

Project Heart

Upper Elementary Educator Guide



The OtterCares Foundation is
INSPIRING STUDENTS TO BECOME
ENTREPRENEURS AND PHILANTHROPISTS.



OTTERCARES VISION

OtterCares champions innovative education to inspire a movement of young entrepreneurs and philanthropists. Through partnerships, outreach programs and advocacy, we are equipping the leaders of tomorrow. We imagine every child growing up with the confidence, passion and knowledge to pursue life-changing ideas. The reality is this – one idea, one crazy thought, one caring heart, one young and inspired mind CAN change the world.

PROJECT HEART PURPOSE

The purpose of the Project Heart Program is to create a habit of giving. If we affect individuals at a young age, it will have a positive effect on their life and the community they live in, inspiring life-changing possibilities. We can achieve our philanthropic goals through leadership, teamwork, and entrepreneurial efforts. When young people can identify a need and address it using their time, talent, or treasure they can affect change for the common good in truly remarkable ways.

PROJECT HEART CURRICULUM

Education is defined as imparting and acquiring knowledge. Project Heart is an innovative educational tool that provides upper elementary grade students, middle school students, high school students, and teachers with the opportunity to learn and experience philanthropy. Designed by teachers for teachers, OtterCares' philanthropic program follows an Understanding by Design (UbD) format and is aligned with the Common Core State Standards. Our lessons are written with these principles in mind:

- Students learn at a deeper level of understanding.
- Students are provided with authentic opportunities to express their learning.
- The development of the curriculum is designed with the goals and demonstrations of knowledge in place before the specific activities within the lessons.
- Students and teachers work collaboratively, sharing and reviewing work during the process.

RECOMMENDED TIMELINE FOR UPPER ELEMENTARY GRADES

The Project Heart program is designed to be flexible in meeting the needs of the teachers that utilize it in their classrooms. From start to finish, the program can be ideally introduced and implemented in 8-10 weeks (one lesson per week) for teachers that elect to include a classroom project. Depending on the size and scope of the classroom project, the time required to complete may vary.

PROJECT HEART PRESENTATION

This program provides a lesson-by-lesson corresponding PowerPoint presentation. Ideally, you will need a computer with internet access and a projector or Smart Board; however, the program can be modified and taught without the slides by printing them in advance for students.

REGISTRATION AND COMMUNITY

If you plan to use Project Heart in your classroom or after-school club, it is helpful to have a few details registered with the OtterCares Foundation so that you can receive continued support for your activities and to provide valuable feedback from your experience. Please visit www.MyProjectHeart.org to submit your information if you have not already registered. Share your stories with us on Facebook, Instagram, YouTube, and Twitter @ottercares #projectheart.

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About Project Heart



Project Heart started as a big idea. In 2011, the question that kept surfacing at the OtterCares Foundation was, “how can we create sustainable change in our society through our philanthropic efforts?”

Drawing inspiration from the recycling movement in the 1970’s and how an entire generation’s mindset and habits towards recycling was changed, OtterCares knew that in order to make a massive impact with philanthropy, education was the answer. We figured

out that we could create a ripple effect that carries on for generations by teaching kids how they can affect positive change in their society by giving back to it.

OtterCares brought this idea to teachers at Lopez Elementary in Fort Collins, CO who realized that this was huge opportunity to teach students at a young age that they have the power to make a difference in their communities. For a number of years, two Lopez Elementary teachers, Susie Gunstream and Jill Brennan, had been challenging students to think of ways to help a local nonprofit that provides short-term care for families in Larimer County who have with children developmental disabilities. This aligned so well with OtterCares’ vision for teaching kids about philanthropy that we asked Susie and Jill to help us write a curriculum to see our big idea realized.

As Susie and Jill tested and implemented the curriculum, they continued to see the impact that teaching philanthropy has on students. Students were challenged to give their time, talents, and/or treasure for someone else who was in need and because of this, these students were introduced to a philanthropic mindset that is now part of the fabric of who they are. Think of the possibilities of an entire generation of young, engaged and empowered people who can identify need and work to solve the root of the issues in their communities!

While the curriculum was being beta tested in classrooms in Northern Colorado, Project Heart registered its trademark with the United States Patent and Trademark Office in 2015. With continued guidance and direction from Susie and Jill, the OtterCares Foundation launched the 4th and 5th grade Project Heart curriculum nationally in Fall of 2016.

We saw the impact Project Heart was having on 4th and 5th grade students and realized that we had a huge opportunity to reach even more students and create long-term change on a monumental scale. We didn’t want to keep the power of learning and doing philanthropy just in elementary school – our goal is for students at every level to learn that they have the power to identify a need and use their time, talent, and/or treasure to effect change on a local, national, or global level. To realize this vision, we invested in scaling Project Heart to the middle and high school level. The curriculum was successfully scaled to these upper grades in 2017.

