

5

"Deciding What to Give" Lesson Plan





Learning Objectives

1. 4-H members will identify a cause that they care about and convince others to contribute to this cause.
2. Determine how to best use personal resources to help support other causes.

Intended Audience

This lesson plan is intended for use with 4-H members in grades 5-12.



Supplies & Resources Needed

- "Deciding What to Give" lesson plan with instructional objectives
- Notes pages of PowerPoint presentation with talking points
- LCD projector and laptop with PowerPoint presentation loaded
- Copies of PowerPoint slides printed as a three-slides/page handout for each participant
- Copies of "Deciding What to Give" lesson plan quiz for each participant
- Pencils or pens for members to take notes and complete the quiz
- Copies of "Deciding What to Give" fact sheet
- Copies of "Deciding What to Give" worksheet



References

Community Partnerships with Youth, Inc. (2000). Youth as Philanthropists, Developing Habits of Giving and Serving.

Hess, P. (2009). Yojack Indiana Middle School Leadership Program. Brownstown, IN.

Projected Length

45 minutes to an hour

Instructor Notes

- If you will be using the PowerPoint presentation to share this lesson with the volunteers, set up the laptop and LCD projector prior to the start of the program and test the equipment to be sure it is working properly.
- Welcome the group and thank them for their participation.
- Begin "Deciding What to Give" PowerPoint presentation.
- Utilize the talking points found on the notes pages of the PowerPoint presentation to guide you during the presentation.
- Review the purpose and objectives for this lesson plan.



- Provide a brief introduction of the lesson, including its importance to the 4-H Youth Development Program.
- Proceed with the lecture portion of the lesson.
- Distribute "Deciding What to Give" worksheet to each participant.
- Distribute "Deciding What to Give" fact sheet to each participant.
- Conclude the lesson with a time for questions from the participants.

Methods/Content



Information found on Slides #1-2.

Introduction



Giving back is an important concept for all 4-H members to learn. Through the 4-H Program members have seen volunteers give generously of their time. They have benefited from donors who have supported the 4-H Program monetarily. They have learned skills from people who have shared their talents. This lesson will help you set up an activity that will teach young people to decide where and why to focus their philanthropic giving. They will learn how to be "generous."

Objective 1

4-H members will identify a cause that they care about and convince others to contribute to this cause.



Information found on Slide #3.



Today, you are going to have the opportunity to identify a cause that you care about and seek financial support for that cause. People, in general, have particular interest in different causes and support those causes in a variety of ways.

Objective 2

Determine how to best use personal resources to help support other causes.



Information found on Slide #4.





You will also have a chance to make imaginary monetary donations to causes you learn about during this activity and identify what makes you want to give to one cause over another.



Information found on Slide #5.



Specific causes are often picked because of a personal history with the cause. An example might be that a person had a good experience with a youth group, such as 4-H, as a child and began supporting that organization in adulthood.

A personal experience is another reason. For example, someone who has experienced a family illness, such as cancer, might become a supporter of an organization that fights that disease.

Sometimes people support a cause because of their beliefs and values. A person may place a high value on justice or fair play and support organizations or efforts that promote justice. Sometimes a cause is selected because of a person's religious beliefs.

Why Are Causes Selected?

- Personal history with the cause
- Personal experience
- Beliefs and values



Information found on Slide #6.



Think of a specific way that people can support a chosen cause. Which category would it fall under - Time, Talent or Treasure?

The activity we are going to do today will focus on how we can support a cause with our "treasure" or money.



Ways that people can support a cause

- Time
- Talent
- Treasure

Activity and Discussion Time

 **Information found on Slides #7-8.**



Think a moment and select one cause that you strongly support. At the top of the “Deciding What to Give” worksheet write the name of your cause.

During this activity you will have \$100 (of imaginary money) to give away to other causes in the room. Each time you agree to donate, you must subtract that amount from your \$100 or what remains from your \$100. At the end of the activity, you must have given away all of your \$100. You will have about 15 minutes to walk around the room and listen to other people's causes and decide how much and who you will donate to.

Each of you will be simultaneously trying to convince the donors in the room to give to your cause, and, at the same time deciding where to make your donations. Please record and subtract your donations in the lower half of the worksheet and record the donations you receive in the top half, keeping a running total of your donations received. At the end of the time, you should have a zero balance in the bottom half of your page and a total of your donations received in the top half.

Are there any questions?

At the conclusion of 15 minutes or so, reconvene the group.



One by one, please tell us the name of your cause and the amount of donations you were able to solicit. How were you able to get funders to support your causes?

Process the information using some of the following questions.



What was it like to try to convince others to support your cause?

Is there anything you should have done differently?

Do you have any ideas on how you could have obtained more dollars for your cause?

How difficult was it for participants to give away their charitable dollars?



What have you learned that will guide you to share real dollars with causes that you care about?

What criteria did you use to decide whether to give a donation or not?

Would you use the same criteria in real giving?

Do you think this is how philanthropists decide to give in real life? (A philanthropist is a person who desires to improve the welfare of humanity through charitable activities.)

What lessons did you learn when you gained support for your cause?

What ideas do you have for how this group might have pooled its financial resources to have more of an impact?

How does this happen in real life?

Conclusion and Quiz



Information found on Slides #9-10.



What questions do you have about "Deciding What to Give"?

Briefly review the lesson. Then, distribute the "Deciding What to Give" quiz questions. Allow participants time to answer the questions. Provide the correct answers from the key provided in the packet. You may choose to collect the quizzes or allow the members to keep them as a review of the lesson.

Distribute the "Deciding What to Give" fact sheet for members to use for future reference.

Review the references provided on Slide #10.

Thank the members for their participation.

It is the policy of the Purdue University Cooperative Extension Service that all persons have equal opportunity and access to its educational programs, services, activities, and facilities without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability or status as a veteran. Purdue University is an Affirmative Action institution. This material may be available in alternative formats.



“Deciding What to Give” Quiz

1. How do people identify a specific cause to support?
2. People support causes by giving “time”, “talent” or “_____”.
3. Giving “treasure” means giving _____.



“Deciding What to Give” Quiz

1. How do people identify a specific cause to support?

Any of the following answers would be acceptable.

- Good personal history with the cause, such as 4-H.
- Personal experience with the cause, such as a disease.
- Personal beliefs or values possibly connected with a religion.

2. People support causes by giving “time”, “talent” or “_____”.

Treasure

3. Giving “treasure” means giving _____.

Money

