TopiC: Charitable Giving

Time Required: 60 minutes   
*(excluding* **Extended Exploration***activities)*

Learning Objectives:   
*Students will be able to…*

* Explain the meaning of charitable giving, and its rewards
* Create a plan to raise money for a charitable cause
* Research various charitable causes
* Organize a charity drive

Supplies:

* Projector (for teacher presentation slides)
* Whiteboard or chart paper, markers
* Paper, pencils (for students)
* Access to the Internet **(optional)**
* Suggested books **(optional)**
  + *Sam and the Lucky Money* by Karen Chinn

Preparation:

* Make copies of student handouts
* Set up projector with presentation slides

Student Handouts:  
*(found in* **Student Guide***)*

* ***Story Problem: Giving***
* ***Giving Plan and Budget***
* ***Money Smart Book*** *(template from Lesson 1)*

Teacher Presentation Slides:

* ***What Is Profit?***
* ***Mr. Vega’s Class Giving Plan and Budget***
* ***Charity Vote***
* ***Fundraising Ideas***

Essential Questions:

* *What does “charity” mean?*
* *Why is it important to help other people?*
* *How can you make giving a part of your budget?*

Assessment Activities:

**PRE-ASSESSMENT:**

* ***What Is Profit?*** slide
* ***Story Problem: Giving*** handout

**POST-ASSESSMENT:**

* ***Giving Plan and Budget*** handout
* ***Money Smart Book*** handout

Instruction Steps

Warm Up

Exploring What Charitable Giving Means [15 minutes]

Begin the lesson by asking students: *What does* ***charity*** *mean?* (It is the act of giving help or money to people, animals, or communities in need. A charity is an organization that helps people, animals, or communities in need or supports social causes.) *How can giving to others in need help you?* (Students might say it makes them feel good, like they are part of a community, makes them appreciate what they have, and so on.)

**Optional:** Read the book *Sam and the Lucky Money* by Karen Chinn. The story is about a boy who receives money (also known as “laisee”), for Chinese New Year and has to decide how to spend it. He eventually decides to give the money to a homeless man.

Have a class discussion about the main character and his act of charitable giving.

**Discussion Questions:**

* *What things did Sam consider buying with his lucky money?* (sweets, toys, a basketball)
* *Why didn’t Sam buy the basketball?* (He didn’t have enough money.)
* *How did Sam decide to spend the money?* (Sam gave it to the old man so he could buy socks.)
* *How do you think the old man felt after Sam gave him the money?* (happy, thankful) *How might Sam have felt?* (happy, upset to see the old man without shoes, and so on)
* *What do you think the author meant by the last sentence of the book? “And as they headed home for more New Year’s celebration, Sam knew he was the lucky one.”* (After seeing the old man, Sam knew that he had a lot to be thankful for.)

Ask students to think about a personal experience when they received a gift or help from someone. Invite students to share their stories. Then ask: *How did receiving a gift or help from someone make you feel?* (Answers will vary, but may include: happy, thankful, lucky, grateful.) *Why is it important to help people?* (Many people all over the world need help. Other people can make a difference in their lives by helping them. It is a kind thing to do that can make the world a better place.) The following activity will teach students more about how to plan for giving.

MONEY SMART TIP!

Review the concept of “pay yourself first” with students.   
Explain that, when they receive money, the first thing they should   
do is save some of it. Then they can spend on things they need   
or want, and set a portion of money aside to donate.

Guided Exploration

Understanding How to Plan for Giving [20 minutes]

Discuss: *What do you think is meant by the expression the “gift of giving”?* (the rewarding feeling you get from helping others) Ask: *How can you make giving a part of your budget?* (Plan for giving just like you would for saving and spending. Pay yourself first by saving money before spending it. Plan ahead for how much you would like to give, and set aside that money for charity.)

Students can learn to make charitable giving part of a budget. Display the ***What Is Profit?*** slide and give students paper and pencils to work on the math problem. Discuss the answers together as a class. Then have students work on the ***Story Problem: Giving*** handout to explore a real-life scenario about a class raising money for charity. After students answer the questions, review as a class.

Grade-Level Modification:

Beginner: Call on one or more students to read the word problem aloud on the ***Story Problem: Giving*** handout. As students follow along, have them use a pencil to underline or circle the most important pieces of information (*giving goal is $100*, *$2 a magnet*, *sold $65 worth of magnets*, and *spent $24 on art supplies*). Review the definitions for *income* and *expenses* from the ***What Is Profit*** slide. Ask students to identify the income ($65) and expenses ($24) before they begin the first question.

Display the ***Mr. Vega’s Class Giving Plan and Budget*** slide to show students how the giving plan and budget can be written. After discussing the questions at the end of the slide, explain that students will now talk about a class-giving project of their own.

Exploring Fundraising Opportunities [15 minutes]

List a few charities on a whiteboard or chart paper. Ask students what they know about each charity, and give them more information. Take a vote to see which charity students would like to help. Use the ***Charity Vote*** slide to record the results of the class vote. Then ask them to brainstorm ways they can raise money as a class by using the ***Fundraising Ideas*** slide to help spark some ideas.

Once students have decided on a charity and how they will raise money, have them complete a giving plan and budget as a whole class using the ***Giving Plan and Budget*** handout. Allow students to refer to the ***Mr. Vega’s Class Giving Plan and Budget*** slide to help them.

Grade-Level Modifications:

Beginner: Give the students a list of charities from which they can choose.

Advanced: Ask students to think about what causes are important to them (in their communities, nationally, globally). Then ask them to research the charities they would like to help before choosing one in a class vote.

MONEY SMART TIP!

Remind students that time has an opportunity cost, so even if they don’t have  
money to donate, they can support charitable causes through volunteering.

Wrap Up

Class Reflection [10 minutes]

Debrief students by starting a discussion. Ask: *Why is it important to help other people?* *How can giving to others in need help you?* Have students write a ***Money Smart Book*** entry to describe a time they helped someone and how it made them feel. Invite students to draw illustrations as well.

Extended Exploration

Note: Use the following activities to extend the lesson topic throughout the year. Activities can be completed as a class or in small groups. Duration of activities will vary.

* Have students raise money for the charity of their choice using their giving plan and budget. Then make a donation! Remind students to refer to the budget throughout the project to make sure they are on track. At the end of the project, ask them to review the budget to see whether they met their goal and are under budget (spent less money than they expected) or over budget (spent more than they expected).

Review and discuss. Ask: *How did the budget help you achieve your goal?* (Answers may include: It helped us manage our money.) *What did you learn from doing the fundraiser?* (Answers may include: We learned how to write a giving plan and budget, how to raise money for charity, that having a business takes a lot of planning.)

* After students make a charitable donation, have them write an essay about how it felt to give a donation and why it was important. Essays can be shared on the school website or community newsletter, or read at an assembly to motivate others to do the same.
* Have students work in small groups to create and share a presentation or puppet show for younger students about their charitable giving project.

Answer Key 43

Glossary with key vocabulary 46

Standards met by lesson 48

Lesson Overview

While students are beginning to formulate their knowledge of spending and saving, incorporate helping the less fortunate/those in need as part of a financial plan. Students will discover why they may choose to include **charitable** giving as part of a budget. They will also be reminded how time has an **opportunity cost**, so even if they don’t have money to donate, they can support charitable causes through volunteering.