



Lucky Money: Penny & Food Drive

Source: <http://live-learning-to-give.pantheon.io/units/lucky-money-penny-drive/lucky-money-penny-drive>

Standards: Please refer to website for specific standard look up.

<http://live-learning-to-give.pantheon.io/units/lucky-money-penny-drive/lucky-money-penny-drive#block-views-ae565e9bc923c99f39e8017da09af2c7>

Duration

One 30 to 45 minute class period

Objectives

The learner will:

- Learn or review the definition of philanthropy and recognize themselves as philanthropists.
- Differentiate between the vocabulary words save, spend and donate.
- Brainstorm reasons to give and options for donating.
- Realize that he or she can make choices with money.
- Reflect on themselves as philanthropists and their contribution to the relief effort.
- Hold a penny drive or collection of goods, donation to can brought to Kansas State Fair for Reno County Food Bank donation. Students will have the chance to participate in Hunger Fighters scavenger hunt to learn more about hunger and food production within their communities. (Kansas FFA Association Agriculture Educational Exhibits/Wick Buildings, Gate E5)

Materials

Chart paper and markers

Student copies of Attachment One: Letter to Families and Care Givers

A copy of the book *Sam and the Lucky Money* by Karen Chin (see Bibliographical References). This book is available in most school media centers and at the public library.

Reflection

Reflection plays a very important role in promoting student learning. The following suggested activities are ways to help students reflect on their learning after they have participated in a service event. Choose one or more of the activities most appropriate to the service event and your students.

ACTIVITY ONE:

Provide each student with a cutout of a green, orange, yellow, and blue gum ball (a circle). On each green gum ball have the students write what they did during the Kansas State Fair Food Drive. On each orange gum have them write what impact they felt they made because of what they did. On the yellow gum ball have the students write a word that represents how they felt. On the blue gum ball have the students write something that they might do in the future to be helpful. Have students share their “gum balls” with a partner. After their sharing, have the students come to the display area and place their four gum balls inside the outline of a glass topped gum ball machine. (NOTE: Each gum ball should be displayed so that what is written on it can be easily read.) Should the “Gum ball Machine” not be “filled up,” encourage the students to add additional blue gum balls as they think of additional activities they could do to be of service.

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ACTIVITY TWO:

Have the students share what chores they are responsible for doing around their home. Record these responses on a display board for all to see. Have the students look for commonalities and differences. Lead the students in a discussion that explores why doing these chores might be helpful to everyone in the family; how they contribute to the “common good” of the family. Now, lead the students in a discussion about the Kansas State Fair Food Drive and have them explain what it is they did during the Event. Record their responses next to their “chores” responses on the display board. Lead the students in a discussion that explores the importance of doing their “chores” as a member of the community; why taking part in the Event might be helpful to their family, school, and/or community.

Ask the students how they feel about doing their “chores” around the house. Record their responses on the display board. Then encourage them to share how they felt while being involved in the Event and have them compare their “chore” feelings with their “Event” feelings. Note similarities and differences and encourage them to draw some conclusions.

ACTIVITY THREE:

Show the students a variety of pictures of various candy bars (or have a variety of candy bars on display). Ask the students to think about their favorite candy bar. Have them share what it is about their “pictured” candy bar that appeal to them.

For example:

How do they feel while they are thinking about their favorite candy bar?

How do they feel while they are actually eating their favorite candy bar?

How do they feel after they have actually eaten their favorite candy bar?

Do they think that they might eat another of those candy bars in the future?

Do they think they might try a different kind of candy bar in the future?

Have the students think about and share with the class how eating their favorite candy bar and their having been involved in this most recent service project(Kansas State Fair Food Drive) might be alike. Conclude this reflection by having the students share their favorite part about this service project and explain why.

Bibliography

Chin, Karen. *Sam and the Lucky Money*. Lee and Low Books (reprint edition), 1997. ISBN: 1880000539.

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INSTRUCTIONS

Anticipatory Set:

1. Ask the students “If you had \$10, what would you do with the money?” Ask students if they ever receive money as gifts for holidays and special occasions or if they earn money or an allowance through doing jobs. Ask students what they usually do with their own money. Tell the students that today they are going to learn about choices children and adults have in making decisions about what to do with their money.
2. Tell the students that there are three things a person can do with their money. They can spend it, save it or donate it. On three separate pieces of chart paper, list the following words as headings: save, spend and donate. Lead a class discussion generating ideas to define these vocabulary words. (What does it mean to spend money? How do people save money? What does it mean to donate money?) List the children’s response on the appropriate charts.

