

Lesson Title: Quarters From Kids ³/₄ Power, Generosity and Leadership!
Grade Level: 6th – 12th Grades
Subjects: Philanthropy, Social Studies, English Language Arts and Art (Music)
Duration: Length of the Project Dependent on Individual Teacher Preference
Standards: *Learning to Give* lessons incorporate National and Philanthropy curriculum standards.

National Content Standards Key Words/Concepts:

SOC: Advocacy; Civic Responsibility/Virtue; Common Good; Current Events; Disaster: Natural; Economic Decisions; Four Economic Sectors; Health and Disease; International Economic Organizations; Major World Regions; Presidential Roles; School Community; Tsunami; *Quarters From Kids*

ELA: Brainstorming; Cause/Effect; Cultural/Historical Contexts; Graphic Organizer; Group Discussions; Journaling; Informational Media; Poetry; Reflection; Research Summarizing/Paraphrasing; Writing Process; *With My Own Two Hands*; *No Man Is an Island*

ART: Music: Analyze; Music: Interdisciplinary

PHIL: Activism; Common Good; Community; Donate; Four Economic Sectors; Fundraising; Global Community; Philanthropic Act; Time/Talent/Treasure

Purpose:

Learners will research problems caused by the tsunami of December 26, 2004 and cite examples of aid and assistance provided in a world-wide effort to help those devastated populations. They will participate in the *Quarters From Kids Campaign* and learn about those organizations to which they will contribute their philanthropy.

Objectives:

The learner will:

- cite historic examples of successful fundraising campaigns that provided for the common good.
- define philanthropy and give examples of motivations for giving.
- research the mission and work of various nonprofit organizations and form a group and individual focus for future philanthropy.
- describe the innumerable problems that a devastating event can cause for a region and illustrate the work of national and international nonprofits providing aid there.
- reflect on the importance of philanthropy.

Experiential Component:

The learners will collect quarters and other change for earthquake/tsunami disaster relief. They will choose a relief organization(s) to contribute it to and advocate in their families, school and community peer groups for contributions to the *Quarters From Kids Campaign*.

Materials:

- Learner copies of *With My Own Two Hands* (see **Attachment One**)
- Learner copies of *Reflection Rubric* (see **Attachment Two**)
- *Web of Concern Sample* (see **Attachment Three**)
- Learner copies of *Problems and the Four Sectors of the Economy* (see **Attachment Four**)
- Learner copies of *Conducting Research* (see **Attachment Five**)

Instructional Procedures:

Anticipatory Set:

Go to http://www.walmart.com/catalog/product.gsp?product_id=2168474 and play the sample tune “*With My Own Two Hands*” by Ben Harper. Distribute the lyrics (see **Attachment One**) and discuss their meaning and that each of us has the power to make a difference.

- In this country, former Presidents Bush and Clinton are leading a joint effort across partisan lines to raise private donations for victims of the devastating Indian Ocean tsunamis. Part of the effort will be a ***Quarters From Kids Campaign*** to give young people the opportunity to use their power, generosity, and leadership to help those affected by raising money, quarter by quarter. Remind the learners that, in the past, there were other highly successful campaigns which asked for small donations.
 - President Franklin D. Roosevelt mobilized the country’s efforts to defeat polio with the ***March of Dimes***. Although it was a small amount of money to ask for, the devastating threat of polio was ended by the Salk vaccine. Its research was funded by the March of Dimes.
 - The ***Trick-or-Treat for UNICEF*** program, in which children carry orange boxes on Halloween collecting money to improve the lives of children in developing countries, has been a tradition for over 50 years. Millions of dollars are raised annually. This program instills the spirit of giving and educates children about how they can make a difference in the lives of children around the world.
- Ask the learners how a ***Quarters From Kids Campaign*** could be established in their class/school. Discuss what steps would be necessary to ensure participation by the entire student body. Create a school-wide series of posters or a theme song that would attract the attention of as many potential philanthropists as possible. (Resources for creating a collection center may be printed from the www.quartersfromkids.org Web site.) Write a letter for the school paper or tape an interview for the local cable station on the ***Quarters From Kids Campaign*** and the efforts of the relief agency your school decides to support. Discuss what school group should take major responsibility for organizing the drive. Should there be a challenge goal?

