



Motivations for Giving: Penny Drive

Source: <http://live-learning-to-give.pantheon.io/units/motivations-giving-penny-drive/motivations-giving-penny-drive>

Standards: Please refer to website for specific standard look up.

<http://live-learning-to-give.pantheon.io/units/motivations-giving-penny-drive/motivations-giving-penny-drive#block-views-ae565e9bc923c99f39e8017da09af2c7>

Duration

One 50 Minute Class Period

Objectives

The learner will:

- Identify local organizations that provide goods and services to the community.
- Define philanthropy, give examples of it and describe some of the motivations for charitable giving.
- Assess their own motivations for giving.
- Hold a penny drive or collection drive to address an identified need. Donation to can brought to Kansas State Fair for Reno County Food Bank. (Kansas FFA Association Agriculture Educational Exhibits/Wick Buildings, Gate E5)

Materials

Motivations for Charitable Giving (Attachment One)

Reflection

Reflection plays a very important role in promoting student learning. The following suggested activities are ways to help students reflect on their learning after they have participated in a service event (Hunger Fighters Food Drive). Choose one or more of the activities most appropriate to the service event and your students.

ACTIVITY ONE:

Tell the students that they have been asked to write an “editorial” newspaper article that will tell the story of their involvement in this recent service project. Since newspaper articles are usually brief and inform their readers by answering the questions Who? What? When? Where? Why? their article also should be brief and include answers to these five questions. When completed have the students place a symbol on their article that they will recognize as their own when the articles are returned to them. Collect the articles and randomly redistribute them so students will be able to read other student’s work. Depending on time, continue this process until each student has been able to read at least three other articles. Conclude with a brief sharing of students’ thoughts and ideas.

ACTIVITY TWO:

Review the recent service project (Hunger Fighters Food Drive) and have students share their impressions of what took place. Assign students to groups of two and provide each group with a variety of old newspapers. Ask the groups to scan the newspapers looking specifically for articles that speak to a social/societal problem and how this problem was addressed by an individual or a group of individuals. Have them cut out as many of these types of articles from the newspapers as the designated time permits. Have them then select one article from among those they have identified, which they feel most closely represents the intent of this recent service project (Hunger Fighters Food

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Drive). Collect these articles, one from each group, and randomly reassign them to other groups so that no one group has its original article. Each group is to look for the similarities and differences they see between the article they have been given and the intent of this recent service project (Hunger Fighters Food Drive) and share these similarities and differences with rest of the groups.

ACTIVITY THREE:

Provide each student with a variety of magazines and/or newspapers and instruct the class that they are to locate at least three company logos or slogans. Give each student a copy of the worksheet (below) and instruct them to cut out and attach the three logos or slogans that they have identified to their worksheet. After a discussion as to why companies might develop and use logos and/or slogans, have the students complete the worksheet. Then have each student briefly share the logo or slogan he/she has selected and why? Distribute a piece of white construction paper to each student. Tell the class that now the challenge is for each of them to come up with their own logo or slogan to be used in promoting this same service project (Hunger fighters Food Drive) next year and draw/write it on the white construction paper. Once completed, collect and display all of the logos or slogans, without student names. (NOTE: If the actual intent is to come up with a logo or slogan for use to promote this service project next year, voting for a classroom favorite might be appropriate.)

Name _____

My three logos and/or slogans:

The logo or slogan I selected as having the most public appeal (from among the three logos I have identified) is circled above.

I think this logo or slogan would have more public appeal because....

ACTIVITY FOUR:

Have students consider this scenario. During this service project (Hunger fighters Food Drive), if you had been given a digital camera with which to take three pictures for a motivational presentation, which three pictures would you have taken, and why?

Photo #1 (Describe the photo)

Why would you choose this photo to include in a motivational presentation?

Photo #2 (Describe the photo)

Why would you choose this photo to include in a motivational presentation?

Photo #3 (Describe the photo)

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Why would you choose this photo to include in a motivational presentation?

Now have each student select their one photo from among the three taken “that will be added to the class album.” Have them share that photo with the class along with the reason for why they selected it as their favorite. After everyone has an opportunity to share, engage the students in a discussion about similarities and difference in the photos selected as favorites and the reasons for selecting it.

Bibliography

- Prince, Russ A. and Karen M. File. *The Seven Faces of Philanthropy*. San Francisco: Jossey-Bass, 2001: 0-7879-6057-8.
- <http://www.guidestar.org>. Guide Star is a searchable website with a data base that includes financial reports and program summaries on more than 600,000 nonprofit organizations. The financial information is gleaned from IRS Form 990s and additional data is collected from nonprofits themselves.

