

**Association of Fundraising Professionals**

**Youth in Philanthropy Curriculum**

**MAKING A WORLD OF GOOD ©**

**A Hands-On Learning Experience with Philanthropy, Fundraising  
& Making a Difference**

**Developed by the AFP Youth in Philanthropy Sub-Committee**

**2010**

# TABLE OF CONTENTS

## LEARNING UNITS

Unit 1:	Philanthropy & Me .....	3
Unit 2:	Identifying and Meeting Community Needs .....	7
Unit 3:	Helping Others .....	11
Unit 4:	Fundraising for Good .....	14
Unit 5:	Hearing from Nonprofits & Selecting the Cause .....	18
Unit 6:	Creating a Request for Proposal (RFP) .....	21
Unit 7:	The Ethics of Fundraising .....	24
Unit 8:	Building the Case for Support .....	27
Unit 9:	Evaluating the RFP & Selecting the Grantee .....	30
Unit 10:	Developing a Fundraising Plan .....	32
Unit 11:	Our Fundraising Project .....	35
Unit 12:	Wrap-Up and Review .....	38
	Let's Party! Celebrating Our Success .....	41

## SUPPLEMENTARY MATERIALS

Sample Handouts .....	
Philanthropy Glossary .....	
Teacher's Manual .....	Separate Document (TBA)
Philanthropy Journal .....	Available Separately (TBA)

## **Unit 1: Philanthropy & Me**

### ***Purpose:***

This lesson is designed to introduce students to the concept of philanthropy and how they can make a difference in their community.

### ***Unit Participants:***

Teacher: The unit may be taught by the classroom teacher, a member of the AFP chapter or both.

Students: 7<sup>th</sup> – 12<sup>th</sup> grade, 13 – 18 years old

### ***Duration:***

The lesson can be accomplished in one class period or session.

### ***Learning Objectives:***

The learner will:

- Understand and be able to define philanthropy
- Apply the concept of philanthropy to his or her own experiences
- Define and use the vocabulary of philanthropy
- Identify various types of needs

### ***Vocabulary:***

- Charity
- Common good
- Donor
- Giving & serving
- Government
- Nonprofit (not-for-profit, nongovernmental) organization
- Nonprofit sector

- Philanthropy
- Recipient (beneficiary)
- Sharing
- Time, talent & treasure ( 3 Ts)
- Volunteer
- Voluntary action

***Materials Needed:***

- Journal books, “The Philanthropy News Reporter”
- Interview questions

***Teaching Process:***

- Explain: *I am a member of the Association of Fundraising Professionals, and I am here to work with you (and your teacher) over the next several weeks. Together we are going to learn about how you can make a difference in your community. You are going to become a philanthropist and together we are going to learn how you can help others, what problems in your community are important to you, how to become a part of the solution, how to raise money and how to give it to an organization that works to fix what you want to fix. You are going to make a real difference – and you are going to do it right away!*
- Write word “**philanthropy**” on the board
- Ask: *Have you ever heard of the word? How do you say it? What do you think it means?*
- Explain: *Like all words, “philanthropy” comes from words of another language that are combined to make one word. Explain that “phil” comes from the Greek – “to love”; and anthropos comes from the Greek for “mankind”. Philanthropy = “love of humankind”; doing something (helping) for others (humankind)*
- Share the following definition of philanthropy: *Philanthropy is giving and sharing of one’s time, talent or treasure for the common good.*
- *Helping others is called the “**common good**”. Why do you think it is called “the common good”?*
- Explain that “common good” means for the benefit of a group of people.
- Ask: *Using this definition, write a sentence or two in your journal about what philanthropy means to you personally. Have a few students read their sentences.*

- Ask: *Have you ever helped another person? Tell me some of the things you have done in your life to help someone else.* Have several students give examples. List on board.
- Ask: *What other examples of people helping others have you seen?* List on board.
- Ask: *Looking at our lists, can you see three main (general) ways that people help others?* (Giving time, lending your skill, giving money or goods)
- Discuss: *What we all can give are **Time, Talent and Treasure**. We call these the **Three T's**.*
- Ask: *Do you know what someone who gives time or talent is called?* (**Volunteer**) *Have you ever been a volunteer?* (Ask for examples) *What does it mean to be a volunteer?* (Doing something because you want to, not because you are paid or required to do it.)
- Reiterate the definition of philanthropy: giving and serving, which is “**voluntary action** for the common good”
- Ask: *What is someone who gives money or goods called?* (**Donor**)  
*Have you ever been a donor? Has anyone in your family? Have you read about anyone who has given money? To what?*
- Ask: *What do we call someone who receives help from others called?* (**Recipient**) *Have you ever needed help? Has anyone in your family? Have you read about people who have received help from others?* List ways we need help.
- Explain: *So far, we have talked about people who help others and people who need help. We can see that anyone can be a “philanthropist” by giving and serving others when they need help. We can also see that anyone can be a “recipient” because we all need help sometimes.*
- Ask: *Are there groups of people, or creatures (animals) or other things (the environment, the world) that need help?* List some ideas – children, teens, homeless, the elderly, animals, etc. *Are there groups of people who help others?* List some groups or organizations. (Example: church, school, some local or national organizations students may know).
- Explain that some of the organizations they have mentioned, *belong to a type of organization whose purpose is to help others – these are called **nonprofit organizations** – and in other parts of the world, because organizations can be local, national or even global, they are called non-governmental organizations. Non-profit organizations belong to what is called the “**nonprofit sector**”.*
- Ask: *How is a nonprofit organization different from **government**? Where does the money each uses come from? How does each use their money?* (Explain that government taxes individuals – and it is not voluntary. Non-profit organizations get their money from donors and it is voluntary.)

