**Essential Question***What differences exist between charity and philanthropy? Why do these distinctions matter?*

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| Learning Objectives:1. Introduce the Allow Good program and curriculum
2. Learn about the philanthropic landscape and process
3. Differentiate between philanthropy and charity
4. Actualize potential as a young philanthropist
 | 21st Century Skills Alignment:1. Communication and Collaboration
2. Leadership and Responsibility
3. English, Reading or Language Arts
4. Government and Civics
5. Critical Thinking and Problem Solving
6. Creativity and Innovation
7. Flexibility and Adaptability
8. Social and Cross-Cultural Skills
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| Materials Needed:1. Syllabus handouts
2. Pre-course surveys
3. Contrast T-chart of philanthropy vs charity
4. Fake money
 | C3 Framework Alignment:1. N/A
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| Resources:1. Allow Good website
2. Philanthropy process powerpoint or article
3. Giving USA report 2015 charts (See Appendix)
4. How America Gives Map
 | Service Learning StandardsPartnerships: 1. Link to Curriculum
2. Reflection
3. Diversity
4. Youth Voice
5. Partnerships
6. Duration and Intensity
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**Schedule Overview:**

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| Time | Task |
| 0 | Pre-Course survey |
| 5 | Introductions |
| 5 | Syllabus Overview and Class Expectations |
| 5 | Money Toss / Philanthropy Reflection  |
| 15 | Philanthropy vs Charity Conversation |
| 10 | How America Gives |
| 2 | Debrief |

Total Time: 42 minutes

**Detailed Content:**

*Facilitators should pass out the pre-course survey as students file into class.*

1. Introductions
* The teachers will quickly *introduce themselves stating: name, major, year, why they wanted to teach the Allow Good class*
	+ *Ask the students to go around and say their names*
* Explain a little bit about Allow Good
	+ *Allow Good is a program led by college students for high school youth in which they are:*
		- *educated on the social issues facing their communities*
		- *equipped with the tools to effect change*
		- *empowered to take action for social good*
	+ *How does Allow Good operate?*
		- *Our network of college students trained in the Allow Good curriculum teach high school students in weekly sessions that are integrated into existing high school classes*
		- *Class sessions cover a variety of topics including: local social issues, the role and limitations of philanthropy, organizational evaluation, and grantmaking*
		- *The course culminates with the students becoming the grantors and distributing $1,000 donor-funded dollars to a nonprofit addressing an issue that the students collectively research and select*

2. Syllabus Overview and Class Expectations

* Pass out the syllabus
	+ *Read through the topics that will be covered in our 15 weeks together and how it leads to the main goal of gifting $1000 to a local organization of their choice.*
* Lead group discussion on class expectations
	+ On the board students are asked to *suggest ground rules that everyone in the classroom, including Allow Good teachers, will need to follow during the semester.*
	+ Students should also provide feedback about what expectations they have for their college facilitators. This establishes a level of mutual trust and respect, while also getting the kids to self-regulate their classroom world.
	+ After the rules have been written, ask if anyone objects to any of the rules. If there are no objections, have the vote to accept these rules. It should be unanimous.