Instructional Procedures (Continued):

- Whenever problems arise, Americans are known to be *philanthropic*. This means that they voluntarily give of their time, talent or funds, and take private citizen action to support causes that are important to them. Americans give a number of reasons for their community, civic, and voluntary involvement (*from Civitas**, pp. 74-78. See ***Bibliographic References***):
 - They believe that people should help those less fortunate.
 - They get personal satisfaction from voluntary action.
 - They see voluntary involvement as a way to express religious beliefs and values.
 - They appreciate the opportunity to give back to society some of the benefits they have received.
 - They see voluntary action as a way to serve as examples and role models.

Which of these motivations would be strengthened by participating in the ***Quarters From Kids Campaign***? Could participation in this campaign lead to further philanthropic activities?

- Go to www.quartersfromkids.org. Listed on the site are partner nonprofit organizations to which schools can send the funds raised by their local campaign. Form the learners into small groups and have each group research one of the organizations listed. After the research is complete have the groups share their findings and vote or come to consensus about which organization(s) will receive the funds. For each organization, the research should include its purpose, mission statement, objectives and accomplishments. Use **Attachment Five: Conducting Research** as a guide. Use each organization's own Web site or go to <http://www.Guidestar.org> as the source of information. (Note: *GuideStar* is a searchable database of more than 640,000 nonprofit organizations in the United States. Most of these organizations have a detailed *GuideStar Report*. Each page of the report looks at one aspect of the organization: mission and programs, goals and results, finances, and leadership. Its goal is to promote philanthropy by providing information that will help donors, institutional funders, and charities become more informed, effective, and efficient.)
- Student voice is very important in making the decision of where to donate funds. The choice of organization can be made by voting or by consensus. The learners may decide on one organization to receive the donations, or to give a percentage of the donations to several organizations. Follow up on the work of the organization in the tsunami area by periodically researching their accomplishments and problems as they work to reinvigorate the area.
- Have the learners reflect on the issues that have been brought to their attention as a result of this disaster. Distribute *Reflection Rubric (Attachment Two)*. Thinking about the ***Quarters From Kids Campaign*** that was conducted in your class/school, ask the learners to write an essay/poem/song that encompasses the ideas of personal involvement for the common good. Include the accomplishments of the drive, how the learner felt acting as a

Instructional Procedures (Continued):

philanthropist for this worthy cause, lessons learned during completion of the task, and the outcomes of the experience. Consider what would be the consequences of a world in which there were no private philanthropic efforts made by its citizens? Consider the importance of philanthropy, not only in this situation, but also in one's nation, state, city, school and neighborhood. Will this experience happen once or will it encourage a continued role of personal involvement for the sake of others?

Extensions:

The following are additional activities that can be used during the donation campaign to enhance the philanthropic understanding and experience for learners.

- **The Place of Global Philanthropy** - On the chalkboard or overhead write, "*Think locally, act globally.*" "*Think globally, act locally.*" When it comes to volunteering time, talent or funds, there are so many people and organizations in need. How does a young person decide where and what to give? Sometimes just giving a donation is the best answer. At other times, donating time and talents works better. Is it better to deal with a problem in your own "backyard" or is there a problem so big that you can't ignore helping those who are far away? All of these questions reflect serious concern and need to be addressed when acting philanthropically. Discuss these questions. End with the questions, "Which of the two quotes would you choose, and why?" "Is it possible to be philanthropic in both ways?" (Adapted from 9-12 *Learning to Give* Unit *Using the Carter Center as an Example of Philanthropy Today—Local and Global Volunteerism* at www.learningtogive.org/lessons/unit123)
- **Philanthropy and the Economic Sectors** - Form the class into small groups. Give each group one of the following areas of concern: **education, economics, government, science, religion, history, health, family, psychological and social concerns**. All of these aspects of life were affected in some way by the tsunami problems in Southeast Asia. Explain that each problem listed could cause major havoc in the lives of the people of the region. All the problems will have to be addressed, not only in the short-term, but for a long time after the relief effort begins. Have each group draw a web or map around each term, brainstorming a list of its problems related to the tsunami devastation. (See *Web of Concern Sample Attachment Three*.) Use the Internet if available. Have the groups report on the problems identified in their area of concern.
- Once the problems have been identified, they must all be addressed. Explain that no one government or organization can possibly handle all of these problems. As a result it is important for all four sectors of the economy to come to the aid of the nations and people devastated by the tsunami. The four sectors include: **government, for profit businesses, nonprofit organizations** (non-governmental organizations or *NGOs*), and the **household**.