We know that a true transformation in our world needs to begin with education. Project Heart is one way that we are investing in the future and creating lasting and impactful change in our communities and our world. We believe that one inspired mind can change the world and, because of this, we are striving to foster an entire generation of young philanthropists.



Project Heart Curriculum

First things first: What to know before you begin.

It is highly recommended that guest speakers from the community are invited to the classroom, to represent local nonprofit organizations. Ideally, three guest speakers who are local philanthropists would visit in lesson 3, and another guest speaker would visit in lesson 6, specific to the charitable organization(s) that the class has decided to help. It is wise to think ahead about possibilities for guest speakers from nonprofit organizations, and which nonprofit organizations might be good candidates for students to build their class project around helping. Ideas, sample letters to send to guest speakers, and question prompts (so that they are prepared when they come to the classroom) are included in the Project Materials.



Welcome to the Project Heart Community

Through our social media channels, students and teachers have an opportunity to ask questions, find new ideas, celebrate amazing work, and belong to a community that champions young people making a philanthropic impact on the world around them. We believe that by providing a platform for students to shine raises the stakes of the learning and highlights the amazing ways that they can use their time, talent, and treasure for the common good. As a champion for philanthropic education, we love to share stories of students and classrooms who are working to make their communities a better place. Celebrate your class' learning and growth by posting pictures, videos, stories, and "a-ha" moments to Facebook, Instagram, YouTube, and Twitter @ottercares #projectheart.

Assessing the Learning in Project Heart

How will teachers know that their students have learned the concepts presented in Project Heart at a deeper level of understanding? In order to establish a baseline, give students the Upper Elementary Pre-Assessment before starting Lesson 1 of the Project Heart Curriculum to measure prior knowledge of philanthropy. After completing Lesson 9 of the unit, give the Upper Elementary Post-Assessment to measure student learning and growth.

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

Teachers should also note that an informal assessment of learning is acquired by comparing the kind of dialogue students are having in class discussions at the beginning of the unit with the type of conversations students are having towards the end, during Lesson 9. If students understand the concepts presented throughout the curriculum, there should be a noticeable difference in how they communicate about philanthropy and making an impact on the world around them. Because each lesson builds upon the concepts established in the previous, teachers can also measure the application of learning as they progress through the curriculum. Always be sure to scaffold learning as needed for students requiring more time or alternative modes of presentation.

Understandings

Activities and understandings lead to depth of knowledge...

- Through entrepreneurial efforts philanthropic goals are achieved.
- Through the value of giving (service).
- Through the seven habits of a successful leader (proactive, plan, prioritize, positive outcome for all, seek to understand, synergize, balance).



- Through individual strengths that can be utilized to benefit the greater good.
- Through actions that illustrate civic virtues such as civility, cooperation, respect, and responsible participation and are foundational components of our society.
- Through the art of debate, critical reasoning, and active listening skills that foster informed choices.
- Through the ability to critically analyze multiple perspectives for solutions that allow for improved problem-solving.

Essential Questions

Questions that will foster inquiry, understanding, and transfer of learning...

- What are characteristics of a successful philanthropic project?
- What are common misconceptions of service or philanthropy?
- What are the implications of a service project?
- How might service lead to citizenship, pride, and empathy towards others?
- How can I best use my strengths to create or support a service project?
- How are my views about service shaped by experiences, habits, prejudices?
- What is evidence for a successful service project?
- How might citizens view an issue differently because of their backgrounds?
- What is the most important right of a citizen?
- What is the most important responsibility of a citizen?
- How do diverse opinions enrich a community?
- How does an individual's experience and background influence perception of an issue?

Students will know...

- The difference between national, local, and global organizations.
- Terms related to philanthropy (mission statement, grant, common good, philanthropy, foundation, budget, expenses, volunteer, proposal, charity, nonprofit organization, etc.).
- Resources within their community.
- Needs within their community.
- How to write a mission statement.
- How to create a budget, inventory, product or plan an event.

Students will be able to...

- Identify a nonprofit organization or a need within the community.
- Plan with the end in mind.
- Set and meet goals.
- Identify personal strengths.
- Work within a collaborative group.
- Fundraise for an organization.
- Recognize their talents, passions, and interests.
- Recognize limits.

Performance Tasks

Students will develop the desired understandings judged by their ability to...

- Prepare interviews for visiting guests, with questions demonstrating understanding of purpose, mission, passion. (optional)
- Differentiate between local, national, and global organizations.
- Identify mission statements and write personal mission statement.
- Write formal proposal and grants to fund the proposal.
- Execute plan, follow timeline, and participate in a service project.
- Problem-solving.



Unit at a Glance- Learning Plan

Upper Elementary Pre-Assessment & **Key** provide a baseline score of what students already know about philanthropy.

