

Different Types of Giving

Notes:

Learner Outcomes

Outcome #1: Participants will be able to explain what giving is.

Outcome #2: Participants will be able to list advantages to giving.

Outcome #3: Participants will be able to identify skills learned through giving.

Target Audience

Elementary-age kids (grades 3 to 6)

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. Kitchen timer, stopwatch, or clock to track time
5. Evaluation Pretest #1-GI-E for each participant
6. Evaluation Posttest #1-GI-E for each participant
7. Take-Home Notes #1-GI-E for each participant
8. Optional: PowerPoint Presentation PDF #1-GI-E
9. Optional: Handout #1-GI-E for each participant

Timing

1 hour

Want more background and training tips? See the free, downloadable Bank It Elementary Quick Start Leader's Guide at www.bankit.com.

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1. Welcome and Overview (5 minutes)

Arrive early. We highly recommend that you use the optional PowerPoint Presentation PDF and the optional handout. Both will greatly enhance your session. If you're using the PowerPoint Presentation PDF, show the "Welcome to Bank It" slide as participants enter the room.

Greet participants individually and learn their names as they arrive. Have them create a name tag with their first name only.

Give participants 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 kids and parents that make it easier to understand, talk about, and manage 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 different types of giving, and we plan on meeting three goals. One: By the end of this session, you will be able to explain what giving is. Two: You will be able to list advantages to giving. Three: You will be able to identify skills learned through giving.

If this session is not the first session you're presenting to this group, consider briefly discussing the challenge you may have given participants at the end of your previous session.

2. Pretest and Activity (15 minutes)

Say: The first activity we'll do is a short pretest. The pretest has only six questions, and I don't want you to worry about how well you'll do on it. We'll take this exact test again at the end of our session after we have learned about the money concepts on this test.

What matters most is how much you learn and how well you do on the test at the end of our session, not on how well you do on this test.

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Distribute the Evaluation Pretest #1-GI-E to each participant. Give them time to complete the pretest. Then collect the pretests when participants have finished. The Evaluation Key #1-GI-E has all the answers for your information.

Say: Giving is a way to help individuals and causes that we believe make a positive difference in the world. What is a type of giving? Give participants time to respond.

On a flip chart, write these three major ways of giving: 1. Giving money. 2. Giving your time. 3. Giving of your talents and interests.

Ask: How have you heard of people giving money to help others? Give participants time to respond. Examples could include: Giving money to the American Red Cross when a hurricane or tornado hits. Giving money to a fundraiser at school or for a soccer team. Giving money to the local food pantry.

Ask: How have you heard of people giving their time to help others? Give participants time to respond. Examples could include: Volunteering to collect food for a food pantry. Volunteering to sell refreshments during a kids' soccer tournament. Volunteering to serve food at a soup kitchen.

Ask: How have you heard of people giving of their talents and interests to help others? Give participants time to respond. This may be more difficult for young people of this age to identify.

Examples could include: If you enjoy playing basketball, you help coach a young children's basketball team. If you love clothes and fashion, you help with a community clothing closet for the poor. If you enjoy reading, you volunteer to read books aloud to preschoolers at a child-care center.

Say that you're going to do a quick activity called "Agree or Disagree?" Explain that you're going to name a statement. If participants agree with the statement, they are to raise both hands above their head. If they disagree with the statement, they are to lower both hands to their sides.

Say: You like helping others. Agree or disagree? Give participants time to signal whether they agree by raising both hands above their heads or disagreeing by lowering both hands to their sides. Give participants time to look around to see how other participants agreed or disagreed. Be clear that there are no right or wrong answers.

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Then name other statements, such as these, one at a time, giving time for participants to signal whether they agree or disagree: *You're asked to give money too often. You wish other people helped others more. You believe most people are giving.*

People who give are less selfish. You're asked to volunteer too often. You've seen your parents help other people. You've seen your friends help others. You believe it's important to help others.

After you've finished the activity, debrief it. Then say: *We can give well when we give in ways that fit us well.*

3. Present (15 minutes)

Say: *Here are some advantages to giving well. Giving well: 1. Promotes a healthy lifestyle.¹ 2. Teaches life skills.²*

Say: *Giving well promotes a healthy lifestyle by encouraging you to make positive choices rather than negative choices.³ For example, giving well helps young people empathize and care about others while staying away from negative behaviors, such as drinking alcohol or smoking.⁴*

On a flip chart write these points and talk about them. Skills learned through giving include: 1. Responsibility.⁵ 2. Reliability.⁶ 3. Good grooming.⁷ 4. Getting along with others.⁸ Ask: *What does it mean to be responsible?* Give participants time to respond.

Explain that a person who is responsible takes charge of a situation, such as getting homework done or spending money well. When a person acts responsibly, he or she does well. When a person doesn't act responsibly, it means the homework is not getting done or money is being spent in poor or foolish ways.

Ask: *What does it mean to be reliable?* Give participants time to respond. Explain that a reliable person is someone you can count on. If a reliable person says he or she will do something, that person will do it.

Ask: *What does it mean to have good grooming?* Give participants time to respond. Explain that good grooming is about taking care of yourself. You brush your teeth. You comb your hair. You bathe. You wear clean clothes.

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Ask: *What does it mean to get along with others?* Give participants time to respond. Explain that people who get along with others know how to work well with others. We tend to like people who get along well with others because they're enjoyable to be with.

