



Lesson 17: Pocket Giving

TOPIC: Charitable Giving

OVERVIEW:

As students continue to strengthen their budgeting and spending skills, incorporating **charitable giving** into their long-term financial plan is an important element to plan and save for. This module explores philanthropic giving, how to devise a spending plan to meet your giving goal, and what to do if you are the recipient of a gift. The lesson also delves into charitable giving in nonmonetary ways, showing students that giving extends beyond cold, hard cash.

OBJECTIVES:

1. Evaluate charitable giving
2. Analyze monetary and non-monetary forms of giving
3. Create a spending plan to include giving
4. Discuss tax deductions for giving

INDIVIDUAL HANDOUTS:

- Charity Research Challenge*
- Giving Tree*
- Pay It Forward*

TEACHER PRESENTATION SLIDES:

- Spend, Save, Give
- Philanthropy
- Budget: Spend, Save, Give

ESSENTIAL QUESTIONS:

- What is philanthropy?
- How do I give if I don't have enough money?
- What type of giving should I do?

ASSESSMENT ACTIVITIES:

Pre-Assessment:

- **Slide:** Spend, Save, Give

Post-Assessment:

- **Handout:** Charity Research Challenge
- **Handout:** Giving Tree
- **Handout:** Pay It Forward

Time: 55 min

Subject Connections:

- English Language Arts
- Math
- Social Studies

Supplies:

- Projector (for teacher presentation slides)
- Access to the Internet (optional)

Preparation:

- Make copies of student handout
- Set up projector with presentation slides

Glossary with key vocabulary 11

***Money Smart Portfolio Handouts**

Instruction Steps

WARM UP Spend, Save, Give

5 MINUTES



Begin the lesson by displaying the **Spend, Save, Give** slide and ask students to think about what each of the images means.

What do they represent?

Explain that they stand for spend, save, and give—three powerful ways we make choices with our money.

Ask students to contemplate why we would consider giving as part of our financial plan.

- *What do we receive by sharing our resources with others?*
- *What do we receive when others share their resources with us?*

Engage students in a discussion about the reciprocal benefits of giving, from both the giver’s perspective and the receiver’s perspective.

☐ MONEY SMART TIP! ☐

Have students explore real-life philanthropists such as Bill Gates, or other children and teen philanthropists such as those featured at <http://listverse.com/2011/01/27/10-great-philanthropists-who-are-kids/> (approximately 1–7 minutes per video) and www.themint.org/teens/give-time-and-energy.html.

GROUP EXPLORATION Budget

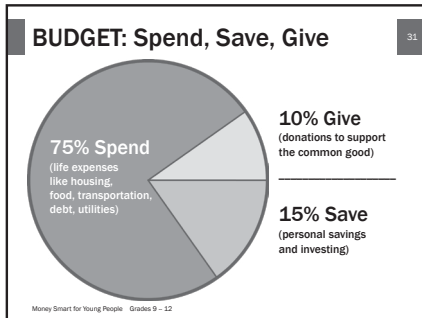
15 MINUTES



Display the **Philanthropy** slide, ask students if they have ever heard of the term “philanthropy” and invite volunteers to share their understanding of the term. Explain that **philanthropy** is based on promoting the welfare of others, or the **common good**, and that it is expressed not just through donating money but also through using our talents, skills, resources, and time to help support causes we care about.

☐ MONEY SMART TIP! ☐

Discuss with students how charitable contributions are tax deductible. Review and discuss the Internal Revenue Service’s **Eight Tips for Deducting Charitable Contributions** guide at www.irs.gov/uac/Eight-Tips-for-Deducting-Charitable-Contributions.



Explain that monetary donations are often a common choice for charitable giving and that, when we decide to donate money, it should be planned for and included in our budget. Display the **Budget: Spend, Save, Give** slide and explain that the graph represents a sample income allocation, with 15 percent going toward personal saving and investing, 10 percent toward charitable giving, and 75 percent toward all other life expenses.

Ask students why it is important to think ahead about how much to give. Encourage volunteers to share their reasoning, and remind students that donating money is still an expense and that, by keeping track of it as you would other expenses like groceries, vehicle payments, and entertainment purchases, you can ensure you have enough cash flow to meet all of your needs and wants.

Grade-Level Modifications:

Beginner: Connect back to Lesson 3, Can You Pay Your Bills?, and review with students the importance of creating and following a spending plan.

Advanced: Have students create their own budgets to include charitable giving. Using spreadsheet software or an online budgeting tool, challenge students to track their life expenses and determine a reasonable percentage within their net income that could be allocated for charitable giving.

MONEY SMART TIP!

Share with students fun statistics about charitable giving (for example: historically, charitable giving rises about one-third as fast as the stock market).

For more statistics, visit the National Philanthropic Trust website at www.nptrust.org/philanthropic-resources/charitable-giving-statistics/.

INDEPENDENT EXPLORATION Research Challenge

25 MINUTES

Note: These activities are more independent than the Guided Exploration activities and may be used as homework assignments, collaborative group work, or independent study.

Tell students that, after you make a spending plan and determine how much of your net income you want to set aside for charitable giving, the next step is to research and evaluate charitable organizations before making your donation. Distribute the **Charity Research Challenge** handout and allow students time to complete it.

MONEY SMART TIP!