Distribute *Problems and the Four Sectors of the Economy* (**Attachment Four**). Reform

Extensions (Continued):

the small groups. Using the Internet or news media, ask them to research their area of concern to find out which problems are being handled by the different sectors of the economy. Fill in the chart using the solutions provided by the different sectors of the economy. Share the findings.

Discuss why it is important to have a healthy private and independent sector instead of having the government responsible for handling all areas of concern. Ask the learners for examples of nonprofit organizations that are important in this effort. Is there a role for families in this tragedy? Think back to the devastating events of September 11, 2001. What groups and individuals came to the aid of those involved? From what sectors of the economy did help come?

- **Philanthropy and Geography** – Put the words *tsunami* and *earthquake* on the chalkboard or overhead and ask the learners how these two terms combined to cause the devastation that occurred on December 26, 2004 in the Indian Ocean area. Look at a map of the area which includes the Indian Ocean. Notice the continents and countries that are bordered by that ocean.

As reported by Reuters on January 5, 2005, the death toll from the Indian Ocean tsunami, according to government and health officials, was as follows: East Africa 137 (including Kenya, Seychelles, Somalia, Tanzania and Madagascar), Bangladesh 2, Burma 59, India 15,160 (dead or presumed dead), Indonesia 94,081, Malaysia 74, Maldives 74, Sri Lanka 30,513, Thailand 5,246, [Total 145,968] Using the numbers for assistance (or more current numbers if available), trace the movement of the tsunami as it inflicted devastation on that area.

Go online to research which of these countries has suffered weather-related problems in the past. Are there any international service or religious groups that came to their aid or are presently involved in those countries with specific programs of aid?

- In addition to the more than 145,000 indigenous persons killed, nearly 9,000 foreign tourists are dead, missing or unaccounted for. They came from the following countries: Austria, Australia, Belgium, Brazil, Britain, Canada, China, Croatia, Czech Republic, Denmark, Finland, France, Germany, Greece, Hong Kong, Hungary, Iceland, Ireland, Israel, Italy, Japan, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Russia, Singapore, South Africa, South Korea, Spain, Sweden, Switzerland, Taiwan, Turkey, and the United States. What does this tell us about being part of a global community and the importance of the tourist industry to the economy of this region?

Research other countries that have been devastated in some way (*through war, an environmental problem, or weather*) and describe how they have been able to recoup (if they did). Are there any international service or religious groups that came to their aid or are presently involved in those countries with specific programs of aid?

Extensions (Continued):

- **Journaling** - In a journal activity, have the learners reflect on the way they saw the world before the tragedy of the tsunami and what they have learned about people as a result of the devastation. Think about the famous words from John Donne's Meditation XVII:

All mankind is of one author, and is one volume; when one man dies, one chapter is not torn out of the book, but translated into a better language; and every chapter must be so translated...As therefore the bell that rings to a sermon, calls not upon the preacher only, but upon the congregation to come: so this bell calls us all: but how much more me, who am brought so near the door by this sickness...No man is an island, entire of itself...any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee.

Bibliographic References:

- Center for Civic Education. *Civitas: a Framework for Civic Education*. The Civitas project is a collaborative project of the Center for Civic Education and the Council for the Advancement of Citizenship with support from The Pew Charitable Trusts.
- Harper, Ben. *With My Own Two Hands*. Audio CD, Label: Phantom. Taken from the 2003 album, 'Diamonds on the Inside'. ASIN: B00008CMQP. Also available as a download from http://www.walmart.com/catalog/product.gsp?product_id=2168474.

Philanthropy Theme Framework:

	Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	MS. 1. Define philanthropy as individuals and organizations providing their time, talent, and/or treasures intended for the common good throughout history and around the world. Give examples.
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	MS. 4. Give examples of how Americans helped others.
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	MS. 5. Identify the business, government, family, and independent sectors.
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	MS. 1. Describe how different needs are met in different ways by government, business, philanthropy, and family.
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	MS. 6. Identify significant contributions to society that came from the non profit sector.
PHIL	I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	MS. 1. State the purpose of a mission statement and describe how nonprofit mission statements relate to philanthropy.

