Project Heart for the Elementary Club Setting – Lesson 5

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 5: I can design a service project to meet needs

Outcomes

- Students will decide on their Project Heart.
- Students will start thinking about how to use the design process for Project Heart.

Materials Needed

- Book: *Zom-Be a Design Thinker!*
- Project Planning Template from Appendix E
- Project Heart Rubric from Appendix E

Tips

- Whenever you or the students feel stuck, bring it back to the framework of the design process to figure out what you're doing now and where you'd like to go.

Vocabulary Keywords

- Design Process
- Empathize
- Define
- Ideate
- Prototype
- Test

Connect

2-3 Minutes

- Lead a discussion about progress made last week. If a final project decision hasn't been made, focus on the type of need and an organization that your group could partner with to fill that need. You may need to do some research online or by calling the organization to determine needs. Use Appendix D for resources and ideas.
  - *Let's talk about what happened last week and where we're headed for the rest of our Project Heart time.*

2-3 Minutes

- Introduce the concept of using empathy to guide a project (even if the group hasn't decided). When we refer to "users" we mean your intended audience for meeting the need. This could be our community members experiencing homelessness for whom you're making scarves or collecting toiletries. It could be animals you're serving in some way with one of the shelters. Whomever is your "user", be sure to refer to them directly. Words are also really important so start with the people first, then describe their circumstances (i.e. kids with disabilities vs. disabled kids, or military veterans who need help finding work instead of jobless soldiers, etc.).
  - *Now that we've decided on a need we're going to meet, it's time to think about the process to make sure we meet our "users" needs. Many of you have probably heard about the design process, and Zom-Be Zip is going to teach us more about how to use our hearts, brains, and hands to solve problems. Before I begin reading, turn and talk to a neighbor about what you know about empathy.*

Engage

10-15 Minutes

- Read aloud *Zom-Be a Design Thinker!* then lead a conversation about how empathy can help us accomplish goals.
  - *Turn and talk to a neighbor about what it means to use empathy to design? How can we use empathy to design our project? In what ways can we show empathy toward our "users" for our Project Heart? How we will meet the need we identified using empathy?*
- Ideally the students will explain how you have to interview (ask questions), observe, research, and plan to figure out how best to meet needs identified.

2-3 Minutes

- Show the students the Project Heart Rubric from Appendix E. Have a student volunteer or adult guest read the category titles. Ideally the kids will notice it is split up in the same categories as the design process.
  - *What do you notice about the category titles? Following the design process will help keep us on track and let us know if we're meeting our goals.*
- Invite student volunteers to read what a 4 is in each category. Explain that you will all be assessing your Project Heart success in a few weeks.

Leave Changed

3-5 Minutes

- Depending on how far your group has progressed, use this time to introduce the Project Planner template from Appendix E or just discuss and preview for the next session.
  - *Next time we'll get to use planning tools to help us set goals and meet them on time.*
- If there is time, you can break into action teams and use the small group planner for each team.