

UNSTOPPABLE!

Educator Resource Guide



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Upper Elementary

The smallest deed is better than the greatest intention.

—John Burroughs

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LETTER TO THE TEACHER

Dear Fellow Educators,

We are so excited that you have decided to join the Project Heart community. This program goes beyond traditional classroom lessons, fostering emotional intelligence, empathy, and a desire to help others.

Project Heart empowers students to become active philanthropists, using their time, talent, and treasure to address local and global needs. It gives students the opportunity to identify their passions and find what tools and power they hold to make a significant difference in the world. It's more than just fundraising; it's about collaboration, critical thinking, and building skills that will last a lifetime.

- **Building Compassionate Leaders:** Project Heart plants the seeds of philanthropy early, leaving a lasting impression on students' desire to make a difference throughout their lives.
- **Social-Emotional Learning:** The program fosters empathy and understanding, providing valuable social-emotional learning (SEL) opportunities crucial for well-rounded development.
- **Real-World Problem Solving:** Students apply critical thinking skills to solve real-world problems, extending learning beyond textbooks.
- **Student Agency:** Project Heart empowers students with agency over their learning, allowing them to choose causes they care about and develop solutions.

We saw firsthand Project Heart transform the learning environments in our classrooms. Students were the drivers, actively engaged, brainstorming ideas, collaborating with peers, and taking ownership of their impact. Project Heart gives teachers the opportunity to take a back seat and simply facilitate, as students become the driving force of change. We saw students grow in their leadership and passion for helping others. The students took action and couldn't believe their positive impacts on local nonprofits. Members of our learning community are still talking about the impact and passion the students had/have for making a positive difference. This program elicits a spark in kids, and champions them to take initiative anytime they see a use for their time, talent, and treasures.

We encourage you to explore Project Heart. This program has reignited our passion for teaching. It is all about providing students with the opportunity to discover their own power and potential to change our world as young

philanthropists. It's an enriching program that aligns perfectly with developing well-rounded individuals who are academically strong, compassionate, and driven to make the world a better place.

Enjoy your next adventure,

Tenae Jones (Gifted and Talented Coordinator)

Hollie Johnson (4th-grade teacher)

Kelsey Sutliff (4th-grade teacher)

Kris Odenbaugh (4th-grade teacher)

Krislyn Molander (4th-grade teacher)

Janelle Joers (retired middle school teacher)

Denise Brink (K-8 STEM Coordinator)

GETTING STARTED GUIDE

We know that true transformation in our world begins with education. That is why we created Project Heart, our philanthropy education program that teaches young people that they have the power and ability to create real, lasting change in their communities and the world. The OtterCares Foundation's flagship program, Project Heart, connects educators with resources to cultivate impactful philanthropic experiences for K–12 students, laying the foundational principles of philanthropy in students while challenging young people to give their time, talent, and treasure to those in need.

Project Heart is packed with resources that will help you make philanthropy a part of your everyday conversation with your students. And the best part? YOU get to decide what the journey looks like for your classroom.

So what's all in store for you in this guide? Five lessons, instructions for three Ready-to-Go Service Projects, a service project planning tool kit, and questions for our book, *Unstoppable! 15 Inspiring Stories of Kids in Philanthropy*—all to help guide you through the Project Heart journey.

Remember—this is your story. Want just a sprinkle? Great! Pick your favorite lesson or show your students how easy giving back can be with one of our Ready-to-Go Service Projects. Want to go all in and go start to finish? We love that, too! We're passionate about helping students bring their ideas to life. If your classroom is inspired and ready to give back, we've included a tool kit to help you make sure you've thought of everything!

But wait! There's more . . .

We know that sometimes the best ideas need a little support. That's why we created our Illumination Fund. Your students can apply to receive a matching grant for a fundraiser, a materials grant to purchase supplies for an event, a matching grant for a collection drive, and even field trip funds to visit a nonprofit they're interested in learning more about! We're on this journey with you, so let's show kids how powerful giving back can be! Check out our website for more information: myprojectheart.org/illumination-fund

HOW TO ACCESS THE MATERIAL

Please follow the instructions below to access all of your Project Heart material:

1. Log in or create an account for Project Heart at www.myprojectheart.org
 - a. Please note that you will need to be logged into your account in order to access all linked material in this guide.
2. In the Project Heart Content dropdown, select Upper Elementary
3. This landing page will provide you with a number of links:
 - a. Educator Resources:
 - i. Educator Guide—an electronic version of the full Project Heart teacher guide.
 - ii. Downloadable version of *Unstoppable!*
 - iii. Zip file to download material for all five lessons and the service project toolkit all at once (you can download material for individual lessons within each lesson page).
 - b. Separate landing pages for each of the five lessons, Ready-to-Go Service Project Instructions, and Service Project Toolkit
 - i. Within each individual lesson, you will find that specific lesson plan, presentation slides, student activity worksheets, etc., giving you the option to download just what you need.

LESSON OBJECTIVES

Our goal with Project Heart is to create an experience that helps build a strong foundation of giving in young people. The first four lessons provide students with a basic understanding of philanthropy. If you are planning a class service project, the fifth lesson helps you narrow down all the powerful ideas and ways your students may want to give back to just one or two service projects.

Lesson One: What Is Philanthropy?

URL: myprojectheart.org/member/what-is-philanthropy

Identify ways people contribute to the community, introduce the 3Ts of philanthropy, and discuss the difference between needs and wants.

Lesson Two: Who Are Philanthropists?

URL: myprojectheart.org/member/who-are-philanthropists

Discuss the role of a philanthropist in a community. Hear from a philanthropist in-person or in provided videos.

Lesson Three, Part One: What are Nonprofits?

URL: myprojectheart.org/member/what-are-nonprofits

Learn about nonprofits and the work they do in communities. Learn how to identify needs in a community.

Lesson Three, Part Two: What Am I Passionate About?

URL: myprojectheart.org/member/personal-passions

Think through personal passions and create mind maps to better understand how the things you're passionate about can translate to making a difference.

Lesson Four: What Is a Mission Statement?

URL: myprojectheart.org/member/mission-statement

Create personal mission statements by linking personal passions with goals to make a difference.

Lesson Five: Who Can We Help?

URL: <https://myprojectheart.org/member/who-can-we-help>

**To be completed if your class will be planning a service project.

Determine as a class who you would like to help (animals, kids, the planet, etc.) and what nonprofit you can partner with.

READY-TO-GO SERVICE PROJECTS

How can you easily show your students what philanthropy is? Check out the Ready-to-Go Service Projects found in your kit!

1. Planting the Seed: An Acorn of Kindness
 - > Students will use their time, talent, and treasure to personalize two wooden acorns—one to keep and one to give away as part of a ripple of kindness. Students will write kind messages on their acorns by using sentence starters or coming up with something on their own.
2. Crafting Gratitude: Being Thankful Every Day
 - > Students will use their time, talent, and treasure to design a gratitude jar to share with family members, friends, or service providers. This lesson is meant to remind students all there is to be thankful for and all the ways they can show gratitude to others.
3. Handwritten from the Heart: Creating Kindness Cards
 - > Students will use their time and talents to create a written card or letter for someone who may be experiencing social isolation. A list of possible nonprofits to send these to are provided within the kit.

PLANNING YOUR OWN SERVICE PROJECTS

Feeling inspired to make a difference? Take the next step in the philanthropic journey and plan your own service project! Lesson Five will help your class narrow down who they want to help. After you determine who you want to help, the next step is to find out how you can help.

In need of financial assistance to pull off your project? No problem. OtterCares offers students the opportunity to apply for our Illumination Fund (myprojectheart.org/illumination-fund), which helps them purchase up to \$500 in materials, cover transportation costs for an educational field trip to a nonprofit of their choice, or match funds raised by a fundraiser or collection drive.

Our Project Ideas page on our website can help inspire you and your students to identify who you want to help, examples of past projects, books that relate to your project category, and much more. Check out this page at myprojectheart.org/member/project-ideas.

OtterCares is here to help guide you through the project planning process! Please reach out to our team with any questions or for guidance.

Also provided in this guide to help you plan a service project is:

Service Project Tool Kit

- Take home letter—English and Spanish
- In-person and phone donation request script
- Email donation request script
- Letter to the principal
- Sample timeline
- Sample budget

ILLUMINATION FUND

Project Heart Integration

We believe that Project Heart has the power to unleash the maker, doer, and giver inside of every student, and we want to invest in their ideas that have the power to transform their communities. The Illumination Fund was designed specifically to support student-led projects that come from their Project Heart experience.

Four Types of Illumination Funds

- **Materials grant:** A grant of up to \$500 to purchase supplies for a service project. (Ex: cleanup day, luncheon fundraiser, lemonade stand, etc.)
- **Matching grant:** The OtterCares Foundation will match up to \$500 raised by a student-led fundraiser to benefit a 501c3 nonprofit organization.
- **Collection drive match:** The OtterCares Foundation will make a donation of up to \$500 to the nonprofit your project benefits, based on the number of items you collect.
- **Field trip fund:** The OtterCares Foundation will reimburse the cost of transportation for a field trip to a local nonprofit organization.
NOTE: Field trip requests will only be considered if there is a corresponding service project with the same nonprofit organization.

General Requirements

If funded, the grant must be paid to the school or to a 501(c)3 nonprofit organization. OtterCares has set a limit of two applications per class per school year. For nonprofits, two applications per program per calendar year will be considered. If you have more than two projects in your classroom, please use an internal vetting process to select the best projects for submission to OtterCares.

Check out our Illumination Fund at myprojectheart.org/illumination-fund.

Q&A

Why should I use Project Heart?

Today's social climate is transforming the way young people see their place in the world. Rather than be in a sit-and-get environment, students are yearning for the opportunity to be a part of a solution to problems that they are seeing in their homes, schools, communities, and the world. Educators like you have a unique opportunity to help students harness their desire to create change by encouraging them to channel their passions into real-world solutions through hands-on projects that inspire students to develop their voices while teaching them that they are valuable and powerful people. Teaching students philanthropy is more than just teaching them to give. Philanthropy provides students with the opportunity to own their education by spearheading projects with their peers that will have tangible impact. Students will gain valuable work and life skills—collaboration, empathy, resilience, and problem-solving—empowering them to build successful careers and become lifelong change-makers.

What should I do if I don't have time for a full lesson?

Many of our lessons can be broken into two parts, allowing you to spend whatever time you have to give to Project Heart. We have also created a book list that you are welcome to utilize as needed. Feel free to swap a lesson for a book and add in some discussion questions afterwards.

Is it required that I do both the Ready-to-Go Service Projects and our own service project?

Our goal for providing the Ready-to-Go Service Projects is to help make philanthropy more attainable for teachers and students. If one of the Ready-to-Go Service Projects is all you have time in your schedule for, that's more than fine! We want this to be a fun experience for you and your students and hope that you find what fits your unique learning environment.

How do I incorporate *Unstoppable! 15 Inspiring Stories of Kids in Philanthropy* into the lessons?

We have collected some of our most powerful Project Heart stories and put them all in one book called, *Unstoppable! 15 Stories of Kids in Philanthropy*. You are welcome to read these stories in any order throughout the program. In addition, we have suggested other books that pair well with the Project Heart material. You are welcome to utilize the recommendations that best suit your classroom needs.

Are there digital resources available?

Everything in this guide is also accessible on our website, in addition to presentation slides, numerous additional resources, and digital versions of student activities. Check out our website at www.myprojectheart.org.

How many lessons do I need to implement?