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INSTRUCTIONS

Anticipatory Set:

1. Take a few minutes to have the learners describe some characteristics of their community (i.e. population, economic condition, employment opportunities, housing, schools, etc). Write their comments on the display board and encourage them to keep those community characteristics in mind as they name as many community organizations as they can that provide goods and services necessary for those who live in their community and enrich the life of the community members. (i.e. public schools, grocery store, Red Cross, a local soup kitchen or shelter, gas station, fast food restaurants, hospital, the fire department, health clinic, Secretary of State Office, the Post Office, the Rotary Club, etc.) As these are given, list them on the display as well.
2. When the learners have finished naming as many 'helping' local organizations as they can, go over the list and have the learners 'help' you decide if the organization is a "C"-Corporation/Business, "NP"- Nonprofit organization, (including both religious and secular), "G"- Government.
3. Point out to the learners that this list is proof that many 'helping' services are not done by the "G"- Government alone. Because the government does not have the funds or the ability to do everything, or chooses not to do everything, there are others who provide goods and services either for profit or not for profit.
4. Place the term "philanthropy" on the display board. Solicit definitions from the learners. Explain that philanthropy is the giving of time, talent, and treasure for the sake of another or the common good. Philanthropy also refers to voluntary action for the public good. Remind the learners that many of the organizations that provide services for the public are philanthropic. Since nonprofit organizations are not in the business to earn a profit, they have fewer restrictions placed on them from the government than for profit businesses. This allows non-profit organizations more room to be creative and try new ideas to improve social services (i.e. address issues of poverty, environmental stewardship, promote the arts, preserve historical buildings, etc.). In many cases the nonprofit sector is the one that initiates social change.
5. Have the learners identify ways in which people may be involved in "philanthropic giving." Examples may include: giving donations to a faith organization, contributing to United Way, donating used clothing, volunteering with the Girl Scouts/Boy Scouts, contributing Toys for Tots, collecting pop can tops for the Ronald McDonald House, saving Campbell Soup can labels for the local school, raking leaves/shoveling snow for an elderly neighbor, babysitting for someone without pay, etc.

Assessment

The learner's involvement in the group discussions and the depth of thinking and understanding evident in his/her comments and feedback, provide the evaluation for this lesson.

Cross Curriculum

The class may hold a penny drive and food drive for a chosen cause. To hold the competition, each class or team competes against all others. Each team has a jar in a central location labeled with the team name and the charity they are raising money & food for. The idea is to earn the most money for your class or grade. In a penny war, teams try to collect the most pennies, and silver coins count against their total. This creates a competition where other teams try to sabotage the other teams by adding silver coins or dollar bills to the competitors' jars. The value of the coins count against the total, so a quarter subtracts 25 points from a jar of pennies. You can have two winners: one winner is the team that has the most points and another winner collects the highest monetary value.

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6. Ask the learners to recall and list ways in which they have been involved in charitable giving through participation in their school.
 7. Once a good list has been generated, ask the learners if this statement is true. "Only the very rich people are able to give."
 8. To stimulate their thinking further, ask the learners, "Why would anyone want to be a philanthropist, and give their money away?" After fielding a few of their responses, distribute Motivations for Charitable Giving (Attachment One).
 9. Talk about these motivations and ask the students to list any additional ones they may think of
 10. Ask the learners to again read the motivations for charitable giving and circle those reasons that may personally motivate them or their family members to contribute to a charitable cause and/or to the school's collection drive or penny drive for the Reno County Food Bank. (Donations can be taken to the Kansas State Fair where they will be collected, students will be able to learn additional information about where their food comes from and hunger in their communities, while taking part in the Hunger Fighters scavenger hunt.)
 11. Collect donations within your classroom to bring to the Kansas State Fair as a donation to Reno County Food Bank. Students will be able to drop off donations at the Kansas FFA Educational exhibit, as well as participate in our educational scavenger hunt to learn how hunger affects your community.



Motivations for Charitable Giving

- Some people give because of their **sense of belonging to a community**. They give because they consider nonprofit organizations more effective at delivering services and more attuned with community needs.
- Some people give because they feel it is a **moral obligation**. They believe everyone needs to take responsibility for creating a better world and should not expect personal recognition for volunteering time, talent or treasure.
- Some people see philanthropy as “**good business**”. They are motivated by the personal tax and other financial benefits philanthropy gives.
- Some people enjoy the **socializing and entertainment** that are a part of contributing to a good cause.
- Some people “**pay back**” in return for what they received in life.
- Some people see philanthropy as a **family tradition**. They were raised in a family that stressed the importance of giving.
- Some people feel a sense of **purpose and personal fulfillment** when they contribute. They see themselves as the true philanthropists who are not concerned with business or personal gain.

From *The Seven Faces of Philanthropy* by Russ A. Prince and Karen M. File