Parent Letter should go home with every student on the first day to share the goals with families.

***Guest Speaker Invitation** should be sent prior to starting this unit so that guest(s) can present in Lesson 3. (optional)

***Guest Speaker Questions** should be sent prior to Lesson 3 to help prepare them for their presentations.

Lesson 1 - Philanthropy: What is it? (50-60 minutes)

- Lesson 1 provides definitions and terms associated with philanthropy, giving, the needs in their environments, and the three T's: time, talent and treasure.
- Learning Target: In your own words, define and reflect on the meaning of philanthropy.
 - Vocabulary + In your own words
 - Define philanthropy, needs, giving, and service
 - Define the 3 T's

Lesson 2 - What Does Philanthropy Have to Do with You? (40 minutes)

- Lesson 2 provides a framework for students to discuss how philanthropy affects them and their community, focusing on how charitable foundations, volunteers and nonprofits meet the needs in their communities.
- Learning Target: Explain how philanthropy affects you and your community.
 - Vocabulary
 - Define charitable foundations, volunteers, nonprofits
 - Conduct research about local nonprofit organizations

Lesson 3 – Philanthropists (40 minutes)

- Lesson 3 is the first opportunity for students to meet philanthropists, either in person as guest speakers, or in videos, to connect with their purpose and background, and then relating that information back to how students can give of their time, talent and treasure to local causes.
- Learning Target: Identify the role of a philanthropist in a community.
 - Read biographies of local philanthropist and prepare for visits, or videos
 - Prior to lesson, invite local philanthropists to present, and ask for biographies to be sent prior (so students can prepare questions), if not using videos
 - Students prepare or observe "Interview style" presentations

Lesson 4 - Peoples' Passions (40 minutes)

- Lesson 4 focuses on how to link personal passions to the needs in students' communities. They will use their personal list of passions to connect with like-minded peers to brainstorm community needs that correlate with their passions.
- Learning Target: Identify your personal passions and needs linked to that passion.
 - Define PERSONAL PASSION
 - Connecting guest or video philanthropist's personal passion to needs in our community
 - Students determine their passions and related needs

Lesson 5 - Writing a Mission Statement (40 minutes)

- Lesson 5 provides definitions and terms associated with mission statements, common good, and how far philanthropy can reach (local, national, global.) Students analyze mission statements, identifying who is seeking change, the cause impacted and the needs addressed by various nonprofits.
- Learning Target: Create a personal philanthropic mission statement.
 - Define COMMON GOOD and determine categories of service



- Define MISSION STATEMENT, CHARITY, and LOCAL, NATIONAL and GLOBAL ORGANIZATIONS
- Review what you know and determine your passions
- Use your passions to write a personal mission statement
- Look at various missions, how they are written, what they include, etc.

Lesson 6 - Class Service Project: Determine WHO Will Receive Your GIFT and WHAT You Might DO?
(40 minutes)

- Lesson 6 has two parts: one that involves a guest speaker from the recipient organization that the class decides to focus their class project on, and the second part involving an analysis of a guest speaker’s presentation, identifying their mission statement and the needs that the nonprofit aims to meet.
- Learning Target: Determine the needs of a local organization and the organization’s impact on our community.
 - Prior to lesson, teacher identifies a service project that the class can do together. Something simple – Change for Change, Hearts for Respite, etc.
 - Teacher presents the challenge and the class begins a needs list for the organization selected

Lesson 7 - Class Service Project: What Can We Do? (40 minutes)

- Lesson 7 focuses on the students agreeing on how to help with a specific need that their recipient organization has, and then discussing their project plan for how to contribute.
- Learning Target: Develop a plan for meeting the needs of a local nonprofit organization.
 - Inspirational/Idea Videos
 - Use inspirational videos to generate class ideas for a service project
 - Start development of a project plan

Lesson 8 - Class Service Project: Writing Proposals, Grants and Donation Requests (40 minutes)

- Lesson 8 involves student groups writing proposals for “treasure”/donation requests, writing grant proposals and writing letters to their parents and the principal to enlist support with their class project.
- Learning Target: Write formal proposals and grants or donation letters to make your project successful.
 - Begin writing project proposals
 - Proposals must include: WHO will you be helping? What are you going to do? How are you going to do it? Who will help you? What do you need to get started?
 - Parent/Volunteer partnerships established
 - Complete grant proposals

Lesson 9 - Class Service Project: GROW and GIVE (40 minutes, or as needed)

- Lesson 9 involves two parts: the first part is the final project planning before their class service project, and part two occurs after the class service project has been completed. Lesson 9 provides a discussion forum for students to reflect on the process (triumphs and challenges), the outcome of their class project, and how their project relates back to philanthropy in general and in their lives. Students also take the post-assessment at the end of the lesson.
- Learning Target: Complete a class service project. Reflect on your participation in the class service project.
 - Status update
 - Classroom preparation for project
 - Project execution
 - Present outcomes
 - Discuss and reflect
 - Post-assessment

Upper Elementary Post-Assessment and **Key** show growth in the mastery level of understanding about philanthropy.