One of the really great things about Project Heart is the flexibility in which you present the material to your students. There is no expectation of a minimum or maximum number of lessons you should present. If you choose to implement each lesson in its entirety—that's great. If you have an existing philanthropy/leadership curriculum that you use and you plan to use parts and pieces of Project Heart to amplify what you're already doing—that's great, too!

Is there a specific order that I need to follow when implementing lessons?

No! These lessons were created to be foundational philanthropy lessons with an added service project toolkit that will help your students plan and execute a successful service project. Though following the lessons in numerical order works great, the way in which you choose to move from one lesson to the next is completely up to you.

Where can I find past project examples or nonprofits to give us an idea of some direction?

We've put together a list of past project ideas as well as a list of nonprofit profiles to help spark inspiration. Though we can't include every nonprofit from every community, our hope is that a few organizations you see listed might help you think of a few in your area. You can find this page on our website at myprojectheart.org/member/project-ideas.

Are there core lessons you recommend that I present to my students?

Though the lessons you implement are completely up to the needs of you and your students, we recommend that you present Lesson One—What Is Philanthropy? to provide your students a baseline understanding of the work they are doing.

My students' service project(s) cost money. Is there a way you can help with that?

Yes! Our Illumination Fund was created specifically to support student-led projects that arise from the implementation of Project Heart. For more information, check out page 6 in this guide or our website at myprojectheart.org/illumination-fund.

MASTER LIST OF MATERIALS

Name of Material	Where to Access	Quantity	Lesson Used	Link to Material
Guide	Provided in kit	1 guide	All	
<i>Unstoppable!</i> Book	Provided in kit	5 books	All	
Optional Vocabulary Flash Cards	Digital download	17 optional vocabulary cards	1-5	https://bit.ly/3ZFTceS
Philanthropy Flash Card	Digital download	1 set	1	https://bit.ly/3DmQZxt
“Philanthropist Interview” Activity Sheet	Digital download	1 per student	2	https://bit.ly/3ZYC9Gk
“I Am a Philanthropist” Activity Sheet	Digital download	1 per student	2	https://bit.ly/3Bx3PIW
“Mind Map” Activity Sheet	Digital download	1 per student	3	https://bit.ly/4fITSf9
“My Personal Mission Statement” Activity Sheet	Digital download	1 per student	4	https://bit.ly/3VJ202y
“My Little Book of Philanthropy” Activity Sheet	Digital download	1 per student	4	https://bit.ly/3VKr3IF
“Our Family Mission Statement” Activity Sheet	Digital download	1 per student	4	https://bit.ly/3VKhwex
“What’s in Our Project Heart” Poster	Provided in kit	1 poster	5	

Name of Material	Where to Access	Quantity	Lesson Used	Link to Material
Paper acorn cut outs	Provided in kit	1 per student	5	
Wooden acorns	Provided in kit	2 per student	Service Project 1	
Kindness bookmark	Provided in kit	1 per student	Service Project 1	https://bit.ly/4gem3hk
Cardboard gratitude jar	Provided in kit	1 per student	Service Project 2	
Gratitude Conversation Starters	Provided in kit	8 cards per student	Service Project 2	https://bit.ly/49FblOz
Customizable gratitude slips	Provided in kit	8 blank slips per student	Service Project 2	https://bit.ly/4gnhi5k
Blank card + envelope	Provided in kit	1 per student	Service Project 3	
Project Heart Postcard	Provided in kit	1 per student	Service Project 3	
Encouragement Cards	Provided in kit	1 per student	Service Project 3	https://bit.ly/3OZJleP
Project Heart Sticker	Provided in kit	1 per student		

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LESSON ONE

WHAT IS PHILANTHROPY?



Learning Targets

- Students will be able to identify ways people contribute to their community.



Time

- 50–60 minutes—can be broken into two 25–30 minute lessons if needed.



Materials—**Please note, you will need to be logged into your Project Heart account at www.myprojectheart.org to access all materials.**

- On screen presentation—available in PowerPoint and Google Slides.
- ¼ sheets of blank paper—one for each student in your class. You can also use our Project Heart cards linked in the lesson!
- 3–6 pieces of blank paper or chart paper.
- Optional Alternate Activity material—5” colored squares of paper.
- Flash Cards—to be used throughout the program - found on the Project Heart website.



Overview

- Warm-Up—5–10 minutes—students focus on a brainstorming session with the whole group about how it feels to give, and what their best memories are of receiving a gift.
- Activity—30–40 minutes
 - Define the following terms: need, service, philanthropy, 3Ts (time, talent, treasure).
 - Students work in groups to discuss the needs relative to families, schools, and communities and the services that could be provided.
 - Students work in small groups to brainstorm ways to give time, talent, and treasure to family, school and community.
- Conclusion—5 minutes—Students write about how philanthropy and the 3Ts could look in their lives.



Looking Ahead:

- Lesson Two includes the opportunity to learn about philanthropists by watching videos or interviewing a local philanthropist. If you choose to interview someone in person, a list of questions your students can ask are provided within Lesson Two on the Project Heart website. You may also want to allow time before the next lesson for students to come up with questions of their own.

WARM-UP:



Tell the class that today they are going to start on a journey that will help them better understand what it means to give back to their community.

Show “Project Heart for Kids” video: bit.ly/41COMrG

Warm-Up Activity:

1. Take one blank sheet of paper
2. Find a partner sitting near you
3. Take a few minutes to write a kind message to your partner
 - What are they really good at?
 - Did they help you with something lately?
 - Did they do something nice for someone else in your class?
 - Did they do really well on a test?
 - Do you like what they're wearing today?
4. Once you are finished, give your note to your partner!

Today we are going to learn about giving to others. We are going to start by giving something to our classmates. You will each receive a blank sheet of paper (or card). What I would like you to do is write a kind message on it and give it to a classmate. Try to be specific and encouraging to each other in these notes. This is your gift to them today!

Determine the best way to ensure every student in the classroom gives a note away to someone in the room and receives a note from someone else.

Allow 10 minutes of work time.

ACTIVITY:

Vocabulary: Giving, Need, Service



We all just practiced giving by writing a kind note to a classmate. What do you know about the word give?

Giving means to offer something to someone without expecting anything in return.

Who can share a time they gave something to someone?

Turn to the person next to you and share about how it feels to give something to someone. Maybe share an example of a time you gave someone a gift.

Now share about how you've felt when someone has given something to you. How did you feel?

Optional Extension Activity: Use colored 5” squares of paper and have each student write words, definitions, or examples of “giving,” and make a collage or class bulletin board. This allows for a permanent reminder of the work done around giving while providing a group project that lends itself to sharing and building relationships with others.



Now let’s take a moment and talk about need. What is a need, and how are they different from wants? What are some examples of needs that we have?

A need is something that is required or necessary. A need is something that we can’t survive without.

Other than our basic needs—shelter, clothes, water, food, oxygen—what other needs might we have?

Answers might include: shoes, toothbrush, car, entertainment, love, family.



Let’s go through a couple of examples and talk through as a class whether what’s on the screen is a need or a want.

Examples are: shelter, toys, clean water, clothing + shoes, expensive shoes—have a conversation around whether someone **NEEDS** an expensive pair of shoes, and medical care.



You are all capable of great things in your life, and it’s up to you to choose HOW you will use your talents (the things we’re good at) and passions (the things we love) to serve others in your family, school, and community.

Service is the act of helpful activity.

Who in the class has done something helpful for someone before? It could be a friend, classmate, neighbor, or family member.

Groups to discuss the needs they identify in families, schools, and communities and the services that could be provided—10 minutes.



Tell the students that they will now work on an activity where they will practice identifying a need in the community and a service that will fill that need.

What do you know about NEEDS of Families, Schools and Communities?

Needs	Service/What would help?
Families A family in your neighborhood doesn't have the money they need to buy food.	
Schools A teacher at your school needs extra help in the classroom sometimes, cleaning, grading papers.	
Communities You've noticed some people experiencing homelessness in your community.	

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Listed on the screen are three needs—one family need, one school need and one community need. Divide the class up into as many groups as are appropriate in your classroom and assign each group a need. Give groups a blank sheet of paper to write services or things people could do to help their assigned group.

Example answers could be:

Family—Food bank, neighbors could offer to donate their food to them, etc.

School—Parent volunteer, student volunteers, etc.

Community—Community shelter

Vocabulary: Philanthropy



****IMPORTANT:** The word philanthropy in the title of this slide is linked to a resource on the Project Heart website that helps break apart the word to better help students say it.

We can give in many ways, even if you think you have nothing to offer. How many of you have heard of the word *philanthropy* before? What do you think it means?

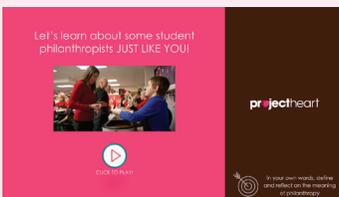


Philanthropy is the process of giving back. The act of donating money, goods, services, time, or effort to support a cause and create a lasting impact.

How is philanthropy more than money?

How else can you give?

What were some of the examples that the people in the video gave for how philanthropy made them FEEL?



Let's watch as fourth-grade students practice being philanthropists by raising money for an organization in their community!

CONCLUSION:



The 3Ts of philanthropy are time, talent, and treasure.

Time is when we give our time to help someone in need. Treasure is when we give money or other goods that we have to someone who needs them. Talent is when we use our skills or the things we are good at to help someone.

Let's finish this lesson by deciding how you can use your 3Ts to help someone. How can you give your time to someone in need? What talents do you have that might help someone? What kind of treasure do you have that you could donate to someone?



Record student's answers in a chart with all three columns displayed.

LOOKING AHEAD:

Lesson Two includes the opportunity to learn about philanthropists by watching videos or interviewing a local philanthropist. If you choose to interview someone in person, a list of questions your students can ask are provided within Lesson Two on the Project Heart website. You may also want to allow time before the next lesson for students to come up with questions of their own.



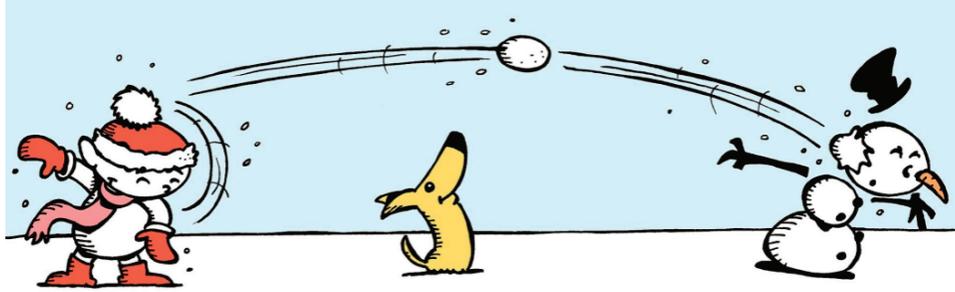
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LESSON TWO

WHO ARE PHILANTHROPISTS?



Learning Targets

- Students will be able to understand the role of a philanthropist in a community.



Time

- 40–50 minutes—can be broken into two 20–25 minute lessons if needed.



Materials—**Please note, you will need to be logged into your Project Heart account at www.myprojectheart.org to access all materials.**

- On screen presentation—available in PowerPoint and Google Slides
- This lesson introduces students to philanthropists. You can do this in one of two ways in your classroom:
 - VIDEOS:
 - Provided in this lesson are a number of videos + bios sharing both youth philanthropists and adult philanthropists. Show any video you think your students will be inspired by.
 - IN-PERSON PHILANTHROPIST:
 - Reach out to a local philanthropist in your community—this can be anyone who donates their time, talent, or treasure to a cause they're passionate about.
 - Request a bio to share with your students.
 - Provide speaker with interview questions so they are prepared for what students might ask.
- Philanthropist interview question worksheets to record answers to questions—found on the Project Heart website.
- “I Am a Philanthropist” student activity sheet—found on the Project Heart website.



