



# The Power of Giving

## Standard 14: Charitable Giving



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Published by K20 Center

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<b>Grade Level</b>	9th – 12th Grade	<b>Time Frame</b>	150 minutes
<b>Subject</b>	Financial Literacy, Social Studies	<b>Duration</b>	3-4 class periods
<b>Course</b>	Personal Financial Literacy		

### Essential Question

How do charitable organizations benefit the community? Do you have a responsibility to be charitable?

### Summary

Students will identify organizations within the community that help people. Students then will discuss why people help one another and the impact of this on society. Finally, they will investigate a charitable organization, its founding, its current purpose, and its impact on society. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

### Snapshot

#### Engage

Students brainstorm and identify what they know about charitable organizations through a grouping activity.

#### Explore

Students probe their own beliefs about the responsibility of citizens to help others.

#### Explain

Students identify a charity of their choosing through suggested websites, then investigate a charitable organization in-depth.

#### Extend

Students read a news article about a charitable organization that may be unscrupulous in their use of donated funds. They learn to identify ways of verifying a charity's level of outreach.

#### Evaluate

Students create presentations on charitable organization and present to the class. Students also complete a 3-2-1 response as part of the evaluation process.

## Standards

*ACT College and Career Readiness Standards (6-12)*

**CLR302:** Draw simple logical conclusions in somewhat challenging passages

**CLR401:** Locate important details in somewhat challenging passages

**WME402:** Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings

*Oklahoma Academic Standards (Personal Financial Literacy (7th through 12th grade))*

**PFL.14:** The student will explain the costs and benefits of charitable giving.

**PFL.14.1:** Identify types of charitable giving (e.g., monetary gifts, gifts-in-kind, and volunteer service).

**PFL.14.2:** Describe the impact of charitable giving on the entity receiving the gift, the individual giving the gift (e.g., budget, time, personal satisfaction, and tax benefits) and the community at large.

**PFL.14.3:** Identify tools to research a charitable organization's mission/purpose, activities, and recipients (e.g., specific organizations' websites, Guidestar®, and regulatory agencies).

## Attachments

- [Charitable Organization Graphic Organizer—The Power of Giving - Spanish.docx](#)
- [Charitable Organization Graphic Organizer—The Power of Giving.docx](#)
- [Lesson Slides—The Power of Giving.pptx](#)
- [Six-Point Multimedia Presentation Rubric—The Power of Giving - Spanish.docx](#)
- [Six-Point Multimedia Presentation Rubric—The Power of Giving.docx](#)

## Materials

- Lesson Slides (attached)
- Charitable Organization Graphic Organizer (attached)
- Six-Point Multimedia Presentation Rubric (attached)
- Student devices with internet access

# Engage

Use the attached **Lesson Slides** to guide the lesson. Begin with **slide 3**. Briefly, read aloud the essential questions: *How do charitable organizations benefit the community? Do you have a responsibility to be charitable?* Move to **slide 4** and read aloud the lesson objectives.

Display **slide 5** or list the following five organizations on a projector or whiteboard space:

- The American Red Cross
- The Salvation Army
- The American Cancer Society
- Wounded Warrior Project
- St. Jude Children's Hospital

Without discussing anything about these organizations, ask the students to discuss (as a class) what these organizations have in common.

## Sample Student Responses

Typical student responses to this question include that these organizations do good things for people, that they help people who need it, and that they help the community.

Display **slide 6** and, without elaborating, ask students to pick ONE of the organizations listed and write down at least three things they know about that organization. Students should pick the organization that they believe they know the best. Once students have had time to do so, move to **slide 7**. Ask students to stand up and quietly find other students who picked the same organization as themselves. Once they are in groups, ask them the students in each group to share their ideas and compile a new list together.

## Teacher's Note: Group Size

If one organization has too many group members, consider dividing that group into two or three separate groups. Have those groups work separately.

Display **slide 8** and invite each group to elect a spokesperson. Have each spokesperson read their group's list aloud. After all the lists are read, have students return to their seats.

Ask students to think again about what they heard about these organizations after reading the lists aloud. Now, display **slide 9**, and ask students what the characteristics of a charity are. Try to have students expand on their original responses with more elaboration. Through class discussion, create a working definition for the word "charity" or "charitable organization."