If you want participants to become more active in the learning process, consider doing the Types of Giving activity listed under Optional Activities at the end of this session.

Ask: *Why do kids give and volunteer?* Give participants time to respond. Explain that researchers have found that kids who give and volunteer do something for a cause that's important to them.⁹

Say: *For example, a child who cares about endangered animals will want to do whatever he or she can to help endangered animals. A child who cares about kids with cancer may draw pictures and send cards to kids who are very sick.*

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

Say: *Now let's talk about how giving and volunteering benefit children. On a flip chart write:* 1. Volunteering and giving help children have a sense of purpose.¹⁰ 2. Volunteering and giving help children have a reason to stay in school.¹¹

If you want participants to become more active in the learning process, consider doing the Give or Toss? activity listed under Optional Activities at the end of this session.

4. Discuss (5 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. Talk about who is the most giving person you know. How do you see that person give? Start with the person who read a book or a magazine most recently. Then have each person take a turn.

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5. Review and Evaluate (15 minutes)

Review what was accomplished during this session. Ask: *What is the definition of giving?* (Answer: Giving is a way to help individuals and causes that we believe make a positive difference in the world.)

Ask: *What is a type of giving?* (Answer: 1. Giving money. 2. Giving your time. 3. Giving of your talents and interests.)

Ask: *What is an advantage of giving well?* (Answer: 1. Giving promotes a healthy lifestyle. 2. Giving teaches life skills.)

Ask: *Which skill is learned through giving?* (Answer: 1. Responsibility. 2. Reliability. 3. Good grooming. 4. Getting along with others.)

Ask: *Why do kids give and volunteer?* (Answer: They do something for a cause that's important to them.)

Ask: *How do giving and volunteering benefit children?* (Answer: Giving and volunteering give children a sense of purpose and a reason to stay in school.)

At the end of the review, distribute Evaluation Posttest #1-GI-E to each participant. Give participants time to fill out the posttest. Collect all the posttests after participants finish so you can find out the measurable outcomes for the session. The Evaluation Key #1-GI-E has all the answers for your information.

6. Close (5 minutes)

Do a short activity for the closing. Have participants create a circle. Ask: *What did you learn about giving today?* Give participants time to respond. Give the opportunity for all participants to talk if they choose.

Say: *We can give in different ways, and we can give well.* Distribute the Take-Home Notes #1-GI-E. Challenge participants to talk to family members about this topic, which is listed under the Talk about It section of their Take-Home Notes. Thank participants for coming and for being involved.

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Optional Activities

1. Distribute Handout #1-GI-E: Giving in Your Own Way. Give participants the handout to complete. Afterward, discuss their answers.

2. Show the PowerPoint Presentation PDF #1-GI-E. Use the presentation to accompany the one-hour session.

3. Do the Types of Giving Activity. Create three signs. On one, write: "Giving money." On the second, write: "Giving time." On the third, write: "Giving money and time." Hang the three signs in different areas of your room.

Explain that you're going to name a type of giving. Young people are to run to the sign that fits the answer. Say: *Help clean up a neighborhood park.* (Everyone should run to the "giving time" sign.) Say: *Give \$5 to a soup kitchen.* (Everyone should run to the "giving money" sign.)

Say: *Give \$5 to a food pantry and also volunteer there.* (Everyone should run to the "giving money and time" sign.) Say: *Give \$10 to help the sick.* (Everyone should run to the "giving money" sign.) Draw a picture to cheer up a friend. (Everyone should run to the "giving time" sign.)

Say: *Give \$20 for a school fundraiser.* (Everyone should run to the "giving money" sign.) Go to a school fundraising carnival and spend money while doing some of the activities. (Everyone should run to the "giving money and time" sign.)

Say: *Walk a neighbor's dog.* (Everyone should run to the "giving time" sign.) Help your community plant flowers, including the flowers that you bought at a plant nursery for the event. (Everyone should run to the "giving money and time" sign.)

Debrief the activity.

4. Do the Give or Toss? Activity. Have participants create small groups of three to four people. Give each group a piece of paper and something with which to write. Have each group designate someone to write. Have that person make two columns on the paper, one labeled "Give" and the other labeled "Toss."

Explain that each group is to list as many different items as they can that they own but no longer use. How do they know which items to give and which items to toss? Encourage groups to list as many items as they can think of under each of the two categories.

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Give groups about five minutes to do the activity. When groups finish, ask groups to report what they wrote. Then start a discussion about how to know the difference between giving a used item to charity versus throwing it away. If possible, talk about some of your local charities that accept gently used items.

5. Give Participants a Challenge. Encourage participants to use the next week to ask their parents how old they were when they first started giving. (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.

An Asset Builder’s Guide to Youth and Money by Jolene Roehlkepartain (Minneapolis: Search Institute, 1999).

Sources

¹Gabina Torres, “The Future of Volunteering: Children Under the Age of 14 as Volunteers,” Serviceleader.org, December 2003.

²Ibid.

³Ibid.

⁴Ibid.

⁵Ibid.

⁶Ibid.

⁷Ibid.

⁸Ibid.

⁹Virginia A. Hodgkinson and Murray S. Weitzman, *Volunteering and Giving among Teenagers 12 to 17 Years of Age: Findings from a National Survey* (Washington, D.C.: Independent Sector, 1997).

¹⁰Gabina Torres, *ibid.*

¹¹Ibid.