Overview

- Warm-Up—5 minutes—define the following term: philanthropist.
- Activity—35 minutes
 - Students will spend time reviewing biographies of philanthropists—either from videos they will watch or from a speaker who will visit their classroom.
 - Students will listen to a guest speaker or watch videos to find out why philanthropy became a part of the philanthropists' lives, their backgrounds, and other topics related to interview questions that students will review/prepare before the presentation.

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LESSON TWO

WHO ARE PHILANTHROPISTS?

Overview Cont.

- Students will take a “philanthropist inventory” to learn about some of the characteristics a philanthropist embodies, and if they have those same qualities, too.
- Conclusion—10 minutes—Students discuss how these philanthropists gave their time, talent, and/or treasure for the greater good of the community. Students will think individually about how they can give their time, talent, or treasure to the causes that were presented today.

WARM-UP:

Tell the class that they are continuing on their journey to make a difference. Today, they will learn about people who have made a difference in their communities. They will find out how they gave their 3Ts, and how they got involved in different causes.

What is a philanthropist?

Identify the role of a philanthropist in a community.

Remind students that the word **philanthropy** means to give back by donating money, goods, services, time, or effort to help a cause and create a lasting impact.

What do you think a philanthropist is?

A philanthropist is someone who uses their time, talent, and/or treasure to help someone or something in need.

What is a philanthropist?

A philanthropist is someone who uses their time, talent, and/or treasure to someone or something in need.

Identify the role of a philanthropist in a community.

ACTIVITY:

Learn About Philanthropists—VIDEOS

BEFORE THE VIDEOS

- Listen for key terms and big ideas
- Learn as much as you can from these philanthropists
- Seek evidence of the 3 T's - time, talent, treasure

Tell the students that they will now watch a few videos. In these videos, philanthropists share how they started giving back, what things they are passionate about, and how they use their 3Ts to make their community a better place.

NANCY RICHARDSON
Nancy Richardson founded the GreenCare Foundation to invest in education and empower youth to create lasting change through entrepreneurship. Nancy founded her business as a philanthropist in her 3rd grade classroom. Read more about Nancy's story HERE.

LOPEZ ELEMENTARY
Every year, 4th grade students at Lopez Elementary School in Fort Collins, Colorado work together to make a difference. With the help of their dedicated teachers, they put on an auction to help raise money for the local charity, the Children with Developmental Disabilities. Read more about this year HERE.

BAMFORD ELEMENTARY
Students at Bamford Elementary School in Fort Collins, Colorado wanted to make a positive impact on their school. Each grade at Bamford Elementary has a "Pack Month," a block when students bring their school spirit to school. They donated old clothing, shoes, and other items to the school. Read more about their story HERE.

Six videos + bios are provided on slides five and six, sharing six stories of giving back. Choose as many videos as you'd like!

Nancy Richardson—bit.ly/4iE2T69

Lopez Elementary—bit.ly/4fj4xaw

Bamford Elementary—bit.ly/3P2Gj9U

Jen and JL Houska—bit.ly/49KIDN7

Shepardson Elementary—bit.ly/3ZX03Si

Kenna Christian—bit.ly/3DkGJ8V

JEN & JL HOUSKA
Jen and JL Houska own Houska Automotive. They are passionate about helping youth in Colorado, and like to give their time, talent, and treasure to help youth in their community. Jen and JL have provided youth with educational and career opportunities. Read more about their story HERE.

SHEPARDSON ELEMENTARY
Students of Shepardson Elementary in Fort Collins, Colorado will be glad to support their local charity, charity for their school, the Children with Developmental Disabilities. They want to help raise their school's budget. Read more about their story HERE.

KENNA CHRISTIAN
At 10 years old, Kenna Christian wants to use her money to help those in need. She has been able to help those in need by donating her money to the local charity, the Children with Developmental Disabilities. Read more about her story HERE.

Learn About Philanthropists—IN-PERSON SPEAKER

BEFORE THE VISIT

- Students will be assigned questions
- Take notes
- Listen for key terms and big ideas
- Learn as much as you can from our guest
- Seek evidence of the 3Ts

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Take a few minutes to go over the expectations for the philanthropist interview. Share who will be visiting their classroom and decide who will be asking each question from either the interview question page provided on the Project Heart website, or the list of questions the class came up with.

_____ is a local philanthropist

What questions do you have for our guest?

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Use this optional slide when your philanthropist is speaking

ACTIVITY:

I Am a Philanthropist

I AM A PHILANTHROPIST

Circle words that describe you, underline words you would like to work on.

Write 2 sentences about how you plan to give in your community.

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Tell the students that they will take some time to learn about different characteristics of a philanthropist. Some of these characteristic traits (or maybe all of them), they might notice describe the philanthropists in the videos or the speaker they had in their classroom.

On the “I Am a Philanthropist” worksheet, seven characteristics are displayed with descriptions beneath. Read through each characteristic as a class and have students determine if they think they too embody some of these same traits. If they do, have them circle the word. If the trait is something they would like to work on, have them underline the word.

On the back of the worksheet, have students write a few sentences about how they can give their 3Ts (time, talent, or treasure) to someone in need in their community.

CONCLUSION:

Reflecting on the 3Ts

Time	Talent	Treasure

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Call on a few students to summarize how the philanthropist(s) in the videos or the guest speaker used their 3Ts to give in the community.

Revisiting questions from Lesson One:

How is philanthropy more than money? How else do people give?

Optional Extension Activity: Students can use their interview sheet to interview someone in their life or the community about how they give back.

PHILANTHROPIST INTERVIEW

“ WHEN DID YOU FIRST
BECOME A
PHILANTHROPIST?
”

“ WHAT DO YOU DO AS
A PHILANTHROPIST
RIGHT NOW?
”

“ WHAT DOES
PHILANTHROPY
MEAN TO YOU?
”

“ HOW DO YOU FEEL
WHEN YOU GIVE
BACK TO THE
COMMUNITY?
”

“ WHAT COMMUNITY
ISSUES ARE YOU
MOST PASSIONATE
ABOUT?
”

“
”

“
”



I AM A

PHILANTHROPIST

Circle the words that describe you. Underline words that you would like to work on.

Listener

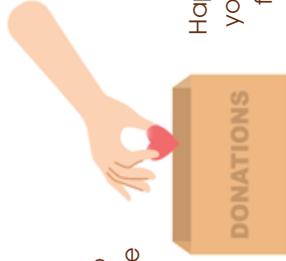
Someone who listens to someone's story with the intent of better understanding how they can help.

Compassionate

Feeling or showing concern for someone.

Self-Aware

The understanding of who you are and what you have in order to use it to help someone in need.



Generous

Happy to give something you have (time, money, food, or kindness) to someone in need.

Thoughtful

Being considerate and aware of the feelings of others.

Kind

Listening, feeling, and understanding others' needs and trying to help meet those needs.

Selfless

Thinking less about yourself and more about others.

I AM A

PHILANTHROPIST

Write 2-3 sentences about how you can give your time, talent, or treasure to someone in need in your community.



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LESSON THREE

WHAT IS A NONPROFIT + WHAT AM I PASSIONATE ABOUT?



Learning Targets

- Students will be able to explain how philanthropy affects them and their community.
- Students will be able to identify personal passions.
- Students will understand how to identify need in their community.



Time

- 50–60 minutes—can be broken into two 25–30 minute lessons if needed.



Materials—**Please note, you will need to be logged into your Project Heart account at www.myprojectheart.org to access all materials.**

- On screen presentation—available in PowerPoint and Google Slides.
- Nonprofit Research Activity Sheet—found on the Project Heart website.
- Mind Map Student Activity Sheet—found on the Project Heart website.
 - We provide a completed mind map example in the slides, but you might want to complete one yourself.
- Device to research nonprofits—can be done as a whole class using teacher computer + projection or student devices if access is available.
- OPTIONAL: Vocabulary Memory



Overview

- Warm-Up—5 minutes—define the following terms: nonprofit, volunteer, and personal passions.
- Activity—40 minutes
 - Part One: Research nonprofit organizations to get a better understanding about what types of things students can give their 3Ts to (20 minutes).
 - Part Two: Personal passion mind map activity (20 minutes).
- Conclusion—5 minutes
 - Inspire students to think of ways they can make a difference using their 3Ts and their personal passions.
- OPTIONAL: Play Vocabulary Memory!

WARM-UP:



Tell the class that today they are going to better understand what it means to give back to global and local communities by learning about nonprofits and personal passions.



What does it mean to volunteer?

A volunteer is a person who does work without getting paid.



Ask the students if they have heard of a nonprofit.

A nonprofit is an organization whose purpose is something other than making a profit. Oftentimes we hear about businesses doing work to make money so that they can do things like expand, pay their employees more, create more products, etc. If a business didn't exist to make money, why else might they exist?

ACTIVITY:

Part One Activity: Learn about nonprofits—20 minutes



Tell the students that they will do an activity in a minute that will help them learn about nonprofits that help meet a need in communities.

Before they each get a nonprofit assignment, look up a nonprofit together! As a class, search for your local animal shelter. If you don't have one, look up a national animal nonprofit.



Answer the questions on the screen. These are the same questions students will answer in groups for the next part of the activity.

RESEARCH WHAT SOME NONPROFITS ARE DOING IN COMMUNITIES



If you have access to student devices, separate the class into six groups with at least one device per group. If you do not have access to student devices, choose one to two nonprofits from the list as a class and look up information about them on the teacher’s device.

Answer the following questions about your assigned nonprofit:

1. What is the name of the nonprofit?
2. What does their logo look like?
3. What is the mission statement?
4. Who do they serve?
5. What community needs are they meeting?
6. How are they meeting these needs?



Let’s take this further by learning about six nonprofits that serve six different groups. In a minute, we will split up into groups to research one nonprofit. You’ll all receive a worksheet asking you the same questions that we just went through together. Answer the questions about your nonprofit. Make sure to check out their “About Us” pages. This is where you’ll find a lot of helpful information!

- KIDS—Kaboom!: www.kaboom.org
- ANIMALS—Alley Cat Allies: www.alleycat.org
- MEDICAL—Make-A-Wish: www.wish.org
- ENVIRONMENTAL—DigDeep: www.digdeep.org
- FOOD—Feeding America: www.feedingamerica.org
- HOUSING—Stand Up for Kids: www.standupforkids.org

ACTIVITY:

Part Two Activity: Identify your personal passions—20 minutes

What do you know about PERSONAL PASSIONS?

A personal passion is a powerful or compelling emotion or feeling about a specific topic.



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Learn how philanthropy affects you and your community!

A personal passion is a powerful or compelling emotion or feeling about a specific topic. It’s something that makes us really excited and happy. Something you cannot wait to do or tell someone about!

Ask yourself these questions...

- What if you were a superhero and your superpower was to fight thing that were unfair. What unfairness would you solve first?
- What if you had an extra hour in your day. What would you spend it doing?
- What is one thing you can talk to your friends about without getting bored?
- What if you could create your own class or club at school? What would it be?

THESE are your personal passions!