3. Money Toss / Philanthropy Reflection

* Take out the crumpled piece of paper with the fake money inside.
	+ *I have brought something very special to give one lucky student in this class. (takes out paper) I have here an average crumpled piece of paper, would anyone like to keep it?*
	+ If no students respond. The teacher can give to the person in the first row)
	+ *Are you happier with your piece of paper? (*wait for answer) Then say, *Uncrumple the paper and see what is inside.* (speaks to the class) *Now, if I let you keep the $5 without knowing anything about who you or what you will do with the money, can this qualify as philanthropy?*
* Have a brief conversation with the chosen student
	+ If student answers yes or no, *ask them what their definition of philanthropy is* and have the other co-facilitator write the key phrases from these definitions on the board under a header titled “Philanthropy is….”
		- Ex: student says philanthropy is giving money to charity. Then, teacher writes charity on the board.
* Have students elaborate on these definitions by asking questions like:
* *Who is the person usually giving the money?*
* *How much money would they have to give for the donation to be considered philanthropy?*
* *Can you name any examples of philanthropic giving?*
	+ If students cannot think of any, you may suggest ways like giving spare change to the Salvation Army or Oprah and Ellen Degeneres writing checks to charities on their show
	+ If students are unsure or quiet to answer ask them:
		- *Would this be a good or bad strategy to give away money? Why?*
		- You could then offer your own opinion
* Talk about definition of philanthropy on the board.
	+ *Philanthropy is a love for humanity which includes the giving of time, experiences, networks, money and/or resources in order to create a better world.*
	+ *During this Allow Good course, we will define philanthropy with the 4Ts - time, talent, treasure, and ties.*
* *In the United States, philanthropy plays an important roles in our lives. We have likely all played the role of philanthropists and the role of philanthropy recipients in the past.*
	+ Teacher should give examples of both roles from their personal lives
		- Ex: Donated money, volunteered, led fundraising campaign
		- Ex: Received scholarship, arts program, sports program, etc
	+ *Earlier you gave examples of charity you have seen, now I want you to think about examples of philanthropy you have seen given our new definition (the 4Ts)*
* Wait for students to respond and fill in as needed with examples they will know
	+ Bill Gates, Warren Buffett (Giving Pledge), Chicago Bulls Foundation, Clinton Foundation, etc
* *Now I want you to take 3 minutes and reflect on the ways you have been a philanthropist already in your life. It will not look like the examples we have given, but that’s the great things about philanthropy, it looks different for each person. Write at least 3 ways you have been a philanthropist on the back of your syllabus.*
	+ Observe students and bring them back together as a large group when it seems they are done writing.
* *Would anyone be willing to share what they wrote?*
	+ Wait for student responses
	+ Thank students for sharing

4. Philanthropy vs Charity Conversation

* Charity vs Philanthropy
* *One facilitator should write the following on the board while the other facilitator explains these concepts to the students*
* CHARITY: generosity to humanity
	+ Social palliative – does not help prevent future problems
	+ Passive, often one-time effort
	+ Transactional – i.e. giving money, writing a check
* PHILANTHROPY: promoting human welfare
	+ Social corrective – address problems at the root
	+ Active effort
	+ Partnership – encourages and expects mutual agreement & alignment between funders / grantmakers / donors and grantees / recipients
* What are some examples of Charity? Philanthropy?
* Charity
	+ Giving someone food or shelter for a day
	+ Providing a community with a one-time supply of clean water
	+ Donating money one time for a random cause
* Philanthropy
	+ Investing in solutions for food and housing insecurity
	+ Building a water tower
	+ Researching organizations that mean something to you and donating to those multiple times a year, or donating your time or talent
* *One facilitator should pull up the Giving USA report 2015 charts while the other facilitator explains the activity.*
* *Giving USA releases an annual report of the philanthropic sector each year and our most recent report is from 2015.*
	+ Americans donated an estimated $373.25 billion to charitable causes in 2015. **Individuals make up 72% of that total**, meaning people just like you and me are donating the largest sum of dollars. And **together**, individuals have the **power** to change the world. **YOU** are one of those individuals.
* *We are going to look at these charts in a bit more detail. Think about the following questions in small groups (split the students into groups of 4):*
* What do these charts tell us?
* What surprised you?
* Were you surprised that 72% of philanthropic dollars came from individuals in 2015? Why or why not?
* What does this tell us about our society, overall?
* *Have the students gather as a large group and have one representative from each small group share what their group discussed.*

5. How America Gives

* *We’ve talked about how philanthropy is important to many of us. Now I want to show you what philanthropic giving looks like in the United States.*
* Pull up How America Gives Map
	+ <https://www.philanthropy.com/interactives/how-america-gives#search>
	+ *In this map you can see giving by state, major metropolitan area, county, and ZIP code in 2012, including breakdowns by income bracket*
	+ *Combining data from the Internal Revenue Service, the census, and other sources, this tool provides insights into the relationships between giving and various demographic and geographical statistics*
	+ *The different colors represent the percentages at which people give. Overall, people in the U.S. give an average of 2% of their income to philanthropy. You can see that some geographic areas have higher ratios of giving than others*
	+ *Remember, these are percentages. Some of the areas may give a larger sum of money to philanthropy, but the number of people giving may be less.*
* Ask the following questions, split into small groups if the students are not responding in the large group.
	+ *What strikes you about this map?*
	+ *Why might the South have a larger giving percentage?*
	+ *What does your zip code look like (60714 - Niles, 60076 + 60077 - Skokie)?*
* Let the students continue to examine the map depending on time left in class.

6. Debrief

* *Remind the students that you will see them next week. Challenge them to continue to think about philanthropy and how it plays into their own lives throughout the week.*