- Finish session with the following Learning Activity:

### ***Learning Activity:***

- Journal activity: *Think about what we have talked about today. Write down what you have learned and why it is important to your life. List a few examples of where you have seen philanthropy being practiced or where you have practiced it yourself.*

### ***Culminating Activity (Unit Review):***

Ask: *Looking at what you've written in your journals, share with us what you have learned today.* (Make sure all major points are covered)

### **Homework Assignment:**

#### Philanthropy News Reporter

Ask each student to take their journal home, and, just like the reporters do on TV, ask the following questions of a parent, family member or friend and write down their answers and bring them back next time. Read questions and hand them out for them to use. Ask them to record their answers in their journal.

- *Have you ever helped another person? Tell me some of the things you have done in your life to help someone else.*
- *What other examples of people helping others have you seen?*
- *Have you ever been a volunteer? What did it mean to you to be a volunteer?*
- *Have you ever been a donor? Has anyone in your family? Have you read about anyone who has given money?*
- *Have you ever needed help? Has anyone in your family? Have you read about people who have received help from others?*
- *Did someone help you? Who? How?*

## **Unit 2: Identifying and Meeting Community Needs**

### ***Purpose:***

This lesson is designed to show students how a community identifies its needs: poverty, hunger, homelessness, disease, education, environment, quality of life and others, and how groups of individuals create opportunities for positive change.

### ***Unit Participants:***

Teacher: The unit may be taught by the classroom teacher and/or an AFP member.

Students: 7<sup>th</sup> – 12<sup>th</sup> grade, 13 – 18 years old

### ***Duration:***

The lesson can be accomplished in one class period or session.

### ***Learning Objectives:***

The learner will:

- Identify local community needs and issues
- Be able to categorize non-profit organizations locally
- Understand the concept of making a difference through philanthropy
- Understand the role of non-profit organizations
- Learn how to give time, money, goods and/or services

### ***Vocabulary:***

- Basic Needs
- Community
- Community Issue
- Community Need
- Donation
- Everyday Philanthropist
- Generous
- Good Deeds
- Kindness

- Opportunity
- Quality of Life
- Solicit
- Volunteer

### **Materials Needed:**

- Journal
- List of local non-profits

### **Teaching process:**

Begin discussion with brief review of previous lesson (philanthropy, the Three T's, Common Good, Quality of Life, volunteer, donor, recipient) and ask 2-3 students to share their "reports" of their interviews from their journal.

Ask students to use their journals during class discussion to record important points.

- Ask: *What do you think I mean when I say "**everyday philanthropist**"? Last class we talked about some of the ways that you have helped people. Most of these were **acts of kindness, or good deeds**, and things you can do for free, on any day, at any time, to make a person's life better or easier. A person who finds ways to give to others every day is an "everyday philanthropist". What qualities do "everyday philanthropists" possess? (warm, caring, selfless, giving, sharing, helping)*
- Explain: *Last class we talked about "**common good**". Who can tell me what that means? (What's good for one is good for all). There are some things that everyone needs in order to live. What are some of those things? (food, water, shelter, clothing, medical care, education, jobs) Sometimes we call these things "**basic needs**," because everyone should have these things in life. Would you agree that everyone has a right to have their "basic needs" met?*
- Ask: *What are some things we don't need to exist, but that make life a lot better? (pets, clean air, beautiful scenery and wildlife, music, art, movies) These are things that improve our "**quality of life**" because they make our lives better and make us happier. Would you agree that everyone has a right to a good "quality of life"?*
- *BUT: Lots of people don't have their basic needs met or live a good quality of life. How many of you agree that that is a problem? (Ask students to raise their hands.)*
- Say: *So, you agree that when people in a town or **community** don't have everything they need, there is a problem. What are some examples of problems in our community? (Homelessness, people losing jobs, hunger, poverty, sickness, drug abuse, teen pregnancy)*
- *Another word for problems is "**issues or causes**". When these problems, or issues, affect a lot of people in one place they are called "**community issues or***

*causes*". What do YOU think are the biggest "community issues" we have in Tucson? Let's call these "Hot Topics" like you would see on TV or the Internet. List on board and in journals. Why do you think they are big issues? (Discussion)

- Ask: If the "community issue" is hunger – what do you think the community needs? (Food for everyone). So, you would say that the **community need** is for everyone to have access to food to solve the problem of hunger in the community. What are some of the ways that you know of that provide food for hungry people in your community? (Food bank, soup kitchens, homeless shelters, churches)
- Ask: What do you think are the biggest **community needs** where you live? (List on board and in journals)
- Ask: When you give something to a church, school or non-profit organization, it helps people. The gift you give is called a **donation**. Have you ever made a donation? To who? (List on board.) So, let's say that you have some food or money you want to give, meaning **donate**, to a non-profit organization that helps feed hungry people.
- Ask: How would you know where to make a donation? (Get answers.) Sometimes, people are asked to give money to support a cause or a project by their church, their school, an organization or a friend. Another word for ask is **solicit**.
- Sometimes, people see or recognize a serious need in their community and find an organization that is working to meet that need. What are some ways that you might find out where to give your donation? (Ask friends, ask at church, ask teachers, ask parents, Internet, radio, TV)

### **Learning Activity:**

Ask students to write in their journals for 5 minutes exploring which community issue, cause, or need they would most like to help, why it is important to them, and in what ways they could help.

### **Culminating Activity (Unit review):**

#### **Group discussion:**

*You have one million dollars that must be used to benefit the local community. How would you distribute the money? What issue/causes? What needs would you fill? What organizations that you know of would you give to and what would you expect them to do with the money?*

**Homework Assignment:** (Divide the group in half and give each one of the following assignments)

## **“Hot Topics”**

1. *Looking at your notes from your last assignment, identify an important local need. Why do you think it is important to your community?*
2. *Ask a parent, family member or friend what they think are the “Hot Topics” in your community, why it is important to them, and in what ways could they help. Write down their answers and bring them back next time.*
3. *Research any local non-profit and to report back to the class about its work and the effect on the community. Is the community better for having this non-profit?*

### **Unit 3: The Process of Helping Others**

***Purpose:***

This lesson is designed to help students further the discussion of community issues and needs and to narrow these down to the one issue that is of most importance to the whole group. Further, the students will learn how they can help one organization accomplish their mission.