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In order to help us figure out what our personal passions are, we might ask ourselves a few questions:

1. **What if you were a superhero and your superpower was to fight things that were unfair. What unfairness would you solve first?**
2. **What if you had an extra hour in your day? What would you spend it doing?**
3. **What is one thing you can talk to your friends about without getting bored?**
4. **What if you could create your own class or club at school? What would it be?**

Personal passions might be animals, drawing, helping kids feel included, being outside, etc.



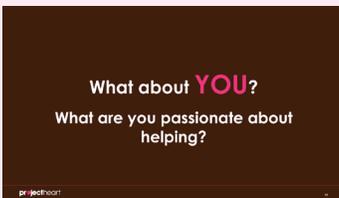
Let's learn about two more groups of student philanthropists. While we're watching, make sure to think about what these students might have been passionate about to choose to work on a project like this.

Dunn IB World School—bit.ly/3ZkgTZS
 Carrie Martin Elementary—bit.ly/3Yek9GX



What do you think the students at both Dunn IB World School and Carrie Martin Elementary were passionate about?

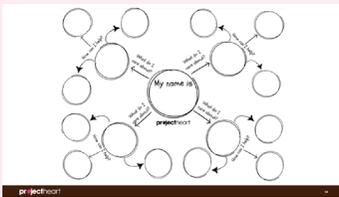
Animals, helping people, kids, etc.



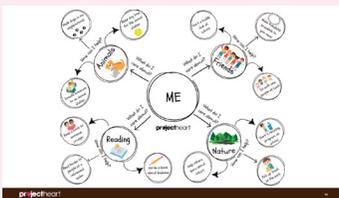
Now let's think about the things YOU are passionate about, and how YOU can make a difference.



A mind map is a tool that you can use to help you organize information. Today, we are going to each make our own mind maps to organize things we care a lot about (our personal passions) and learn how we can make a difference around the things we're passionate about.



This will be our mind map template. Each of you will receive a blank mind map to make your own.



In the center circle, write your name—maybe you even draw a self-portrait! In the four circles branching off from the center circle, write in four things you're passionate about. Remember, our passions are the things that we love. It's like having a special spark inside you that lights up when you're doing what you love.

The three smaller circles that branch off of the things you're passionate about provide space for you to note how you can make a difference around those passions.

For example, if you were passionate about drawing, maybe you could draw pictures and give them to a senior center in your community to make residents there happy. Or maybe you could sell your drawings and donate the money you make to your local animal shelter to help animals in need.

If you were passionate about being outside, maybe you spend some time on a Saturday walking around your neighborhood picking up any trash you see. Maybe you write fun messages with chalk around your neighborhood or a park to make people smile.

The most important thing is to make this unique to YOU. Color it, draw pictures, write helpful notes . . . whatever you want to include!

If you have time, feel free to add in any additional thoughts or bubbles you need to complete your mind map. If you said you were passionate about nature and want to go clean up your local park, which park will you clean? What will you need? Gloves, trash bags, etc.

You can always write in more thoughts! What are some next steps you can take to help you fill that need?



CONCLUSION:



By using our 3Ts to make a difference, we're practicing philanthropy. Never forget how the skills you have and the things that you love can help you change the world.

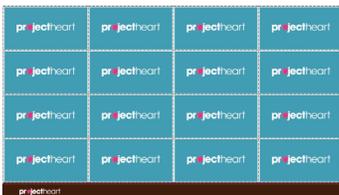
LET'S PLAY MEMORY!

Directions:

- Match each vocabulary word with the correct definition.
- Delete or move the card covering two of the squares to see if you have found a match. If you haven't, replace the cards and try again.
- Once a match has been found, keep the vocabulary word and the definition visible so you can see what you have left to find.

CARD	VOCABULARY WORD	DEFINITION
pr jectheart	PHILANTHROPIST	someone who uses their 3Ts to give back and help others

OPTIONAL: Play Vocabulary Memory! You can do this by downloading the PowerPoint file from our website within the Lesson Three resources, or access it through Google Slides and make a copy of the presentation.



LOOKING AHEAD:

Lesson 4 introduces students to mission statements. Consider asking your students to go home and write down one mission statement before your next Project Heart lesson—it could be the mission statement of somewhere their parent/guardian works, a local university, their favorite business, etc.

**NAME OF THE
NONPROFIT**

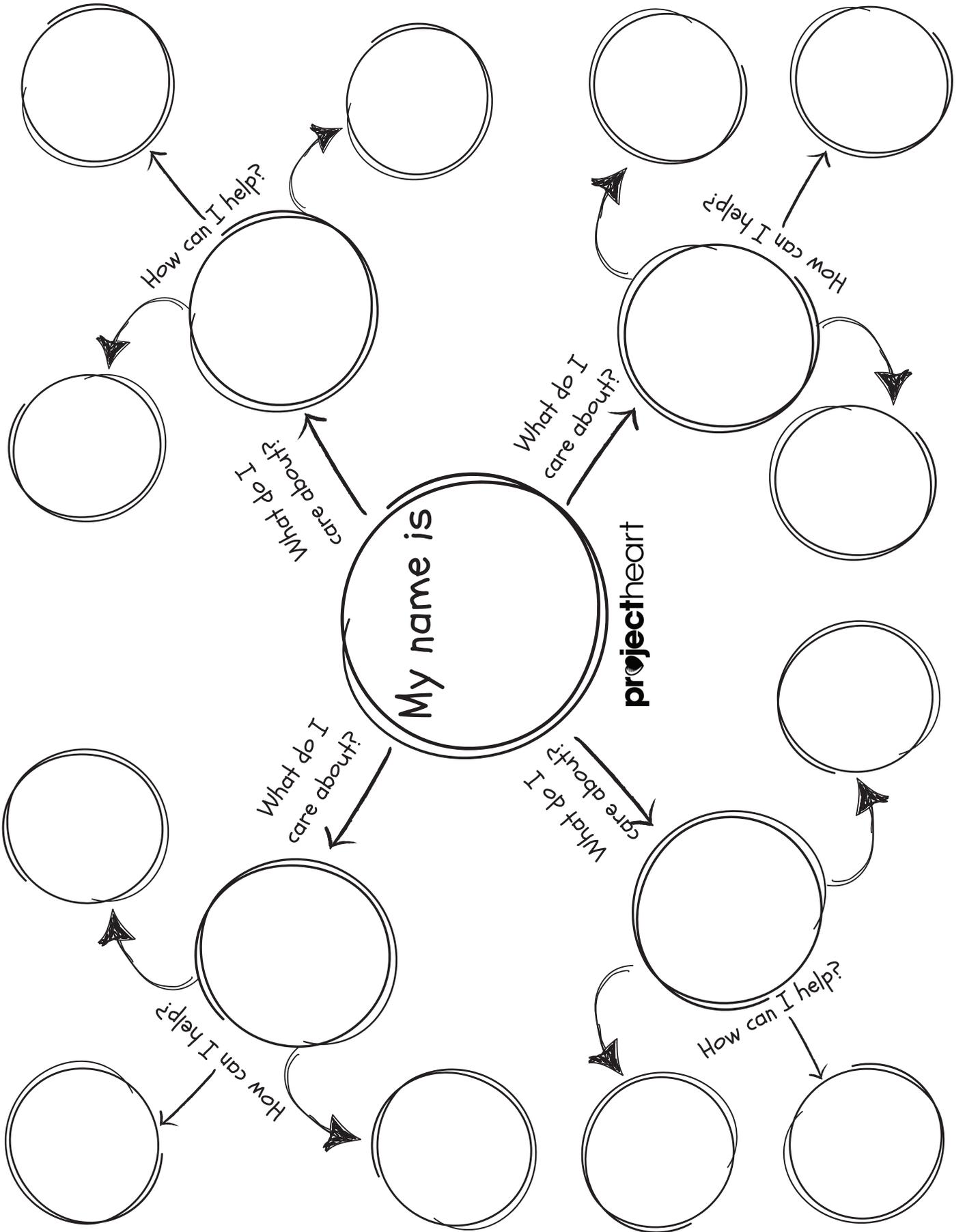
**DRAW THEIR
LOGO!**

**WHAT IS THEIR
MISSION STATEMENT?**

**WHO DO THEY
SERVE?**

**WHAT NEED ARE
THEY MEETING?**

**HOW ARE THEY
MEETING THIS NEED?**



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LESSON FOUR

WHAT IS A MISSION STATEMENT?



Learning Targets

- Students will create philanthropic mission statements.



Time

- 50–60 minutes—can be broken into two 25–30 minute lessons if needed.



Materials—**Please note, you will need to be logged into your Project Heart account at www.myprojectheart.org to access all materials.**

- On screen presentation—available in PowerPoint and Google Slides.
- My Personal Mission Statement activity page—found on the Project Heart website.
- My Little Book of Philanthropy activity page—found on the Project Heart website.
- Optional take home activity—Our Family Mission Statement activity—found on the Project Heart website.



Overview

- Warm-Up—5 minutes—define the following term: mission statement.
- Activity—40 minutes
 - My Personal Mission Statement (20 minutes)
 - My Little Book of Philanthropy (20 minutes)
- Conclusion—5 minutes—recap what a mission statement is and display The OtterCares Foundation mission statement.
- Optional take home activity—Our Family Mission Statement.

WARM-UP:



"It doesn't matter how fast you are are going if you're heading in the wrong direction."

What does this quote mean to you?



Ask the students what a mission statement is.

A mission statement is a description of the purpose of a group or organization. It is a reason for existing.

If you completed the previous lesson: ***All of the nonprofits that you researched in an earlier lesson have mission statements.***



The Alley Cat Allies mission is to transform and develop communities to protect and improve the lives of cats.

The Make-A-Wish mission statement is to create life-changing wishes for children with critical illnesses.

If you had students write down a mission statement that they found of a parent/guardian's place of work, their favorite business, etc., have them share it now.

ACTIVITY:

Write a personal mission statement—20 minutes



Display the three company mission statements on the screen and let students guess which company each one belongs to.

#1: To be the best sports brand in the world—Adidas

#2: To save people money so they can live better—Walmart

#3: To refresh the world and make a difference—Coca-Cola

What will **YOUR** mission statement say about **YOU**?

Follow the instructions on your worksheet to write your personal mission statement. Fill in the blanks using the following types of words:

Noun - person, place or thing
Verb - action word
Adjective - descriptor

MY PERSONAL MISSION STATEMENT

Use my TIME, TALENT and TREASURE to make the world better. I am passionate about _____ and know I can _____ to help make a difference. Even though I am _____, I am a powerful and purposeful person who is _____ and _____ to be a changemaker in the lives of others around me. I hope that others think of me as a _____ person who chooses to do the right thing.

My name is _____ and I am a philanthropist!

Tell the students that they will now get a chance to write their own mission statements, using a Mad Libs style worksheet.

A sample mission statement is written out for them with spaces to write their name, age, and a series of nouns/verbs/adjectives. Provided on one side of the worksheet are sample words they can use, but you may want to come up with additional words for them to choose from as well.

MY PERSONAL MISSION STATEMENT

MAD LIBS!

Mad Libs is a word game that involves creating a story or paragraph by filling in missing words. It is a great way to practice grammar, parts of speech and vocabulary! Create your mission statement by filling in the missing words. Think about ways you want to make a difference and the impact you hope to make.

Examples

A noun is a person, place or thing.
A verb is an action.
An adjective is a descriptor word.