Establish with students that these are all charities or charitable organizations. Ask students how citizens like themselves can help these charities. If needed, lean more into your role as a teacher (rather than a guide) and make sure that students identify that citizens can contribute their time through volunteering, money, and gifts-in-kind (donations or services other than money given directly to the organization). You may wish to give an example of a gift-in-kind, as students may not be familiar with that vocabulary term. An example would be clothing donations to The Salvation Army or canned goods to a local food pantry.

### Optional Modifications for Distance Learning

If conducting this lesson in an online or distance learning environment, you can substitute this activity with a website such as VoiceThread. With [VoiceThread](#), you can upload images of the charities to the site beforehand. Then, students can choose whether they would like to make a quick video, a voice memo, or a written note to give feedback on other students' posters. [Download all attachments](#) to use this lesson in [Google Classroom](#).

# Explore

Explain to students that the federal government allows qualified charitable organizations to have certain tax exemptions and that individuals who contribute to charities can get tax credits as well—this is intended to encourage charitable giving. Display **slide 10** and pose the question shown there: *Do we, as citizens, have a responsibility to help people who are in need?* Allow students to raise their hands and give their opinions. Try to solicit a variety of opinions.

## Optional Technology Integration: Poll Everywhere

If you prefer class anonymity with this question, you can have students answer this question using [PollEverywhere](#) on their phones. PollEverywhere is a free text message polling system that produces a total percentage response to a yes or no question. You can also simply have students vote on pieces of scrap paper. Take up the votes and tally in class.

Display **slide 11**. Ask students to consider the following: if we believe that citizens bear some responsibility to help others who are in need, then how do we know if an organization is worthy of our charity, our time, gifts, and money? Have students reflect upon the list of charities that were originally on the board and think about their important characteristics. Brainstorm as a class a list of what information is important to research when investigating a charity.

## Possible Student Responses

Try to solicit responses that have to do with the organization's purpose or mission; the number of people they reach; the amount of money that goes directly to help people rather than to support the salaries of the employees; whether the students also see the need for this type of help; whether the organization has been around for a number of years; etc.

# Explain

Now, invite students to investigate charitable organizations more in-depth. Display **slide 12**. To investigate, students should choose a charitable organization that their group believes would be worthy of their help or support. Ask students to keep in mind that they will create a six-slide presentation to present their findings to the class. Divide the students into groups of three. Pass out a copy of the attached **Charitable Organization Graphic Organizer** to each student. Each team member should be responsible for their own note-taking.

## Optional Modification for Distance Learning

Consider creating multiple copies of the attached Charitable Organization Graphic Organizer using Google Docs. Assign students to each copy of the handout and have them collaborate virtually. Students can add notes to the document and collaborate as a group using the "chat" feature in the document. You may also consider making this activity a discussion board post to which your students can respond directly. [Download all attachments to use this lesson in Google Classroom.](#)

Allow student teams to choose a charity that they feel is worthy of their help or support. You should evaluate each choice and consider whether or not to approve it. As a teacher, you have the option of having students research local and national charitable organizations to find a charity. Find more information about each type of charity in the note boxes below. Should you choose to have students research local charities, be sure to note the Guidestar website explained in the second note box, as it is mentioned in the PASS objectives.

## Teacher's Note: Local Charities

If you wish to have students concentrate on local (e.g., Oklahoma City) organizations, consider making use of the Great Nonprofits Oklahoma City page at <http://greatnonprofits.org/city/oklahoma-city/OK>. This page allows you to search for metro areas in various regions across the US to find active, verified organizations to volunteer for or donate to. Keep in mind that this lists non-profits that accept volunteers and donations, which may not be the same as a true charity in every instance. Many local charities have their own websites, so have students search for these sites where they can.

## Teacher's Note: National Charities

If you wish students to look at national charitable organizations, consider having them investigate Guidestar: <https://www.guidestar.org/NonprofitDirectory.aspx>. Guidestar is a national directory of charitable organizations. These are all organizations that have registered as a nonprofit with the federal government. To navigate Guidestar, students should first select a category. National organizations also have their own websites, so have students search for the organization's home website as well, if you go this route.

# Extend

Display **slide 13**. Ask students to consider the question, "Are all nonprofit organizations worthy of our time and gifts?" Show students the website [Charity Watch](#). This organization rates charities according to the amount and percentages of direct services provided to people in need. Consider choosing a charity on Charity Watch's top-rated list to show students the charity's grade, the percentage of funds spent on charitable causes vs. overhead, and other info.

