

Lesson Title: Quarters From Kids $\frac{3}{4}$ You Can Count on Me!
Grade Level: K – 5th Grades
Duration: Length of the Project Dependent on Individual Teacher Preference
Standards: *Learning to Give* lessons incorporate National and Philanthropy curriculum standards.

National Content Standards and Key Words/Concepts:

SOC: Civic Responsibility/Virtue; Common Good; Disaster: Natural; Global Issues; Maps
ELA: Literature; Response to Text/Others; Listening; Personal Response; *Sam and the Lucky Money*
MATH: Counting; Money; Graphs/Charts/Tables
ART: Music: Perform, Music: Create
PHIL: Philanthropist; Donate; Giving; Time/Talent/Treasure

Purpose:

This lesson will introduce learners to the *Quarters From Kids* campaign as a way to respond to the problems created by the earthquake and tsunami of December 26, 2004. The lesson will introduce vocabulary terms *spend*, *save* and *donate*. The students will learn the definition of philanthropy (giving time, talent and treasure, and taking action for the common good) as well as explore reasons why people choose to donate. As a class, they will discuss and sing the song “*What is a Philanthropist?*”

Objectives:

The learner will:

- learn the definition of philanthropy and understand themselves as philanthropists
- differentiate between the vocabulary words *save*, *spend* and *donate*
- learn or create a *song* called “*What is a Philanthropist?*”
- brainstorm reasons to give and options for donating
- realize that he or she can make different choices with money
- choose an aid organization participating in the *Quarters From Kids* campaign to receive their donation
- reflect on themselves as philanthropists and their contribution to the relief effort

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:

- Chart paper and markers
- Lyrics for the song “*What is a Philanthropist?*” (**Attachment One**)
- *Letter to Families and Care Givers* (**Attachment Two**)
- A copy of the book *Sam and the Lucky Money* by Karen Chin (see ***Bibliographical References.***) This book is available in most school media centers and at the public library.
- Signs, banners and labels from the www.quartersfromkids.org Web site to create a collection center.

Instructional Procedure:

Day One:

Anticipatory Set:

Ask the students “If you had \$10, what would you do with the money?” Ask students if they ever receive money as gifts for holidays and special occasions or if they earn money through doing jobs. Discuss with students what they usually do with their own money. Tell the students that today they are going to learn about some different things people can do with their money.

- Tell the students that there are three different things they can do with their money. They can *spend* it, *save* it or *donate* it. On three separate pieces of chart paper, list the following words as headings: ***save***, ***spend*** and ***donate***. Lead a class discussion generating ideas to define these vocabulary words. (*What does it mean to spend money? How do people save money? What does it mean to donate money?*) List the children’s response on the appropriate charts.
- Following are some definitions for the teacher’s reference only:
 - Save:**
 - a. to put by as a store or reserve (part of an allowance each week); to accumulate, hoard or make larger.
 - b. to put aside for a particular purpose or occasion (a favorite shirt for a special day or some candy to share with a friend).
 - Spend:**
 - a. to pay out, trade money for goods, use money freely.
 - b. to make use of, employ.
 - c. to exhaust or wear out by use or activity.
 - Donate:**
 - a. to make a free gift or a grant of; contribute esp. to a charitable cause (money for a soup kitchen or food pantry) or toward a public-service institution (a retired manufacturer donated a site for a park).

Instructional Procedure (Continued):