Standards and Objectives

Established Goals:

- To create a habit of giving.
- To promote the mission of OtterCares: OtterCares champions innovative education that inspires students to become entrepreneurs and philanthropists.

Content Areas for Standards and Objectives:

- English Language Arts: Speaking and Listening
- English Language Arts: Writing
- Social Studies
- Economics
- Philanthropy
- Entrepreneurship

Grade Level Expectations:

- Fourth Grade
- Fifth Grade

Standards:

Anchor Standards

- [CCSS.ELA-LITERACY.CCRA.SL.2](#)
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- [CCSS.ELA-LITERACY.CCRA.L.4](#)
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- [CCSS.ELA-LITERACY.CCRA.R.1](#)
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- [CCSS.ELA-LITERACY.CCRA.W.9](#)
Draw evidence from literary or informational texts to support analysis, reflection, and research.
- [CCSS.ELA-LITERACY.CCRA.SL.3](#)
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- [CCSS.ELA-LITERACY.CCRA.SL.1](#)
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-LITERACY.CCRA.W.4](#)
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-LITERACY.CCRA.SL.4](#)
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.



- [CCSS.ELA-LITERACY.CCRA.W.1](#)
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- [CCSS.ELA-LITERACY.CCRA.W.6](#)
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Common Core Standards

- [CCSS.ELA-LITERACY.SL.4.1](#) and [CCSS.ELA-LITERACY.SL.5.1](#)
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- [CCSS.ELA-LITERACY.SL.4.1.C](#)
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- [CCSS.ELA-LITERACY.SL.4.1.D](#)
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- [CCSS.ELA-LITERACY.SL.5.1.C](#)
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- [CCSS.ELA-LITERACY.SL.5.1.D](#)
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- [CCSS.ELA-LITERACY.SL.4.2](#)
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- [CCSS.ELA-LITERACY.SL.5.2](#)
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- [CCSS.ELA-LITERACY.SL.4.3](#)
Identify the reasons and evidence a speaker provides to support particular points.
- [CCSS.ELA-LITERACY.SL.5.3](#)
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- [CCSS.ELA-LITERACY.RL.5.4](#)
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- [CCSS.ELA-LITERACY.RI.4.7](#)
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- [CCSS.ELA-LITERACY.L.4.2](#) and [CCSS.ELA-LITERACY.L.5.2](#)
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-LITERACY.L.4.4.C](#) and [CCSS.ELA-LITERACY.L.5.4.C](#)
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- [CCSS.ELA-LITERACY.W.4.1](#) and [CCSS.ELA-LITERACY.W.5.1](#)
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- [CCSS.ELA-LITERACY.W.4.2](#) and [CCSS.ELA-LITERACY.W.5.2](#)
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.



National Standards in Economics

- **Content Standard 1: Scarcity**
Identify what they gain and what they give up when they make choices.
People make choices because they can't have everything they want.
Identify some choices they have made and explain why they had to make a choice.
- **Content Standard 6: Specialization**
Division of labor occurs when the production of a good is broken down into numerous separate tasks, with different workers performing each task.
Specialization and division of labor usually increase the productivity of workers.
- **Content Standard 10: Institutions**
Not-for-profit organizations are established primarily for religious, health, educational, civic, or social purposes and are exempt from certain taxes.
Identify a not-for-profit organization and explain its functions and its source of revenues.
- **Content Standard 14: Entrepreneurship**
Entrepreneurs and workers often are innovative. They attempt to solve problems by developing and marketing new or improved products and processes.

National Council for Social Studies (NCSS) Standards

- **I. Culture**
 - a. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
 - b. Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.
- **III. People, Places, & Environments**
 - k. Consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.
- **IV. Individual Development and Identity**
 - b. Describe personal connections to place—especially place as associated with immediate surrounding.
 - f. Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.
 - g. Analyze a particular event to identify reasons individuals might respond to it in different ways.
 - h. Work independently and cooperatively to accomplish goals.
- **VII. Production, Distribution, Consumption**
 - b. Distinguish between needs and wants.
- **IX. Global connections**
 - f. Investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.
- **X. Civic ideals and practices**
 - j. Recognize and interpret how the "common good" can be strengthened through various forms of citizen action.