***Unit Participants:***

Teacher: The unit may be taught by the classroom teacher and/or an AFP member.

Students: 7<sup>th</sup> – 12<sup>th</sup> grade, 13 – 18 years old

***Duration:***

The lesson can be accomplished in one class period of 45-60 minutes.

***Learning Objectives:***

The learner will:

- Identify local community needs and issues
- Be able to categorize non-profit organizations locally

***Vocabulary:***

- Change agent
- Changing community conditions
- Emergency services
- Prevention
- Proactive vs. reactive
- Relief services
- Self-sufficiency

### ***Materials Needed:***

- Journals
- Lists of issues and needs from previous class discussion
- Two different types of stickers for voting
- Yellow pages, computer internet access, local community guide to services and resources

### ***Teaching process:***

1. Begin with a brief review of the community issues and needs that were outlined in unit 2.
  - Refer back to lists of “community issues” (Hot Topics)
  - Refer to list of your community’s biggest “community needs”
2. Ask students that were assigned “Hot Topics” to add any issues to the list that they discovered in their investigations.
3. Ask a couple of students to report on an organization they researched, what kind of information they found out and how they found it.
4. Mini-discussion: Common good vs. personal issues, what is the difference
5. Determine top five issues – give students 5 stickers (dots, stars, etc). Have students put their stickers by the top five most important issues to them. Count stickers and narrow down the field to the top 5 issues. Label five columns or five pieces of chart paper with 1 each of the issues.
6. Talk about the different ways that organizations address issues: focus on prevention; providing basic needs, relief or emergency services; other services: solutions and training for self-sufficiency: changing community conditions, quality of live (education, arts, environment, animal rights).
7. Ask these questions and list answers under respective columns on the board:
  - In what ways could this problem be prevented?
  - Is this problem one of basic need to your/our existence?
  - What kind of relief or emergency services would help?
  - What other kinds of services would help meet this need?
  - Who would benefit from these services?
  - What could be done to change things to make the community a better place to live?
  - How could this improve the quality of life for individuals?
  - How does the agency help people become more self-sufficient?
  - What would the community be like without organizations that meet these needs?
  - What is the economic and social impact on the community?
8. Give the students three different stickers and have them select three of the five most important to them following this discussion. Count votes.

***Learning Activity:***

Ask students to refer back to the questions, and write in their journals for 5 minutes exploring which community issue, cause or need they would most like to help, why it is important to them and in what ways could they help.

***Culminating Activity: Divide the group up into three groups, one for each issue***

- Find the leading organization addressing each of the three issues.
- Work with the AFP representative to Invite a representative of each organization to address the class, giving an overview of the ISSUE and any pertinent information about all of the available services in the community to address this issue.

***Homework Assignment:***

Philanthropy News Reporter

*Ask each student to take their journal home, and, just like the reporters do on TV, ask the following questions of a parent, family member or friend and write down their answers and bring them back next time.*

- Of the three issues, which do you think is the biggest issue for your community?
- Which is most important to you personally?
- Have you experienced needing help in any of these areas? What kind of help? What did it mean to you?
- If you had money and volunteer time to donate, which of these issues would you devote your time, talent and treasure to?

## **Unit 4: Fundraising for Good**

### ***Purpose:***

This lesson is designed to teach students what philanthropic fundraising is, why it is more effective than selling products to raise money, and the long term benefits of philanthropic fundraising.

### ***Unit Participants:***

Teacher: The unit may be taught by the classroom teacher and/or an AFP member.

Students: 7 – 12 grades, 13- 18 years old.

### ***Duration:***

The lesson can be accomplished in one class period of 50 minutes.

### ***Learning Objectives:***

The learner will:

- Learn the difference between selling to raise funds and raising philanthropic funds
- Learn the characteristics of philanthropic fundraising
- The meaning of relationships in fundraising
- Understand the roles of volunteers and professionals in fundraising

### ***Vocabulary:***

- Cultivation
- Fundraising
- Philanthropic fundraising
- Professional fundraiser
- Prospect
- Relationship
- Sale vs. gift
- Stewardship

### **Materials Needed:**

- Masking tape long line on wall with card “Most Philanthropic” at one end and card “Least Philanthropic” at the other
- Large post-it notes
- Journal
- Simple Fundraising Plan Outline

### ***Teaching process:***

Ask students to use their journals during class discussion to record important points.

Begin with asking: You have probably participated in different **fundraising** activities for your school or church or another organization. What are some fundraising activities you have done?

There are lots of types of fundraising . . . but today we are going to talk about philanthropic fundraising. What do you think **philanthropic fundraising** means? (Go back to definition of philanthropy: “*Giving and sharing of one’s time, talent or treasure for the common good.*”

As we have talked about before, making a voluntary gift is based on a relationship that has been built between the donor and the organization. The donor cares about what the organization is doing and wants to help it succeed.

Many fundraising activities you may have participated in have nothing to do with philanthropy because they are based on sales. What happens when you sell something to someone? (A transaction takes place: someone wants a product and they give you money in order to obtain the product.) There is nothing wrong with **sales** of products, but it is not philanthropy. A **gift** is when someone gives you something and expects nothing in return. Does there need to be a relationship in order to buy something? What about for a gift?

