

# Helping Your Child Become More Giving

Notes:

## Learner Outcomes

Outcome #1: Participants will be able to describe how parents influence young people's giving.

Outcome #2: Participants will be able to identify the percentage of young people who give and volunteer when their parents and siblings do.

Outcome #3: Participants will be able to explain whom a charitable organization serves.

## Target Audience

Parents of elementary-age kids (grades 3 to 6)

## Materials

1. Flip chart and markers or a dry-erase board and dry-erase markers
2. Name tags (downloaded for free from the Bank It Web site), one for each participant
3. A pen or pencil for each participant
4. Kitchen timer, stopwatch, or clock to track time
5. Evaluation Pretest #2-GI-PE for each participant
6. Evaluation Posttest #2-GI-PE for each participant
7. Take-Home Notes #2-GI-PE for each participant
8. Optional: PowerPoint Presentation PDF #2-GI-PE
9. Optional: Handout #2-GI-PE for each participant

## Timing

1 hour

**Want more background and training tips?** See the free, downloadable Bank It Elementary Quick Start Leader's Guide at [www.bankit.com](http://www.bankit.com).

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## 1. Welcome and Overview (5 minutes)

Arrive early. We highly recommend that you use the optional PowerPoint Presentation PDF and the optional handout. Both will greatly enhance your session. If you're using the PowerPoint Presentation PDF, show the "Welcome to Bank It" slide as participants enter the room.

Greet participants individually and learn their names as they arrive. Have them create a name tag with their first name only.

Give participants a copy of the Notes #2-GI-PE and either a pen or pencil. Encourage them to take notes during your session on the notes handout. Have them sit in clusters of about four people. If possible, have them sit at tables. Then welcome the whole group to the session.

*Say: Welcome to Bank It. Bank It delivers real-world financial topics and tools for kids and parents that make it easier to understand, talk about, and manage money. Bank It was developed by Capital One and Search Institute. I'm glad each one of you is here.*

*Today we will focus on helping your child become more giving, and we plan on meeting three goals. One: By the end of this session, you will be able to describe how parents influence young people's giving.*

*Two: You will be able to identify the percentage of young people who give and volunteer when their parents and siblings do. Three: You will be able to explain whom a charitable organization serves.*

If this session is not the first session you're presenting to this group, consider briefly discussing the challenge you may have given participants at the end of your previous session.

## 2. Pretest and Activity (15 minutes)

*Say: The first activity we'll do is a short pretest. The pretest has only six questions, and I don't want you to worry about how well you'll do on it. We'll take this exact test again at the end of our session after we have learned about the money concepts on this test.*

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*What matters most is how much you learn and how well you do on the test at the end of our session, not on how well you do on this test.*

Distribute the Evaluation Pretest #2-GI-PE to each participant. Give them time to complete the pretest. Then collect the pretests when they have finished. The Evaluation Key #2-GI-PE has all the answers for your information.

*Say: There are other common ways to give in addition to giving money. These include 1. Selling items to raise money.<sup>1</sup> 2. Collecting food.<sup>2</sup> 3. Providing transportation.<sup>3</sup> 4. Engaging in labor.<sup>4</sup> 5. Tutoring or teaching.<sup>5</sup>*

*Ask: If you have ever sold items to raise money for a good cause, raise your hand.* Have participants look around the room. This is a common way for participants to help others.

*Ask: How many of you have ever collected food for a good cause?* Have participants look around the room to see how many people raised their hands.

*Ask: How many of you have ever provided transportation to someone who needed it?* Have participants look around the room to see how many people raised their hands.

*Ask: How many of you have ever engaged in labor to help out a cause, which is doing some volunteer work?* Have participants look around the room to see how many people raised their hands.

*Ask: How many of you have ever tutored or taught someone?* Have participants look around the room to see how many people raised their hands. This is less common, but it is another way that people help each other. Tutoring can also include helping someone with his or her homework.

*Ask: How do parents influence young people's giving?* Give participants time to respond. Emphasize these two points: 1. When one parent volunteers, a young person is twice as likely to volunteer than a young person who has no family members who volunteer.<sup>6</sup>

2. When one parent volunteers, a young person is three times as likely to volunteer on a regular basis than a young person who has no family members who volunteer.<sup>7</sup>

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Say that you're going to do a quick activity called "Does This Help?" Explain that you're going to name a situation. If participants agree that this is a helpful action, they are to tilt their heads back and look up at the ceiling. If they think it's an unhelpful action, they are to tilt their heads forward and look down at the floor.

*Say: You ask your child to set the table and he or she does. Helpful or not? Give participants time to either look up at the ceiling (for helpful) or look at the floor (for not helpful). The correct response is to look up at the ceiling (for helpful).*

Give other examples, one at a time, such as these: *You tell your child to clean his or her room, but your child is too busy. (Answer: look down for not helpful.) Your child borrows pans out of your kitchen without asking. (Answer: look down for not helpful.)*

*Your mom asks your child to help her plant seeds in her garden, and your child does. (Answer: look up for helpful.) You ask your child to do homework, but your child is too tired. (Answer: look down for not helpful.) You ask your child to walk the dog, and your child does. (Answer: look up for helpful.)*

Explain that when our kids know how to be helpful to other people, they are choosing ways to give well.

