



GIVING TO OTHERS

Active Learning Tool

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RECOMMENDED GRADE LEVELS	AVERAGE TIME TO COMPLETE	EACH LESSON PLAN IS DESIGNED AND CONTINUALLY EVALUATED "BY EDUCATORS, FOR EDUCATORS." THANK YOU TO THE FOLLOWING EDUCATORS FOR DEVELOPING COMPONENTS OF THIS LESSON PLAN.
Grades 10-12	Anticipatory Set & Facilitation: 55-99 minutes Conclusion/Assessment Options: 20-75 minutes	<ul style="list-style-type: none"> Lisa Bender, Business Educator, Southern Garrett High School, Oakland, MD

NATIONAL STANDARDS	LESSON PLAN OBJECTIVES
The curriculum is aligned to the following national standards: <ul style="list-style-type: none"> National Standards for Financial Literacy American Association of Family and Consumer Sciences Council for Economic Education National Business Education National Jump\$tart Coalition Common Core English Language Arts 	Upon completion of this lesson, participants will be able to: <ul style="list-style-type: none"> Understand the principle of giving to others Identify the concept of giving as a component of well-being Discover ways to engage in acts of kindness Identify the relationship between financial planning and giving Utilize a spending plan to plan for giving

MATERIALS		
MATERIALS PROVIDED IN THIS LESSON PLAN	MATERIALS SPECIFIC TO THIS LESSON PLAN BUT AVAILABLE AS A SEPARATE DOWNLOAD	MATERIALS TO ACQUIRE SEPARATELY DEPENDING ON OPTIONS TAUGHT
<ul style="list-style-type: none"> Spending Plan and Giving 2.7.1.A1 Pay it Forward 2.7.1.A2 Giving Throughout the Life Cycle 2.7.1.A3 Giving to Others 2.7.1.A4 Giving to Others Vocabulary List 2.7.1.E1 Giving Quotes 2.7.1.E2 Giving QR Codes 2.7.1.E3 Giving to Others Information Sheet 2.7.1.F1 Giving to Others Note Taking Guide 2.7.1.L1 	<ul style="list-style-type: none"> Giving to Others Answer Key 2.7.1.C1 Spending Plan and Giving Excel Template 2.7.1.E4 Giving to Others PowerPoint presentation 2.7.1.G1 Giving Unit Multiple Choice Test Bank and Answer Key 2.7.0.M1 & C1 	<ul style="list-style-type: none"> <i>The Giving Tree</i> book or Tablet App Paper Markers Butcher Paper QR Code Reader per participant Hi-lighter

RESOURCES
EXTERNAL RESOURCES
External resources referenced in this lesson plan: <ul style="list-style-type: none"> Can Money Buy Happiness? Video by AsapSCIENCE www.youtube.com/watch?v=JSIkdWxotKw Pay it Forward Day www.payitforwardday.com/ Video interview of Tom's Shoes founder Blake Mycoskie http://video.pbs.org/video/2126070288/ 30 Ways That You Can Give to Others Without Donating Money http://sarahshuihan.hubpages.com/hub/30-Ways-to-Give-to-Others-Without-Donating-Money

- United States Department of Agriculture Cost of Raising a Child www.cnpp.usda.gov/calculator.htm
- Inspirational story of 8 year old giver <http://www.cbsnews.com/news/ohio-8-year-old-turns-20-into-priceless-gift/>
- “Believe in Good” about a young man who gives every day: <https://www.youtube.com/watch?v=uL8H0wqF6rw>
- Random Name Generator <http://www.classtools.net/random-name-picker/>
- Narration of The Giving Tree by Shel Silverstein: https://www.youtube.com/watch?v=dMIU7wVj_PY

TAKE CHARGE TODAY RESOURCES

<p>Similar lesson plan at a different level:</p> <ul style="list-style-type: none"> ▪ None Available 	<p>Optional lesson plan resources:</p> <ul style="list-style-type: none"> ▪ Estate Planning Lesson Plan 2.7.2 ▪ The Ultimate Gift Active Learning Tool 3.0.47 ▪ Technology Integration Guide Active Learning Tool 3.0.50 ▪ Tablet Applications for the Personal Finance Classroom Active Learning Tool 3.0.52
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CONTENT

EDUCATOR MATERIALS	PARTICIPANT READING
<ul style="list-style-type: none"> ▪ Materials to support educators when preparing to teach this lesson plan are available on the Take Charge Today website. 	<ul style="list-style-type: none"> ▪ Giving to Others Information Sheet 2.7.1.F1

OPTIONAL INSTRUCTION


This lesson is designed to be taught as a stand-alone lesson. However, background content knowledge from the following lesson plans is directly related to this lesson and may be helpful for participants.