Here is a checklist for philanthropic fundraising (have students write this down):

- Does the fundraising activity reflect the values and goals of the organization?
- Does it use volunteers as leaders (young people and/or adults)?
- Does it build **relationships** with donors by discovering common needs or interests?
- Does it engage people to give a donation without buying a product or service?
- Does it bring financial support for the organization to help it continue its work?

### ***Learning Activity:***

Now let's see if we can figure out what is philanthropic fundraising and what is not.  
(Pass out three post-it notes to each person)

- Write down 3 fundraising activities you have participated in or know about
- (Facilitator) write down these 3 on stickies: Personal visit, telephone call, personal letter and put them on the line with the personal visit closest to the philanthropic fundraising end and the other two next to it
- Ask kids to read their item and then to place it on the line where they think it falls – referring again to the checklist
- Ask: where do most activities fall? Closer to Most or Least Philanthropic?
- Does this surprise you? Why?
- Was it difficult to figure out how philanthropic your past fundraising efforts have been? Why or why not?
- What about readathons, walkathons, mathathons? (In the middle)
- Where would the sale of raffle tickets fall? Sale of wrapping paper? Why?
- What about visiting a business to ask for a donation to benefit the community's parks fall? Why?
- Talk about Personal Visit, Phone call and Personal letter and why those are more philanthropic . . . and emphasize that a personal visit is the most philanthropic. Ask why?
- How do you build relationships? (By personal visits)
- Ask: So what is the most philanthropic way to raise funds? (Personal visits/relationships)

Discuss:

In nonprofit organizations, there are staff who work for the organization, and one of the positions is the **professional fundraiser**, often called the Development Director. That person's job is to develop the plans for how the organization will raise the money it needs to accomplish its mission.

Nonprofit organizations also have many people involved who believe passionately in the cause and want to help it succeed. These are the **volunteers**. And volunteers are stewards.

What is stewardship? **Stewardship** means taking care of something because you want it to grow and thrive. If you have a pet, you are the steward of your pet because you take care of it and want to see it healthy and happy. If you have an organization you care about, you are a steward when you help it to grow into the future and get the funding it needs to survive and help others.

What are some ways you can be a steward of an organization?

- Be an active participant
- Volunteer

- Make a financial or other kind of gift first
- Tell your friends and family the organization and stories about the good it is doing
- Recruit others to help
- Invite donors to invest in the work of the organization

Ask: So who do you think might invest, by giving money, to an organization?

(Family, friends, people who have an interest)

We call these individuals **prospects** – because they are people who might make a gift to the organization you are trying to help. They are prospective donors.

Ask: And what might want to encourage them to make a gift and become a **donor**?

(Learning about the organization, learning how the organization is helping solve problems, learning what you are doing to help, wanting to make a difference themselves)

By telling them about the good things your organization is doing, you are helping them to have a relationship with that organization. And because you asked them to help! And that is the big secret to successful philanthropic fundraising!

### ***Culminating Activity (Unit review):***

Ask students what important ideas have they taken away from today's discussion. Ask them to talk about the six ways to steward an organization.

### **Homework Assignment:**

Have students count to six. All of the ones take the first way to steward (Be an active participant) and ask them to think about that and write in their journals three ways they could be an active participant with an organization. Ask the twos to think about and write down three ways they could volunteer at an organization.

Do this with each of the numbers – and have the students share their ideas at the following meeting.

## **Unit 5: Hearing from Nonprofits and Selecting the Cause**

### ***Purpose:***

This lesson is designed have students hear from three nonprofits on the key issues they have identified and reach a consensus on one issue of concern to the class.

### ***Unit Participants:***

Teacher: The unit may be taught by the classroom teacher and/or an AFP member.

Students: 7<sup>th</sup> – 12<sup>th</sup> grade, 13 – 18 years old

### ***Duration:***

The lesson can be accomplished in one period of 45-60 minutes.

### ***Learning Objectives:***

The learner will:

- Understand the concept of making a difference through philanthropy
- Understand the role of non-profit organizations

### ***Vocabulary:***

- Constituents – who is served
- Every day philanthropist
- Goal
- Impact
- Legacy
- Mission
- Outcomes – difference or changes made in lives
- Outputs – numbers served
- Program
- Vision

### ***Materials Needed:***

- Glossary of philanthropy vocabulary

- Journals
- Lists of the three final issues from Unit 3
- Three speakers from the organizations
- Handouts from each organization
- Stickers for voting

**Teaching Process:** *(NOTE: Prior to class, facilitator should prepare each speaker to answer/address the following:*

1. Prior to introducing speakers, provide brief definitions of vocabulary words so that students will understand the terminology used by the speakers.
2. Introduce each speaker and allow 10 minutes for the above presentation and 5 minutes for input/questions from the students.
  - Clearly state the problem (issue) and define the **impact** on the community with statistics, stories, examples.
  - Talk about what's being done in the community to meet the needs created by this problem including what their organization is doing.
  - What is the **mission** and **vision** of their organization? Who are their **constituents**? What are their **goals, outcomes, outputs**?
  - What are the programs available to help relieve or change the problem?
  - What small steps could students be taking to meet the need?
  - What are doable, positive things an individual can do and suggest creative opportunities to look for?
  - How does this relate to the idea of the “**every day philanthropist**”?
  - How could the students be part of the solution?
  - *(Speaker should ask the students the following questions and list their responses on the respective lists):*
    - How do YOU want the world to be?
    - What difference(s) do YOU want to make?
    - What can YOU leave behind (**legacy**)?

**Culminating Activity:**

1. Following presentations, facilitate a full discussion of what they hear and what they think about what they heard
2. Give each student a ballot and ask for them to vote on which organization they want to support.
3. Count votes and announce the one issue that the majority of students voted on as the one to focus their fundraising efforts on.

***Learning Activity:***

Take the last 5 minutes for each student to write in their journal about why this issue and the organization they selected is important to him or her and any personal experience they have had in relation to this issue.

