



Cha-Ching Classroom Activity Charity

Overview: In this activity, students explore how they can make a positive difference to other people's lives not only by donating money but also by donating items or their time and talents. Students begin by viewing the video [Charity](#) and discussing what it means to donate. Students brainstorm ways they can donate their time, talents, resources, and money to help others in their community. Finally, they create and implement a plan in which they donate to an organization or individual in their community.

Target Audience:

Grades 3–6

Activity Duration:

45 minutes

Essential Questions

- How can I help my community by donating?
- What does it mean to donate?

Objectives

Students will:

- Demonstrate understanding of charity to others
- Evaluate ways they can contribute to their community
- Develop and implement a plan to help others in their community

Activity Vocabulary:

- Charity
- Charitable
- Donation

Materials

- Video: [Charity](#)
- Handout: *Charity* lyrics (1 per group)
- Handout: *Donation Plan* (1 per student)
- Chart paper, labeled Ways to Give
- Sticky notes

Other Charity Episodes

- [Charity Typhoon Yolanda/Haiyan](#)



● Procedure

1. Discuss: “What choices do we have when it comes to money once we’ve earned it? (Saving and spending) Today, we’re going to talk about another choice for how we can use our money—donating.” Engage students by asking the following question:
 - What is donate?
 - Why do you think ‘donate’ is one of the choices you have with your money? Is it an important choice? Why or why not?
 - Do you donate? If yes, how? How does it make you feel? Why?
 - What can you give or do for someone that doesn’t cost any money?
 - Have students work with a partner or in small groups to generate a list, writing each idea on a sticky note. While students are working, post a large piece of chart paper with the heading “Ways to Give” at the top.
 - Have students share their ideas with the class and place them on the chart paper.
2. Ask, “Does anyone know another word for donate, what it’s called when we help others in need? It’s called charity. We’re going to watch a video about charity. As you watch, look for the different ways the characters are charitable, helping others in need. See if you can tell how it makes them feel to be charitable.”
3. Show the video [Charity](#). Optional: Distribute the *Charity* lyrics.
4. Discuss the video with the class, asking questions to help them build understanding, such as the following:
 - What did you think about this video? Why do you think that?
 - What did the band members do to help people in their community?
 - What are the different ways they donated to others in need?
 - Help students identify time and talents/services, money, or items
 - Have you ever seen anyone who would have benefited from acts of charity? Who were they? What did they need? What did you do? (*Reminder: Caution students they do not have to share private or personal information with others.*)
 - How does it make you feel to buy a toy? How long does that feeling last?
 - How does it make you feel to give something (money, time, or items like toys) to someone else? How long does that feeling last?
 - Why are people charitable?
5. Ask students to think about the following:
 - When people donate to others, they often focus on people or things they care about. Then they find ways to help! For example, people who love animals might volunteer at an animal shelter or donate money to save animals. Or, people who love music might teach others to play an instrument for free. Some people who want to help end homelessness might raise money to donate to an organization that helps homeless people.



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- If you could help someone by giving them some of your time, some money, some useful items, or by sharing your talents with them, which would you prefer to donate? Why?
- What would you do? It could be a person or a group of people or a charitable organization. Charitable organizations focus on helping a specific group, like homeless people, children in need, animals, or on treating and curing diseases. There are a lot of different kinds of charitable organizations. (Note: For kids, the difference between doing and giving to a foundation is that it's hard to know what the money goes to/does. If students are interested in giving money to a foundation, help them learn how the organization distributes donations.)
- What kinds of things do you care about? For example, if you love animals, you could make donations to help animals.

Allow time for students to brainstorm. If helpful, encourage them to talk to each other for inspiration.

6. Distribute a copy of *Donation Plan* to each student and tell them that they are going to create a plan to help others in their community.