Philanthropy and Entrepreneur Objectives

LESSON	PHILANTHROPY OBJECTIVES	ENTREPRENEURSHIP OBJECTIVES
Lesson 1 Philanthropy: What is it?	<ul style="list-style-type: none"> • Create a list of ways to apply today's learning about philanthropy to family, school and community. 	<ul style="list-style-type: none"> • Evaluate the capability of a variety of local businesses to participate in philanthropy in the community.
Lesson 2 What Does Philanthropy Have to Do with You?	<ul style="list-style-type: none"> • Create a list of ways to apply today's learning about philanthropy to family, school and community. • Analyze local philanthropic efforts to deepen understanding of philanthropy. 	<ul style="list-style-type: none"> • Evaluate the capability of a variety of local businesses to participate in philanthropy in the community. • Connect local philanthropic efforts to their personal 3 T's (time, talent, treasure).
Lesson 3 Philanthropists: Who in the Community Gives?	<ul style="list-style-type: none"> • Create a list of ways to apply today's learning about philanthropy to family, school and community. • Interview local philanthropists and identify the purpose of their efforts, as well as their 3 T's. 	<ul style="list-style-type: none"> • Evaluate the capability of a variety of local businesses to participate in philanthropy in the community. • Utilize philanthropists' examples to begin a plan for how to connect purpose with community needs.
Lesson 4 People's Passions	<ul style="list-style-type: none"> • Create a list of ways to apply today's learning about philanthropy to family, school and community. • Convince others to give time, talent and/or treasure towards a community need related to personal passions. 	<ul style="list-style-type: none"> • Connect personal passions with philanthropists and community needs.
Lesson 5 Writing a Mission Statement	<ul style="list-style-type: none"> • Create a list of ways to apply today's learning about philanthropy to family, school and community. • Evaluate personal passions related to philanthropic missions. • Convince others to give time, talent and/or treasure towards a community need related to personal passions. 	<ul style="list-style-type: none"> • Compare and contrast philanthropic efforts locally, nationally and globally.
Lesson 6 Class Service Project: Who Will Receive your Gift and What Might You Do?	<ul style="list-style-type: none"> • Create a list of ways to apply today's learning about philanthropy to family, school and community. • Summarize the main points from a speaker's presentation. • Convince others to give time, talent and/or treasure towards a community need related to personal passions. 	<ul style="list-style-type: none"> • Analyze needs of communities and nonprofit organizations for the purpose of planning philanthropic efforts.
Lesson 7 Class Service Project: What Can We Do?	<ul style="list-style-type: none"> • Convince others to give time, talent and/or treasure towards a community need related to personal passions. • Create a list of ways to apply today's learning about philanthropy to family, school and community. • Work with others to develop a plan of action to meet community needs. 	<ul style="list-style-type: none"> • Analyze needs of communities and nonprofit organizations for the purpose of planning philanthropic efforts.
Lesson 8 Class Service Project: Proposals, Grants and Donation Requests	<ul style="list-style-type: none"> • Convince others to give time, talent and/or treasure towards a community need related to personal passions. • Create a list of ways to apply today's learning about philanthropy to family, school and community. • Work with others to develop a plan of action to meet community needs. 	<ul style="list-style-type: none"> • Create a plan to help a nonprofit organization through a specific class project.
Lesson 9 Class Service Project: GROW and GIVE	<ul style="list-style-type: none"> • Participate in a philanthropic effort, either individually or as a group. • Plan and execute necessary tasks required for involvement in philanthropic efforts. • Plan for continued and improved involvement in philanthropic efforts. 	<ul style="list-style-type: none"> • Support a nonprofit for the purpose of meeting a community need and gaining practice in philanthropy in the community.



Best Practice Teaching Strategies Used in Project Heart

1. **Think-Pair-Share:** Think-Pair-Share is used more and more in classrooms, to engage all students in topic-related discussion. It entails the teacher asking a question, giving a specified, limited time for students to talk to a partner (or small group) about the question, then the teacher calling on students to share their responses (or their partner's responses) with the whole group.
2. **Small Group Collaboration:** Group work is crucial for students to engage with each other on topic-related discussion and activities. Groups can have the same objective as others, or they can dissect one piece of the learning while other groups work on other aspects of the topic presented. Either way, a debrief after group work is usually a good idea to broaden the discussion and help students see what other groups came up with in their work.
3. **Inquiry-Based Learning:** Inquiry-based learning entails that students use their curiosity about a subject to learn more. These activities usually involve student research in some way, with students needing to find information that helps the whole group to gain a broader understanding about the topic or questions presented. Within this activity, students generally have the opportunity to ask their own topic-related questions and try to answer them.
4. **KWL:** KWL has been used in classrooms for quite a while, because it helps teachers gain insight into what the students already know about a topic (K), what they want to learn or know (W), and then it helps the class to reflect on what they learned at the end of the lesson (L). This can be accomplished with flipcharts that remain available for future lessons, to add to their thinking throughout the unit.
5. **Quiz-Quiz-Trade:** QQT is a Kagan Strategy, focused on motivating all students to participate in the learning. It involves students making their own quiz cards related to the topic they are learning about (or finished learning about), in which students write a topic-related quiz question on the front of their flashcard (1/4 piece of paper), and then the answer on the back. They then use these to quiz each other in a fast-paced game where students rotate from person to person, quizzing each other. The reason it is important for students to trade their quiz card after each partner rotation, is to provide them an opportunity to encounter as many different questions as possible.
6. **Brainstorming:** Brainstorming ideas is a great way to get all students participating in a discussion, because they are throwing out ideas without judgment. All ideas are welcome, and they are generally recorded on the board for all to see, so that students can piggyback on others' ideas for a full flow of ideas that encompass all students' thinking.