- Statement of Financial Position Lesson Plan 2.2.3
- Income and Expense Statement Lesson Plan 2.2.4
- Spending Plan Lesson Plan 2.2.5
- Setting Financial Goals Lesson Plan 2.1.4
- Estate Planning 2.7.2

LESSON FACILITATION

PREPARE	INSTRUCT	CUSTOMIZE
<i>Visual indicators to help prepare the lesson</i>	<i>Instructions to conduct the lesson facilitation</i>	<i>Potential modifications to lesson facilitation</i>

VOCABULARY ACTIVITY

<p style="text-align: center;"><u>Random Acts of Vocabulary</u></p> <p>Approximate time: 15 minutes before instruction</p> <p><u>Materials to prepare:</u></p> <ul style="list-style-type: none"> ▪ 1 List of Vocabulary Words from the <i>Giving to Others Vocabulary List 2.6.2.E1</i> for each pair of students ▪ 1 List of Vocabulary Words for the instructor ▪ 1 piece of paper per pair of students ▪ Access to a random name generator with vocabulary terms inputted <ul style="list-style-type: none"> ○ Reference external resources for a link <ol style="list-style-type: none"> 1. Pair students 2. Give each pair of students one vocabulary list of terms for <i>Giving to Others Vocabulary List 2.6.2.E1</i> and ask students to review the list of terms. 	<div style="text-align: right;">  </div> <p>Utilize technology by incorporating an interactive white board or tablet for this activity. Students could use a collaborative tool such as Google Documents.</p>
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3. The Instructor will utilize a random name generator to assign two vocabulary terms to each pair
4. The pair then writes a creative sentence that includes both terms selected from the random name generator
5. Before the end of the vocabulary activity, have students share their newly created sentences from the vocabulary terms they were assigned

ANTICIPATORY SET OPTIONS

There are two anticipatory set options provided for this lesson.

Option 1: Spending Plan and Giving

Option 2: The Giving Tree

Option 1: Spending Plan and Giving



Approximate time: 15 minutes

Materials to prepare:

- 1 *Spending Plan and Giving* 2.7.1.A1 per participant
- 2 different colored hi-lighters per participant
 - If hi-lighters aren't available just circle and square items
- 1 writing utensil per participant

1. Give each participant a *Spending Plan and Giving* 2.7.1.A1 and two hi-lighters.
2. Instruct participants to:
 - a. Highlight every expense category they have **received** benefit from and/or used in the past week, but have not directly paid for themselves, in one color. For example, a parent or guardian may provide their housing which includes mortgage/rent, insurance, utilities, etc.
 - b. Highlight every expense category they have **given** to benefit another in the past week from their own monetary funds. For example, buying lunch for a friend or donating money to a school fundraiser.
3. Next to the items they received have them indicate who they received from. Examples include:
 - a. Parent/guardians
 - b. Peers
 - c. Non-profit organizations
4. Next to the items they gave have them indicate who they gave to.
5. Ask participants how their well-being has been impacted as a result of others giving to them.
6. Ask participants how the well-being of others has been impacted as a result of their giving.
7. Indicate that money is involved in much of the giving that occurs between humans. Giving can result in either positive or negative emotions depending on how the decisions are made and the planning that occurs. Other types of giving that occur include gifts of talent, time, kindness and even just a smile



Save paper and use the Excel template provided, *Spending Plan and Giving Excel Template* 2.7.1.E4. Convert to Google Sheets if Google accounts are available.

Inspire students by showing the CBS video clip about an 8 year old that gives \$20 to a soldier.

Option 2: The Giving Tree



Approximate time: 15 minutes

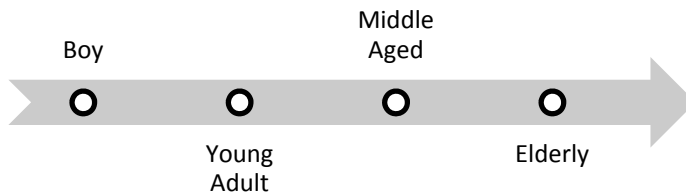
Materials to prepare:

- *The Giving Tree* by Shel Silverstein book
- 1 sheet of butcher paper per group of 3



The Giving Tree story is available as an app for tablets

- 1 marker per participant
1. Divide participants into groups of 3 and give each group markers and a sheet of butcher paper.
 2. Instruct each group to draw an arrow and label it with different life cycle stages as follows:



3. Read the story, *The Giving Tree*.
4. While reading the story, participants work in groups to identify and record on butcher paper the following for each life cycle stage:
 - a. Record ways the tree gave.
 - b. Record emotions the tree experienced.
 - c. Record emotions the boy experienced.
5. Indicate that giving can provide great joy in life and occurs throughout the life cycle. However, giving can be healthy and unhealthy.
 - a. Healthy giving promote feelings of well-being in the giver and recipient and is done out of excess in the givers life.
 - b. Unhealthy giving comes from individuals who do not have excess.
6. Ask participants if they think the giving in this story was healthy or unhealthy. Have the students circle healthy giving examples and put a square around unhealthy giving examples. Have students then explain why.

RECOMMENDED FACILITATION

Group Discussion



Approximate time: 30 minutes

Materials to prepare for recommended facilitation option 1:

- Can Money Buy Happiness? Video by AsapSCIENCE (YouTube link available in the external resources section)
- 1 *Giving to Others Note Taking Guide* 2.7.1.L1
- 1 set of *Giving to Others QR Codes* 2.7.1.E3 printed and posted throughout the room or 1 set of *Giving Quotes cards* 2.7.1.E2
- If using the QR codes participants will need access to a QR code reader per participant

Give each participant a *Giving to Others Note Taking Guide* 2.7.1.L1

Part 1: Can money buy happiness?

1. On their note-taking guide, ask participants to make a list of three things they have recently spent their money on.
2. Show the 2 minute and 50 second video “Can Money Buy Happiness?”
3. After watching the video, have participants reflect on their list. For each item, indicate:
 - a. A trade-off they made by spending the money

Alternative video clips are listed in external resources to meet the needs of your students.



Instead of using the note-taking guide allow students to use a Web 2.0 such as Popplet. Reference *Technology Integration Options Active Learning Tool* 3.0.50.

- b. The emotion they experienced as a result of the expense
 - c. What decision would they make in the future if the same opportunity arose
4. Ask students to look at their list and circle one they are comfortable discussing.
 5. Allow time for students to share at least one expense on their list in small groups or whole class.
 6. On their note-taking guide they are to write at least one expense a peer had that made them feel happy.
 7. Indicate that money is involved in much of the giving that occurs between humans and can positively or negatively impact their well-being, as indicated in the short video clip at the beginning of the lesson.
 8. Explain that utility has little affect after people have achieved a certain level of wealth. This is because once basic needs and wants are met, giving and spending money on experiences is more valued.

Part 2: How does giving relate to financial planning?

Quote activity

9. Have participants explore the relationship to giving and financial planning by having them offer correlations between quotes and core financial principles.
10. There are 8 quotes and students are to choose the 4 that resonate with them.
11. For their 4 chosen quotes they should write the topic (in grey) and describe the relationship between the given topic and the quote on the *Giving to Others Note Taking Guide 2.7.1.L1*.
 - a. Quotes or QR codes should be randomly placed around the room to promote movement
12. Discuss as a class
 - a. Ask participants to brainstorm three examples of giving.
 - i. Stress that while giving often includes money, it can also be from resources such as an individual's time and emotion.
 - ii. Nearly every person has the capacity to give something to someone else.
 - b. Ask participants if their examples are healthy forms of giving. Why?
 - i. Stress that healthy giving occurs when an individual gives out of excess in his or her life.
 - ii. Healthy giving occurs when an individual wants to give back or pay it forward and the result is positive emotions.
 - c. Ask participants what they can do to prevent giving or being the recipient of unhealthy giving.
 - i. Only give when it enhances the well-being of both parties.
 - ii. Do not give or receive if giving is used as a method of gaining power over a person.
 - d. Ask participants why giving is a part of living in a community. Have them share examples of community resources they give to or benefit from.
 - i. This includes non-profit organizations, friends or family members.
 - e. Ask participants how giving changes throughout the life cycle.
 - i. Children are often the recipients of giving.
 - ii. Adults tend to give many of their resources to their children or

For giving ideas, review the Pay it Forward Day website or read the 30 Ways That You Can Give to Others without Donating Money article.

Have participants create a timeline with examples of different ways individuals give throughout the life cycle. Utilize a timeline creator from *Technology Integration Options Active Learning Tool 3.0.50*.