You may wish to check a few of the organizations that students researched to compare them on the site, and to give students an idea of what information is available on Charity Watch. Note that, even if a charity is not on the top-rated list and its rating and funding information is not available, you can search for it in the site's search bar (on the right-hand side of the site's header). The site features pages on many charities that include basic information and a number of external news articles about the charity that can be used for research. Note that Charity Watch utilizes a subscription model, and some information is only available through a paid subscription.

Have students research whether their organizations are listed on Charity Watch's top-rated list, and what rating it has been given. If the charity is not on the top-rated list, consider having students do additional online research on their charities for more information.

Invite each team to create a six-slide presentation with their findings (you can have students use Google Slides, PowerPoint, etc.). Team members should be prepared to present two slides each. Pass out a copy of the attached **Six-Point Multimedia Presentation Rubric** to each team. Answer any questions students may have about the scoring.

The rubric can serve as a guide for students to draw from as they create their presentations about their organizations. Students can email their presentations to you prior to the presentation day. You can also collect all presentations on an external USB drive or similar. If your school uses Google Classroom or Google Drive, students can create presentations using Google slides and submit these to a classroom Google Drive folder.

## Optional Extension, Part 1

The following is an optional extension that gives students an opportunity to support one of the organizations presented. If you choose to have students follow up with this optional extension, let students know before presentations begin that they will have the chance to choose an organization to support as a class, and should pay attention to the presentations accordingly.

Have each group present its presentation to the class.

**Optional Extension, Part 2**

After presentations, create a printed list of the charities presented by each group. Please use your discretion as teacher to decide whether certain organizations should be removed from the list for any reason. Using the printed list, ask students to vote for their first and second choices of organizations to support. Narrow down the list to one organization, repeating student voting as necessary. Once one charity has been chosen, ask the students who presented the original information on this charity to discuss the mission of the organization and its needs with the class. Through a class discussion, brainstorm a list of questions to investigate further about this charity that might be useful in providing help. These questions might include, "What are specific needs right now?", "How can a school or class best help you?", "How many people do you serve?", "Do you accept gifts-in-kind as well as monetary donations?", etc. Identify a way to contact the charity (for example, by email or phone call). Both Guidestar and the local organization links list contacts who can answer questions specifically about that organization. Choose a representative from the class to contact the organization and report back to the class about the organization's needs. Discuss with the class how they might participate in helping this organization once its needs are identified.



# Evaluate

Display **slide 14**. Note to the class that presentations serve as an evaluation for this lesson, as well as the following 3-2-1 activity.

Display **slide 15**. Ask students to individually complete a [3-2-1](#) response activity after the presentations are completed. To do so, each student should, on notebook paper:

- Write **3** statements about charities, in general, that they did not know before this lesson.
- Write **2** names of charities that they saw in the student presentations that they believe are worthy of support.
- Write **1** statement discussing why someone should or should not support charitable organizations.

This 3-2-1 activity can also be used as an individual evaluation.

## Teacher's Note: More Lessons About Charitable Giving

A variety of lessons are available about charitable giving and civic engagement at the Learning to Give website: <http://www.learningtogive.org/>.

## Teacher's Note: Looking for Hands-on Financial Literacy?

Mind Your Own Budget (MYOB) is a comprehensive game-based learning application for financial literacy. Mind Your Own Budget is aligned with the OK Passport and National Standards for Financial Literacy. Through game-playing, students encounter everyday financial tasks such as making and keeping a budget, paying recurring and emergency expenses, managing financial accounts and using financial instruments. Each scenario presents a new challenge and teaches new concepts while building on important budgeting basics. To find out more about K20 Digital Game-Based Learning, go to <https://k20center.ou.edu/games/> or email [k20center@ou.edu](mailto:k20center@ou.edu).

## Resources

- K20 Center. (n.d.). 3-2-1. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5059a7b>
- K20 Center. (n.d.). Card Sort. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506976b>
- K20 Center. (n.d.). Google Classroom. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/628>
- K20 Center. (n.d.). PollEverywhere. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/662>
- (n.d.). Charity Ratings. CharityWatch. <https://www.charitywatch.org/>
- (n.d.). Directory of Charities and Nonprofit Organizations. Guidestar. <https://www.guidestar.org/NonprofitDirectory.aspx>
- (n.d.). Learning to Give. Learningtogive.org. <https://www.learningtogive.org/>
- Oklahoma City, OK Nonprofits and Charities. GreatNonprofits. <https://greatnonprofits.org/city/oklahoma-city/OK>