

# Project Heart

## High School Assessments



The OtterCares Foundation inspires youth to become entrepreneurs and philanthropists who create lasting and impactful change in their communities.

### Assessing the Learning in Project Heart

How will teachers know that their students have learned the concepts presented in Project Heart at a deeper level of understanding? In order to establish a baseline, give students the High School Pre-Assessment before starting Lesson 1 of the Project Heart High School Curriculum to measure prior knowledge of philanthropy. After completing Lesson 10 of the unit, give the High School Post-Assessment to measure student learning and growth.

Perhaps the strongest evidence of learning are the students' projects and their individual reflections. These projects provide teachers a summative assessment where the students provide the evidence for the culmination of their understanding of philanthropy. By applying learning to a project, students have a tangible representation of their efforts and time spent acquiring the content of the curriculum. After engaging in the discussions, researching nonprofits and philanthropists, crafting mission statements, networking opportunities, and completing their philanthropic projects, we believe that students will not only be empowered to identify need and address it but also make philanthropy a daily practice in their lives.

Teachers should also note that an informal assessment of learning is acquired by comparing the kind of dialogue students are having in class discussions at the beginning of the unit with the type of conversations students are having towards the end, during Lesson 10. If students understand the concepts presented throughout the curriculum, there should be a noticeable difference in how they communicate about philanthropy and making an impact on the world around them. Because each lesson builds upon the concepts established in the previous, teachers can also measure the application of learning as they progress through the curriculum. Always be sure to scaffold learning as needed for students requiring more time or alternative modes of presentation.

### Microlearnings in the High School Curriculum

The High school curriculum includes [90 microlearnings](#) that involve a picture or a quote that can be printed out or projected on the wall or board. These questions are based on Bloom's Taxonomy to prompt higher-level thinking, discussions and/or writing assignments. These can be used as a warm-up, during transition times, or to close a class period with last thoughts. The research behind the concept of microlearning points to improved retention and application of regularly reviewed concepts. [These microlearnings](#) compliment the lesson topics, and allows students to be exposed to these concepts (philanthropy in general, passions, missions, 3Ts, project planning, etc.) throughout the course of a year or semester. The questions provided with these quotes and images are intended to challenge students to connect the learning to themselves and connect the concepts to the world around them.



## Project Heart Objectives for Teaching Philanthropy

* Create a list of indicators for a philanthropic life.	Lesson 1
* Create a weekly schedule to incorporate philanthropy daily and weekly.	Lesson 1, 10
* Analyze local, national and global philanthropic efforts to deepen understanding of philanthropy.	Lesson 2
* Categorize philanthropic efforts to broaden understanding of philanthropy.	Lesson 2
* Research philanthropists and identify the purpose of their efforts.	Lesson 3, 4
* Research impact investing and its relation to philanthropy.	Lesson 4
* Analyze personal 3Ts and create a vision to use them locally (and/or nationally and globally).	Lesson 3-4
* Work with others to brainstorm how to use personal passions collectively and to write individual philanthropic mission statements.	Lesson 5
* Design a plan related to students' futures (college, career, etc.) and justify how those goals will inspire change in their communities.	Lesson 5
* Work with others to develop a plan of action and assign tasks to meet community needs.	Lesson 6
* Convince others to give time, talent and/or treasure towards a local, national, or global need related to personal passions.	Lesson 6
* Use a variety of media to document and record evidence of philanthropic efforts to share and inspire others.	Lesson 6-10
* Set short-term and long-term goals to achieve positive impact with individuals and/or groups locally, nationally, or globally.	Lesson 7
* Research evaluation tools to measure impact.	Lesson 7
* Plan, organize and create awareness in social community about philanthropic efforts.	Lesson 8
* Design a flyer/ social media campaign for a group or class project and evaluate its effectiveness.	Lesson 8
* Participate in and record regular philanthropic efforts.	Lesson 9
* Assign, plan and execute tasks (with peers and on social media) required for regular involvement in philanthropic efforts.	Lesson 9
* Set goals for the potential ripple effect of continued philanthropic efforts this month or year.	Lesson 10



# High School Pre-Assessment

Name: \_\_\_\_\_ Date \_\_\_\_\_

1) What is your definition of the word “Philanthropy”?

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Match the definitions with the following words. Place the letter of the matching definition on the line.