Philanthropy Theme Framework (Continued):

	Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DPO6. Role of Family in Philanthropy	MS. 1. Identify how families contribute to the socialization of children.
PHIL	II. Philanthropy and Civil Society	PCS02. Diverse Cultures	MS. 3. Give an example of how philanthropy can transcend cultures.
PHIL	II. Philanthropy and Civil Society	PCS03. Philanthropy and Economics	MS. 13. Describe how philanthropy can reallocate limited resources to meet human needs.
PHIL	II. Philanthropy and Civil Society	PCS07. Skills of Civic Engagement	MS. 1. Identify and research public or social issues in the community, nation or the world related to the common good, form an opinion, and develop and present a persuasive argument via a speech, oral report, or constructive conversation (clarify issues, consider opposing views, apply democratic values, anticipate consequences and work toward decisions) in a formal group discussion.
PHIL	II. Philanthropy and Civil Society	PCS07. Skills of Civic Engagement	MS. 2. Discuss a public policy issue affecting the common good and demonstrate respect and courtesy for differing opinions. Clearly state the issue and possible solutions by one or more of the four sectors (government, business, nonprofit, or family).
PHIL	II. Philanthropy and Civil Society	PCS07. Skills of Civic Engagement	MS. 3. Participate in acts of democratic citizenship in the classroom or school including: voting, group problem solving, classroom governance or elections.
PHIL	II. Philanthropy and Civil Society	PCS07. Skills of Civic Engagement	MS. 4. Analyze information to differentiate fact from opinion based on the investigation of issues related to the common good.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 1. Define and give local examples of the seven motivations for giving and serving.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	MS. 5. Describe the responsibility American students have to act in the voluntary sector to improve the common good.
PHIL	IV. Volunteering and Service	VS02. Service and Learning	MS. 1. Select the service project based on interests, abilities and research.
PHIL	IV. Volunteering and Service	VS03. Providing Service	MS. 3. Describe the task and the student's role.
PHIL	IV. Volunteering and Service	VS05. Integrating the Service Experience into Learning	MS. 3. Identify outcomes from the service.
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	HS. 1. Define philanthropy to include giving and sharing; volunteering; and private individual action intended for the common good. Explain how a volunteer group can act for the common good.
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	HS. 2. Identify and discuss examples of philanthropy and charity in modern culture.

Philanthropy Theme Framework (Continued):

	Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	HS. 1. Explain why needs are met in different ways by government, business, philanthropy and family.
PHIL	I. Definitions of Philanthropy	DPO6. Role of Family in Philanthropy	HS. 2. Compare and discuss the interaction of families, business, government, and the volunteer sector in a democratic, market-based society.
PHIL	I. Definitions of Philanthropy	DPO6. Role of Family in Philanthropy	HS. 3. Identify how subgroups and families in American society demonstrate giving, volunteering, and civic involvement.
PHIL	II. Philanthropy and Civil Society	PCS03. Philanthropy and Economics	HS. 4. Give examples of how nonprofit giving by individuals and corporations can impact communities.
PHIL	II. Philanthropy and Civil Society	PCS03. Philanthropy and Economics	HS. 7. Explain why the nonprofit sector rather than the government or private sectors address particular economic areas.
PHIL	II. Philanthropy and Civil Society	PCS03. Philanthropy and Economics	HS. 13. Give examples of how philanthropy has reallocated limited resources through giving, and citizen action.
PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	HS. 1. Identify international nonprofit organizations and map their locations.
PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	HS. 2. Identify and describe how U.S. nonprofits help people nationally and internationally.
PHIL	II. Philanthropy and Civil Society	PCS04. Philanthropy and Geography	HS. 3. Identify and describe nonprofit organizations whose purpose is associated with issues relating to "human characteristics of place" nationally and internationally.
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	HS. 7. Examine the role of the United States as a member of various international communities.
PHIL	II. Philanthropy and Civil Society	PCS07. Skills of Civic Engagement	HS. 1. Utilize the persuasive power of oral communication as an instrument of change in the community, nation or the world via a speech, oral report, or constructive conversation (clarify issues, consider opposing views, apply democratic values, anticipate consequences and work toward decisions) in a formal group discussion.
PHIL	II. Philanthropy and Civil Society	PCS07. Skills of Civic Engagement	HS. 3. Participate in acts of democratic citizenship in the community, state or nation including: petitioning authority, advocating, voting, group problem solving, mock trials or classroom governance and elections.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	HS. 1. Define and give examples of motivations for giving and serving.
PHIL	IV. Volunteering and Service	VS02. Service and Learning	HS. 1. Select the service project based on interests, abilities, and research.