VERBS	NOUNS	ADJECTIVES
Love	Family	Kind
Care	Friends	Caring
Give	Animal	Helpful
Share	The Planet	Giving
Help	The Earth	Honest
Serve	Church	Trusting
Learn	Environment	Supportive

MY PERSONAL MISSION STATEMENT

My name is _____ and I am a philanthropist!
I use my TIME, TALENT and TREASURE to make the world better.
I am passionate about _____ and know I can _____ to help make a difference. Even though I am _____, I am a powerful and purposeful person who is _____ and _____ to be a changemaker in the lives of others around me. I hope that others think of me as a _____ person who chooses to do the right thing.

My name is _____ and I am a philanthropist!

Look back at your **PERSONAL PASSIONS** mind map to help you write your mission statement!

What did you say was important to you?
What did you say you could do to make a difference?

If you had students complete the personal passion mind map in the previous lesson, let them know that some of the information they wrote down might help them build their mission statement.

* * If your students have gone through Project Heart previously, have them rework a mission statement that they've already written for themselves. As our skills, interests, and passions change, so can our mission statements!

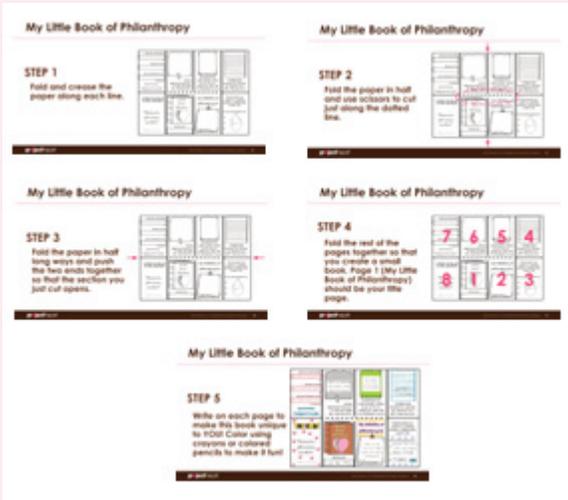
ACTIVITY:

My Little Book of Philanthropy—20 minutes

My Little Book of Philanthropy

Let's make a pocket guide that we can carry around to help us remember a difference we can make in our communities!

Slides 15–20 provide instructions on how to create the My Little Book of Philanthropy activity. This can be a tool students carry around and remind them of what things they are passionate about, what skills they have, and how they can put those together to make a difference!



Step 1: Fold and crease the paper along each line.

Step 2: Fold the paper in half and use scissors to cut just along the dotted line.

Step 3: Fold the paper in half lengthwise and push the two ends together so that the section you just cut opens.

Step 4: Fold the rest of the pages together so that you create a small book. Page 1 (My Little Book of Philanthropy) should be your title page, and Page 8 (The End!) should be your back page.

Step 5: Write on each page to make this book unique to YOU! Color using crayons or colored pencils to make it fun!

CONCLUSION:



Mission statements help us learn more about an organization and what is important to them. This Project Heart program was created by The OtterCares Foundation, whose mission is to inspire students to become entrepreneurs and philanthropists!

The mission statements we all created today can help remind us how we can make a difference!

OPTIONAL: Families can also create mission statements too! Each of you will also get to take home a family mission statement activity page!

Our Family Mission Statement

MAD LIBS!

Mad Libs is a word game that involves creating a story or paragraph by filling in missing words. It is a great way to practice grammar, parts of speech and vocabulary. Create your family mission statement by filling in the missing words by taking turns talking about how your family's mission statement should sound and feel.

Examples

A noun is a person, place or thing.
A verb is an action.
An adjective is a descriptor word.

VERBS	NOUNS	ADJECTIVES
Love Care Give Share Help Serve Learn	Family Friends Animal The Planet The Earth Church Environment	Kind Caring Helpful Giving Honest Trusting Supportive

Our Family Mission Statement

We are the _____, and we are philanthropists!

In our family, we _____, we _____ and we _____. We do what is right, even when it's not easy. We stand up for ourselves and what is right. We use our TIME, TALENT and TREASURE to help _____ and make the world better. We treat others how we would want to be treated. If we see a friend hurting, we ask if they are ok and help if we can. We say sorry when we make a mistake. We hope that others think of us as _____ and _____ people who choose to do the right thing.

We are the _____, and we are philanthropists!

MY PERSONAL MISSION STATEMENT

MAD LIBS!

Mad Libs is a word game that involves creating a story or paragraph by filling in missing words. It is a great way to practice grammar, parts of speech, and vocabulary! Create your mission statement by filling in the missing words. Think about ways you want to make a difference and the impact you hope to make.

Examples

A noun is a person, place, or thing.

A verb is an action.

An adjective is a descriptor word.

VERBS

Love
Care
Give
Share
Help
Serve
Learn

NOUNS

Family
Friends
Animal
The Planet
The Earth
Church
Environment

ADJECTIVES

Kind
Caring
Helpful
Giving
Honest
Trusting
Supportive

MY PERSONAL MISSION STATEMENT

My name is _____ and I am a philanthropist!

I use my TIME, TALENT, and TREASURE to make the world better.

I am passionate about _____ and know I can

_____ to help

make a difference. Even though I am _____, I am a

powerful and purposeful person who is _____ and

_____ I know I can use my _____

to be a changemaker in the lives of others around me. I hope that

others think of me as a _____

_____ and _____ person

who chooses to do the right thing.

My name is _____ and I am a philanthropist!

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"can afford"

gift everyone

Kindness is a

THE END!

My Personal Mission

Statement is:

I will strive to:

(result of addressing the need)

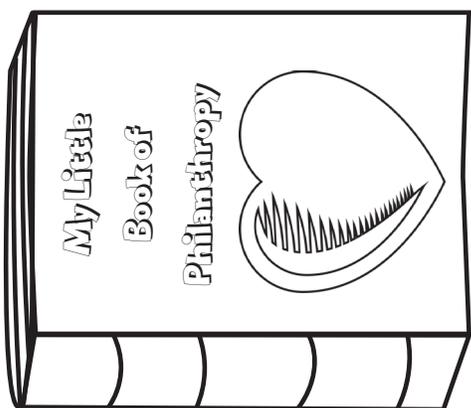
By

(action you will take)

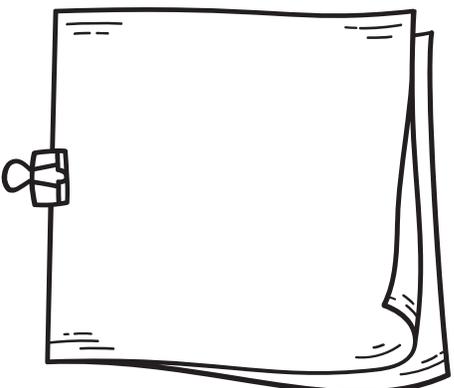
So

(desired result of this need)

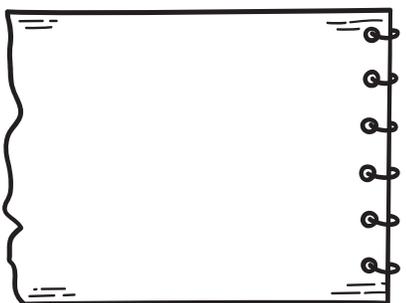
My Name is:



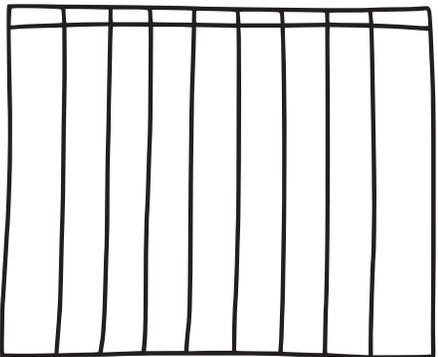
My definition of philanthropy is:



My 3Ts of philanthropy are time, talent, and treasure. I can use my 3Ts to change or help the need in my community by:



I know that there is need in my community. One need that I am passionate about helping is:



Personal passions are powerful or compelling emotions or feelings about a specific topic.

My top 3 personal passions are:



1.

2.

3.

Our Family Mission Statement

MAD LIBS!

Mad Libs is a word game that involves creating a story or paragraph by filling in missing words. It is a great way to practice grammar, parts of speech, and vocabulary! Create your family mission statement by filling in the missing words by taking turns talking about how your family's mission statement should sound and feel.

Examples

A noun is a person, place, or thing.

A verb is an action.

An adjective is a descriptor word.

VERBS

Love
Care
Give
Share
Help
Serve
Learn

NOUNS

Family
Friends
Animal
The Planet
The Earth
Church
Environment

ADJECTIVES

Kind
Caring
Helpful
Giving
Honest
Trusting
Supportive

Our Family Mission Statement

We are the _____, and we are philanthropists!

(Family Name)

In our family, we _____, we _____, and we _____.

(Verb)

(Verb)

(Verb)

_____ We do what is right, even when it's not easy. We stand up for ourselves and what is right. We

(Verb)

use our TIME, TALENT, and TREASURE to help

_____ and make the world better. We treat others _____ how we would want to be treated. If we see a friend

(Noun)

hurting, we ask if they are ok and help if we can. We say sorry when we make a mistake. We hope that others

think of us as _____, and _____ people who choose to do the right thing.

(Adjective)

(Adjective)

(Adjective)

We are the _____, and we are philanthropists!

(Family Name)

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LESSON FIVE WHO CAN WE HELP?



Learning Targets

- Students determine how they can use their 3Ts to make a difference through a service project of their choosing.



Time

- 50 minutes—can be broken into two 25 minute lessons if needed.



Materials—**Please note, you will need to be logged into your Project Heart account at www.myprojectheart.org to access all materials.**

- On screen presentation—available in PowerPoint and Google Slides.
- Paper acorn cut outs—found in your Project Heart kit.
- “What’s in Our Project Heart” poster - found in your Project Heart kit.
- Optional:
 - Project Ideas page on Project Heart website.
 - Blank slide template to create your own nonprofit list—found on the Project Heart website.



Overview

- Warm-Up—5 minutes—review the following term: nonprofit.
- Activity—40 minutes—select a nonprofit to create a service project for.
 - Choose a category to help (20 minutes)
 - Choose and research a nonprofit (20 minutes)
- Conclusion—5 minutes
 - Visit your chosen nonprofit’s website to get the students excited!



Looking Ahead:

- A great way for students to connect with their cause is to do an informational interview with a representative from their nonprofit, or someone in the community who supports the cause they are working towards. If you choose to do an informational interview, have students write one question they’d like to ask in the interview.

WARM-UP:



Tell the class that today they are going to take the first step in planning a service project.



Ask the students, ***“Who can review the definition of nonprofit with the class?”***



A nonprofit is an organization whose purpose is something other than making a profit.

It would be like if you and your friends started a club and you spent time working together to do really helpful things for people in your community, and you didn't make any money or profit from it—you worked as hard as you did because you were making a difference. All of the money you earn goes back into the work you're doing!

ACTIVITY:

Select a need or group your class can help—20 minutes

Tell the students that today they are going to work together to start planning a service project, where they will eventually choose one nonprofit to help.

First, we will need to decide who we want to help and then we'll decide how we want to help.

Ask students to think back to their personal passions, or the things that are really important to them.



We have many things we’re passionate about, and the community has many needs that need to be filled. When we put our passions together with empathy (understanding how someone feels), we end up with purpose.

Each student will get one paper acorn to cut out and write one thing that they would like to help. Share with them that the slide on screen can help them. Students will select a need from the list to put on their acorn. Once they’ve decided one thing they’re passionate about helping, they will tape their acorn to the “What’s in Our Project Heart?” poster at the front of the classroom.

Tally up the acorns and share how many students wrote down each cause.

