

Objectives

- Define *advocate, cause, common good, donation, fundraising, give, mission, nonprofit organization, philanthropy, and volunteer.*
- Understand range of philanthropic activities.
- Prioritize volunteering activities.
- Explore causes important to students.



Activate Prior Knowledge

Ask students to list ways they use their money, time and talents to help others.

Explain Key Terms

advocate (n) a person who tries to raise support for something he or she cares about, usually a cause, organization, or idea; (v) to try to raise support for something, usually a cause, organization, or idea

cause (n) a goal or idea to which a person is dedicated

common good (n) something that benefits all people

donation (n) a gift of money, objects or services to an organization, a cause or a person

fundraising (n) the act or job of raising money, usually for a nonprofit or political organization

give (v) to contribute or make a gift of something

mission (n) an organization's reason for existence or its purpose

nonprofit organization (n) an organization whose purpose is to address issues of public interest, not to make money; these organizations usually do not pay taxes (also called a not-for-profit organization)

philanthropy (n) giving of your time, talent or treasure

volunteer (n) someone who works without pay to help others; (v) to do helpful or philanthropic work without pay

Teach/Model

Say: Part of thinking about good uses for your money and goal setting is deciding what kind of philanthropy you want to do. **Philanthropy** means the giving of your time, talent or treasure to help others. To **give** means to contribute or make a donation of something. **Volunteering** (working without pay to help others) to clean up your neighborhood park is a way of giving your time. Singing or performing a play at a nursing home is giving your talents and your time. And giving money to the World Wild Life Fund to help endangered animals is an example of giving money. Decide on the types of personal giving in which you will participate. Giving money is a type of spending that is included in your budget.

Another way to make a difference is to **fundraise** – make money for causes you believe are important. You can fundraise by asking others for donations, by selling goods or services (such as a bake sale or car wash) or by holding an event and selling tickets (like a dance or a talent show). You could also donate the clothes that you have outgrown or your extra toys and books to those who need them. Many nonprofit organizations will accept both gifts and money as donations.

Can you list nonprofits you've heard of and discuss how they benefit the common good (that's all people in our communities)?



GIVING



Practice and Apply

Can your giving make a difference? (p. 14.3-4)

This lesson is about fundraising for a breast cancer organization, so if this does not work for your class, find a newspaper article about a cause or philanthropic need and adapt the questions on page 14-4 to that story.

Where should I volunteer? (p. 14.5)

Read the directions to students. Explain to them that they will have to give a reason why one volunteering activity is more appealing to them, while another is less appealing.

How does my donation help? (p. 14.6)

Read the directions to students. Ask them to consider donations and other types of monetary giving when they complete their personal budget.

Can I pick a cause? (p. 14.7)

This activity is for older students capable of writing three-paragraph essays. Read the directions to students. Explain the rubric clearly for them, using examples for a different essay topic. Ask students to share their essays with one another.

Including All Learners

- For grade 3 students and those who need extra support with the passage (p. 14.3), have the students form pairs and read the passage together.
- Ask grade 3 students what else they could spend \$20.00 on (CD, jeans, food, etc.) and ask them to evaluate whether they think their purchase was worth the money. (p. 14.6)
- Challenge grade 5 students; ask them to create a bar graph that shows how many of each item may be purchased for \$20.00. (p. 14.6)
- For grade 5 students, ask them to identify a social issue or cause about which they care and local, national and international organizations that work to address this issue. (p. 14.7)

Hands-On Connections

- With **Where should I volunteer?** ask students to choose between the four in-school volunteer activities listed. Give them the option of writing a short skit, doing a Charades routine, sketching and doing art work to create props or signs, writing and performing a song, or other creative ways to express the work of their volunteer club.

Follow Up

Fundraiser: (Grades 3-5): Plan a school fundraiser for a local organization. [Note: Ask your principal if the class may plan a real fundraiser or if this activity should be for educational purposes only.] Vote to decide which organization to help, and whether the class should provide time, talent, or treasure. As the students plan the fundraiser, be sure to ask them what the organization needs, who would be willing to help, and where they could hold the fundraiser. What is the goal of the fundraiser? Students may create flyers to advertise the fundraiser.



Name: _____ Date: _____

Unit 14

GIVING

Can your giving make a difference?



Read the passage below and answer the questions on the next page.

Ten-year old Alexis loves her Aunt Vanessa who takes her to the park and the children's museum. They cook dinner together and play board games. But last year a doctor discovered that her aunt had breast cancer. Alexis felt sad and she wanted to do something to help. When her mother couldn't answer all her questions, Alexis decided to learn more about it. So she did research and learned that a large nonprofit organization, called Susan G. Komen for the Cure, helps people with breast cancer and is working to cure it. The organization's **mission** is to end breast cancer. Alexis thought this purpose matched the cause about which she now cared deeply.

Alexis started a fundraising drive at her school. She donated \$30 from her savings. Together her classmates, teachers and she had a total of \$430. When Alexis and her mother took the \$430 check to give to the Komen office in her city, the director introduced her to a friendly worker, Janet. Janet explained that Alexis' gift would be added to other donations. Then the total amount would be split up and given to groups that help people with cancer. It would help hospitals and community health groups give wigs to cancer survivors. It would make medicine and treatment available for cancer patients. And, it would support researchers searching for a cure. People like Alexis and her classmates who care and donate money to the Komen organization make a huge difference for people.