Think-Pair-Share Example (Lessons 1, 2, 4)

- Ask students to share with a partner what they remember about last class's lesson related to:
 - Philanthropy
 - Needs
 - Service
 - Giving
 - Three T's
- Allow 3-4 minutes of partner sharing, and then call on several students to share their own or their partner's response to one of the key words listed.



Small Group Collaboration Example (Lessons 1, 2, 3, 4, 5, 8, 9)

- Divide the students into six groups, by counting off 1-6.
- Give each group a large paper (poster board, flipchart paper, or other large sheet of paper.)
- Explain their instructions:
 - They will draw a line down the middle of their paper and a line across (a few inches from the top) to make a T-chart (model this activity on the board for students.)
 - They will label one column “Needs” and the other column “Services.”
 - They will come up with as many needs and services for their assigned group as they can.

Assigned groups:

Groups 1-2: Families (e.g. need = family can’t buy food, service = food bank)

Groups 3-4: Schools (e.g. need = teacher needs help grading, service = parent volunteer)

Groups 5-6: Communities (e.g. need = homelessness, service = shelters)

- Say, “GO!” and walk around to observe/support group work.
- After 5 minutes, give a “1-minute-to-go” warning.
- Ask student groups to share out the needs and services they came up with.

Inquiry-Based Learning Example (Lesson 2)

- Divide students into groups of three with one reader, one recorder and one speaker.
- Explain that each group will research one of the following sources to answer questions (NOTE: teacher needs to share the links with their students ahead of time so groups can access the sites once assigned, or pre-load these links onto student computers or laptops):
 - Group 1 - [StandUp for Kids](#)
 - Group 2 - [Kaboom](#)
 - Group 3 - [OtterCares](#)
 - Group 4 - [My Stuff Bags Foundation](#)
 - Group 5 - [Alex’s Lemonade Stand](#)
 - Group 6 - [Food Recovery Network](#)
 - Group 7 - [St. Baldrick's Foundation](#)
- Explain that the reader is in charge of reading the information out aloud (but not too loud) to their group, the writer should write the information down on the back of their worksheet, and the speaker(s) will share their findings with the class.
- Once groups have found their website, provide questions they need to answer.
- Allow at least 10 minutes for research.
- Close this activity by calling on one student per group to present their findings to the class (1-2 minute presentations).
- Write responses on the board or ask a volunteer student to act as a scribe.

KWL Example (Lesson 6)

- Teacher reveals the chosen recipient organization, or takes a class vote to decide on a nonprofit to help.
- Teacher draws a KWL chart (KNOW, WANT TO KNOW, LEARNED) on the board.
- Ask students what they already know about the nonprofit that was chosen, and teacher (or student volunteer) writes student responses in the K column on the board.



- Discuss with the students whether they know if this nonprofit is local, national or global.
- When all student responses are exhausted for the K column, ask students what they would like to know, and write student responses in the W column on the board.

Quiz-Quiz-Trade Example (Lessons 5, 6)

- Teacher will pass out vocabulary review flashcards made previously, one per student, and divide students into two groups by counting off 1-2.
- Ask #1 students to make an inner circle and #2 students make an outer circle (circles should be facing each other).
- Allow up to 30 seconds for students to quiz their partner, then ask outer circle to move clockwise for their next partner to quiz.
- Repeat the activity until students have made it around the entire circle, or until time is up.

Brainstorming Example (Lesson 7)










- Ask for a student to remind the class of the nonprofit organization that the class has agreed to help.
- Ask for a student to remind the class which need they voted on in the last class, and allow the student to write this.
- Lead a whole-group brainstorming session to come up with a list of project ideas to fill this need (call two students to one of the flipcharts in the front of the room and act as scribes, writing down all the ideas that the class comes up with.
- When ideas are exhausted, go through each one and ask the class what the pros might be to taking on this project, and what the cons might be (call two other scribes to write down responses on a new flipchart page.)
- After pros and cons are listed, teacher should lead the final selection by student voting.