**You are welcome to have as many projects running in your classroom as you’d like. Continue to the directions below if you’d like to narrow down the number of projects.

Identify the class’s top two to three causes and hold a formal vote to see which category you will proceed to create a service project for.

ACTIVITY:

Select a nonprofit for your service project—20 minutes



OR

OFFER CARES

WHO CAN WE HELP?

Next you will need to select your nonprofit. You can do this by completing any of the following:

1. Use the Project Ideas page on the Project Heart website to learn about nonprofits in your area: <https://myprojectheart.org/member/project-ideas>.
2. Use the blank slide template provided to create your own nonprofit list with local nonprofits for students to choose from.
3. Select a nonprofit for the students and reveal to them who they will be making a difference for.

CONCLUSION:



We have completed our first step toward creating a service project. WE ARE PHILANTHROPISTS!

The next step in our journey will be to find out how we can help _____ (nonprofit name).

OPTIONAL: Jump on your chosen nonprofit's website to get the students excited!

OPTIONAL: Reach out to your selected nonprofit to set up an informational interview—either in person or virtually—or set up a time for a field trip to your nonprofit. The Illumination Fund can help reimburse transportation costs up to \$500. More information on our Illumination Fund can be found on page 6 of this guide or on our website at myprojectheart.org/illumination-fund. Have each student come up with one question they'd like to ask to learn more about the organization and what they can do to help.

READY-TO-GO SERVICE PROJECTS

Planting the Seed: An Acorn of Kindness

Time Commitment:
30-45 minutes

Grade Level:
3rd-5th

3Ts Used:
Time
Talent
Treasure

OVERVIEW

After reading the introduction to the book, *Unstoppable! 15 Inspiring Stories of Kids in Philanthropy*, students will have the opportunity to use their own time, talent, and treasure to personalize two acorns—one to keep and one to give away as part of a ripple of kindness. This lesson is meant to get students thinking about different ways they can use their 3Ts to send a ripple of kindness into the world and make a positive change.

WHY IT'S IMPORTANT:

We believe that kindness is the springboard for philanthropy. Both stem from a desire to help others and make a positive impact on those around them. Kindness might involve smaller, everyday acts, while philanthropy looks more into long-term, systemic change. Together, they encourage students to understand and respond to the needs of others.

MATERIALS:

- Wooden acorns—two (2) per student (provided).
- *Unstoppable! 15 Inspiring Stories of Kids in Philanthropy* —“Introduction: An Idea Is Never Too Small to Make a Difference” (provided).
- Project Heart sticker—one (1) per student (provided).
- Bookmark—one (1) per student (provided).
- Paint or markers.
- Googly eyes or other fun things to add to the acorns.
- Glue.

CONNECTION TO CAREERS:

- Local philanthropists
- Botanist
- Biologist
- Red Cross
- Local nonprofits



Planting the Seed: An Acorn of Kindness

Time Commitment:

30-45 minutes

Grade Level:

3rd-5th

3 Ts Used:

Time
Talent
Treasure

INSTRUCTIONS

- Read *Unstoppable! 15 Inspiring Stories of Kids in Philanthropy* introduction, “An Idea is Never Too Small to Make a Difference.”
- Discuss the story using cooperative learning strategies.
 - Suggested questions to ask throughout the discussion:
 - Read the title and ask, “What do you think you will learn in this story?”
 - “Who do you think is a philanthropist?”
 - “What’s something you know started small and grew into something big and beautiful?”
 - “What is your understanding of philanthropy now?”
 - “How do you see yourself becoming a philanthropist?”
- Brainstorm with students what some of their talents are, how they use their time to help others, and how they could use or help find treasures to share with others.
- Explain to students that they will be decorating two acorns—one for themselves to keep to remind them about being a philanthropist, and one to share with someone outside of the classroom so that it starts a ripple effect.
- Brainstorm what students want to put on their acorns. Possibilities include:
 - Positive words or a positive message.
 - A smiley face that shows what they will look like when they spread kindness.
 - Decorations.
- Decorate the first acorn to keep as a reminder to be kind to those around them. Use markers, paint, etc.
- Brainstorm a list of people to whom they could give their acorn, and have them think why they want to give it to that particular person. Have you noticed that they’ve been sad lately? Did they have a bad day?
- Have students think about how they want to decorate it before starting, maybe doing a rough draft on a blank piece of paper first.

Planting the Seed: An Acorn of Kindness

Time Commitment:
30-45 minutes

Grade Level:
3rd-5th

3Ts Used:
Time
Talent
Treasure

INSTRUCTIONS CONTINUED

- Decorate the second acorn to be given away.
- Tell the students that they will each receive a Project Heart sticker at the end of today's lesson. They can put this sticker on a water bottle, the front of a folder – anywhere that will help them remember to be kind to people.

RIPPLE OF KINDNESS SENTENCE STARTERS

- I see your potential to grow into a big, mighty oak tree by the way you . . .
- I see you becoming something big and beautiful when you . . .
- You show kindness by . . .
- I appreciate that you use your time to help me . . .

REFLECTION QUESTIONS

- Why did you decorate your acorn the way you did?
- How did you use your creativity when decorating your acorn?
- Who will you give your "ripple of kindness" acorn to and why?
- What impact do you think this will have on your life? On the community? On the world?
- Describe how you would feel if you received one of the acorns from someone.
- What did you learn from this?
- How will you share your kindness today?

EXTENTION OPPORTUNITY

- Have STEM teacher/class 3D print acorns.
- Have students decorate and personalize one of the kindness bookmarks using one of the kindness sentence starters or by creating their own message.
- Want to make more to pass along? Have students pick up other "seeds"—pine cones, seed packets, or rocks to paint messages on!

Planting the Seed: An Acorn of Kindness

Time Commitment:
30-45 minutes

Grade Level:
3rd-5th

3Ts Used:
Time
Talent
Treasure

SKILLS ALIGNMENT

Entrepreneurial Skills:

- **Creativity/Innovation:** Demonstrate curiosity, imagination, and eagerness to learn more, and build on personal experience to specify a challenging problem to investigate, engage in novel approaches, moves, directions, ideas, and/or perspectives, and synthesize ideas in original and surprising ways.
- **Informed Risk Taking:** Demonstrate a willingness to try new things, demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities, innovate from failure, connect learning across domains recognize new opportunities, and act on creative ideas to make a tangible and useful contribution.

Civic/Interpersonal Skills:

- **Civic Engagement:** Identify and reflect upon personal connections to community systems, connect knowledge (facts, theories, etc.) from personal ideas and understandings to civic engagement, participate in social or community activities, and "participate effectively in civic life."

Professional Skills:

- **Leadership:** Model positive behaviors for others, demonstrate leadership skills (e.g., organizing others, taking initiative, team-building), demonstrate confidence while recognizing that personal actions impact others, and educate and inspire others to realize their potential.

Crafting Gratitude: Being Thankful Every Day

Time Commitment:
30-40 minutes

Grade Level:
3rd-5th

3Ts Used:
Time
Talent
Treasure

OVERVIEW

After reading a chapter of *Unstoppable!* (or another book from the list below), students will have the opportunity to use their own time and talent by designing a gratitude jar to share with family members, friends, or service providers. This lesson is meant to remind students all there is to be thankful for and all the ways they can show gratitude to others.

WHY IT'S IMPORTANT:

We believe that teaching gratitude can show students all the good around them, even when things don't go their way. Research suggests that gratitude inspires people to be more generous, kind, and helpful, and strengthens relationships. While gratitude and being thankful can feel interchangeable, showing gratitude involves more of a deeper state of appreciation and recognition of the goodness in one's life—beyond an immediate response to something given to us. Teaching gratitude will help students to recognize the goodness in their lives, and will help lead them to want to share their blessings with others who are less fortunate.

MATERIALS:

- *Unstoppable! 15 Inspiring Stories of Kids in Philanthropy* (provided).
- Other book options—*The Gratitude Jar* by Katrina Liu, *Gratitude is My Superpower* by Alicia Ortego.
- Cardboard jars/containers for final draft (provided)—one (1) per student.
- Gratitude slips to put into jars (provided)—one (1) set of eight blank slips per student.
- Gratitude Conversation Starters (provided)—one (1) set of eight cards per student.
- Project Heart stickers—one (1) per student.



Crafting Gratitude: Being Thankful Every Day

Time Commitment:
30-40 minutes

Grade Level:
3rd-5th

3Ts Used:
Time
Talent
Treasure

MATERIALS CONTINUED

- Plain white paper (for rough drafting)
- Scissors
- Colored pencils, crayons, markers
- Glitter
- Glue
- Other materials to decorate

CONNECTION TO CAREERS:

- Artist/designer
- Local philanthropist
- Local nonprofit

INSTRUCTIONS

- Connect this activity to a book. Options might include:
 - *Unstoppable! 15 Inspiring Stories of Kids in Philanthropy*.
 - *The Gratitude Jar* by Katrina Liu.
 - *Gratitude is My Superpower* by Alicia Ortego.
- While reading, talk to the students about expected and unexpected behaviors. Some questions you might ask along the way are:
 - What do you think _____ will do?
 - Was your prediction correct? Why or why not?
 - Have you ever felt this way before? Did you try to look for the positives, or did you get stuck on what was “wrong” or not going your way?
 - What things are you thankful for in your life?
- Explain to students they will be decorating a “gratitude jar” to help both remind them of all the amazing things they have in their lives as well as practice showing gratitude to others.
- Each day or week, write down one thing you are grateful for and put it into the jar as a reminder of the good things in your world. Over time, you’ll see your jar of gratitude grow, showing you that even on days when things don’t go the way you wanted them to, you still had something to be grateful for.

Crafting Gratitude: Being Thankful Every Day

Time Commitment:
30-40 minutes

Grade Level:
3rd-5th

3Ts Used:
Time
Talent
Treasure

INSTRUCTIONS CONTINUED

- Brainstorm a list of groups of people that students can write the gratitude slips with.
- Brainstorm a list of things that can be written on the blank slips. These are the slips that students will write on every day or every week.
- Using a piece of paper as a rough draft, have students plan what they might write or draw on the outside of their gratitude jar. When they are ready, they can create their final version on their cardboard containers.
- Provided in the kit is one set of eight gratitude conversation cards for each student. Have students spend time cutting the cards out in class or send this home to be cut out another time. Students can use these conversation cards with their families or a special adult to identify all the good in their lives.
- Tell the students that they will each receive a Project Heart sticker at the end of today's lesson. They can put this sticker on a water bottle, the front of a folder—anywhere that will help them remember to be thankful for the things they have in life.

REFLECTION QUESTIONS

- Why is it important for us to be thankful for what we have?
- Who can you practice showing gratitude with?
- How did you use your creativity when creating your gratitude jar?
- What impact do you think showing gratitude will make on those around you?

Crafting Gratitude: Being Thankful Every Day

Time Commitment:
30-40 minutes

Grade Level:
3rd-5th

3Ts Used:
Time
Talent
Treasure

EXTENTION OPPORTUNITY

- Consider connecting gratitude to the seasons. Create gratitude turkeys in the fall, gratitude ornaments or snowflakes for the winter holidays, or potted plants with gratitude messages for spring.

SKILLS ALIGNMENT

Entrepreneurial Skills:

- Creativity/Innovation: Demonstrate curiosity, imagination, and eagerness to learn more, build on personal experience to specify a challenging problem to investigate, and engage in novel approaches, moves, directions, ideas, and/or perspectives, and synthesize ideas in original and surprising ways.