***Homework Assignment:***

Walking in Their Shoes

Write a 3-paragraph short story (that will not be shared) in which you imagine that are someone who is personally affected by the cause your class has selected. What is it like being (homeless, abused, addicted, abandoned, bullied, illiterate etc.), how are you treated by others, how it makes you feel and what do you wish would be different.

## **Unit 6: Creating a Request for Proposal (RFP)**

### ***Purpose:***

The students will learn how they can help one organization accomplish their mission.

### ***Unit Participants:***

Teacher: The unit may be taught by the classroom teacher and/or an AFP member.

Students: 7<sup>th</sup> – 12<sup>th</sup> grade, 13 – 18 years old

### ***Duration:***

The lesson can be accomplished in one class periods of 45-60 minutes.

### ***Learning Objectives:***

The learner will:

- Learn how to give time, money, goods and/or services

### ***Vocabulary:***

- Accountability
- Criteria
- Grant
- Grantor - Funder
- Grantee - Recipient
- Mission or purpose
- Questions
- Request for Funding Proposal (RFP)
- Requirements
- Spreadsheet
- Steward
- Stewardship

### ***Materials Needed:***

- Journals
- List from previous discussions of the one issue selected by the students

- Large white board or chart paper and multicolored markers
- More stickers, dots, stars

**Teaching process:**

1. At top of board, write the issue selected by the students.

***NOTE:** Throughout the following discussion, let the conversation take its course – depending on answers, ask other leading questions to keep discussion moving. If appropriate, have students come forward to write their answers on the list. You’re looking for the kids to be passionate, engaged.*

2. Label one column or page “Passions”
3. Ask: Thinking back to the last session and what you wrote in your journals, why or what do you care about this [problem]? (What are you passionate - care very deeply -about?) List answers, allowing brief time for those who want to share stories.
4. AND/OR: Being specific, let’s list everything about [problem] that bothers you. List.
5. Dot/sticker voting: Pick 3 things you are most passionate about. Count votes. Circle 1-3 passions most voted on.
6. Reach consensus on “passions” as students see them – how do you stand on these [three]? Indicate by: thumbs up indicate fully in agreement, thumbs to side means that they don’t completely agree but could support it, thumbs down means do not agree or need more information. (for those that vote thumbs to side, ask what is missing? What do they need to come fully on board? – this may clarify things for them and others)
7. From the “passions”, create a purpose or mission statement. This will eventually be used for the RFP.
8. Okay, this is what we care about, what we see the problem or concern to be...write it out.
9. Label another column or page “Goals”
10. Ask: Are these things that can be changed? What can we change? What can’t be changed? (Cross out what can’t change) How can we change the [problem]
11. Ask: What do we want to change?
12. Ask: What’s missing to make things right?
13. Ask: What do you want to see being DONE?
14. List all these things as “goals”.
15. Dot vote and reach consensus.
16. From these “goals”, create the list of criteria - keywords. Change the heading on the page from “goals” to criteria.
17. Say to class: Let’s create a list of questions you would want to ask an agency to find out if they are doing what you think is important and want to support with the money you earn. List
  - a. Make sure to include identified (from lists) keywords in the questions asked.
  - b. Some ideas: What is your mission statement? Tell us what your organization does. Who do you serve? How many [people] do you help? How much does it cost? How does your program change things (impact)?

**Learning Activity:**

Divide the group into four parts:

1. One will create purpose and criteria
2. One will create guidelines
3. One will create questions
4. One will research agencies to send RFP

***Culminating Activity:***

1. Pull all the parts together to create one RFP to send out.
2. Determine who to send the RFP to, including the AFP representative who can also send out more widely.
3. Talk about ways to “grade” the RFP’s when they are returned.
4. Create a spreadsheet which might include:
  - a. Search for keywords in answers – eliminate those that don’t compare
  - b. Compare their mission statement to ours – eliminate those that don’t compare
  - c. On scale of 1-10, how good is their program?
  - d. Can we understand their answers?
  - e. Can we participate?

***Homework Assignment:***

In your journal, write down how you feel about what happened in today’s class. How did it feel to be part of a group? How did it feel to agree or disagree with your classmates? How did it feel to find things we had in common or shared? How do you feel about the outcome (RFP)?

## **Unit 7: The Ethics of Fundraising**

### ***Purpose:***

This lesson is designed to introduce students to the ethical standards and principles that are the foundation for building and maintaining trust with volunteers and donors.

### ***Unit Participants:***

Teacher: The unit may be taught by the classroom teacher and/or an AFP member.

Students: 7<sup>th</sup> – 12<sup>th</sup> grade, 13 – 18 years old

### ***Duration:***

The lesson can be accomplished in one class period of 45-60 minutes.

### ***Learning Objectives:***

The learner will:

- Understand that philanthropy is built on trust
- Define ethics and identify examples of ethical practices
- Be introduced to the ethical principles of philanthropy
- Become aware of the Donor Bill of Rights

### ***Vocabulary:***

- Accountability
- Confidentiality
- Donor Bill of Rights
- Ethical fundraising
- Ethics
- Honesty
- Trust

### ***Materials Needed:***

- The Donor Bill of Rights

- Top Ten Reasons to Become a Professional Fundraiser
- Ethical giving scenarios for culminating activity
- Journals

***Teaching process:***

1. Begin by asking students to define the word **ethics**: (Meaning: the code of good conduct for an individual or group. Example: The ethics of scouting requires scouts to be loyal, clean and reverent.

Discuss the moral standards we share: trust, honesty, compassion, respect, etc. Have students contribute to the list and share personal examples. Why are ethics important to individuals and groups? Give an example of a shared standard, such as compassion, using the earthquake in Haiti or other catastrophic event.