How to Read a Project Heart Lesson Plan

Parts of a Project Heart lesson:

1. **Summary page** – the summary page includes all of the key information needed for the teacher to prepare for the lesson:
 - a. the main learning objective or target
 - b. time frame that the lesson should take to deliver
 - c. teacher preparations and materials needed
 - d. Standards and Objectives from [Common Core](#), [National Council for Social Studies \(NCSS\)](#) and [National Standards for Economics](#).
2. **Overview page** – this page breaks the lesson down into sections, describing what is happening in each section of the lesson, giving time frames and main activities within each section.
3. **Body of the lesson** – the body of the lesson is the play-by-play of the lesson, giving specific instructions and prompts for activities. In this section, you will find several activities, which will include slides from a corresponding PowerPoint. There will be “Teacher Might Say” prompts, with suggested dialogue with students about the topic. There will be specific instructions for leading each activity and section of the lesson, along with Extension Activity suggestions in blue.
4. **Student workbook pages** – lessons will include student workbook pages, referenced on the summary page, throughout the lesson where used, and on the workbook page itself. These can be completed online or printed to hand out to students in class.
5. **Forms for reference** (when applicable) – some lessons will include reference forms, such as parent letters, sample grant proposals, etc. that teachers may print out for students to reference, or these can also be projected onto a screen or board. These forms are available for teachers, at their discretion, to use for their lessons or to create their own from the samples given.
6. **Icons and their meanings**

	Represents a learning target for students.
	Represents a time frame for the lesson.
	Used in the teacher prep area so that he/she can prepare for today’s checklist of materials and prep items.
	Shows that there is a PowerPoint for the lesson, and prompts teacher at the correct time(s) to use it.
	Shows when there is a suggested speaking script for the teacher.
	Shows when there are alternative activities given for flexibility of the lesson.
	Used as a prompt when there is a video to play in the lesson.
	Shows students that they need to write something in that spot on the workbook pages.
	Opportunity to celebrate success by posting pictures, videos, and stories to Facebook, Instagram, Youtube, and Twitter @ottercares #projectheart



L1A1- Pre-Assessment

Name: _____ Date _____

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

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

2. giving		A	The act of helpful activity.
3. need		B	The cost required for something.
4. service		C	An estimate of income and expenditure for a set period of time.
5. proposal		D	To require; to be necessary.
6. personal passion		E	A sum of money given by an organization, especially a government, for a particular purpose.
7. common good		F	A powerful, or compelling emotion or feeling about a specific topic.
8. grant		G	A plan or suggestion put forward for consideration or discussion by others.
9. expenses		H	Doing what is right or proper.
10. budget		I	To present voluntarily and without expecting compensation.



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

11) Local: _____

12) National: _____

13) Global: _____

14) List your own personal passions:

- _____
- _____

15) List reasons why people volunteer or give money to organizations or people they don't even know?

- _____
- _____

16) If you had \$5,000 to spend, how would you spend it?

17) Give examples of how you might help your community or other people in the future:

- _____
- _____

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



L1A1- Pre-Assessment Key

Name: _____ Date _____

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

Answers may vary. Project Heart definition of philanthropy: The process of giving back.

The act of donating money, goods, services, time or effort to support a beneficial cause

and create a lasting impact.

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

2. giving	<i>I</i>	A	The act of helpful activity.
3. need	<i>D</i>	B	The cost required for something.
4. service	<i>A</i>	C	An estimate of income and expenditure for a set period of time.
5. proposal	<i>G</i>	D	To require; to be necessary.
6. personal passion	<i>F</i>	E	A sum of money given by an organization, especially a government, for a particular purpose.
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9. expenses	<i>B</i>	H	Doing what is right or proper.
10. budget	<i>C</i>	I	To present voluntarily and without expecting compensation.



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

11) Local: *Answers for a local nonprofit/charity will vary*

12) National: *Answers for a local nonprofit/charity will vary*

13) Global: *Answers for a local nonprofit/charity will vary*

14) List your own personal passions:

- *Answers for personal passions will vary*

•

15) List reasons why people volunteer or give money to organizations or people they don't even know?

- *Answers for reasons will vary*

•

16) If you had \$5,000 to spend, how would you spend it?

Answers should reflect thought on the impact of the money and how it is used for the common good

17) Give examples of how you might help your community or other people in the future:

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

•

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

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



L1A2- Post Assessment

Name: _____ Date _____

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

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

2. giving		A	The act of helpful activity.
3. need		B	The cost required for something.
4. service		C	An estimate of income and expenditure for a set period of time.
5. proposal		D	To require; to be necessary.
6. personal passion		E	A sum of money given by an organization, especially a government, for a particular purpose.
7. common good		F	A powerful, or compelling emotion or feeling about a specific topic.
8. grant		G	A plan or suggestion put forward for consideration or discussion by others.
9. expenses		H	Doing what is right or proper.
10. budget		I	To present voluntarily and without expecting compensation.



