting each student write sign their name, or use our [coloring card activity](#) to send out as a thank you.

Leave Changed



5-8 Minutes

- Use the rubric from [Appendix F](#) as a tool for this conversation. Ask a student leader to circle or star the rating for each category after discussing each as a group.
- Encourage a reflective conversation where students celebrate even their small successes at making a difference. Remind them that being a philanthropist and using their 3Ts is something they can do for the rest of their lives, and using the design process is a great way to do any project.
 - *Now you all know you are philanthropists because you all have 3Ts! You look for needs in our community, you figure out ways to meet those needs by activating your personal passions, and you take action to meet the needs with an impact project. What is your plan to keep practicing making a difference? Will you teach the 3Ts to someone else? Is there a need you want to research and learn more about to make an even bigger impact?*