2. Charity is built on public **trust**. Ethics guide the conscience of fundraising as a profession. People will give their time, talent and treasure to organizations they trust, are **accountable** and live their mission. Trust is essential to all aspects of philanthropy.
3. What is **confidentiality**? How does it compare to secrecy? What kinds of things are considered confidential? What happens when someone breaks confidentiality?
4. Why are ethics important in philanthropy? (Answer: So people giving their time, talent and treasure to an organization know it will be used correctly.) When I make a donation to a scholarship fund, I want to be assured the money will be directed to help a student with his or her tuition.
5. How do donors know their contributions are properly used? (Answer: They may request an accounting of funding for the organization. Ideally, donors receive regular correspondence from the organization: acknowledgment letter, newsletters, IRS Form 990 and annual reports.)

Additionally, people can access information on the organization online (put on board): [www.guidestar.org](http://www.guidestar.org), [www.foundationcenter.org](http://www.foundationcenter.org), [www.charitynavigator.org](http://www.charitynavigator.org). Other ways include contacting the Better Business Bureau, the local Community Foundation and looking at the organization's website.

6. Discuss: members of AFP – the Association of Fundraising Professionals – promise to live by a written Code of Ethics, which include things like:

- Putting the organization's philanthropic mission above personal gain
  - Acting according to the highest goals and visions of their organizations
7. Discuss: AFP, working with several other national organizations, created the Donor Bill of Rights (distribute), for both donors and fundraisers. Ask students to read aloud each item.
- Ask: Is any one right more important than the others?

Why is confidentiality important?

What should be the consequences of breaking confidentiality?

Why should people who are asking for contributions identify their relationship or connection to the organization?

***Learning/Culminating Activity:***

Divide the class into small groups and give each group the two ethical situations provided. Ask them to read and discuss each case and come up with an answer to the question. Lead a discussion about their answers, asking why they came to that conclusion, and whether the Donor Bill of Rights addressed the issue in any way?

***Homework Assignment:***

Go online and research one of the nonprofit organizations to which you sent an RFP. Gather as much information as possible and then write a brief summary of the organization in your journal. See what information you are able to get that deals with ethics and be sure to highlight that in your summary. Your summary should also include the amount of money raised by the organization in the previous year.

## Unit 8: Creating the Case for Support

### ***Purpose:***

This lesson is designed to help students understand how to develop and deliver *their* message on why the selected cause deserves support.

### ***Unit Participants:***

Teacher: The unit may be taught by the classroom teacher and/or an AFP member.

Students: 7<sup>th</sup> – 12<sup>th</sup> grade, 13 – 18 years old

### ***Duration:***

The lesson can be accomplished in one period of 45-60 minutes.

### ***Learning Objectives:***

The learner will:

- Understand the importance of crafting a clear & concise case for support
- Experience creating of a case statement

### ***Vocabulary:***

- Call to action
- Case for support
- Need
- Solution

### ***Materials Needed:***

- Glossary of philanthropy vocabulary
- Journals
- Articles / information regarding the selected cause
- Website and pamphlets from organizations addressing the selected cause

### ***Teaching Process:***

Explain that today's class will focus on how organizations communicate their need to potential donors in a way that will encourage philanthropic support.

Have students briefly discuss why they felt the cause they selected was important. Write these reasons on the board.

Explain that the case for support is a *call to action* developed using the reasons listed on the board, specific facts and stories.

The purpose for the case for support is to encourage or inspire people to do something, typically through the gift of time (volunteering) or money (donations).

The case for support must tell *why* support for this cause or organization is important.

- a. Remember: there are many causes, and each cause has many organizations supporting it. Also, people will always have the choice to simply do nothing – the case for support tries to inspire action.

Components of a case for support: (*distribute pamphlets or display website on overhead to analyze a good and/or bad case for support*)

- b. Present the need – tell the audience what the situation is and why it needs attention. *Example: Each year, more than 1,000 local families are affected by hunger.*
  - i. Supporting details – give specific data or tell an individual story to support the need.
- c. Present the solution – tell the audience what is being done to address the need. *Example: Helping Hands Foodbank works closely with more than 30 local shelters, schools and religious organizations to provide food and support to those who need it most.*
  - i. Supporting details – specific data and/or stories
- d. Call to action – tell the audience what *they* can do to help. *Example: Join us today by making an online donation to erase hunger at [www.website.org](http://www.website.org).*
  - i. The call to action must be specific.

***Culminating Activity:*** Put students in small groups to workshop their case for support. Have each case for support written on black board or on large paper for display. Have the class rework a unified case for support and call to action that will be used when writing a fundraising plan.

### ***Learning Activity:***

Take the last 5 minutes for each student to write in their journal about where else (besides the non-profit world) we see cases for support.

***Homework Assignment:***

Think of a specific example where a product advertisement demonstrates the components of a case for support (need, solution, call to action) *Example: Hotel billboard on an interstate (need: lodging / solution: hotel / call to action: exit now)*. Write a few paragraphs on how for-profit marketing (hotel billboard) is similar and different than a non-profit's case for support.

## **Unit 9: Evaluating the RFP and selecting the grantee**

### ***Purpose:***

This lesson is designed to provide students a basis from which they will be able to make informed, thoughtful evaluations of the proposals received.

### ***Unit Participants:***

Teacher: The unit may be taught by the classroom teacher and/or an AFP member.

Students: 7 – 12 grades, 13- 18 years old.

### ***Duration:***

The lesson can be accomplished in one class period of 50 minutes.

### ***Learning Objectives:***

The learner will:

- Understand the basic organizational structure of non-profit organizations (administrative, development, program)
- Determine objective and subjective evaluates for organizations' community impact
- Analyze proposals using evaluation tool created in Unit 5

### ***Vocabulary:***

- Administration
- Collaboration
- Community Impact
- Development
- Evaluation
- Priorities
- Program

## Materials Needed:

- White/blackboard or flip-chart
- Proposals from organizations
- Evaluation tool (see Unit 5)

## Teaching process:

Ask students to use their journals during class to record important points.