<p>family members.</p> <p>iii. When someone passes on, their estate plan identifies how their assets will be given to individuals and/or community organizations.</p> <p>13. Have participants summarize the importance of healthy giving on the <i>Giving to Others Note Taking Guide 2.7.1.L1</i>.</p>	
<p>CONCLUSION OPTIONS</p> <p>There are two conclusion options provided for this lesson.</p> <p>1. Option 1: The Ultimate Gift</p> <p>2. Option 2: Pay it Forward Community Project</p>	
<p style="text-align: center;"><u>Option 1: The Ultimate Gift</u></p> <p><u>Approximate time:</u> 150 minutes</p> <p><u>Materials to prepare:</u></p> <ul style="list-style-type: none"> ▪ 1 <i>The Ultimate Gift Active Learning Tool 3.0.47</i> <p>1. Refer to <i>The Ultimate Gift Active Learning Tool 3.0.47</i> for instructions and materials.</p>	
<p style="text-align: center;"><u>Option 2: Pay it Forward Community Project</u></p> <p><u>Approximate time:</u> 30 minutes planning and time outside of class</p> <p><u>Materials to prepare:</u></p> <ul style="list-style-type: none"> ▪ 1 <i>Pay it Forward 2.7.1.A2</i> per participant <p>1. Divide participants into groups of 3-4.</p> <p>2. Have each group identify one way they can pay it forward by giving to others in their community.</p> <p>3. Use the <i>Pay it Forward 2.7.1.A2</i> worksheet to plan and reflect on the experience.</p>	
<p>ASSESSMENT OPTIONS</p> <p>There are two conclusion options provided for this lesson.</p> <p>1. Option 1: Giving Throughout the Life Cycle</p> <p>2. Option 2: Giving to Others Reinforcement</p>	
<p style="text-align: center;"><u>My Own Personal Giving Tree Giving throughout the Life Cycle</u></p> <p><u>Approximate time:</u> 20 minutes</p> <p><u>Materials to prepare:</u></p> <ul style="list-style-type: none"> ▪ 1 <i>Giving throughout the Life Cycle 2.7.1.A3</i> per participant <p>1. Complete the <i>Giving throughout the Life Cycle 2.7.1.A3</i> worksheet.</p>	
<p style="text-align: center;"><u>Giving to Others Reinforcement</u></p> <p><u>Approximate time:</u> 15 minutes</p> <p><u>Materials to prepare:</u></p> <ul style="list-style-type: none"> ▪ 1 <i>Giving to Others 2.7.1.A4</i> per participant <p>1. Complete the <i>Giving to Others 2.7.1.A4</i> worksheet.</p>	

Giving to Others Vocabulary

	TERM	DEFINITION
1	Advocacy	The act or process of writing or speaking in favor of, or about a cause
2	Altruism	The principle or practice of unselfish concern for the welfare of others
3	Crowd Funding	The practice of funding a project or venture by raising small amounts of money through donations from a large amount of people, typically raised via the Internet
4	Estate Planning	Provides a clear plan for what should happen upon the death of an individual
5	Expense	Money spent
6	Financial Planning	Managing money continuously through life in order to reach your financial goals.
7	Healthy Giving	When an individual gives out of excess in his or her life and the act provides positive emotions for both the giver and receiver.
8	Opportunity Cost	The value of the next best alternative that must be forgone as a result of a decision
9	Philanthropy	The desire to promote the welfare of others, expressed especially by the generous donation of time and/or money to worthy causes
10	Pro-Social Spending	Money spent on others
11	Public Service Announcement (PSA)	Print advertisement or broadcast commercial on TV or Radio, intended to change attitudes by raising awareness about specific issues
12	Resources	Anything that can be utilized to meet an objective. It can include human capital, money, time, emotion and more.
13	Social Capital	The access a person has to social relationships that can provide resources
14	Social Enterprise	An organization that applies commercial strategies to maximize improvements in human and environmental well-being, rather than maximizing profits for shareholders.
15	Spending Plan	An income and expense statement sometimes referred to as a budget which records both planned and actual income and expenses over a period of time
16	Time Utility	Concept that refers to satisfaction received from time given up
17	Trade-Off	Giving up one thing for another
18	Unhealthy Giving	Produces diminished well-being for both the giver and the receiver.
19	Utility	Measure of satisfaction
20	Value	A fundamental belief or practice about what is desirable, worthwhile, and important to an individual
21	Well-being	Feeling good about one's life

Spending Plan and Giving

	Total Points Earned
	Total Points Possible
	Percentage

Name _____

Date _____

Class _____

Directions: Highlight what you have received from others in one color and what you have given in another. Then list who you received from or who you gave to. Circle trade-offs you had to make to give to another. Square financial gains you made because of what you received. Amounts are not needed.

