

# Project Heart for the Elementary Club Setting – Lesson 1

## 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.

## Tips



- Plan ahead for challenges! Take note of days and times with highest attendance to prioritize for Project Heart. Focus on communicating about Project Heart to your greater school community and program families. Invite school staff, teachers, custodians, nonprofit leaders, etc. Make an effort to specifically invite kids to participate in the program. Simply telling kids you think they would be good at something can make a huge impact on them!
- Staff implementing Project Heart can schedule an orientation. It's even better to have a network of staff across multiple schools or sites, and it is recommended that participating staff schedule 2-3 check-in meetings during implementation. Training and check-ins can be facilitated remotely for those outside of Northern Colorado, [contact OtterCares Director of Programs and Partnerships](#) for help.

## Timeline Overview



- Prep Week(s) – Get Excited!
- **Week 1 – Philanthropy and the 3Ts**
- Week 2 – See it to be it!
- Week 3 – Community before self
- Week 4 – Discovering needs
- Week 5 – Design a service project
- Week 6 – Set goals and make a plan
- Week 7 – Use your 3Ts to make a difference
- Week 8 – Use your 3Ts to help your team finish the project
- Week 9 – Celebrate growing to give!

## Appendices and Resources



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



## Week 1: I am a philanthropist because I have 3Ts

### Outcomes



- Students will be able to define philanthropy in their own words.
- Students will reflect on the meaning of philanthropy including identifying their 3Ts.
- Students will build empathy when required to create a “gift” for a group member.
- Students will engage in conversation about gifting and why it is important to help others.

### Materials Needed



- Book: [What is Given from the Heart](#) (See [Appendix A](#) for book list)
- Blank ¼ sheets of paper
- Pens or pencils

### Vocabulary Keywords



- Philanthropist
- Philanthropy
- 3Ts – time, talent and treasure

## Connect



### 5-10 Minutes

- Play an icebreaker or name game. Icebreakers and Name Games can be found in [Appendix B](#) and can be played before, during or after any of the lessons. Practicing names and greetings is a great way to build confidence and empathy.



### 5 Minutes

Assemble student group and explain that you are finally starting Project Heart! You’re going to read the first book together then do an activity to make a difference for someone else. They should be excited from prep week(s), so encourage a quick conversation to check for understanding.

- *A philanthropist is someone who uses their 3Ts to give back and help others.*

## Engage



### 10-15 Minutes

- In the whole group setting, prepare for the read aloud.
  - *You all had really great ideas and I want you to keep thinking about our 3Ts as I read this story about a young philanthropist. The main character, a young boy named James Otis, has to figure out how to use at least one of his 3Ts to help a friend in need.*
- Read aloud [What is Given from the Heart](#) by Patricia C. McKissak





### 5 Minutes

- Explain activity to students.
  - *Now you are going to have the chance to create a treasure for someone in our group. You will have a partner and I will give you each a small sheet of paper. You should write and draw something sincere and kind to your partner. You will only have 3 minutes and you must create something meaningful for the other person by writing and drawing. If you want to focus on your drawings, write at least one important word.*



#### \* Facilitator prep

- Think about where students can concentrate when they work quietly. You may want to spread students out around the room or at different tables. Set a timer for 3 minutes and encourage quiet among students for writing/drawing. Observe for 1 minute and then quietly engage any students who are “stuck”. *The most important outcome is that students are using their TIME and TALENTS to create a TREASURE (or gift) for someone in the group!*



### 3-5 Minutes

- As kids are wrapping up with their “gifts”, explain:
  - *Now I am going to give you 1 minute each to share what you created. Talk to your partner about what you wrote and drew for them and why it is meaningful.*
- Set timer for 60 seconds and encourage students to speak to their partners for the entire minute before switching. If there are groups of three students, set timer accordingly.

## Leave Changed



### 3-5 Minutes

- Reassemble the group
- Prompt students
  - *Think about how you felt after seeing your partner’s reaction to your gift. You all just used your 3Ts! You spent your TIME to create a message using your TALENTS to write or draw. You then were able to gift that as a TREASURE to someone else.*
- Remember to make connections back to the prep week(s), especially the bookmark!
  - *Consider affirming together “I can use my 3Ts to give back and make an impact, so I am a philanthropist.”*

