

## Lessons 7 & 8 – Use your 3Ts to Make a Difference & Help Your Team Finish the Project

### End in Mind



- Students learn to build their own Project Heart, know the meaning of philanthropy, and feel what giving looks like in their lives. Students will work together as a group to meet a need or needs for their school site, neighborhood or greater community.
- Standards Addressed – [CASEL Core Competencies](#) sub-categories of Perspective-taking, Empathy, Communication, Social engagement, Teamwork, Recognizing strengths, Goal setting, Organizational skills, Identifying and Solving problems.

### Time Commitment



- Each lesson is designed to take about 20-30 minutes, once per week for 8-10 weeks. During Lessons 5 and 6, students will choose a service project. Depending on the scope of the project, students will likely request additional days each week to do the project.

### Timeline Overview



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

### Appendices and Resources



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



## Weeks 7 & 8: I can use my 3Ts to help on a team and I am valuable member of a team.

### Outcomes



- Students will check in with the whole group on project progress.
- Students will break into action teams and continue working on their parts of the project.

### Tips



- You will start the Project Planner template with the kids today. Use this as your main anchor for check-ins the next couple weeks. If you are breaking into small groups, use the action team planner, one for each small group.

### Materials Needed



- Project Planner template
- Specific materials identified by students for their Project Heart

## Connect



### 5-10 Minutes

- Play one of the group games from [Appendix B](#) so everyone feels welcomed and greeted. Consider playing the [“I Have... Who Has?”](#) game again.

## Engage



### 10-30 Minutes

- Revisit the Project Planner for the whole group, then break into action teams to complete the work identified. Revisit SMART Goals when stuck.

## Leave Changed



### 3-5 Minutes

- Gather the whole group and invite feedback.
  - *Let’s invite one leader from each action team to share your successes and challenges from our work session today. When/how did you fail, and what do you need from the group to find success?*
- Be sure to take note of anything your groups will need to be successful next time they work their Project Heart. Remember to value the failures even more than success during this phase!
- Upon completion, review the Rubric and Project Planning Template you used from [Appendix E](#).