Personal Skills:

- Initiative/ Self-Direction: Demonstrate personal skills through self-awareness, initiative and self-direction, personal responsibility and self-management, adaptability and flexibility, and perseverance and resilience to pursue opportunities to engage and learn interests.

Handwritten from the Heart: Creating Kindness Cards

Time Commitment:
30-40 minutes

Grade Level:
3rd-5th

3Ts Used:
Time
Talent
Treasure

OVERVIEW

Students will have the opportunity to use their own time and talent to create two written cards or letters for someone. This lesson is meant to inspire students to get involved in a community outside of their immediate circle.

WHY IT'S IMPORTANT

We believe that intentionally teaching kindness sets a strong foundation for the philanthropic journey. Kindness stems from empathy—our ability to understand the feelings of others. Showing students that one simple act of kindness can make a big difference will help lead to more significant contributions using their time, talent, and treasure for other individuals and communities.

MATERIALS:

- *Unstoppable! 15 Inspiring Stories of Kids in Philanthropy* (provided).
- Blank note cards and envelope (provided)—one (1) per student.
- Project Heart postcard (provided)—one (1) per student.
- Encouragement cards for teachers to pass out to students (provided)—one (1) per student.
- Project Heart stickers (provided)—one (1) per student.
- Crayons, markers, colored pencils, etc.

CONNECTION TO CAREERS:

- Nursing home workers
- Pediatric doctors and/or nurses
- Veterans
- Nonprofits that serve refugees
- The Red Cross



Handwritten from the Heart: Creating Kindness Cards

Time Commitment:
30-45 minutes

Grade Level:
3rd-5th

3Ts Used:
Time
Talent
Treasure

INSTRUCTIONS

- Hand out the provided encouragement cards to your students a week before this project so students get to experience the feeling of receiving a kind written note.
 - Positive and fun quotes are provided on each card, but the back is blank for you to fill in if you'd like! Not sure what to write to your students? Here are potential note card starters:
 - I love having you in our class and think that you add so much to our culture with your . . .
 - You certainly know how to brighten a room with your . . .
 - Having you in our class means we have . . .
 - Our class would be so different without your sense of humor/kindness/etc.
 - I noticed in class the other day that you helped . . .
- Start by reading a book. Options include:
 - *Unstoppable! 15 Inspiring Stories of Kids in Philanthropy*
 - *Dear Dragon: A Pen Pal Tale* by Josh Funk
 - *The Snail and the Whale* by Julia Donaldson
 - *If You Come to Earth* by Sophie Blackall
- Brainstorm a list of people who might be socially isolated or going through a difficult time (a list of possible recipients is provided on page 56).
- Tell the students that they will each be creating two cards—one for a group of people they will determine before they begin, and one for someone of their choosing.
- As a class, decide which group will be the focus of your card-writing campaign.
- Read through the organization's guidelines for writing and sending the cards.
 - Several organizations have specific topics and ideas for students to write, be sure to check those out!
- If the organization you picked does not have examples, brainstorm a list of sentences students might use in their card writing.

Handwritten from the Heart: Creating Kindness Cards

Time Commitment:
30-45 minutes

Grade Level:
3rd-5th

3Ts Used:
Time
Talent
Treasure

INSTRUCTIONS CONTINUED

- Have students write a rough draft. Check the rough draft for accuracy or have students peer edit.
- Write final drafts of cards.
- Send cards/letters based on the organization's guidelines.
- Tell the students that they will each receive a Project Heart sticker at the end of today's lesson. They can put this sticker on a water bottle, the front of a folder—anywhere that will help them remember to think of others.

WEBSITE RESOURCES:

- Possible places to send cards to:
 - DOROT—older adults
 - bit.ly/3ZFHdhl
 - Love for our Elders—older adults
 - bit.ly/41BrBxR
 - GladysLoveProject—seniors and caregivers
 - bit.ly/3Boeeqn
 - Letters Against Isolation—seniors
 - bit.ly/3DfCETi
 - Miry's List—welcome letters for new arrival refugee families.
 - bit.ly/4iE26SJ
 - Letters of Love—kids in children's hospitals battling chronic illnesses.
 - bit.ly/4iHXuuY
 - Cards for Hospitalized Kids
 - bit.ly/3VKP4ZU
 - Operation Gratitude—military
 - bit.ly/4ghTDmx
 - Project Smile—seniors, veterans, and frontline workers.
 - bit.ly/3P0Pdo8

Handwritten from the Heart: Creating Kindness Cards

Time Commitment:
30-45 minutes

Grade Level:
3rd-5th

3Ts Used:
Time
Talent
Treasure

WEBSITE RESOURCES CONTINUED

- Color a Smile—Anyone in need of a smile
 - bit.ly/3VE9yTR
- A Little Help
 - bit.ly/3ZW1bpw
- Meals on Wheels
 - bit.ly/3VFEpQb
- Your local nursing home or senior center.

WRITING PROMPTS OR IDEAS

- You are amazing! Remember that!
- You are wonderful! Yes, you!
- You are capable of amazing things!
- YOU are amazing! YOU are important! YOU are special!
- ANIMALS: Tell the person about your pets and ask if their family has/had any pets. Mention your favorite animal or share a fun fact (giraffes have the highest blood pressure of any animal, zebras are white with black stripes, and pigeons can recognize human faces).
- MAKE 'EM LAUGH: Include simple riddles or jokes.
- SHARE A QUOTE: Find and share a positive quote.

REFLECTION QUESTIONS

- This project kicked off with a note from your teacher. How did that personal touch make you feel?
- What thoughts and emotions did you have about the project and your card/letter writing?
- How do you think the person who received your card/letter felt when they got it?
- How would you feel if you received a letter from someone out of the blue?
- Thinking about the loneliness that isolation can bring, how do you think your card/letter helped the recipient feel more connected?

Handwritten from the Heart: Creating Kindness Cards

Time Commitment:
30-45 minutes

Grade Level:
3rd-5th

3 Ts Used:
Time
Talent
Treasure

REFLECTION QUESTIONS CONTINUED

- Have you ever thought of doing a kind thing for a neighbor or friend but decided not to out of nervousness? How could you overcome your shyness in the future?

EXTENTION OPPORTUNITY

- If you'd like to give students the opportunity to make more cards, feel free to use our kindness cards template on our website, or have students design their own!

SKILLS ALIGNMENT

Entrepreneurial Skills:

- Creativity/Innovation: Demonstrate curiosity, imagination, and eagerness to learn more, build on personal experience to specify a challenging problem to investigate, and engage in novel approaches, moves, directions, ideas, and/or perspectives, and synthesize ideas in original and surprising ways.

Personal Skills:

- Initiative/ Self-Direction: Demonstrate personal skills through self-awareness, initiative and self-direction, personal responsibility and self-management, adaptability and flexibility, and perseverance and resilience to pursue opportunities to engage and learn interests.

Civic/Interpersonal Skills:

- Civic Engagement: The student demonstrates civic/interpersonal skills through collaboration and teamwork, strong communication skills, global and cultural awareness, civic engagement, and strong character, and can recognize how members of a community rely on each other, considering personal contributions as applicable.

SERVICE PROJECT TOOLKIT

LETTER TO PARENTS—ENGLISH

Dear Parent/Guardians,

We have the opportunity to participate in the Project Heart program this year. Project Heart is an innovative educational tool that helps children have a better understanding of the needs in their community through the introduction of philanthropy. Anyone can be a philanthropist because we all have 3Ts—time, talent, and treasure. Project Heart teaches participants to use their individual 3Ts to identify needs and support causes they are passionate about. This program aims to have a positive effect on students' lives and our community in which we all live. Visit <https://myprojectheart.org> to learn more.

During the final few weeks, students will complete a special project where they will be putting the concepts they have learned into action. This project may take the form of an event to spread awareness of a cause, a drive to collect items, or creating something to donate. Regardless of the project outcome, students will have voice and choice throughout the process and will actively help fill needs within our community.

Project Heart was created by the OtterCares Foundation <https://www.ottercares.org>, which is the charitable partner of Otter Products. 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:

_____ OR _____
(phone) (email)

Sincerely,

LETTER TO PARENTS-SPANISH

Estimados Padres/Guardianes,

Tenemos la oportunidad de participar en el programa Project Heart. El programa Project Heart es una herramienta educativa innovadora que fomenta el hábito de dar y crear conciencia, introducirlos a la filantropía. Cualquiera puede ser filántropo porque todos tenemos las 3T: tiempo, talento, y tesoro.

Project Heart enseña a los participantes a utilizar sus 3T individuales para identificar necesidades y apoyar causas que les apasionan. Este programa tiene como objetivo tener un efecto positivo en la vida de los estudiantes y en nuestra comunidad en la que todos vivimos. Visite <https://myprojectheart.org/> para obtener más información.

Durante las últimas semanas, los estudiantes completarán un proyecto especial en el que pondrán en práctica los conceptos que han aprendido. Este proyecto puede tomar la forma de un evento para crear conciencia sobre una causa, una campaña para recolectar artículos o crear algo para donar. Independientemente del resultado del proyecto, los estudiantes tendrán voz y elección durante todo el proceso y ayudarán activamente a satisfacer las necesidades dentro de nuestra comunidad.

Project Heart fue creado por la Fundación OtterCares <https://www.ottercares.org>, que es el socio benéfico de Otter Products. Somos afortunados de tener este programa disponible sin costo para nuestra escuela y estoy ansioso de que nuestros estudiantes participen en esta oportunidad de aprendizaje única e importante.

Si tiene alguna pregunta, no dude en ponerse en contacto conmigo en:

(número de teléfono)

(o correo electrónico a)

Atentamente,

DONATION REQUEST: IN-PERSON DROP OFF OR PHONE SCRIPT

Hello! My name is/our names are _____ . We are in _____

grade at _____ School. We are on a mission to

_____ for _____.

(need the nonprofit has)

(name of nonprofit)

To help, we are going to _____ so

(describe your service project)

that we can _____ . We are hoping

(outcome of your project)

you can help by donating _____.

(item)

Do you have any questions for us about our project?

We would love for you to be a part of our project. Do you think you'll be able to

help us?

**IF THEY CANNOT HELP BY DONATING:

That's no problem at all. Thank you for listening!

**IF THEY SAY THEY CAN DONATE:

WHEN can we pick up your donation?

WHO should we ask to speak with when we come?

WHERE is the best place to pick it up?

Thank you for listening to our request! We appreciate your time!

DONATION REQUEST: EMAIL SCRIPT

SUBJECT: Donation request from students at _____ School.

Hello! My name is/our names are _____. We are in
_____ grade at _____ school. We are on a mission to help
_____ for _____. To
(need the nonprofit has) (name of nonprofit)

help, we are going to _____
(describe your service project)

so that we can _____. We are
(outcome of your project)

hoping you can help by donating _____. Please email
(item)

our teacher _____ to let us know if you are able to
(teacher name and email)

help us!

Thank you,

YOUR NAMES

ANNOUNCEMENT SCRIPT

Hello students and staff at _____ School. My name is/our names are _____.

Our class/grade has been working hard to _____ for _____
(end goal of project) (name of nonprofit)

by _____.
(description of project)

We hope that you can all help us by _____.
(what people can do to get involved)

Thank you!

LETTER TO THE PRINCIPAL

Dear _____,

Our team (_____) is in _____'s class and we are
(names) (teacher's name)

planning a _____ to help _____.
(short description of project) (nonprofit name)

Our philanthropic mission is to help _____.
(need the nonprofit has)

We were hoping to hold our _____ at our school
(description of service project)

on _____.
(time and place)

At our _____, we will _____.
(type of project) (description of what will happen)

Here is our timeline:

Write in details like when you'll have materials ready by. If you will have a guest speaker come to your event, who will lead the event, etc.