3. Following are some definitions for the teacher’s reference only:

Save:

- A. to put by as a store or reserve (part of an allowance each week); to accumulate, hoard or make larger.
- B. to put aside for a particular purpose or occasion (a favorite shirt for a special day or some candy to share with a friend).

Spend:

- A. To pay out, trade money for goods, use money freely.
- B. To make use of, employ.
- C. To exhaust or wear out by use or activity.

Donate: To make a free gift or a grant of; contribute esp. to a charitable cause (money for a soup kitchen, food pantry, or a faith organization) or toward a public-service institution (a business donated a site for a park).

4. Set aside the “Save” and “Spend” charts. Tell the class that you are going to teach or remind them of a word related to the word “donate.” Philanthropy is “giving time, treasure and talent, and taking action for the common good.” Write that definition on the chart. Talk about what the students’ treasures might be (money, candy, a special toy,

Cross Curriculum

The class may hold a penny & food drive to raise money for delivery at the Kansas State Fair. To hold the competition, each class or team competes against all others. Each team has a jar & bin in a central location labeled with the team name and the charity they are raising money for (Reno County Food Bank). The idea is to earn the most money & food for your class or grade. In a penny or food war, teams try to collect the most food, pennies, and silver coins count against their total. This creates a competition where other teams try to sabotage the other teams by adding silver coins or dollar bills to the competitors’ jars. The value of the coins count against the total, so a quarter subtracts 25 points from a jar of pennies. You can have two winners: one winner is the team that has the most points and another winner collects the highest monetary value.

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etc.). Tell the students about some local examples of philanthropy: a park donated or maintained by someone, a soup kitchen, art events, etc. Talk about who benefits from philanthropy and the meaning of the core democratic principle of “common good” if the students are not familiar with it.

5. Read aloud the book *Sam and the Lucky Money* by Karen Chin (See Bibliographical References).
6. Discuss the concepts from the book: Ask the students to recall what choices Sam had for his money. What did Sam finally do with his money? Have the students ever felt the way Sam did in the story when he was angry that he didn't have more money? Have students ever felt like giving their money to someone who needed it more?
7. Ask the students to list groups that they are familiar with that ask for donations (Hurricane Disaster Relief, animal shelters, Salvation Army, United Way). Ask the students to think about all the people and/or possessions they have in their homes that are important to them, and to imagine what it might be like to lose people you love or things that are important to you. Tell them that many people just like them experience losses due to some tragedy. Ask the children to reflect about why someone might want to help by sharing or donating money or other goods in response to the need of someone else.
8. Explain to the students that they have an opportunity to join together as a class and school to donate money (or other items) to a cause.
9. Tell them that they may bring in coins from home. Talk with the students about where the money might come from. Suggest that they might offer to do jobs for family and friends to earn money, or their families might help them collect money from family members and friends.
10. Send home a note introducing the project and explaining how you will be collecting money to donate to a charitable cause (See Attachment One: Letter to Families and Caregivers).
11. Ask the students how having other students involved in the collection (cooperation) might enhance the effects of the project.
12. As the money is collected, have students sort the food, coins and dollars collected each day and post the results. Students can produce a paper “Chain of Caring” to hang in the classroom or school to tally the donations. Each time the money & food is counted, students add a link to the chain, one link per dollar or can good, numbering each link so that the last link will indicate the total after each day. The same process may be used if items (rather than money or canned food) are collected.

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Dear Family,

Our class is learning about being philanthropists. A philanthropist can be anyone, of any age, who gives of his/her time, talent and treasure, and takes action for the common good. The lesson encourages students to think about choices people make with their own resources. We will learn the differences between spending, saving and donating.

The project involves collecting money and/or food to donate to a nonprofit organization. The children may use money from their own personal banks, earn money by doing extra jobs, or by enlisting help from family members and friends of the family.

This is not meant to be a major donation, but something from the heart and generosity of the students. Spend time with your child talking about where they can get some small change for this project. Please do not send your child door to door.

The money that our class gathers until the date of _____ will be collected in one large classroom container.

We will practice our math skills by sorting and counting the money.

Please talk with your child about the following vocabulary words and concepts:

Philanthropy: giving or sharing of time, talent or treasure, and taking action for the common good.

Spend: using money for immediate needs or wants.

Save: keeping for future needs or wants.

Donate: to make a gift of money, time or talent.

Community: a group of people that work, live or gather together for a purpose.

Charity: money or help given to aid the needy.

Thank you for your support!

Sincerely,