

Becoming a Thoughtful Giver

Notes:

Learner Outcomes

- Outcome #1: Participants will be able to describe an example of the type of people who give.
- Outcome #2: Participants will be able to identify how giving can become part of a budget.
- Outcome #3: Participants will be able to calculate how much to give.

Target Audience

Parents

Materials

1. Flip chart and markers or a dry-erase board and dry-erase markers
2. Name tags (downloaded for free from the Bank It Web site), one for each participant
3. A pen or pencil for each participant
4. Something to track time
5. Two copies of the Giving Script #2-GI-PT
6. Evaluation #2-GI-PT for each participant
7. Bank It Notes #2-GI-PT for each participant
8. Optional: PowerPoint Presentation PDF #2-GI-PT
9. Optional: Handout #2-GI-PT for each participant

Timing

1 hour

Want more background and training tips?

See the free, downloadable Bank It Leader's Guide at www.bankit.com.

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Notes:

1. Welcome and Overview (5 minutes)

Arrive early. Highly consider using the optional PowerPoint Presentation PDF and the optional Handout. Both will greatly enhance your sessions. If you're using the PowerPoint Presentation PDF, show the "Welcome to Bank It" slide as participants enter the room. Greet each participant individually and learn their names as they arrive. Have them create a name tag with their first name only.

Give participants a copy of the Bank It Notes #2-GI-PT and either a pen or pencil. Have them sit in clusters of about four people. If possible, have them sit at tables. Then welcome the whole group to the session.

Say: Welcome to Bank It. Bank It delivers real-world financial topics and tools for parents and teens that make it easier to understand, talk about, and manage your money. Bank It was developed by Capital One and Search Institute. I'm glad each one of you is here.

Today we will focus on becoming a thoughtful giver, and we plan on meeting three goals. One: By the end of this session, you will be able to describe an example of the type of people who give. Two: You will be able to identify how giving can become part of a budget. Three: You will be able to calculate how much to give. Feel free to use your Bank It Notes to write what you learn as we go along.

At the end of the session, we will take time to complete a short evaluation. (If this session is not the first session you're presenting to this group, consider briefly discussing the optional challenge that you may have given participants at the end of your previous session.

Be aware that some individuals contend that some people shouldn't give money.¹ Individuals with low incomes.² Teenagers.³ People with a lot of expenses. Individuals who think that certain groups shouldn't give money believe that these people need to focus more on saving and spending money to meet their needs.⁴

However, people—no matter their age or socioeconomic status—are asked to give money, whether it's for a school fundraiser, their community food shelf, or a faith community.⁵ This module can help them discover if they wish to give—and when—based on their own priorities and values.

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Still, it's essential to be sensitive. Some of your participants may be struggling with serious money issues. Yet, giving is one of the 29 Jump\$tart national standards in K–12 personal finance education.⁶

Teaching participants about giving well, just like teaching them about budgeting well, saving well, and investing well, is another way to encourage them to make wise money choices based on what's important to them.)

2. Activity: Role-Play a Script (15 minutes)

Ask for two volunteers who are comfortable reading aloud. Give each a copy of the Giving Script. Have the volunteers read the script aloud to the group. When you finish, have the group applaud the volunteers.

Then ask questions such as these: *What was your reaction to this script?* (Give participants time to respond.) *What was the conflict about giving?* (Give participants time to respond.) *Why was the one person so sure about giving?* (Give participants time to respond.)

Say: *This script is based on a true story. During the Bank It pilot, one of the moms told us about giving her son \$50 to buy her a Mother's Day present. He spent all the money on himself. As a parent, how would you feel if this happened to you?* (Give participants time to respond.)

Ask: *What kind of people give money?* (Give participants time to respond.) On a flip chart, write, "People who give are people who value helping others."

Say: *It's easy to think that people who have a lot of money are the ones who should give the most money. Or it's easy to think that you need to earn more money before you start giving. Yet, like this script said, the most generous people in America are the ones who make the least amount of money. Why do you think that is?* (Give participants time to respond.)