2) Marginal Benefit	___	A	A powerful, or compelling emotion or feeling about a specific topic.
3) Nonprofit	___	B	A way to use money to addresses societal problems while still making a return on investment.
4) Personal Passion	___	C	Organizations that are not “in business” to make money, but to give back to society in some way, making them exempt from certain taxes.
5) Mission Statement	___	D	A sentence that describes the organization or individual as they would appear in a future successful state.
6) Impact Investing	___	E	Short, 1-2 sentence declaration of what you hope to achieve and why.
7) Vision Statement	___	F	The change in total benefit resulting from an action.

Name one nonprofit/charity that you have heard of for each of the following categories:

8) Local: \_\_\_\_\_

9) National: \_\_\_\_\_

10) Global: \_\_\_\_\_

11) List a few your personal passions that you could use to help others:

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12) What could a person use to help support a beneficial cause? (circle all that apply)

1 hour after school	Computer programming skills	Old pair of shoes
Bracelet weaving	Money earned from chores	Social media
Bicycle	Saturday morning	Finger puppets



What word does each letter in the acronym for SMART goals stand for?

13) **S** - \_\_\_\_\_

14) **M** - \_\_\_\_\_

15) **A** - \_\_\_\_\_

16) **R** - \_\_\_\_\_

17) **T** - \_\_\_\_\_

18) How do SMART goals relate to a philanthropic project?

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19) How could you gain support for a philanthropic project? Be specific.

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20) Give examples of how you could make an impact on your community or other people within the next year:

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**Bonus Question:**

If you had to write a mission statement for a philanthropic effort, what would it be?

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# High School Pre-Assessment Key

Name: \_\_\_\_\_ Date \_\_\_\_\_

1) What is your definition of the word “Philanthropy”?

*Answers may vary. Project Heart definition of philanthropy: The process of giving back. The act of donating money, goods, services, time or effort to support a beneficial cause and create a lasting impact.*

Match the definitions with the following words. Place the letter of the matching definition on the line.

2) Marginal Benefit	<i>F</i>	A	A powerful, or compelling emotion or feeling about a specific topic.
3) Nonprofit	<i>C</i>	B	A way to use money to addresses societal problems while still making a return on investment.
4) Personal Passion	<i>A</i>	C	Organizations that are not “in business” to make money, but to give back to society in some way, making them exempt from certain taxes.
5) Mission Statement	<i>E</i>	D	A sentence that describes the organization or individual as they would appear in a future successful state.
6) Impact Investing	<i>B</i>	E	Short, 1-2 sentence declaration of what you hope to achieve and why.
7) Vision Statement	<i>D</i>	F	The change in total benefit resulting from an action.

Name one nonprofit/charity that you have heard of for each of the following categories:

8) Local: \_\_\_\_\_ *Answers for a local nonprofit/charity will vary*

9) National: \_\_\_\_\_ *Answers for a national nonprofit/charity will vary*

10) Global: \_\_\_\_\_ *Answers for a global nonprofit/charity will vary*

11) List a few your personal passions that you could use to help others:

*Answers for personal passions will vary*

12) What could a person use to help support a beneficial cause? (circle all that apply)

*Each answer involves using a time, talent, or treasure.*

1 hour after school	Computer programming skills	Old pair of shoes
Bracelet weaving	Money earned from chores	Social media
Bicycle	Saturday morning	Finger puppets



What word does each letter in the acronym for SMART goals stand for?

- 13) **S** - Specific
- 14) **M** - Measurable
- 15) **A** - Attainable
- 16) **R** - Relevant
- 17) **T** - Time-Based

18) How do SMART goals relate to a philanthropic project?

*Answers may vary. Sample answer: SMART goals help bring focus to what the project is actually trying to accomplish so that you can know when you've done it.*

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19) How could you gain support for a philanthropic project? Be specific.

*Answers may vary. Sample answer: You could reach out to local news and radio stations, use social media, and create flyers / banners / signs to raise awareness for your project.*

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20) Give examples of how you could make an impact on your community or other people within the next year:

*Answers may vary. The key here is that students are identifying a philanthropic need and thinking about ways to address it.*

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**Bonus Question:**

If you had to write a mission statement for a philanthropic effort, what would it be?

*Answers may vary. Student mission statements should be based on what they want to achieve and why they want to achieve it.*

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# High School Post-Assessment

Name: \_\_\_\_\_ Date \_\_\_\_\_

1) What is your definition of the word “Philanthropy”?

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Match the definitions with the following words. Place the letter of the matching definition on the line.