Philanthropy Theme Framework (Continued):

	Strand	Standard	Benchmark
PHIL	IV. Volunteering and Service	VS03. Providing Service	HS. 1. Provide a needed service for students in the school, or citizens in the neighborhood, the local community, the people in the state, or for the nation.
PHIL	IV. Volunteering and Service	VS03. Providing Service	HS. 3. Describe the task and the student's role.
PHIL	IV. Volunteering and Service	VS04. Raising Private Resources	HS. 1. Build a case for giving, explaining why resources (volunteers and money) are needed.
PHIL	IV. Volunteering and Service	VS05. Integrating the Service Experience into Learning	HS. 3. Identify outcomes from the service.

Lesson Developed by:

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Attachment One
Quarters From Kids $\frac{3}{4}$ Power, Generosity, and Leadership!

With My Own Two Hands Song Lyrics

I can change the world
With my own two hands
Make a better place
With my own two hands
Make a kinder place
With my own two hands
With my own
With my own two hands
I can make peace on earth
With my own two hands
I can clean up the earth
With my own two hands
I can reach out to you
With my own two hands
With my own
With my own two hands

I'm gonna make it a brighter place
I'm gonna make it a safer place
I'm gonna help the human race
With my own
With my own two hands

I can hold you
With my own two hands
I can comfort you
With my own two hands
But you got to use
Use your own two hands
Use your own
Use your own two hands

With our own
With our own two hands
With my own
With my own two hands

$\frac{3}{4}$ Ben Harper

Harper, Ben. *With My Own Two Hands*. Audio CD, Label: Phantom. Taken from the 2003 album, 'Diamonds on the Inside'. ASIN: B00008CMQP. Also available as a download from http://www.walmart.com/catalog/product.jsp?product_id=2168474.

Attachment Two Quarters From Kids ³/₄ Power, Generosity, and Leadership!