Say: *Being a giver has nothing to do with how much money we have. It has nothing to do with how much money we make. Giving has everything to do with what we value.*

As parents, we can set an example for our teenagers by giving and helping others. As parents, we can help our teenagers stop thinking only about themselves and begin to think about others.

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3. Present: Making the Case for Giving (15 minutes)

On a flip chart, write, *Three types of people who give: 1. Those who think giving is important. 2. Those who want to help others. 3. Those who want to make their community or world a better place.*

Say: *There are three major ways we can give to others. (Write these three things on a flip chart.) We can: 1. Give money. 2. Donate our belongings. 3. Volunteer with our time.*

Say: *Turn to someone near you. Say your name and then talk about the last time you helped someone or some organization. Maybe it was a neighbor—or someone who was sick. Give participants time to do this. When they finish, ask: What did you discover through your discussion?*

After you debrief the discussion, say: *Let’s look closely at how we find ourselves giving. (Write these three things on a flip chart.) 1. Someone asks us to give. 2. We decide we want to give and give to causes we care about. 3. Someone begs us for something.*

Say: *Turn back to the person you just talked to. Of these three, which is the most comfortable way for you to give? (Give participants time to discuss.) When they finish, ask: Of these three, which is the most uncomfortable way for you to give? (Give participants time to discuss.)*

Once we know more about giving and how it works, the more likely we are to figure out how to give in ways that fit us best. Ask: Who knows what a budget is? (Give participants time to respond.) Say: A budget is a way to track your money to make sure the amount you spend isn’t more than the amount you earn.

What are some examples of items that could be included in a family budget? (Give participants time to respond. Write what they say on a flip chart. Make sure major categories such as rent (or house payment), clothes, groceries, and transportation are included.)

Say: *Many people who make positive choices with their money also have a savings category. They save some money every time they get money. People who care about giving do the same thing. They have a giving category in their budget. Every time money comes in, they set some money aside to give to worthy causes.*

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We know that housing takes up a big part of our budget. So if we were to add a giving category to our budget, how would we know how much to put into that? If we look at the research from the Social Capital Community Benchmark Survey,⁷ we see that families that make \$20,000 a year or less give around 5 percent.⁸

That's five cents of every dollar. Those who make between \$75,000 and \$100,000 give an average of 2 percent.⁹ Those who earn more than \$100,000 a year give an average of 3 percent.¹⁰ That's three cents of every dollar. Americans give an average of 2 to 5 percent.¹¹ That's two to five cents of every dollar.

Not everyone gives money to charity. The average shows that while some people may not give any money, others give even more than 5 percent, resulting in the average of between 2 percent and 5 percent.¹² I'm not saying that you should give a certain percentage, but I think it's helpful to know what other people are giving.

For most people, it's helpful to start small. For example, consider giving one penny out of every dollar. That's 1 percent. It's small, but it's important. Once you start giving a little bit, your teenagers will see how important giving is. When you start giving, you start showing that it matters to help others.

In fact, when the economy went bad in 2009, giving actually went up.¹³ Why? Because when people got laid off, they decided they would help instead of sit around.¹⁴ Many people decided that it was better to help others than to worry about their own problems.

You don't have to give money. You can give what you have. Maybe it's your time. Maybe it's your money. Maybe it's both. What matters is to figure out what kind of giver you are.

If you plan to distribute the optional handout, use it at this time.

4. Discuss (10 minutes)

Say: Take some time to talk to the people near you. Talk to about two or three people. Take turns. I want you to do two things: 1. Say your first name. 2. Discuss why you want your teenager to help others. Start with the person who has broken the most bones. Then have each person take a turn.

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5. Review and Evaluate (10 minutes)

Review what was accomplished during this session. Ask: *What type of people give?* (Answers: 1. Those who think giving is important. 2. Those who want to help others. 3. Those who want to make their community or world a better place.)

