

# Lesson 7: It's Great to Donate

## TOPIC: Charitable Giving

### 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.

### OBJECTIVES:

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

### HANDOUTS:

- 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
- 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:

- **Slide:** What Is Profit?
- **Handout:** Story Problem: Giving

#### Post-Assessment:

- **Handout:** Giving Plan and Budget
- **Handout:** Money Smart Book

**Time:** 60 min

### Supplies:

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

### Preparation:

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

**Glossary with key vocabulary** 11

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## 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 kids give back in their community?*
- *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.)

Brainstorm a list of ways that students already help in their community or possible ways they could give their time, talents, and/or money to help others.

**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

15 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

20 MINUTES

Break students into small groups. First, give students a few minutes to brainstorm 1-3 causes they would be interested in supporting. Their support could be through time and talents (volunteering) or money (fundraising). Have students share ideas with the class and then choose one for their group to focus on creating a plan of giving.

### What is Profit?

When you raise money for a charity, you may have to spend money first (**expenses**). The difference between the total money you make (**income**) and what you spend (**expenses**) is your **profit**.

See the examples below:

- Jamal and his sister sold lemonade to raise money for charity. On the weekend, they made \$25. They spent \$8 to buy the lemons and plastic cups, and \$2 to buy poster board to make a sign. (Their parents gave them sugar and a pitcher for the lemonade.)  
Income: \$25  
Expenses: \$8 + \$2 = \$10  
Income (\$25) - Expenses (\$10) = Profit (\$15)
- Maya held a raffle and party to raise money for charity. She asked friends to donate items they no longer use. At the party, guests bought raffle tickets for items they wanted to win. Maya paid \$10 for the raffle tickets and \$15 for the food. At the party, the kids spent \$65 buying raffle tickets.
  - What was Maya’s income?
  - What were her expenses?
  - What is her profit?

Money Smart for Young People Grades 3 - 5

### Mr. Vega’s Class Giving Plan and Budget

A budget is a spending plan to help you manage your money. You can make giving part of your budget.

**Directions:** After completing the *Story Problem: Giving* handout, study the giving plan and budget of Mr. Vega’s class below.

- Why do students need to sell \$124 worth of magnets to raise \$100 for the animal shelter?
- What else could students have sold to raise money?

<b>Giving (Money We Expect to Give)</b>	
Local animal shelter	\$100
<b>Income (Money We Expect to Make)</b>	
Selling animal magnets (\$2 each)	\$124
<b>Expenses (Money We Expect to Spend)</b>	
Art supplies	\$14
Magnets	\$10
<b>Total</b>	<b>\$24</b>

Money Smart for Young People Grades 3 - 5

## Fundraising Ideas

How many classroom fundraising ideas can you come up with to help the charity of your choice?

Read the ideas below to get started. Then add your own ideas to the list. (Make sure you get permission from your teacher and principal before you start your project.)

- Put on a talent show, play, or concert. Sell tickets to the performance.
- Make screen print t-shirts to sell to other students. Write the name of the charity on the back.
- Challenge other classrooms to see who can collect and donate the most coins. Make an award for the winning classroom.

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• \_\_\_\_\_  
• \_\_\_\_\_  
• \_\_\_\_\_

Money Smart for Young People Grades 3–5

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Tell each group they will have 15 minutes to complete the following:

1. Research their cause,
2. Note three or more reasons it is important, and
3. Identify and record ways they can raise money or support the cause with their time or talents.

Display the **Fundraising Ideas** slide to help spark some ideas.

Students may use the **Giving Plan and Budget** handout to record a plan. 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 and provide support resources for research. Give students the option to create a poster summarizing their cause instead of Giving Plan and Budget handout.

**Advanced:** Ask students to think about how they can use persuasive language to get others interested in their cause. Have students design and present a two-minute pitch to the class.

### 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?
- What causes are you most interested in?

The prompts above may be responded to within the **Money Smart Book** page, a writing journal or completed as a think-pair-share discussion with a peer or small group. Students may keep their **Money Smart Book** for reflection and discussion throughout the lessons. The summary and final product will provide a measurable assessment. Students can also share the book with their parents as a discussion starter about what they have learned.

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## Extended Exploration

**Note:** Use the following activities to extend the lesson topic throughout the year. Activities can be completed as a class, in small groups, or during center time. 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.

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## Answer Key

**Student Handout 1:**

**Story Problem: Giving**

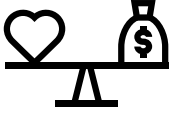
1. \$100, 2. 32 magnets ( $\$64 \div \$2$  per magnet = 32 magnets), 3. \$40 profit ( $\$64 - \$24 = \$40$ ), 4. \$60 ( $\$100 - \$40 = \$60$ ), 5. 30 magnets ( $\$60 \div \$2$  per magnet = 30 magnets)

**Student Handout 2:**

**Giving Plan and Budget.**

Answers will vary.





## Lesson 7: It's Great to Donate

# GIVING PLAN AND BUDGET

Name: \_\_\_\_\_

A **budget** is a spending plan to help you manage your money. You can make giving part of your budget.

**Directions:** Use the worksheet below to help put your giving plan into action. First, decide how you will raise the money and how much you want to give. Then fill in the money you expect to make and your expenses (money you will spend).

<b>Giving (Money We Expect to Give)</b>	
_____	\$ _____
_____	\$ _____
_____	\$ _____
<b>Total</b>	\$ _____
<b>Income (Money We Expect to Make)</b>	
_____	\$ _____
_____	\$ _____
_____	\$ _____
<b>Total</b>	\$ _____
<b>Expenses (Money We Expect to Spend)</b>	
_____	\$ _____
_____	\$ _____
_____	\$ _____
<b>Total</b>	\$ _____