Instructional Options:

- *Depending on the size of your class and the age of your students, do the project as a class or in small groups.*
 - *For younger students, consider selecting 3–5 options and have them vote on the one they'd like to pursue.*
 - *Have all students complete their own copies of the Donation Plan to ensure that everyone is invested and informed.*
 - *Local organizations may have websites with useful information; have it bookmarked on the computer or printed out for students to read.*
 - *Students may wish to take a multi-pronged approach to their charity, donating time, money, resources, talents, and items.*
 - *Consider inviting other classes to join your efforts; invite families to participate, as well.*
7. Have students look at the sticky note ideas they brainstormed at the beginning of the lesson. Do they have anything else they want to add? (For example, creating a birthday or get well card for kids in the hospital ([The Confetti Foundation](#)); collecting left over items and donating them ([The Birthday Project](#)); raising money to buy birthday gifts for children in need ([#shareyourbirthday](#)); or collecting donations for a local animal shelter.)
 - Discuss the ideas generated or read the ideas out loud to the group.
 - As a class, organize the items on their chart into categories. (For example: Donating Items, Raising Money, Donating Time)
 - Begin narrowing down the ideas so that there are 4–6 remaining.
 - Ask students to think about the talents and skills they have that will be most beneficial to help each cause.



- Have each group vote on the idea they will use to give back in their community.
8. Have students begin researching their project. If students are working in small groups, offer support by helping them answer the following questions:
 - Which person/organization will they donate to?
 - What type of donation have they chosen (money, goods, or time, or a combination)?
 - What is their goal for donation?
 - How much money do they want to give?
 - What kinds of items do they want to donate and how many?
 - What kinds of services would they like to offer and how often?
 - What steps will they take to implement their plan and achieve their goals?
 - How might they inspire others to help? For example, will they ask others to donate items or money? Will they need help getting their donations to the organization? How will they let others know about their project?
 9. If working in small groups, have students present their plans to the rest of the class.
(Teacher Note: It is anticipated that students' plans will be rudimentary, especially if students have had no prior experience with charitable donations. The goal of this activity is to get them thinking about how they can help others in their community and understanding their value as charitable citizens.)
 10. Help students implement their plans. Have groups update the class on their progress periodically.
 11. After a few weeks (or after plans are implemented), revisit the activity and engage students in a conversation about what they have experienced and learned. Ask questions such as the following to elicit their thoughts and ideas:
 - Does “donate” mean the same thing to you now as it did before doing this activity? What has changed?
 - What was the impact of your charitable donation on the person or group who received it?
 - How did it affect you?
 - Would you do it again?
 - What were the most important things you learned from doing this activity?
 12. Encourage students to complete *Family Activity #3: Charity* with their families.

Optional Resources

- [9 Ways to Teach Your Child About Charity](#)
- [How to Teach Kids About Charity](#)
- [Teaching Kids About Charity—Adventures in Learning](#)
- [15 Charitable Ways Kids Can Give Back on Their Birthday](#)



National Standards

National Standards for Financial Literacy

2: Buying Goods and Services

People cannot buy or make all the goods and services they want; as a result, people choose to buy some goods and services and not buy others. People can improve their economic well-being by making informed spending decisions, which entails collecting information, planning, and budgeting.

2.12.6 People may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.

C3 Framework for Social Studies State Standards

Economics

D2.Eco.1.6-8 Explain how economic decisions affect the well-being of individuals, businesses, and society.

Charity

Lyrics

This is going straight into the bank!
Hello handbag!
I'm going to save this...
... and donate the rest.

For every dollar that comes from your heart
Helps someone in need to make a new start.
Our world, becomes a better place!

Donating your money shows care and concern.
You give without wanting more in return.
Because of you, the world's a better place!

And now I get so much joy from helping out wherever I can.
I get so much joy from lending a helping hand.
I get so much joy donating my time for free.
It grows my heart, that's charity,
That's charity, that's charity.

Now that I know the value of gold
And how giving can help out the young and the old,
Our world, is a better place!

But don't you get me wrong.
Not raising these funds all by myself.
There's a whole team to help spread the wealth.
You too, can make the world a better place!

And now we get so much joy giving to those who go without.
We get so much joy generosity's what it's about.
We get so much joy giving time, books and clothes for free.
Your donation, could feed a family.

That's charity!
I get so much joy –
That's charity!
I'm Charity!



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Name(s): _____

Donation Plan

Who are we donating to?	
Why do we want to help them?	
What type of donation have we chosen (money, goods, and/or time/services)? <ul style="list-style-type: none"> ● How much money do we want to give? ● What kinds of items do we want to donate and how many? ● What kinds of services would we like to offer and how often? 	
What steps will we take? <ul style="list-style-type: none"> ● When will we take each step? ● Who is responsible for each task on the list? ● Are there any tasks that can be done at the same time? ● Are there any tasks for which we will need adult help or supervision? ● What other questions do we need to answer before you can implement your plan? 	
Who will help you?	
Follow-Up	