Ask: *What are different ways you can give?* (Answers: 1. Give money. 2. Donate our belongings. 3. Volunteer our time.)

Ask: *What type of giving do you agree with most?* (Note that each person will choose a different answer here—there are a wide range of answers. Answers: 1. Someone asks us to give. 2. We decide we want to give and give to causes we care about. 3. Someone begs us for something.)

Ask: *How can giving become part of a budget?* (Answer: Giving can be a category, just like housing. You set aside money to give each time money comes in.)

Ask: *How can you calculate how much money to give?* (Answer: Start small. Know that Americans give an average of between 2 percent and 5 percent.¹⁵)

Ask: *What kind of giver are you?* (Answers: A careful giver who thinks of how giving should fit into the budget. A generous giver who sets aside a certain amount of money to give and just gives it away. A giver who gives whenever he or she is asked.)

Say: *All of these types of givers are important. One is not better than another. It depends on your style and giving priorities.* At the end of the review, distribute Evaluation #2-GI-PT to each participant.

Give participants time to fill out the evaluation. Collect all the evaluations after participants finish so you can find out the measurable outcomes for the session.

6. Close (5 minutes)

Ask: *What kind of giver are you? What are your teenagers learning from you about giving? These are tough questions. Yes, we want our teenagers to help others. But how do we help them do this? We can talk about giving. We can do small projects where we help together.*

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Maybe we help an elderly family member by cooking a meal for that person. Maybe we make a get-well card when someone is sick. Maybe we visit someone who is housebound.

There are many ways we can help our teenagers to be giving. Think about these two questions over the next week. What kind of giver are you? What kind of giver do you want your teenager to be? Thank participants for coming and for being involved.

Optional Activities

1. Distribute Handout #2-GI-PT: Six Ways to Help Teenagers Give Money. Take time to walk through and discuss the handout.

2. Show the PowerPoint Presentation PDF #2-GI-PT. Use the presentation to accompany the one-hour session.

3. Give Participants a Challenge. Encourage participants to use the next week to talk to their teenagers about why it's important to help others and to give. (If you wish, follow up during your next session to find out how the challenge went.)

Questions? Looking for more ideas? Visit www.bankit.com for answers and more resources.

For More Information

- *National Standards in K–12 Personal Finance Education* (Washington, D.C., Jump\$tart Coalition for Personal Financial Literacy, 2007), standard 5 in the area of Planning and Money Management.
- *Who Really Cares* by Arthur C. Brooks (New York: Basic Books, 2006), 194.
- “Economy Low, Generosity High” by Wendy Koch, *USA Today*, July 28, 2009.
- *An Asset Builder’s Guide to Youth and Money* by Jolene Roehlkepartain (Minneapolis: Search Institute, 1999).

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Sources

¹ Eugene C. Roehlkepartain, Elanah Dalyah Naftali, and Laura Musegades, *Growing Up Generous: Engaging Youth in Giving and Service* (Washington, D.C.: The Alban Institute, 2000), 53.

² Ibid.

³ Ibid.

⁴ Ibid., 55.

⁵ Center on Philanthropy, "U.S. Charitable Giving Reaches \$295 Billion in 2006," news release, June 25, 2007. This news release shows that giving by individuals is always the largest single source of donations and that individuals are most likely to give to faith communities.

⁶ Jump\$tart Coalition for Personal Financial Literacy, *National Standards in K–12 Personal Finance Education*, third edition (Washington, D.C.: Jump\$tart Coalition for Personal Financial Literacy, 2007), 5.

⁷ Arthur C. Brooks, *Who Really Cares* (New York: Basic Books, 2006), 194.

⁸ Ibid.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ibid.

¹² Ibid.

¹³ Wendy Koch, "Economy Low, Generosity High," *USA Today*, July 28, 2009.

¹⁴ Ibid.

¹⁵ Arthur C. Brooks, *ibid.*