

Giving to a cause

Students create a poster to persuade others to support a cause helping an imaginary community in need.

Learning goals

Big idea

People often give their money, things, and time to help people and organizations they care about.

Essential questions

- What can people give to others and to their community?
- How can people be persuaded to support a cause?

Objectives

- Understand different ways to give
- Explore ways to persuade people to support a cause

What students will do



- Learn about ways people can support a cause.
- Create a poster to persuade people to support an imaginary community in need.

NOTE

Please remember to consider your students' accommodations and special needs to ensure that all students are able to participate in a meaningful way.

KEY INFORMATION

Building block:

-  Financial habits and norms
-  Financial knowledge and decision-making skills

Grade level: Elementary school (4-5)

Age range: 9-11

Topic: Spend (Buying things, Giving to others)

School subject: English or language arts, Fine arts and performing arts, Social studies or history

Teaching strategy: Simulation

Bloom's Taxonomy level: Understand, Apply, Create

Activity duration: 75-90 minutes

National Standards for Personal Financial Education, 2021

Earning income: 4-6

Spending: 4-1, 4-2, 4-5, 8-1

Managing risk: 4-1, 4-2, 8-1

These standards are cumulative, and topics are not repeated in each grade level. This activity may include information students need to understand before exploring this topic in more detail.

Preparing for this activity

- While it's not necessary, completing the "[Practicing giving](#)" activity first may make this one more meaningful.
- Print copies of all student materials for each student, or prepare for students to access them electronically.
- Obtain paper and art supplies or computers or tablets with design software for students to use to create their posters.
 - If students create posters digitally, obtain access to a printer so they can print the posters.

What you'll need

THIS TEACHER GUIDE

- [Giving to a cause \(guide\)](#)
[cfpb_building_block_activities_giving-cause_guide.pdf](#)

STUDENT MATERIALS

- [Giving to a cause \(worksheet\)](#)
[cfpb_building_block_activities_giving-cause_worksheet.pdf](#)
- Paper and art supplies or computers or tablets with design software

Exploring key financial concepts

Many people try to help others. People often choose to help with what they consider a "cause." A cause is something (such as an organization, belief, idea, or goal) that people support. For example, someone might feel that helping animals is a cause. That person might support an animal shelter. Or someone might decide that finding a cure for a disease is a cause. That person might support organizations that help with medical research. Giving something to help a person or organization is also called donating.

Donating money is one way we can support a cause. We also can donate things. For example, we could bring food to a community food drive or donate nice things that we don't need to a thrift store that helps people. Volunteering is another way

TIP

Because practices related to giving can change, students should be encouraged to always look for the most up-to-date information.

to support a cause. Volunteering means doing something helpful for other people without getting paid to do it. If you help at a school bake sale, that's volunteering. Many people volunteer by doing something they're good at. A person who can fix houses may volunteer with an organization that builds homes for people who lost their homes in a storm. A singer might volunteer to perform at a special concert to raise money for a hospital. Persuading others to support a cause is another way to volunteer. Supporting causes is an important way we can give to others.

Teaching this activity

Whole-class introduction

- You can read the "Exploring key financial concepts" section to students to help explain what a cause is.
- Ask students to share causes they know or care about. Examples could include fighting a specific disease or helping their local library get new computers.
- Ask students if they've ever supported a cause or know someone who has.
- Tell students that another way to support a cause is to persuade other people to support the cause, too.
- Explain that they'll create a poster to persuade people to support a cause.
- Be sure students understand key vocabulary:
 - **Cause:** Something (such as an organization, belief, idea, or goal) that people support or fight for.
 - **Donate:** To give something (like money, food, or clothes) to help a person or organization.
 - **Volunteer:** To do something helpful for other people without getting paid to do it.

TIP

Visit CFPB's financial education glossary at consumerfinance.gov/financial-education-glossary/.

Individual work

- Distribute the "Giving to a cause" worksheet, paper, and art supplies to students.
- Tell students that they'll read about an imaginary community in need and choose from among three causes to support.
- Explain that they'll answer questions on the worksheet to help plan their posters.
- Explain that their posters should:
 - Say what the cause is

- Give at least one reason why people should support it
- Include at least one image that represents the cause
- Review the causes with the students and give them time to choose.
- Students will then create their posters.

Wrap-up

- When students are done, have them hang their posters in a line in a designated area of the classroom.
 - Hanging the posters along the board, across a blank wall, or even on their lockers or cubbies may work well.
- Have students view their classmates' work by taking an "art walk":
 - Have students begin at their own poster.
 - Tell them to move to the next poster on the right.
 - Count to 10 and then have students move to the next poster on the right.
 - Repeat until students are back at their own poster.

Suggested next steps

Consider searching for other CFPB activities that address the topic of spending, including buying things or giving to others. Suggested activities include "Exploring needs and wants" and "Spending more than money on a pet."

Measuring student learning

Students' posters and answers during discussion can give you a sense of their understanding. **Keep in mind that students' posters may vary, as there may not be only one right approach.** The important thing is for students to have reasonable justification for their approach.

Scoring rubric

If you choose to use the scoring rubric below to grade this activity, be sure to share it with all students so they know what criteria matter most and they can plan accordingly.

Criteria	Possible points	Points earned
The poster says what the cause is.	10	
The poster gives at least one reason why people should support the cause.	10	
The poster includes at least one image that represents the cause.	10	
Total points	30	