

The Power of Giving

Standard 14: Charitable Giving

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Grade Level	9th – 12th Grade	**Time Frame**	115 minutes
Subject	Financial Literacy, Social Studies	**Duration**	2-3 class periods
Course	Personal Financial Literacy		

Essential Question

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

Summary

In this lesson, students will identify organizations within the community that help people meet their basic needs. Students will discuss why people help one another and the potential impact of these decisions on society. Next, they will investigate a charitable organization, its founding, its current purpose, and its impact on society. To extend their learning, students will draw their own conclusions about what makes a nonprofit organization worthy of their time and donations. Finally, students will conclude the lesson by reflecting on ways in which they have or intend to contribute to their own communities.

Snapshot

Engage

Students brainstorm and identify what they know about charitable organizations through an image analysis activity.

Explore

Students examine their own beliefs about the responsibility of citizens to help others while learning about how charitable contributions can help communities and individuals.

Explain

Students participate in a discussion activity about what makes a charity worthy of receiving a donation and then investigate a charitable organization of their choosing.

Extend

Students use research tools and skills to create presentations about their chosen charitable organization that will be shared with the rest of the class.

Evaluate

Students complete a short written response to reflect on how they have given back to their community, or how they plan to do so in the future.

Standards

ACT College and Career Readiness Standards - Reading (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

- Charity Graphic Organizer — The Power of Giving.docx
- Charity Graphic Organizer — The Power of Giving.pdf
- Lesson Slides — The Power of Giving.pptx
- Multimedia Presentation Rubric— The Power of Giving .docx
- Multimedia Presentation Rubric— The Power of Giving .pdf
- Painting a Picture — The Power of Giving.docx
- Painting a Picture — The Power of Giving.pdf

Materials

- Lesson Slides (attached)
- Charity Graphic Organizer (attached; one per student)
- Multimedia Presentation Rubric (attached; one per student)
- Painting a Picture handout (attached; one per student)

15 minutes

Engage

Teacher's Note: Small Groups

Students will be working together in groups for most of this lesson. Arrange students into small groups of about 3-4 students each at the beginning of the lesson.

Use the attached **Lesson Slides** to guide the lesson. Begin with **slide 3** and 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 they think these organizations might 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 pass out a copy of the attached **Painting a Picture** handout to each student. Have students navigate to The Power of Giving HIVE. Direct each group to review one of the five organizations linked on the HIVE, making sure that each group is looking at a different website. Depending on your class size, you may have some groups that receive the same image.

Review the Painting a Picture instructional strategy with students. Explain to students that they will analyze and reflect on the image their group has been given. Have students individually record any observations and inferences they make about their image.

Once students have completed their Painting a Picture handout, ask them to discuss their observations and conclusions with their group. Then, invite groups to share what they discussed with the rest of the class. Help students become aware of the common themes and conclusions among the organizations.

Transition to **slide 7**. Facilitate a whole class discussion and ask students the following questions:

- How would you define the word “charity?”
- What are a few characteristics that you think make up a charity?

Encourage students to connect their conclusions and findings from the organizations to help them understand charity. 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.

Teacher's Note: Examples

If needed, lean more into your role as a teacher 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.

15 minutes

Explore

Move to **slide 8** and 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 9** 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.

Transition to **slide 10** and play the following video for students:

- Just Keep Livin Foundation video

Move to **slide 11** and review the POMS: Point of Most Significance instructional strategy. Ask students to first think about and then share out their response to the following question on their paper:

- What part of the video did you find most significant and why?

Teacher's Note: Encouraging Student Responses

Encourage 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.

25 minutes

Explain

Display **slide 12.** Review the instructions for the Commit and Toss strategy before having students take out a piece of paper or sticky note along with a writing tool. Instruct students to respond to the following prompt on their paper:

- *Are all nonprofit organizations worthy of our time and gifts?*

Once they have written their response, have them crumple up the paper and toss it across the room or into an empty box or trash can. Then, ask students to pick up a crumpled paper that is not their own. Invite a few students to read aloud the responses they picked up. Encourage the class to think about why someone may have answered the way they did. You may repeat this process with students if you wish to keep the conversation going among the class.

Display **slide 13** and keep students in small groups of three**.** Pass out the attached **Charity Graphic Organizer** to each student. Explain to students that they will be working in their groups to research a variety of different charitable organizations. Use this time to show students a few examples of what types of charities they should be reviewing.

Once students have spent an ample amount of time researching, have groups 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. Remind students when they are choosing an organization to keep in mind that they will create a six-slide presentation to present their findings to the class.

Teacher's Note: Types of Charities

As a teacher, you have the option of having students research local and national charitable organizations to find a charity.

50 minutes

Extend

Transition to **slide 14** and pass out a copy of the attached **Multimedia Presentation Rubric** to each group. Explain to students that they will be working with their group to create a presentation with their findings (you can have students use Google Slides, PowerPoint, etc.). Group members should be prepared to present two slides each. Review the presentation requirements on the slide and the rubric with students.

Teacher's Note: Visual Aids

Encourage students to include visual representations such as image and graphs to support content facilitation and engagement.

Have each group share their presentation with the class.

10 minutes

Evaluate

Display **slide 15** and ask students to take out a piece of paper. Explain the Two-Minute Paper instructional strategy to students and have them respond to the following prompt on the slide:

- How have you contributed to your community in the past? In what ways can you help your community in the future?

Begin the two-minute timer and allow students to individually respond to the prompt. Collect completed student responses.

The Two-Minute Paper and the presentations can serve as assessments for this lesson.

Teacher's Note: Charitable Giving Lessons

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: 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.

Resources

- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/117
- K20 Center. (n.d.). Card sort. Strategies. https://learn.k20center.ou.edu/strategy/147
- K20 Center. (n.d.). Google classroom. Tech Tools. https://learn.k20center.ou.edu/tech-tool/628
- K20 Center. (n.d.). Poll everywhere. Tech Tools. https://learn.k20center.ou.edu/tech-tool/662
- K20 Center. (n.d.). *The power of giving.* HIVE. https://hive.k20center.ou.edu/boards/9
- K20 Center. (n.d.). Two-minute paper. Strategies. https://learn.k20center.ou.edu/strategy/152
- K20 Center. (n.d.). 2-Minute timer. YouTube. https://www.youtube.com/watch?v=HcEEAnwOt2c&t=7s
- (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