Alexis knew the donations made by her classmates and teachers would help fight breast cancer. Alexis' efforts were acts of philanthropy. She had donated her money, her time to organize the fundraising effort, and her talent as an **advocate**. Are there ways, large and small, that you give your time, talent and treasure to a cause?

Name: _____ Date: _____

Unit 14

GIVING

Can your giving make a difference? (continued)



1. Would you feel like Alexis if this happened to your aunt or would you feel differently and in what ways?

2. Are there causes about which you care? If so, what are they and why do they matter to you?

3. Fill in the philanthropic interest grid below with three causes about which you most care. Then brainstorm with classmates the names or types of organizations or people that you've heard help with the causes you've listed. Next, list what you think you can give (volunteer time, talents, or money) to help with each cause. Finally, prioritize (rank) your interests by number (1 being the most important, 2 for the next most important, and 3 being the least important to you).

Cause that Matters to You	Organizations & People that Serve this Cause	Type of Giving (time, talent, or money)	Priority

Name: _____ Date: _____

Unit 14


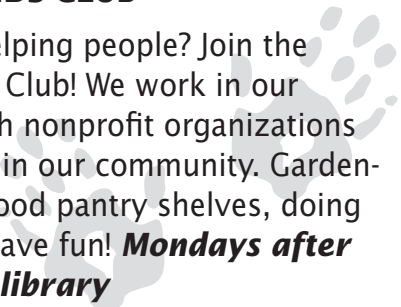

GIVING

Where should I volunteer?



A. Volunteer activities in your school

1. Read the following descriptions of volunteer activities.

<p>KIDS ACT MAGAZINE CALLING ALL WRITERS! Help research and write articles about kids working to do good things in their communities. Interview fellow students to get ideas. You can make <i>Kids Act</i>, our school magazine, AWESOME! <i>Wednesdays after school in room 201</i></p> 	<p>HELPING HANDS CLUB Do you love helping people? Join the Helping Hands Club! We work in our school and with nonprofit organizations to help people in our community. Gardening, stocking food pantry shelves, doing plays – come have fun! <i>Mondays after school in the library</i></p> 
<p>THREE R'S CLUB Care about the environment? Help us teach adults and other kids how to Reduce, Reuse, and Recycle. <i>Tuesdays after school in the cafeteria</i></p> 	<p>CITIZENS IN ACTION Do you wonder, especially as a kid, what your rights are? What are your responsibilities as an American? Do you want to learn skills you can use to help you get a great job when you grow up? <i>Come to the gym on Saturday at 10 am</i></p>

2. Use the organizer below to prioritize the volunteer activities based upon what you like about each activity.

I like this most _____ because _____

I like this second _____ because _____

I like this third _____ because _____

I like this least _____ because _____

B. Volunteer activities in your community

What is one activity in your community for which you would give your time as a volunteer?



Name: _____ Date: _____

Unit 14

GIVING

How does my donation help?



**Read each problem and then find out how \$20.00 can help a good cause.
Be sure to show your math!**

1. Robyn has \$20.00 to spend on blankets for dogs and medicine for the sick cats at the animal shelter. She buys two blankets for \$4.00 each. If each bottle of medicine costs \$5.00, how many bottles can Robyn donate?

2. Ike decides to use \$20.00 for a donation to a food bank. If canned corn is on sale for 50 cents each, how many cans of corn can Ike donate to the food bank?

3. Reed uses \$20.00 to buy painting supplies to help a family whose house caught on fire last month. Reed goes to the hardware store and has enough money to buy three paint rollers. About how much did each paint roller cost?
 - a. \$6.00
 - b. \$8.00
 - c. \$10.00
 - d. \$12.00

4. Luisa wants to donate \$20.00 worth of socks to a homeless shelter. Six pairs of socks are on sale for \$5.00. How many pairs of socks can Luisa donate?

5. What would you donate to a nonprofit organization – money or supplies? Explain your answer.



Name: _____ Date: _____

Unit 14

GIVING

Can I pick a cause?*



My name is Miguel. I'm in fourth grade. My mom and dad are teaching me and my brother and sister about saving and giving. We have to pick a cause that we care about and then save \$50.00 dollars to donate. My dad says a cause is something you really care about and want to help. He said my donation can help feed people that don't have enough food, or about helping someone win an election. He said my cause can even be helping save wild animals. Everyone at my house has a different cause.

We earn money each week and put half of what we earn in our savings account. Then in the summer we donate our money to our cause. All year we get to think about how we're going to use our money to help make a difference in the world.

I might give my money to help teach other kids about saving money, because I like to save money.

Essay: Write about one cause to which you would consider giving money. Explain why you think the cause is important and how the cause might use your money. This essay should have a minimum of three paragraphs.

Rubric: Topics to include are which cause you would give money to, why you would give money to this cause and how that money might be used to help.

Points	Criteria
4	Essay contains 3 paragraphs, correct paragraphing, grammar and spelling. The cause is stated with reasons for its importance. Essay also includes how the organization might use their money. Writing is legible.
3	Essay contains less than three paragraphs. Essay addresses either the importance of the cause or how an organization could use their money. There are few grammar, spelling and punctuation errors. Writing is legible.
2	Essay addresses either the importance of the cause or how an organization could use their money. There are many grammar, spelling, and punctuation errors. Sentences are incomplete, or essay content is unclear. Writing is difficult to interpret.
1	Essay is garbled. Writing is sloppy. Grammar, spelling, and punctuation errors are profuse.
0	Little or no effort showed in the essay.

* activity may be for older students