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

11) Local: _____

12) National: _____

13) Global: _____

14) List your own personal passions:

- _____
- _____

15) List reasons why people volunteer or give money to organizations or people they don't even know?

- _____
- _____

16) If you had \$5,000 to spend, how would you spend it?

17) Give examples of how you might help your community or other people in the future:

- _____
- _____

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



L1A2- Post Assessment Key

Name: _____ Date _____

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

Answers may vary. Project Heart definition of philanthropy: The process of giving back.

The act of donating money, goods, services, time or effort to support a beneficial cause

and create a lasting impact.

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

2. giving	<i>I</i>	A	The act of helpful activity.
3. need	<i>D</i>	B	The cost required for something.
4. service	<i>A</i>	C	An estimate of income and expenditure for a set period of time.
5. proposal	<i>G</i>	D	To require; to be necessary.
6. personal passion	<i>F</i>	E	A sum of money given by an organization, especially a government, for a particular purpose.
7. common good	<i>H</i>	F	A powerful, or compelling emotion or feeling about a specific topic.
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Name one charity that you have heard of for each of the following categories:

11) Local: *Answers for a local nonprofit/charity will vary*

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13) Global: *Answers for a local nonprofit/charity will vary*

14) List your own personal passions:

- *Answers for personal passions will vary*

•

15) List reasons why people volunteer or give money to organizations or people they don't even know?

- *Answers for reasons will vary*

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16) If you had \$5,000 to spend, how would you spend it?

Answers should reflect thought on the impact of the money and how it is used for the common good

17) Give examples of how you might help your community or other people in the future:

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

•

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

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



Parent Introduction Letter

(DATE) _____

Dear Parent/Guardians,

We have the opportunity to participate in the Project Heart program for 8-10 weeks.

The Project Heart program is an innovative educational tool that encourages a habit of giving and creates awareness in children by introducing them to 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 site, and I am eager to have our students participate in this unique and important learning opportunity. If you have any questions, please feel free to contact me at:

Phone number _____ or email me at _____.

Sincerely,



Carta de presentación para padres

(FECHA) _____

Estimados padres/guardianes,

Tenemos la oportunidad de participar en el programa Project Heart por 8 a 10 semanas.

El programa Project Heart es una herramienta educativa innovadora que fomenta el hábito de dar y crea conciencia en los niños al introducirlos en 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 nuestro sitio 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,



Project Heart Guest Speaker Ideas

For teachers that choose to invite guest philanthropists to speak to the class, below are several resources and ideas to pursue when identifying people from the community to invite.

- Ask other teachers, your school’s principal or your peers for suggestions of people they know who might fit the program’s definition of a philanthropist.
- Rotary International is a global membership club of community leaders committed to service and charity. Contact your local Rotary club for guest speaker recommendations: <https://www.rotary.org/en/search/club-finder>.
- United Way works with local philanthropists in communities across the country and may be able to direct you to an appropriate speaker for your class. Search for the United Way where you are located: <http://apps.unitedway.org/myuw/>.
- Community Foundations help individual and family philanthropists administer their charitable gifts in communities throughout the United States. Visit www.cof.org to search for the Community Foundation nearest where you live.
- HandsOn Network is a global organization with the mission to mobilize people to change the world. They have hundreds of Action Centers throughout the United States and abroad that are connected to individuals and groups that are regularly giving their time, talent and treasure. Find an Action Center near you for guest speaker suggestions at: <http://www.handsonnetwork.org/actioncenters>.
- Many communities are home to several private, institutional or corporate foundations. Research your local community to identify foundations that may have founders or board members who might be interested in speaking with your students. Hospitals, colleges, schools and large businesses often have foundations or charitable trusts, as well.



Project Heart Guest Speaker Invitation

(DATE)

Dear _____,

On behalf of _____ (school name) _____, I would like to invite you to be a guest speaker for my _____ grade class of students who are learning about philanthropy and community issues this semester via the Project Heart program created by the OtterCares Foundation.

As a local philanthropist yourself, we would be delighted to have you join our class for a brief discussion about why charitable involvement is important to you, as well as the causes that you are passionate about.

The possible dates we have available for guest philanthropists to speak with the students include:

_____ Date / Time
_____ Date / Time
_____ Date / Time

The location of _____ (school name) _____ is _____ (address) _____.

The questions that the students are planning to ask will be provided in advance. We anticipate XX-minutes will be the time commitment necessary and there are (###) students in the class. I am also requesting that each guest philanthropist send me a brief biography prior to the class visit, so that the students can review their background and accomplishments in advance.

If you are interested and available to participate in this critical component of our class's philanthropy lesson, our students would be greatly appreciative. Please let me know if there are any questions or if additional details are needed before making a decision. My contact information is: (phone # / email).

Thank you for your consideration!