Our team is asking for your permission to hold our _____
(type of project)

at _____ on _____
(specific location in school) (date)

Sincerely, (YOUR NAMES)

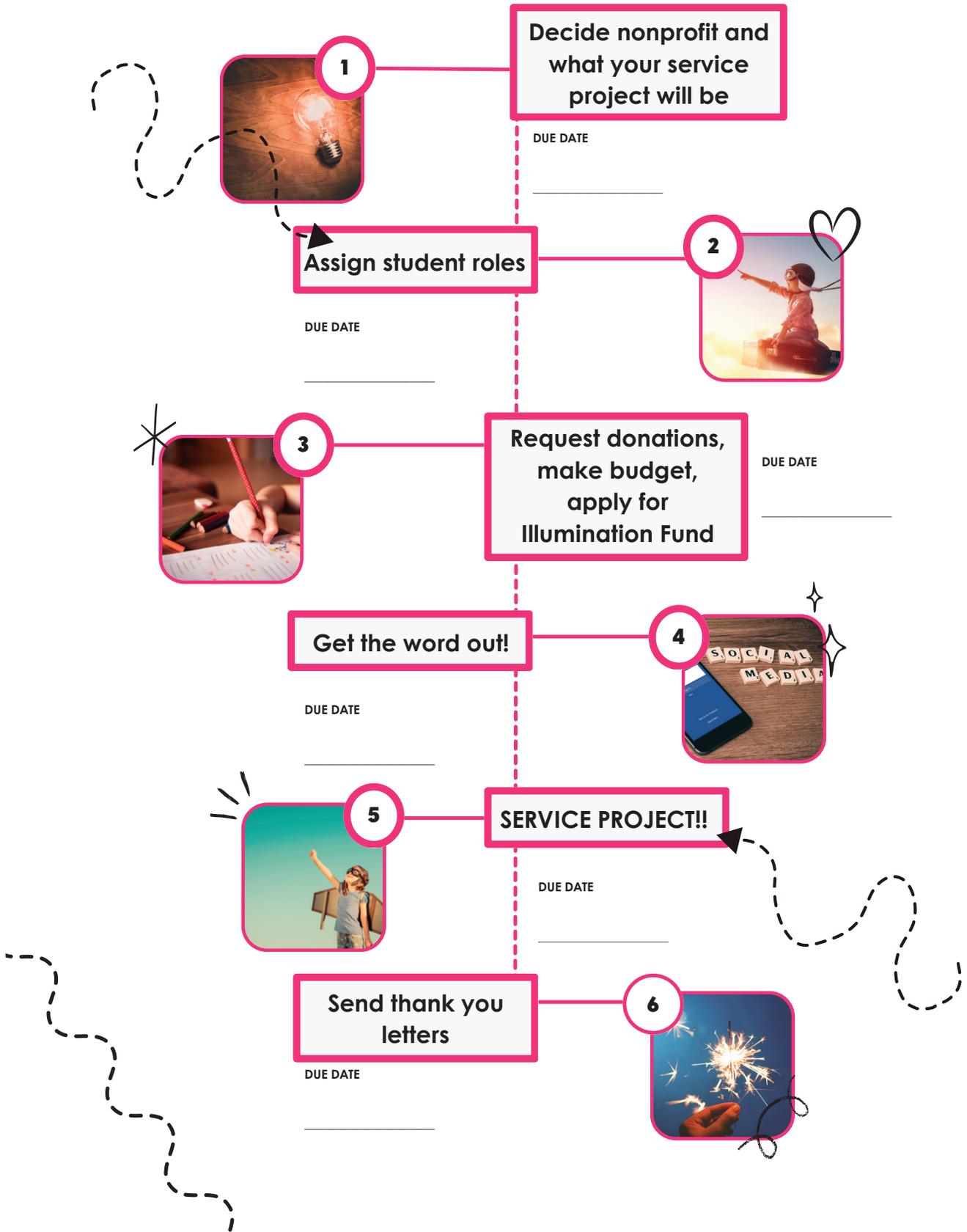
SAMPLE BUDGET

Use this space to note all of the materials needed to ensure a successful service project.

**Don't forget about our Illumination Fund that can help purchase up to \$500 in materials, cover transportation costs for an educational field trip to a nonprofit, or match funds raised by a fundraiser or collection drive <https://myprojectheart.org/illumination-fund>.

Description of Expense	Cost	Total
10 kids backpacks	\$50	\$500
10 kids coloring books	\$20	\$200
10 packs of colored pencils	\$15	\$150

SAMPLE TIMELINE



QUESTIONS FOR THE BOOK

Unstoppable! 15 Inspiring Stories of Kids in Philanthropy

Chapter One: “Friendship Changes the World”

- What is empathy?
- Can you identify how Nancy showed empathy?
- Why is empathy so powerful?
- How have you shown empathy?
- What would the world be like without empathy?

Chapter Two: “Camp for All!”

- How did the actions of the Lopez students have an impact on Sam?
- What time, talents, and treasures did the Lopez students use to host the Hearts for Respite Luncheon?
- What needs did the Lopez philanthropists meet?

Chapter Three: “A Day Like No Other”

- What passions did these middle schoolers have?
- How did they use their passions to support their community?
- What passions do you have?
- How could you use your passions to help your community?

Chapter Four: “Unleash Your Inner SuperSTAR”

- What obstacles/hurdles did the students need to overcome to make their project successful?
- How did the students identify a local or global issue?
- What ethical issue was identified in the story, and how do you think the issue drove the students to take action?
- What steps did the students take to organize their project, and what resources did they use?

Chapter Five: “Lighting Up Faraway Places”

- What is light poverty?
- How do you think the students in the story became aware of light poverty?
- How did the students use their talents to make a global impact?
- Can you think of when not having access to light would impact you?

Chapter Six: “Gaga for Friendship”

- How did the class collaborate to solve a local problem in their school?
- Where is an area in your school where you could identify a need?
- What could you and your classmates do to solve the problem or need?
- How did this new game provide an outlet for new friendships?

Chapter Seven: “Going Wild for a Cause”

- How did meeting local philanthropists inspire students to action?
- How did students use their time and their talent to create treasure?
- What were some obstacles the students faced and how did they solve them?

Chapter Eight: “Tacos, Tools, and Teamwork—a Recipe for Success”

- What was the need?
- How did Chris use his time and talent to help the students help others?
- Who benefits from the work the students did in this story?
- What could you add to your neighborhood to make it a better community?

Chapter Nine: “Packing Goodness”

- How did working in groups help students to make this project successful?
- How did the students convince others to support their idea?
- How does this story show the school’s motto, “Together we are stronger, and together we can change the world”?

Chapter Ten: “Student Leaders Change the World”

- What was the need in this story?
- How did students come together to help this need?
- How did the students involve families in Guatemala in this project?
- Why do you think it is important that they involved the families?

Chapter Eleven: “Bundles of Hope”

- What is the NICU and how does it help families?
- What was the need in this story? How did students work to help this need?
- How did the students use their time, talent, and treasure to make a difference?

Chapter Twelve: “Projects with a Purpose”

- What were some of the ways the students used the design process to love humankind?
- How could you use the design process and your time, talent, or treasure to help people in need?
- What is a problem that you see around you that you could use your creativity to invent something to help? Maybe something that you notice a neighbor or relative struggling to do or a task that you have a hard time completing and think that others may as well.

Chapter Thirteen: “Growing Hearts Are Giving Hearts”

- What were some of the examples of the students using their time, talent, and treasure to steward the earth?
- Is there an area around our school or your home that could use a little help?

Chapter Fourteen: “Heart + Action = Change”

- Share what impact was made by one of the projects the students at Olander tackled.
- How have the projects that the students at Olander worked on inspired you to want to help others?
- Is there a group or organization that you feel drawn to that you could use your time, talent, or a treasure to help?

Chapter Fifteen: “Building a Better World Together”

- How did the students in this story link the things they were interested in with making change in their community?
- What are some things that you are interested in? Do you think you could use your interests to change the world too?
- How did the students use their time, talent, and treasure to make a difference?

APPENDIX

Important Links

- **Project Heart**—www.myprojectheart.org
- **OtterCares**—www.ottercares.org
- **Project Heart member signup**—bit.ly/3ufjjgT
- **Project Heart member login**—bit.ly/3Dv0I4B
- **Illumination Fund**—bit.ly/49Lf9hm
- **Project Ideas**—bit.ly/3ZZn9rJ
- **Nonprofit List Maker**—bit.ly/3Dne5nG

Project Heart Lessons

- **Lesson One**—bit.ly/49IN7ms
- **Lesson Two**—bit.ly/4iDKhDn
- **Lesson Three, Part One**—bit.ly/4izpDEt
- **Lesson Three, Part Two**—bit.ly/3ZInAFd
- **Lesson Four**—bit.ly/3OYq1Pl
- **Lesson Five**—bit.ly/4ftGWE2

Master List of Materials

- **Optional Vocabulary Flash Cards**—bit.ly/3ZFTceS
- **Philanthropy Flash Card**—<https://bit.ly/3DmQZxt>
- **“Philanthropist Interview” Activity Sheet**—bit.ly/3ZYC9Gk
- **“I Am a Philanthropist” Activity Sheet**—bit.ly/3Bx3PIW
- **“Nonprofit Research” Activity Sheet**—bit.ly/3ZFvHT6
- **“Mind Map” Activity Sheet**—bit.ly/4fITSf9
- **“My Personal Mission Statement” Activity Sheet**—bit.ly/3VJ202y
- **“My Little Book of Philanthropy” Activity Sheet**—bit.ly/3VKr3IF
- **“Our Family Mission Statement” Activity Sheet**—bit.ly/3VKhwex

Videos

- **Project Heart for Kids!**—bit.ly/41COMrG
- **Learn About Philanthropists**
 - > **Nancy Richardson**—bit.ly/4iE2T69
 - > **Lopez Elementary**—bit.ly/4fj4xaw
 - > **Bamford Elementary**—bit.ly/3P2Gj9U

- > **Jen and JL Houska**—bit.ly/49KIDN7
- > **Shepardson Elementary**—bit.ly/3ZX03Si
- > **Kenna Christian**—bit.ly/3DkGJ8V

- **Learn About Student Philanthropists**

- > **Dunn IB World**—bit.ly/3ZkgTZS
- > **Carrie Martin Elementary**—bit.ly/3Yek9GX

Creating Kindness Cards—Nonprofit Ideas

- DOROT—older adults
 - > bit.ly/3ZFHdhl
- Love for Our Elders—older adults
 - > bit.ly/41BrBxR
- Gladys Love Project—seniors and caregivers
 - > bit.ly/3Boeeqn
- Letters Against Isolation—seniors
 - > bit.ly/3DfCETi
- Miry’s List—welcome letters for new arrival refugee families
 - > bit.ly/4iE26SJ
- Letters of Love—kids in children’s hospitals battling chronic illnesses
 - > bit.ly/4iHXuuY
- Cards for Hospitalized Kids
 - > bit.ly/3VKP4ZU
- Operation Gratitude—military
 - > bit.ly/4ghTDmx
- Project Smile—seniors, veterans, and frontline workers
 - > bit.ly/3P0Pdo8
- Color a Smile—anyone in need of a smile
 - > bit.ly/3VE9yTR
- A Little Help
 - > bit.ly/3ZW1bpw
- Meals on Wheels
 - > bit.ly/3VFEpQb