	Who did you receive from?	Who did you give to?
Income		
Earned Income		
Wages or salary before deductions		
Commissions/tips/bonuses		
Tax refunds		
Unearned Income		
Interest earned used time period		
Investment earnings used this time period		
Sales of assets		
Money from savings and investments to help pay expenses during this time period		
Scholarships/grants from non-government sources		
Money from others		
Child support		
Other		
Received Income from Government Programs		
Scholarships/grants from government sources		
Other government programs		
Total Income	\$ NA	\$ NA
Expenses		
Deductions Often Taken from Paychecks		
Contribution to a retirement program (401k, 403b)		
Individual retirement account contribution (IRA)		
Federal Income Tax		
State Income Tax		
Social Security		
Medicare		
Saving and Investing (Pay Yourself First)		
Contribution to savings and investments		
Insurance Premiums		
Health insurance, Medicaid and Medicare		
Renters or homeowners insurance		
Automobile insurance		
Disability insurance		
Life insurance		
Housing Costs		
Property taxes (if house or condo is owned)		
Housing payment (rent or mortgage)		
Utilities (gas, electricity, water, garbage)		

Household furnishings		
Household maintenance and repairs		
Transportation Costs		
Automobile payment		
Fuel (gasoline/diesel)		
Automobile repairs and maintenance		
Public transportation fees		
Automobile license and registration (yearly fee)		
Food Costs		
Food at the grocery store		
Meals at restaurants		
Snacks away from home (coffees, treats)		
Non-food kitchen supplies (plastic wrap, dish soap)		
Family Member Care		
Child care or other dependent care		
Personal allowances		
Communication and Computers		
Telephone land line		
Cell phone		
Internet		
Cable/satellite television		
Computer-related expenses		
Medical Costs Not Covered by Insurance		
Medical care		
Dental care		
Eye care (check-ups, glasses, contact lenses)		
Medications – prescription, over-the-counter		
Clothing and Personal Care		
Clothing		
Personal care (shampoo, haircuts, cosmetics, laundry, etc.)		
Educational Expenses		
Tuition for private school or higher education		
Private lessons		
Sports and organization fees		
Educational supplies (books, news)		
Pet Care		
Pet food		
Pet supplies (toys, medicine)		
Veterinary services		
Pet care (pet walking, overnight stays, grooming)		
Entertainment		
Movies, books, and other entertainment		
Vacations		
Other		
Gifts and Charitable Contributions		
Gifts to others and charitable contributions to organizations		
Credit Costs		
Student loan payment		
Credit card payment		
Other:		
Total Expenses	\$ NA	\$ NA
Net Gain or Net Loss (Income less Expenses)	\$ NA	\$ NA

Giving to Others Note Taking Guide

	Total Points Earned
	Total Points Possible
	Percentage

Name _____

Date _____

Class _____

Directions: Use the prompts provided to take notes during the lesson.

CAN MONEY BUY HAPPINESS?

List 3 recent expenses:	List the emotion experienced because of each expense:	What decision would you make in the future if the same opportunity arose, for each item? Why?
1.		
2.		
3.		

Circle one of the above that you are willing to discuss with peers.

What is one expense a peer had which resulted in happiness? Would the same experience make you happy? Why or why not?

How do you think pro-social spending could provide more happiness than winning the lottery?

HOW DOES GIVING RELATE TO FINANCIAL PLANNING?

Select four quotes that resonate with you. For each quote describe how the topic and quote have meaning for you.

Topic:	Topic:
Explain the relationship and significance of the quote and topic:	Explain the relationship and significance of the quote and topic:
Topic:	Topic:
Explain the relationship and significance of the quote and topic:	Explain the relationship and significance of the quote and topic:

What are three forms of giving that are healthy? Healthy giving occurs when an individual gives out of excess in his or her life and the act provides positive emotions for both the giver and receiver.

What is a form of giving that positively affects your community?	How does giving change throughout the life cycle?

What form of giving do you hope to offer, to increase your well-being?

Giving Quotes

Giving and Earning

1

***“We Make a Living
by what we earn.
We make a life by
what we give.”***

-Winston Churchill

Giving and S.M.A.R.T. Goals

2

***“Never doubt that a small
group of thoughtful,
committed citizens can
change the world.
Indeed, it is the only thing
that ever has.”***

-Margaret Mead

Giving and Well-Being Domains

3

***“It's not how much
we give but how
much love we put
into giving.”***

-Mother Teresa

Giving and Financial Statements

4

***“What we spend, we
lose. What we keep
will be left for others.
What we give away
will be ours forever.”***

-David McGee

Giving and Community

5

“Giving of any kind... taking an action... begins the process of change, and moves us to remember that we are part of a much greater universe.”

