



## LESSON TITLE

Philanthropy starts with YOU!

## OBJECTIVES

- Introduce the Kids for Kids Fund program and philanthropy as a concept.
- Reinforce the idea that there are many ways to help others.

## PREPARATION

- Test KFKF Powerpoint #1
- Get nametags ready
- Gather pens, post-its
- Print out Letter/Body Part sheets and put around the room (with only letter showing initially)

## CURRICULUM

<p><b>WARM UP</b> (validate existing knowledge)</p>	<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>• Have powerpoint on, welcoming everyone to the program.</li> <li>• Students enter, pick up their nametags, a few post it notes and a pen, and sit down.</li> </ul> <p><b>What is a Philanthropist?</b></p> <ul style="list-style-type: none"> <li>• Show slide 2: “What does PHILANTHROPIST mean?” Have all students write down or draw what they think the word philanthropist means.</li> <li>• Share that the goal is <u>not to get it right</u> but to think about what they think it sounds like. You can acknowledge that it is a funny word to begin with so their responses can be creative.</li> <li>• Have students share their answers. Validate ideas.</li> <li>• After going through their ideas share that other kids in the program have thought the word might relate to plants, eye doctors, weird diseases. This proves that kids are very creative!</li> <li>• Show slide 3: Share the definition of a philanthropist. Ask if anyone knows what humanity means (yes, people).</li> </ul> <p><b>Introduce the Kids for Kids Fund program</b></p> <ul style="list-style-type: none"> <li>• Show slide 4 “Why are we here?” and slide 5 “KFKF Map”</li> <li>• This program helps prepare them to give away \$1,000 to a local, kid-serving organization. They do not need to fundraise. They are being given a responsibility to make this decision.</li> </ul>	<p>10 min</p>
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**NEW IDEAS**  
(introduce  
and apply  
new content)

## **Your Philanthropic Personality**

20 min

- Show slide 6. Share that today we are going to explore your **UNIQUE** philanthropic personality. Ask if anyone has taken a personality test before? Maybe the Harry Pottery quiz that identifies which house would be a match for you?
- Instructions for the activity:
  - Make sure each student a pen and a post it note.
  - You are going to write down your answers to the following three questions. Letter only!
  - If anyone can't decide between two letters, you can write down both. Two is the max!
- Go through slides 7-9 having students write down their answers.
- Go to slide 10 and follow the instructions.
- Once people are either standing by the letter (or the middle if they can't decide, reveal the body parts. This means that these are their strongest philanthropic body parts.
- If students can easily interpret what this means, leave it up to them. If they need some help, here are some prompts:
  - Brain: good at solving problems and researching
  - Eye: observing, watching, seeing what needs fixing
  - Muscles: Using their body and muscles to help others
  - Mouth: speaking up, communicating
  - Ear: listening
  - Hands: being creative, making things
- People standing in the middle can go to the "body part" that is likely their strongest.
- Each group spends 2 minutes coming up with ways that their body part can be used to help others.
- Students share highlights with the big group.
- Make it clear that we should be trying to develop each form of helping.

## **Let's Meet Some Philanthropists**

- We will now meet three philanthropists. As we meet them let's identify what body parts they are using to be philanthropic.
- Slide 13: Greta (Thunberg). No video, just the photo. Ask students to share who she is? It may be helpful for you to take a look at Greta's Wikipedia page ahead of this session. Some kids will really know her, others will not.

- Greta continued. Basics:
  - Started protesting in front of Swedish Parliament at 15, held a sign that said “Student Strike for Climate”.
  - Uses her body (to march), her mouth (to speak up) about her concerns related to the environment.
  - You can also mention that she has said that her autism helped her deeply focus on the climate crisis.
- Slide 14: Belen. When Belen was younger, she was bothered by the “skin colored crayon” that classmates were talking about was not her skin color. She realized that she wanted kids to be able to draw themselves with accurate skin tones. So she raises money and support to bring a variety of skin-colored crayons to nursery schools, elementary schools and beyond. After you watch the video ask which body parts Belen uses?
  - Mouth (to raise the issue)
  - Eyes (to see that there was a problem)
  - Hands (to gather crayons, and even make art itself!)
- Slide 15: Noah and Friends. Noah and his friends discovered an issue that some people with vision problems have. It is called veering. It is when you might accidentally veer into the street when you are walking along the sidewalk. Noah and his friends invented a special belt that vibrates when you start to veer. After you watch the video you can ask which body parts Noah and his friends used? Again, no wrong answers.
  - Brain (to come up with a new solution)
  - Hands (to build it)

**WRAP UP**  
(gauge new learning)

**I know a philanthropist!**

- Share slide 16. Students quickly share someone they think is philanthropic in their lives and why. It could be a family member, someone they know, someone they have read about, or someone famous.
- Students leave nametags, help clean up, and prepare to leave.

3 min