



# Kindness Counts: Understanding Charitable Giving

## LESSON 22: TEACHERS GUIDE

One life lesson never goes out of style: treat others how you would like to be treated. But it can be easy for teens to lose sight of this rule and to overlook the value of charitable giving. In this lesson, students will explore the benefits of participating in a charity, whether by donating time or money. They will conduct research to discover their charitable interests and evaluate potential charities based on credible criteria.

**Topic:** Charitable Giving

**Time Required:** 65 minutes

### SUPPLIES:

- Projector
- Computers or tablets
- Internet access
- Student activity sheet
- Notebooks

### PREPARATION:

- Copy student activity sheet

### STUDENT ACTIVITY SHEET:

#### **Charity Checklist**

In this activity, students will research charitable interests and evaluate those interests based on a range of criteria.

### LEARNING OBJECTIVES:

#### *Students will...*

- Learn how to identify upstanding charities
- Research and evaluate charities using specific criteria
- Explore how charitable giving can add to one's life

### STANDARDS:

#### *Jump\$tart Standards:*

- Planning Standard 5

#### *National Economics Standards:*

- Standard 2: Decision Making

#### *Common Core ELA Anchor Standards:*

- Reading: Key Ideas and Details
- Writing: Research to Build and Present Knowledge
- Speaking and Listening: Comprehension and Collaboration
- Speaking and Listening: Presentation of Knowledge and Ideas
- Language: Vocabulary Acquisition and Use

**Essential Question**

*“Why should I incorporate charitable giving into my financial plan?”*

**Investigate: Compassionate Giving**

[Time Required: 10 minutes]

1. Open the class by writing a quote from Ghandi on the board: “Be the change you want to see in the world.” Ask students to write in their notebooks about what the quote means to them.
2. Invite volunteers to share their reflections and ask the class why Ghandi may have made such a statement. Why is it important to “be the change” in the world? What can we do to be the change? What resources do we need to take into consideration when implementing change (e.g., time, money, expertise)?
3. Ask students if they have ever volunteered or donated to charity. Encourage them to share any charitable contributions they have made and engage the class in a discussion about why charitable giving is important. What do we gain by giving? Why is it important to think about giving to others when making financial plans? How is sharing money connected to spending and saving?

**Student Preparation: Charitable Interests**

[Time Required: 25 minutes]

4. Next, ask students what types of charities they already support or would be interested in supporting (e.g., if they enjoy reading, then a literacy nonprofit could work for them; or if they love sports they might donate to the Special Olympics).
5. Invite volunteers to share their interests and keep a running list on the board. Next, distribute the student activity sheet **Charity Checklist** and tell students they will now have the opportunity to research a charity that matches their interests.
6. Give students 10 minutes to complete part one of **Charity Checklist** and then reconvene as a class. What organizations, charities and nonprofits did they discover in their research? Ask students why they are interested in these charities and what they might do to contribute. Invite volunteers to share their ideas, adding them to your list on the board.

**TEACHER'S TIPS****What is the Essential Question?**

The Essential Question is designed to “hook” the learner, promote inquiry and engagement with the lesson, and allow students to exercise problem-solving abilities. It addresses a larger concept, does not have a right or wrong answer, and requires higher order thinking skills.

**Extension Activity:**

Share examples of teens that have started their own charities such as CNN's “Teen Turns Escape From Pain into Charity” at [practicalmoneyskills.com/HS43](http://practicalmoneyskills.com/HS43). Discuss how the 16-year-old in the story launched her charity through advertising, online promotion and fundraising.

**Take It Local:**

Model charitable giving by working together as a class on a charitable project. Options could include gathering gently used clothing and shoes to donate to a shelter, starting a nonperishable food drive, or collecting coins to donate to a local organization. Visit [FundraisingIdeas.org](http://FundraisingIdeas.org) for more information.

## Evaluating Credibility

[Time Required: 25 minutes]

7. Explain to students that while there are many excellent charities in the world, it is important to conduct research before giving time or money to a charity. Help them understand that in an age when anyone can post anything online, it's important to verify authenticity and credibility.
8. Ask students to refer to part two of **Charity Checklist** and discuss each of the factors to consider when evaluating a charity. Ask them if they can think of any other criteria to consider.
9. Invite students to pick one charity from their lists from part one to research further and evaluate based on the factors discussed in class. Give students 15 minutes to complete the activity, and then invite volunteers to present their findings to the group.
10. Engage the class in a discussion about why it is important to research a charity before “blindly” donating money. Why should we look at a charity's website and contact information? Why should we review the work the charity has done in the past? Help students understand that transparency is important in a charity so they know how their time or money will be spent.
11. Next, engage the class in a discussion about what we gain from being charitable. Why do people set aside money for charity instead of spending or saving it? Why is it important to work charity into our financial lives?
12. Next, ask students how we can plan for charitable giving in our budgets. Divide them into small groups and ask each group to brainstorm a list of strategies they could use in budgeting for charitable giving. For example, how can we be sure to set aside enough money? Invite each group to share their ideas and help students understand that we can allocate a certain percentage of our money each month, donate a certain amount during the holidays, or create long-term giving by including donations in an estate plan or will. Explain that we can also plan for charitable giving by allocating resources such as gently used clothing, or donating time on a weekly, monthly or yearly basis.

## Reflection

[Time Required: 5 minutes]

Ask students to reflect in their notebooks on why it is important to consider charitable giving. What are the benefits of being charitable and how can we integrate it into our financial plans?



### TEACHER'S TIPS

#### Extension Idea:

To emphasize the importance of researching a charity, share examples of charities that have been questioned by the public, such as the Central Asia Institute found at [practicalmoneyskills.com/HS44](http://practicalmoneyskills.com/HS44), which was profiled in the best-selling and controversial book *Three Cups of Tea*.

#### What is Reflection?

The Reflection part of the class gives students the opportunity to reflect on the bigger-picture meaning of the exercise, and to assimilate and personalize some of the concepts and ideas learned about in the class.