-Mbali Creazzo

Giving and Opportunity Cost

6

“The manner of giving is worth more than the gift.”

-Pierre Corneille

Giving throughout the life cycle

7

“Money is not the only commodity that is fun to give. We can give time, we can give our expertise, we can give our love or simply give a smile. What does that cost? The point is, none of us can ever run out of something worthwhile to give.”

-Steve Goodier

Unhealthy Giving and Relationships

8

“Writing a check was easily done, and easily done with. It allows us to do “charity” while keeping at bay the inner tug that urges us to give more of ourselves and our time, rather than our possessions.”

-Joseph Langford

Giving and
Community

5



Giving and
Opportunity Cost

6



Giving throughout
the life cycle

7



Unhealthy Giving and
Relationships

8



Pay it Forward

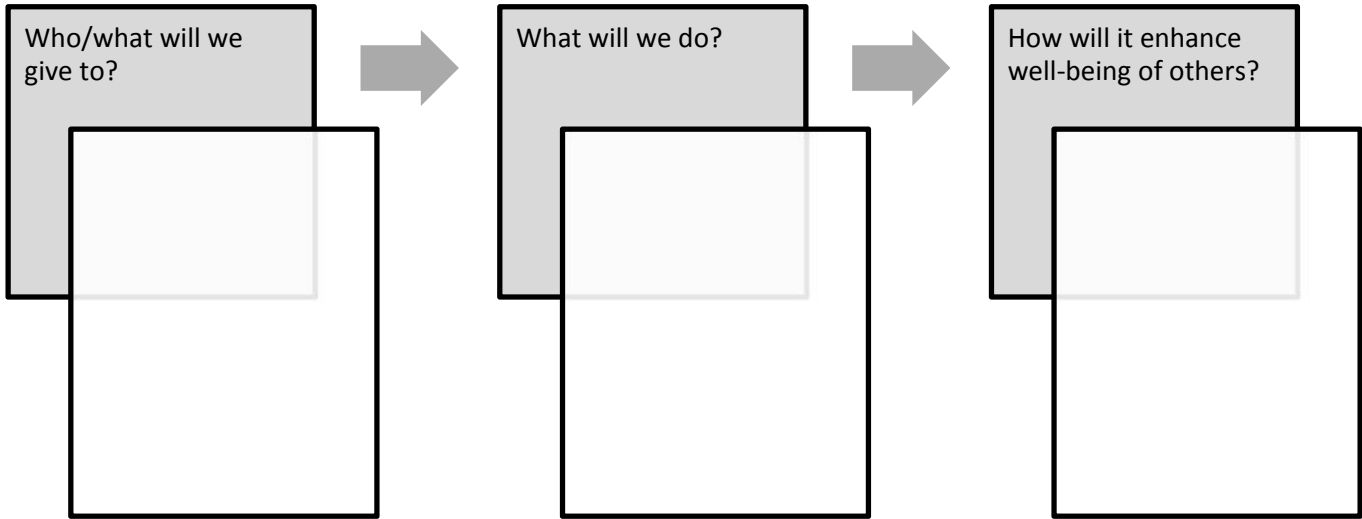
	Total Points Earned
	Total Points Possible
	Percentage

Name _____

Date _____

Class _____

Part 1 Directions: Work in small groups to identify a way your team can enhance the lives of others in your community. Use this worksheet as a planning tool to implement your idea.



When will we implement our plan?

How will we implement our plan?

Part 2 Directions: Reflect on your experience.

<p>What went well and what evidence do you have to support this notion? Would you change anything next time?</p>	<p>What resources were required to implement the project? How did you acquire the resources?</p>
<p>Pay it Forward</p>	
<p>What opportunity cost occurred because of your decision to “Pay it forward”? Was this opportunity cost worth the reward, why or why not?</p>	<p>How was your well-being and the well-being of others enhanced?</p>

Giving Throughout the Life Cycle

	Total Points Earned
	Total Points Possible
	Percentage

Name _____

Date _____

Class _____

Directions: Follow the below prompts

For each life cycle phase, identify two ways you can give to others.

Today		40's-50's	
1.		1.	
2.		2.	

	20-30's		60 and beyond
	1.		1.
	2.		2.

How will giving in the above manner enhance your well-being?