- Set aside the “Save” and “Spend” charts. Tell the class that you are going to teach them a word related to the word “donate.” **Philanthropy** is “*giving your time, treasures or talents and taking action for the common good.*” Write that definition on the chart. Talk about what the students’ treasures might be (*money, candy, a special toy, etc.*). Tell the students about some local examples of philanthropy: a park donated or maintained by someone, a soup kitchen, art events, etc. Talk about who benefits from philanthropy and the meaning of the core democratic principle of “common good” if the students are not familiar with it.
- Younger students: Teach the children the lyrics for the song “*What is a Philanthropist?*” (See **Attachment One**) Make sure the students understand the concepts in the lyrics.
- Older students: As a class create a song or rap that incorporates the definition of philanthropy and philanthropist. **Attachment One** may be used as an example.
- Read aloud the book *Sam and the Lucky Money* by Karen Chin. (See **Bibliographical References**.)
- Discuss the concepts from the book: Ask the students to recall what choices Sam had for his money. What did Sam finally do with his money? Have the students ever felt the way Sam did in the story when he was angry that he didn’t have more money? Have students ever felt like giving their money to someone who needed it more?
- Ask the students what they have seen or heard about the earthquake/tsunami disaster in Southeast Asia. Clarify the information the students share and help them locate the area effected on a classroom map. Ask the children to reflect quietly about why someone might want to donate in response to this world crisis. Ask them to share reasons people might want to help by donating money.
- Explain to the students that they have an opportunity to join with other young people all across the United States to donate money to this cause through **Quarters From Kids**.
- Show the students the collection center. Tell them that they may bring in coins from home (not just quarters). Talk with the students about where the money might come from. Suggest that they might offer to do jobs for family and friends to earn money or their families might help them collect money from family members and friends.
- Ask the students if they would like to have other children in the school involved in the project and how this kind of cooperation might enhance the effects of the project. If so, work with the class to create posters to display in the school or in the community. Guide the students in creating a persuasive presentation that might include a brief oral presentation about philanthropy and the need to be part of the relief effort. The song “*What is a Philanthropist?*” could be taught to their peers as part of the presentation to promote the project in other classrooms and school-wide.

Instructional Procedure (Continued):

- Have the students sort the coins and dollars collected each day and post the results. Older students can develop a “thermometer” as a graphic to keep track of the donations. Younger students can produce a paper “Chain of Caring” to hang in the classroom or school to tally the donations. Each time the money is counted, students add a link to the chain, one link per dollar, numbering each link so that the last link will indicate the total each day.
- During the fund raising period the teacher or students (depending on ability level) should visit the *Quarters From Kids* Web site to access information about the relief organizations that are partnered in tsunami relief and redevelopment work for this campaign. For younger students, the teacher can summarize information for the students about possible recipient organizations and assist the students in deciding to which organization(s) to donate the funds. For older students, divide 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 Four: 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.
- Periodically during the project ask students to talk about how they feel about their efforts. When the project is complete have younger students draw pictures of what it will look like when their donations are turned into concrete relief (food, shelter, water) in the countries receiving the aid. Ask students to write or dictate a sentence about how they feel about their philanthropy.
- Older students could write an essay, poem or song about the need to help and their experience as philanthropists. See **Attachment Three** for a format for writing haiku or cinquain poems. The *Quarters From Kids* Web site will provide a forum for young people to post letters and messages to the youth in affected countries and around the world.

Assessment:

Assess student pictures and writing for understanding of philanthropy, and themselves as philanthropists. Look for evidence of awareness of the important contribution they have made to the relief effort.

School/Home Connection:

- **Interactive Family/Student Homework:**

Send home a note introducing the project and explaining how you will be raising money for a donation to a charitable cause (See **Attachment Two: Letter to Families and Caregivers**).

Bibliographical References:

Chin, Karen. *Sam and the Lucky Money*. Lee and Low Books (reprint edition), 1997.
ISBN: 1880000539

Philanthropy Theme Framework:

	Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	E. 1. Define philanthropy as the giving and sharing of time, talent, or treasure intended for the common good.
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	E. 2. Define philanthropy and charity.
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	E. 3. Recognize that citizens have a responsibility for the common good, and define core democratic values.
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	E. 1. Give examples of needs met by government, business, philanthropy, and family.
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	E. 6. Explain why acting philanthropically is good for the community, state, or nation.
PHIL	I. Definitions of Philanthropy	DP05. Role of Foundations	E. 4. Describe the concept of saving for the future.
PHIL	II. Philanthropy and Civil Society	PCS01. Self, citizenship, and society	E. 3. Describe a benefit of group cooperation.
PHIL	II. Philanthropy and Civil Society	PCS02. Diverse Cultures	E. 4. Demonstrate listening skills.
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 6. Identify and describe core democratic values.
PHIL	II. Philanthropy and Civil Society	PCS07. Skills of Civic Engagement	E. 1. Explore and research school and community issues and problems and orally present how one individual or group can make a difference via a persuasive speech or oral report.
PHIL	II. Philanthropy and Civil Society	PCS07. Skills of Civic Engagement	E. 4. Analyze information to differentiate fact from opinion based on the investigation of issues related to the common good.