2) Marginal Benefit	___	A	A powerful, or compelling emotion or feeling about a specific topic.
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# High School Post-Assessment Key

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*Answers may vary. Project Heart definition: The process of giving back. The act of donating money, goods, services, time or effort to support a beneficial cause and create a lasting impact.*

**Match the definitions with the following words. Place the letter of the matching definition on the line.**

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10) Global: *Answers for a global nonprofit/charity will vary*

**11) List a few your personal passions that you could use to help others:**

*Answers for personal passions will vary*

**12) What could a person use to help support a beneficial cause? (circle all that apply)**

*Each answer involves using a time, talent, or treasure.*

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## Project Heart Teacher-to-Parent/Guardian Intro Letter

(DATE) \_\_\_\_\_

Dear Parents/Guardians,

During this upcoming semester, your \_\_\_\_\_ grade student will be participating in the Project Heart program in our class.

The Project Heart program is an innovative educational tool that provides students with the opportunity to learn about philanthropy.

The purpose of Project Heart is to encourage a habit of giving, create global awareness in children, and allow them to contribute their time, talent, and treasure towards causes and issues they are passionate about. This program hopes to have a positive effect on students' lives and the community they live in.

At the conclusion of this program, students will complete a philanthropy project where they will be putting the concepts they have learned into action. In this project, students will define their philanthropic mission and create a project that may take the form of a fundraising and/or volunteer activity. Parent volunteers may be needed to help with some of the project logistics and execution.

Project Heart has been created by the OtterCares Foundation, which is connected to OtterBox. We are fortunate to have this program available at no cost to our school and I am eager to have our students participate in this unique and important learning opportunity.

If you have any questions, please feel free to contact me at:

phone number \_\_\_\_\_ or email me at \_\_\_\_\_.

Sincerely,

\_\_\_\_\_



### Interaction Activity at Home:

**Student:** Ask your parent/guardian what "philanthropy" means to them. Write their answer here:

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**Parent/Guardian:** Ask your student what "philanthropy" means to them. Write their answer here:

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## Suggestions for Using the Project Heart Curriculum

### Are you a teacher looking to weave philanthropy in to what you are already teaching?

The Project Heart curriculum can be infused throughout any lesson that you are looking to blend in a philanthropy education component. The microlearnings are an easy way to raise engaging questions about how philanthropy ties in to your class curriculum while the in-depth 10-unit lesson provides activities and reflection around topics such as the importance of making a difference, personal passions, finding your mission, persevering through adversity, and setting goals.

### Are you looking for a powerful warm-up activity for your students?

The microlearnings provide simple writing and/or discussion prompts that can start any class off on the right foot. These learning pieces allow for brief or extended discussions based on the image or quote, based on the questions provided for these and based on time available.

### Are you a teacher looking for ways to encourage teamwork and service learning?

Problem-based and project-based learning are proven teaching pedagogies that enhance student engagement, achievement, collaboration and confidence. Students have the opportunity to use their strengths within a small or large group/team to serve others, hopefully inspiring these young people to continue a life of philanthropy and service.

### Are you a teacher looking for a thought-provoking wrap-up activity that ties history to today?

What better way to close a lesson than to have students reflect on what they learned and did in class, then encourage them to apply what they learned in a relevant way in their own lives? Students will leave pondering some powerful ideas that can inspire them regularly to participate in philanthropic efforts.

### Are you looking for a meaningful activity to implement for early finishers?

High school students are not easily motivated by “extra” work, so early finishers will benefit from working independently or in small groups to discuss and/or debate a question from the microlearning materials. These debating skills are important for students to practice in a respectful and meaningful way.

### Are you a teacher looking for before-school or after-school program ideas?

Programs that take place before and after school can be so much more than extra homework time or indoor/outdoor play. Students in these programs are often from different classes and different grade levels, so working together for the common good of their school or community can build relationships and fulfill a need for belonging.

### Are you looking for small group activities for your students so that you can reteach prior content?

The ten-lesson philanthropy unit has many opportunities for students to work in small groups, to discuss topics and to create end products and projects. The microlearning materials also can be used for small group work (the materials can be used daily, weekly, bi-weekly or other schedule as needed) for higher-level thinking and discussions.

### Are you looking for an end-of-year unit that engages and empowers your students?

Project Heart provides a ten-lesson unit that can be a life-changing and meaningful end to the school year with explicit instruction on building philanthropy into daily life, working together to plan and organize a philanthropic event, and empowers students to make a difference on a local, national, and global level.

### Access the Full Curriculum!

If you made it here, but want to get back to the main Project Heart materials, use your registration password to access <https://myprojectheart.org/highschoolresources>