Share with students the Federal Trade Commission’s *Before Giving to a Charity guide* at www.consumer.ftc.gov/articles/0074-giving-charity. Discuss how people take advantage of goodwill through charity scams and why it is important to conduct thorough research on a charity or organization before making the decision to donate.

When students have completed their research, distribute the *Giving Tree* handout and allow students time to complete it.

When students are finished, invite volunteers to share their charity selections with the class and discuss ways that different organizations may benefit from a variety of donations. For instance, a fund-raising event not only needs monetary donations, but also volunteers to support and organize the event by helping to set up, advertise the event, and work at the event itself.

Reiterate that philanthropy does not have to be viewed as solely a monetary donation and that there are many ways we can make meaningful impacts by sharing our talents and skills with others.

WRAP UP
Pay it Forward

10 MINUTES

Close the lesson by distributing the *Pay It Forward* handout and allow students time to reflect on how they will “pay it forward” in their lives. Invite students to share their lists with the class.

MONEY SMART TIP!

Have students use the lists they developed in *Pay It Forward* to compose a future email message to themselves using Future Me at www.futureme.org.

Extended Exploration

Note: Use the following ideas to extend financial literacy concepts throughout the school year within core content areas through English Language Arts, Math, Social Studies and Economics, and Technology activities, projects, and discussions. Duration of activities will vary.

ENGLISH LANGUAGE ARTS

Writing Prompts:

Analyze the meaning of the following quote from Victor Hugo: “As the purse is emptied, the heart is filled.” *What do you think Hugo means?*

Suggested Readings:

Giving by The Mint: Tips for teens on how to incorporate giving into their financial plan.

www.themint.org/teens/giving.html

378 Starbucks Customers “Pay It Forward” by Tween Tribune:

Read about a real-life moment of giving through a simple act of paying for someone else’s coffee. www.tweentribune.com/article/tween56/378-starbucks-customers-pay-it-forward

MATHEMATICS

Activity/Project Ideas:

Have students calculate tax deductions on different types of charitable donations, such as monetary donations and gifting an item like a vehicle.

SOCIAL STUDIES AND ECONOMICS

Discussion Topics:

Have students discuss the benefits of corporate giving programs. How does corporate giving help to support the common good?

TECHNOLOGY

Online Resources:

Charity Scams Guide by The Federal Trade Commission: A comprehensive guide to charity scams. www.consumer.ftc.gov/features/feature-0011-charity-scams

Charity Checklist by The Federal Trade Commission: A checklist used to verify the authenticity of a charity. www.consumer.ftc.gov/articles/0074-giving-charity

Eight Tips for Deducting Charitable Contributions by the IRS: Information on how charitable donations are tax deductible. www.irs.gov/uac/Eight-Tips-for-Deducting-Charitable-Contributions

Activity/Project Ideas:

Have students research and debate the pros and cons of using social media to help a charitable cause go “viral.” For example, review record-breaking fund-raising campaigns that spread around the world, such as the ALS Ice Bucket Challenge of 2014, popular Twitter hashtags, and awareness months like “Movember” in which men are challenged to grow moustaches during the month of November to raise awareness for men’s health issues and cancer. Debate whether social media is an appropriate platform to raise awareness and what happens to such charitable causes after the rush of going “viral” is over.

Answer Key

Student Handout 1:

Charity Research Challenge

Answers will vary. Use handout to assess student ability to conduct research and evaluate and compare data.

Student Handout 2:

Giving Tree

Answers will vary. Use handout to assess student ability to articulate in what ways they can incorporate charitable giving into their overall financial plan.

Student Handout 3:

Pay It Forward

Answers will vary. Use handout to assess student ability to reflect on ways they can incorporate charitable giving into their lives.



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CHARITY RESEARCH CHALLENGE

Name: _____

Using an Internet search engine, research three organizations or charities in your local community that would benefit from philanthropy. These may include religious programs, animal shelters, health programs, environmental preservation programs, or performing arts organizations. Think about what your interests are and how they would best align with an organization in need.

RESEARCH TIPS

Use the websites below to start your charity search.

- **CharityNavigator.org**
- **GuideStar.org**
- **CharityWatch.org**

	1:	2:	3:
Website			
Type of charity or organization			
What is their central purpose or goal in helping others?			
What type of donation could they benefit from? Money, time, talent?			
How can I help?			
What ways could I donate to this cause?			

If you decide to donate to any of the charities you have researched, be sure to follow the Federal Trade Commission's Charity Checklist at www.consumer.ftc.gov/articles/0074-giving-charity.



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GIVING TREE

Name: _____

Using your research from the Charity Research Challenge activity, select one organization and fill in the giving tree below based on ways that you could share your time, talents, resources, money, and skills.

REMEMBER TO ASK YOURSELF...

What am I good at? What talents do I have that I could use to benefit others?

What are ways in which I could use my time to help a cause?

Am I able to donate money? If so, how much money could I donate?

What are skills that I have that could benefit others?



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PAY IT FORWARD

Name: _____

Part of a strong financial plan is thinking through our actions today, tomorrow, and well into the future. To help you think through your charitable goals, write a list of ways you will “pay it forward” in your life both now and later.

Now	In 5 Years	In 20 Years
1.		
2.		
3.		
4.		
5.		