- Discuss the basic structure of non-profit organizations:
  - Administration: provides leadership and direction, “face” of the organization. Depending on size, may provide day-to-day operational oversight / management
  - Development: coordinates plans and activities to provide the necessary resources to maintain and grow the organization’s mission. Resources may include financial (money), human (volunteers), or in-kind (products or services)
  - Program: plans and implements activities to support the mission of the organization. Activities vary greatly depending on the size, scale and purpose of the organization.
- Discuss community impact:
  - Community impact can be evaluated in a variety of ways including:
    - Number served – individuals/families, animals, etc.
    - Economic impact
    - Community engagement
    - Intrinsic value – (i.e. what happens if it is *not* there)

## Learning Activity: *Philanthropy’s impact*

All philanthropic activities should have a positive community impact. As you prepare to evaluate the proposals you have received, consider what you can do as a group to make sure that ***your*** philanthropy has the greatest impact.

- Facilitator: ask students to brainstorm ideas to ensure this project has the greatest impact. Ideas include:
  - Advocate cause
  - Volunteer time
  - Considerations when evaluating proposals
- Write ideas on whiteboard
- Determine what group will do as a whole, and individuals will do to provide the greatest philanthropic impact in the community

## **Unit 10: Developing a Fundraising Plan**

### ***Purpose:***

This lesson is designed to help students learn there are many components to fundraising, and effective fundraising requires a plan to raise funds to support their cause.

### ***Unit Participants:***

Teacher: The unit may be taught by the classroom teacher and/or an AFP member.

Students: 7<sup>th</sup> – 12<sup>th</sup> grade, 13 – 18 years old

### ***Duration:***

The lesson can be accomplished in one period of 45-60 minutes.

### ***Learning Objectives:***

The learner will:

- Understand the fundraising process and how to engage others
- Understand the different types of fundraising
- Learn how to create a fundraising plan

### ***Vocabulary:***

- Fundraising plan
- Fundraising project
- Personal gift
- Solicitation

### ***Materials Needed:***

- Glossary of philanthropy vocabulary
- Journals

### ***Teaching Process:***

Explain that non-profit organizations must be pro-active even beyond a compelling case for support. ***They work to develop a formal fundraising plan.***

Explain that today the class is going to create a fundraising plan to raise the money that they will contribute to the organization they select.

Things to consider for the plan:

1. How much are we going to raise? (Setting the goal)
2. Who is going to raise it? (Understanding that everyone will be involved)
3. How are we going to raise the money?
  - Review the three kinds of fundraising: giving, asking others to give, raising money through a project
  - Talk about whether each piece should be a part of the plan (pointing out that although they may not have much to give, it is much easier to ask others to give if you have given something yourself)
  - Make a list of strategies that fit with the mission and effectively uses the available skills & resources.
  - Discuss ideas for a fundraising project they could do
4. Components of the plan (talk about each one and ask them for their input)

Components of your fundraising plan:

  - Goals
  - Types of fundraising to be used
  - Activities
  - Responsible persons
  - Timeline
  - Cost (Be sure to talk about the fact that some fundraising projects cost money, and they have to take into consideration whether there will be costs involved and where the money to cover those costs will come from.

### ***Culminating Activity:***

Using the case for support and call to action previously created, along with the listed components, divide the class into groups and each takes one piece of the fundraising plan to write.

### ***Homework Assignment:***

??

## Unit 11: Developing the Fundraising Project

### *Purpose:*

This lesson is designed to provide students with the experience of creating and implementing a fundraising project.

### *Unit Participants:*

Teacher: The unit may be taught by the classroom teacher and/or an AFP member.

Students: 7 – 12 grades, 13- 18 years old.

### *Duration:*

The lesson can be accomplished in one class period of 50 minutes.

### *Learning Objectives:*

The learner will:

- Understand the types of fundraising projects that can be undertaken
- Understand the types of fundraising that can be included in the project: giving, individual asks and event fundraising
- Participate in the selection of the project to be done
- Understand the structure necessary to run an event or project
- Set a financial goal for the project
- Develop a timeline for completing the project
- Develop a plan for completing the project
- Thanking donors and participants

### *Vocabulary:*

- Accountability
- Acknowledgement and thank you
- Budget
- Fundraising project/event
- Gifts vs. sales
- Net fundraising total

- Organizational structure
- Reporting
- Timeline

***Materials Needed:***

- Fundraising event “cards” – descriptions of simple ideas for fundraising projects/events (readathon, spaghetti or pancake dinner, car washes, partnership with local restaurants for dining out night, local retail outlets with fundraising programs, carnivals, race, straight “appeal” campaign, game day, grow/sell project, etc.)
- Sample project check-list
- Sample project timeline

***Teaching process:***

- Ask students to suggest fundraising projects they have heard of that they might like to undertake. Be sure to suggest several that they might not come up with – make a list on the board
- Divide the class into 6 groups. Select six projects and give each group a project card. Ask them to discuss the project for 10 minutes and determine:
  - Does the project make sense in support of the organization we have selected?
  - Will it work for our school or neighborhood?
  - Will we be able to complete it over the next month or less?
  - Is there enough to do so that everyone can be involved?
  - Does it have potential to result in a reasonable amount of money raised?
  - Will it be fun?
- Have one person from each group share what they decided. Lead a discussion about the pros and cons of each, including the concept that selling something raises money, but is not philanthropy because the person “buying” is getting something for their money.
- Vote to determine the project.
- Discuss with the class what the fundraising goal for the project should be. Be sure to talk about whether they should include personal giving and asking for gifts as a part of their plan, and how much they should try to raise from each of these efforts.
- Talk about what expenses they may have in completing the project and the fact that expenses have to be paid before they will have a “net fundraising total”.
- Review the sample flow chart and discuss what work needs to be done to have a successful project. Ask students to volunteer for each committee.
- Move groups into committees and give them the sample checklist and timesheet and ask them to update for their part of the project.
- Bring students back together and build the new timeline on the board and discuss how the project will go forward from this point.