Philanthropy Theme Framework (Continued):

	Strand	Standard	Benchmark
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 1. Describe one reason why a person might give or volunteer.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 6. Make a connection between a Core Democratic Value and philanthropy.
PHIL	IV. Volunteering and Service	VS04. Raising Private Resources	E. 1. Identify why private resources (volunteers and money) are needed.
PHIL	IV. Volunteering and Service	VS04. Raising Private Resources	E. 4. Set a fund-raising goal and identify sources of private funds.
PHIL	IV. Volunteering and Service	VS04. Raising Private Resources	E. 5. Discuss how private funds might be distributed among competing priorities.
PHIL	IV. Volunteering and Service	VS05. Integrating the Service Experience into Learning	E. 2. Evaluate progress on the Service-Learning project before, during, and after the project.
PHIL	IV. Volunteering and Service	VS05. Integrating the Service Experience into Learning	E. 3. Identify outcomes from the service.

Lesson adapted by:

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from the K-2 *Learning to Give* unit “**You Can Bank on Me**” at:
www.learningtogive.org/lessons/unit135

Attachment One

Quarters From Kids $\frac{3}{4}$ You Can Count on Me!

Use this song for younger children. Older students may choose to do their own adaptation of a familiar melody, or create an original rap explaining the concept.

What Is A Philanthropist?

Adapted by Tracey Fritz

From the K-2 *Learning to Give* unit “*Let’s Make Lemonade*”

Sing to the tune of “Are You Sleeping?”

Teacher: What is a philanthropist?

Students: What is a philanthropist?

Teacher: Do you want to know?

Students: Yes, I want to know!

**Teacher: It’s giving of your time,
Your talent,
And your treasure,
For the common good.**

Students: For the common good.

Second time through teacher and students switch parts to allow the students a chance to sing the definition.

Attachment Two
Quarters From Kids ³/₄ You Can Count on Me!
Letter to Families and Caregivers



Dear Families,

Our class is learning about being philanthropists. A philanthropist can be anyone, of any age, who gives of his/her time, talent and treasure, and takes action for the common good. The lesson encourages students to think about choices people make with their own resources. We will learn the differences between spending, saving and donating. Our focus will be on how young people can contribute to the earthquake/tsunami disaster relief through **Quarters From Kids**, an organization aligned with the aid initiative led by President George W. Bush, and former Presidents Clinton and Bush.

The project involves collecting quarters or other small change to donate to well established and respected relief organizations highlighted on the www.quartersfromkids.org Web site.

The children may use money from their own piggy banks, earn money by doing some extra jobs, or by enlisting help from family members and friends of the family. This is not meant to be a major donation, but something from the hearts and generosity of the students. Spend time with your child talking about where they can get some small change for this project. **Please do not send your child door to door.** The money that our class gathers until the date of _____ will be collected in one large classroom bank. We will practice our math skills by sorting and counting the money, and the class will come to a consensus as to how it will be donated. Feel free to talk to your child about your ideas about the organizations included on the **Quarters from Kids** Web site.

Please talk with your child about the following vocabulary words and concepts:

Philanthropy: giving or sharing of time, talent or treasure, and taking action for the common good.

Spend: using money for immediate needs or wants.

Save: keeping for future needs or wants.

Donate: to make a gift of money, time or talent.

Community: a group of people that work, live or gather together for a purpose.

Consensus: when a group comes to an agreement.

Charity: money or help given to aid the needy.

Thank you for your support!

Sincerely,

Attachment Three
Quarters From Kids $\frac{3}{4}$ You Can Count on Me!

Forms for Poetic Reflection:
Haiku and Cinquain

A *haiku* poem is a “picture poem” that doesn’t rhyme, and it has three lines with 17 beats:

Line 1 has 5 beats

Line 2 has 7 beats

Line 3 has 5 beats

Sample:

Quarters from Kids

A wall of water
Crashing on the quiet shore
From afar, we help.

A *cinquain* is a five-line poem that does not rhyme and is set up like this:

Line 1 is a single word (usually a noun)

Line 2 has two words (usually 2 adjectives)

Line 3 has three words (usually verbs ending in *-ing*)

Line 4 has a descriptive 4-word phrase

Line 5 is a single word (usually a synonym for the first word or repeats it)

Sample:

Global Community

Giving
Heart, mind
Sharing, caring, empowering
Helps our global community
Love

Adapted from the *Learning To Give* unit “*Philanthropy $\frac{3}{4}$ A Day at the Beach*” at
www.learningtogive.org/lessons/unit85

Attachment Four
Quarters From Kids ³/₄ You Can Count on Me!

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	