Reflection Rubric

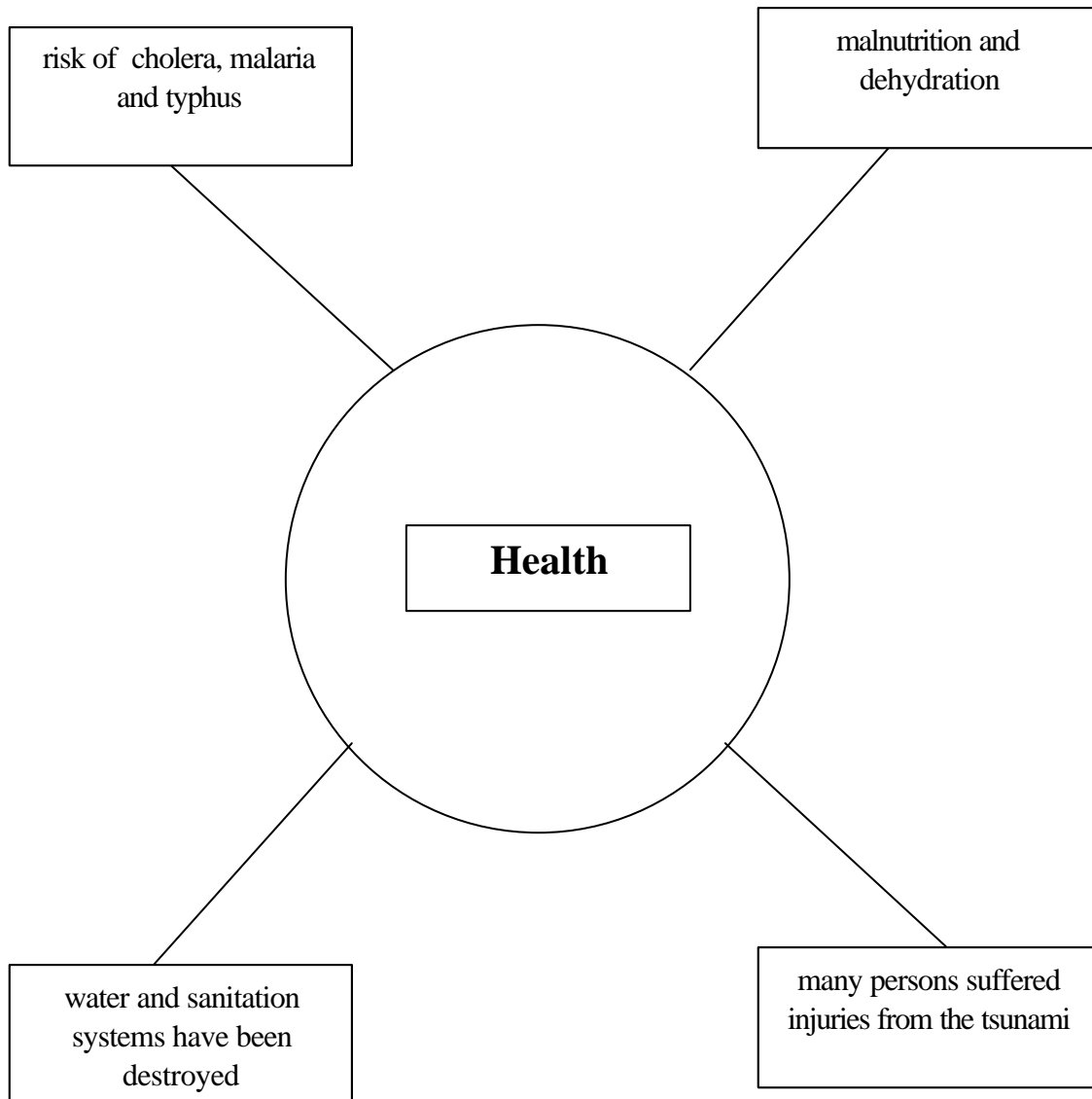
In order to receive:	The following criteria must be met:
5	<ul style="list-style-type: none"> • The reflective piece stresses the idea of personal involvement for the common good. <p>It includes:</p> <ul style="list-style-type: none"> • the accomplishments of the drive; • discusses how the learner felt acting as a philanthropist for this cause; • points out lessons learned during the completion of the task; • and assesses outcomes of the experience. • It considers what the world would be like without private philanthropic efforts. • It describes the importance of philanthropy in one's own environment. • The piece concludes with a commitment to continued personal involvement for the sake of others.
4	The reflective piece includes <i>six or seven</i> of the criteria.
3	The reflective piece includes <i>four or five</i> of the criteria.
2	The reflective piece includes <i>two or three</i> of the criteria.
1	The reflective piece includes <i>only one</i> of the criteria.
0	<i>None</i> of the criteria were met.

Attachment Three Quarters From Kids^{3/4}Power, Generosity, and Leadership!

Web of Concern Sample

Directions: Put one of the following areas of concern in the center of the circle and put problems related to that term in each box. Feel free to branch out from each box with additional implications if necessary. Do this for each term.

**education, economics, government, science, religion,
historic, health, family, psychological, social**



Attachment Four
Quarters From Kids ³/₄ Power, Generosity, and Leadership!

Problems and the Four Sectors of the Economy

PROBLEM	Public Sector Solutions (Government)	Private Sector Solutions (For Profits)	Independent Sector Solutions (Nonprofits)	Family Solutions

Table adapted from *Learning to Give* unit **Majority Rule-Minority Rights, Lesson One: Is Anyone Listening** at: www.learningtogive.org/lessons/unit47/lesson1.html

Attachment Five
Quarters From Kids³/₄ Power, Generosity, and Leadership!

Conducting Research

To investigate each **Quarters From Kids** partner relief organization, fill in its purpose, mission statement, objectives and accomplishments. Use the organization's own web site or go to <http://www.Guidestar.org> as your source of information.

Name of Organization: _____

Purpose	
Mission Statement	
Objectives	
Accomplishments	