### ***Learning and Culminating Activity: The Project***

Over the next several weeks, the AFP chapter volunteers, together with the teacher, will work with the class to do the project and/or hold the fundraising event.

### ***Homework Assignment:***

In your journal, record your experiences working on the project, including your specific role and how you feel about the work you are doing. Ask yourself:

- Do I like this project? Why or why not?
- How does the project help your class raise money for the organization you selected?
- As the process moves along, how would you change how things are being done and what things do you think could be done better? How?
- Is it easy to talk to others about the organization and the project?
- Is there something more you would like to do to help your organization?

*(Note to workgroup: Develop a handout with survey evaluation questions we want)*

## **Unit 12: Wrap-Up and Review**

### ***Purpose:***

This lesson is designed to help students bring closure to the fundraising experience through group processing and evaluation of the fundraising project, reviewing the key messages of the curriculum, and answering any questions the students may have about their experience.

### ***Unit Participants:***

Teacher: The unit may be taught by the classroom teacher and/or an AFP member.

Students: 7<sup>th</sup> - 12<sup>th</sup> grade, 13 - 18 years old

### ***Duration:***

The lesson can be accomplished in one period of 45 - 60 minutes.

### ***Learning Objectives:***

The learner will:

- evaluate the fundraising project
- discuss the community impact and personal reward associated with the project
- review the Youth in Philanthropy curriculum and discuss perceptions of fundraising as a career option

### ***Vocabulary:***

- Case for support
- Common good
- Execution
- Fundraising
- Fundraising project/event
- Logistics
- Passion
- Philanthropy
- Planning

- Public awareness
- Success

***Materials Needed:***

- Journals (specifically, homework assignment from Unit 11)
- Project flow chart, check list(s), and timeline
- Publicity materials
- Completed budget statement for project/event
- Case for support (Unit 8)
- Donor Bill of Rights
- AFP Code of Ethical Principles and Standards
- Top 10 Reasons to Consider a Career as a Professional Fundraiser

**Teaching Process:**

- Put the project timeline created in Unit 11 up on the board
- Ask students to comment on how the actual project activities match up to what was planned in the original project timeline. Students can refer to journal entries
  - What went well? What didn't go so well?
  - What could have been changed to improve the project/event?
- Have a student volunteer (? Finance committee) present and review the completed project budget statement to the class (expenses, revenue, net fundraising total)
  - Was the fundraising goal met?
  - Did everyone contribute *in some way* (refer to personal giving plan, if any); emphasize importance of percentage of participation versus amount of gifts (100% support for project demonstrates commitment)
- Review the case for support developed in Unit 8 with the class and have them discuss why this cause was important to them individually
- Discuss with the class how they feel about what will be accomplished with the money they have raised.

***Learning Activity & Culminating Activity:***

- Break the class up into three (3) groups; give one group the Donor Bill of Rights, one group the Code of Ethical Principles, and one group the Top 10 Reasons flyer
- Have each group discuss their document and what they've learned in relation to it during the course of the YIP Curriculum (10 minutes)
- Have a spokesperson for each group present a summary of their discussion to the class

***Homework Assignment:***

In your journal, record your conclusions about becoming a professional fundraiser. Ask yourself questions like:

- Do I like working to support a cause or community need? Would I prefer working directly to address the need (i.e., as a social worker, service provider, etc.)? Why or why not?
- Do I think I could articulate needs and advocate for organizations with potential supporters?
- Do I feel comfortable asking others for support (financial or otherwise)?
- Has my perception of professional fundraisers changed as a result of this course?
- Do I feel like I can see the big picture of how needs are identified, validated, funded and met?

## Let's Party! Celebrating Our Success

### ***Purpose:***

This celebration is designed to allow students to plan and stage the grant check award ceremony, and to acknowledge their own team success, and thank sponsors supporters and donors.

### ***Participants:***

Teacher, Participating students and invited guests.

### ***Duration:***

The event should last 30 – 45 minutes.

### ***Learning Objectives:***

The learner will:

- Schedule and plan a grant check award ceremony
- Develop a comprehensive guest list (organization representative(s), dignitaries from school, AFP chapter, community, members of media, etc.)
- Identify students, sponsors, and donors who should be recognized
- Determine appropriate recognition (certificate, plaque, trophy, etc.)
- Draft press release and other announcements
- Put on the event

### ***Vocabulary:***

- Benefactor(s)
- Donor
- Event program
- Funder
- Grantee
- Public recognition
- Sponsor

***Materials Needed:***

- Ceremonial check for presentation
- Invitations
- Case for Support
- Press release
- Certificates or awards
- Event flow chart
- Event check list
- Event timeline
- Refreshments

***Teaching Process:***

- Prior to the class, have the teacher or AFP representative work with the grantee to determine availability for a presentation ceremony
- Based on the potential dates provided by the grantee, have the students select a date and time for the event, allowing enough time for planning and execution
- Help the students prepare an event flow chart to determine what committees will be necessary to execute the event (invitations, public relations, program, refreshments, awards, etc.)
- Allow the students to select the committee they would like to serve on
- Have the students break up into their committees to draft their plans

***Culminating Activity: Grant Presentation & Recognition Event***

Students will plan and complete all necessary activities for the grant presentation and recognition event with guidance from the teacher and/or AFP representative

***Homework Assignment:***

Ask students to reply to the survey that will be sent out electronically.

Go out and make a difference in your world!