### 3. Present (15 minutes)

*Say: Kids are more likely to give and volunteer when people in their family do. Researchers have found that 86 percent of young people give and volunteer when both their parents and their siblings do.<sup>8</sup>*

*Say: When we talk about giving and helping others, it's important to know two key words. These are: charitable organization. A charitable organization is a non-profit organization that works for a specific cause or for the common good.*

*Say: An example of a charitable organization is a nonprofit organization that helps animals. Some examples include the Animal Humane Society, the African Wildlife Foundation, and the Houston Zoo.<sup>9</sup>*

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*Say: A second example of a charitable organization is a nonprofit organization that provides disaster relief. Some examples include the Army Emergency Relief, International Rescue Committee, and Relief International.<sup>10</sup>*

*Say: A third example of a charitable organization is a nonprofit arts organization. Some examples include the Lincoln Center for the Performing Arts, the Nashville Symphony, and the Richmond Ballet.<sup>11</sup>*

If you plan to distribute the optional handout, use it at this time.

*Say: It's also important to know whom a charitable organization serves. For example, a charitable organization can serve: 1. Endangered animals. 2. The sick. 3. The homeless. 4. People in jail. 5. The dying.*

*Say: Most charitable organizations focus on serving one type of people or animals, such as an organization that serves endangered animals.*

*Ask: What kind of charitable organizations have you heard of? Give participants time to respond. Encourage them to think broadly. Write what they say on a flip chart. Examples could include the American Cancer Society, The Y (formerly known as the YMCA), and the United States Fund for UNICEF.*

Explain that we can give well when we learn a lot about the charitable organizations that support the causes we care about.

## 4. Discuss (5 minutes)

*Say: Take some time to talk to the people near you. Talk to about two or three people. Take turns. I want you to do two things: 1. Say your first name. 2. Name one way you can help your child become more giving.*

*Start with the person who ate a meal at home with his or her family most recently. Then have each person take a turn.*

## 5. Review and Evaluate (15 minutes)

Review what was accomplished during this session. Ask: *What is a common way to give in addition to giving money?* (Answer: 1. Selling items to raise money.

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2. Collecting food. 3. Providing transportation. 4. Engaging in labor. 5. Tutoring or teaching.)

Ask: *How do parents influence young people's giving?* (Answer: 1. When one parent volunteers, a young person is twice as likely to volunteer than a young person who has no family members who volunteer. 2. When one parent volunteers, a young person is three times as likely to volunteer on a regular basis than a young person who has no family members who volunteer.)

Ask: *What percentage of young people give and volunteer when both their parents and their siblings do?* (Answer: 86%.)

Ask: *What is a charitable organization?* (Answer: 1. A nonprofit organization that works for a specific cause. 2. A nonprofit organization that works for the common good.)

Ask: *What is an example of a charitable organization?* (Answer: 1. A nonprofit organization that helps animals. 2. A nonprofit that provides disaster relief. 3. A nonprofit arts organization.)

Ask: *What is an example of whom a charitable organization serves?* (Answer: 1. Endangered animals. 2. The sick. 3. The homeless. 4. People in jail. 5. The dying.)

At the end of the review, distribute Evaluation Posttest #2-GI-PE to each participant. Give participants time to fill out the posttest. Collect all the posttests after participants finish so you can find out the measurable outcomes for the session. The Evaluation Key #2-GI-PE has all the answers for your information.

## 6. Close (5 minutes)

Do a short activity for the closing. Explain that you're going to say a statement. When you finish, participants should respond: *We can help. And so can our kids.*

Say: *When people are hurting.* Participants respond: *We can help. And so can our kids.* Say: *When people litter.* Participants respond: *We can help. And so can our kids.* Say: *When animals need to be protected.* Participants respond: *We can help. And so can our kids.*

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Say: *When arts organizations need our support. Participants respond: We can help. And so can our kids.* Say: *When homes get damaged from earthquakes and hurricanes. Participants respond: We can help. And so can our kids.*

Say: *We can do a lot to help others. And so can our kids.* Challenge participants to talk to family members about this topic, which is listed under the Talk about It section of their Take-Home Notes. Thank participants for coming and for being involved.

## Optional Activities

- 1. Distribute Handout #2-GI-PE: Facts about Young People and Giving.** Give participants the handout. Discuss it together.
- 2. Show the PowerPoint Presentation PDF #2-GI-PE.** Use the presentation to accompany the one-hour session.
- 3. Give Participants a Challenge.** Encourage participants to use the next week to ask their children how often they help others. (If you wish, follow up during your next session to find out how the challenge went.)

Questions? Looking for more ideas? Visit [www.bankit.com](http://www.bankit.com) for answers and more resources.

## For More Information

*National Standards in K–12 Personal Finance Education* (Washington, D.C., Jump\$tart Coalition for Personal Financial Literacy, 2007), standard 5 in the area of Planning and Money Management.

*An Asset Builder's Guide to Youth and Money* by Jolene Roehlkepartain (Minneapolis: Search Institute, 1999).

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## Sources

<sup>1</sup>Corporation for National and Community Service, Office of Research and Policy Development, *Volunteering in America 2010: National, State, and City Information* (Washington, D.C.: Corporation for National and Community Service, June 2010), 3.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

<sup>5</sup>Ibid.

<sup>6</sup>Corporation for National and Community Service, *Issue Brief: Youth Helping America* (Washington, D.C.: Corporation for National and Community Service, November 2005).

<sup>7</sup>Ibid.

<sup>8</sup>Ibid.

<sup>9</sup>All three of these organizations receive four stars out of four stars (the highest rating possible) from Charity Navigator at [www.charitynavigator.org](http://www.charitynavigator.org).

<sup>10</sup>All three of these organizations receive four stars out of four stars (the highest rating possible) from Charity Navigator at [www.charitynavigator.org](http://www.charitynavigator.org).

<sup>11</sup>All three of these organizations receive four stars out of four stars (the highest rating possible) from Charity Navigator at [www.charitynavigator.org](http://www.charitynavigator.org).