Describe at least two trade-offs you will make to achieve the giving you will accomplish "Today", above.

Giving to Others

	Total Points Earned
19	Total Points Possible
	Percentage

Name _____

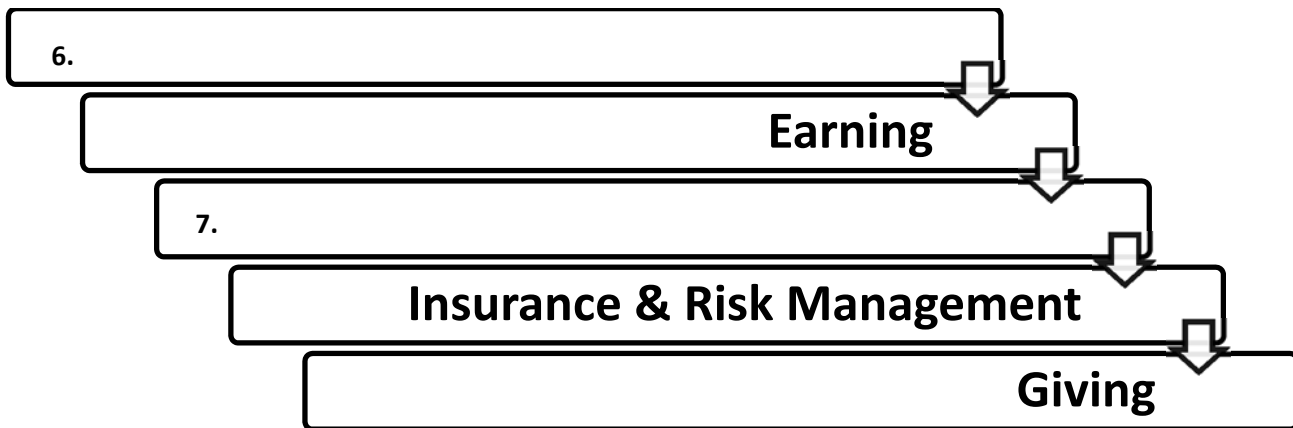
Date _____

Class _____

Directions: Match the following definitions with the correct terms by placing the appropriate letter on each blank provided. (1 point each)

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. ____ An organization that applies commercial strategies to maximize improvements in human & environmental well-being, rather than maximize profits for shareholders 2. ____ The desire to promote the welfare of others, expressed especially by the generous donation of time and/or money to worthy causes 3. ____ Anything that can be utilized to meet an objective. It can include human capital, money, time, emotion & more. 4. ____ The principle or practice of unselfish concern for the welfare of others 5. ____ Personal investment of time through social interactions that builds trust & enables participants to act together more effectively to reach shared objectives. | <ol style="list-style-type: none"> A. Resources B. Social Capital C. Philanthropy D. Altruism E. Social Enterprise |
|---|---|

Directions: Fill in blank spaces (6-7) to list the concepts used to accomplish **Giving to Others**. (2 pts)



Directions: Use the abbreviations noted below to identify which form of Giving to Others is in play, you may use more than one form of Giving for each statement. (2 pts each)

A (Advocacy) TO (Trade-Off) FP (Financial Planning) HG (Healthy Giving) WB (Well-Being)

8.	Elizabeth and Kayla decided to skip going to the movies and instead attend the Relay for Life event at a local stadium so they could help raise money for Cancer research.
9.	Seth recorded a PSA at a nearby Radio station for the local Animal Shelter to raise awareness about spaying and neutering your pets.
10.	Vince and Charise are both leaving work early today to meet with an attorney to discuss how to fund a scholarship at their Alma Mater in memory of their father, a coach who worked at the university.
11.	Keenan decided to sit down and write a letter to his Congressman in support of a bill that would require all high school students in his state to complete a CPR Course before graduating.
12.	During her Spring Break, Jill spent time helping the local Habitat for Humanity build a new porch on a home.



Giving to Others



Advanced Level

Can Money Buy You Happiness?

“We make a living by what we earn, we make a life by what we give.”

-Winston Churchill

Giving comes in many forms and can provide great joy and meaning to one's life. When giving benefits both the giver and receiver, and the giver has excess, it is healthy giving. However, giving can also be stressful when the giver is not able to give out of excess but is giving so much that the individual well-being of the giver is compromised in some way, this is unhealthy giving. Making healthy decisions about giving involves careful study of ones values, needs, wants, goals, resources and finances.

What does the quote above have to do with a career choice?

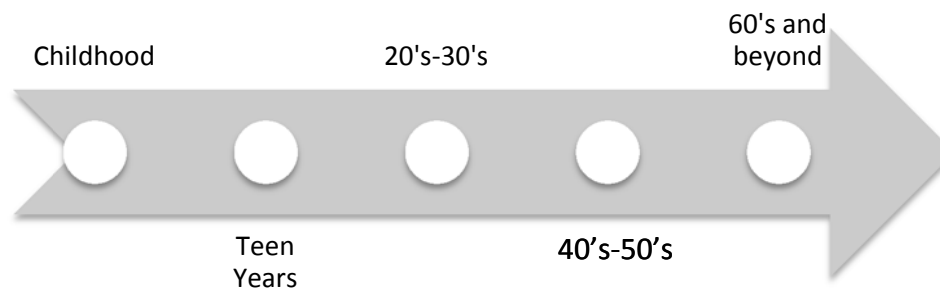
What is at least one interesting point from this video?

Scan here to watch clip





Reflect on what you have given and will give at different stages.



Giving Across the Life Cycle

Giving occurs throughout the lifecycle. To give is to be human. While giving can be done with resources such as time or emotion, much of giving is in the resource form of money or material goods purchased with money. A baby needs time, attention, and care. The baby also needs diapers and clothing, a warm and safe place to live, trips to the doctor, and many other material goods purchased with dollars. Money is involved in much of the giving that occurs between humans throughout the lifecycle.

Healthy Giving

A person who is healthy gives out of the excess of his or her life. The act promotes the individual well-being, along with the well-being of others. A person who is a healthy giver may feel that their giving levels out the playing field for the person to whom the gift is given. For example, a person may give money for a scholarship to help another to have a similar opportunity for education. This type of giving is motivated by feelings of gratitude for the goodness of life, care for others, and the expectation of the joy that is felt when the gift is made. Healthy givers want to “give back” or “pay it forward.” The result is a heightened sense of positive emotions from the action of being charitable. Healthy giving occurs every day.

What resources are used in caring for an infant?

What is one interesting fact from the video?

Scan to watch clip





Unhealthy Giving

Unhealthy giving comes from individuals who do not have excess in his or her life. The resources used in giving to others could perhaps be better used to enhance the individual's well-being in some way. The emotion resulting from the giving act is not joy; it is burn-out, resentment, exhaustion, sadness, guilt, anger or pain. The person may feel used or manipulated. Further, the recipient of the gift may not feel truly honored or loved because the gift was not given out of compassion, empathy and love. Another type of unhealthy giving is accomplished when someone gives a gift to another as a method of gaining power over that person. The relationship then becomes unequal. In this case, the recipient may feel manipulated or used because, again, the gift was not given out of love or care.

Many examples of unhealthy giving can be found in our culture. For example, a stressed parent who works long hours buys a gift for her daughter on the way home as compensation for the lack of parental time. Or the teenager is given an expensive car by grandparents, with the expectation that the teenager visit the grandparents more frequently because of the gift. These types of unhealthy giving experiences do not result in higher well-being for the giver and, in the end, create stress-filled relationships for both the gift giver and the recipient of the gift.

“Writing a check was easily done, and easily done with. It allows us to do “charity” while keeping at bay the inner tug that urges us to give more of ourselves and our time, rather than our possessions.”
-Joseph Langford

What can you do to avoid unhealthy giving?



Financial planning is necessary to achieve healthy giving. Utilizing a **spending plan** and accounting for the **expense** of giving results in feelings of joy about the exchange. For instance, Christmas is often a time of giving of gifts. If an individual doesn't plan for the expense of gifts they may feel stress, anger and resentment towards those the gifts are intended to bring happiness. The trade-off of spending last minute funds is often frustration because funds aren't easily **liquid** and may result in the use of **credit**. Using credit to purchase gifts is unhealthy giving as it compromises the financial health of the individual.



Scan to learn ways to give without money



Giving to Others 2.7.1.F1

Advanced Level

Giving is a dynamic part of a community

Giving is part of living in community. A critical element of a community is the giving and receiving that occurs between members. Billions of dollars, as well as time and skills, are given each year within communities and these gifts help create the fabric of the community.

What is an example of giving that occurs in your community?



Giving is a human action that can provide meaning and positive emotion; it is one of the foundations of building relationships. Being engaged in giving begins in infancy, continues through the end of life, and even goes on after death in estate plans. Healthy giving is done with an eye to balance and the enhancement of well-being. Young people can learn to think about healthy giving throughout the lifecycle and even beyond.