

THE PHILANTHROPY PROJECT

A Guide For Educators



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The Philanthropy Project

**is an interactive platform that offers
a way for youth to deepen their
understanding of issues they care
about, gain valuable experience in
planning and preparation, learn how
to take purposeful action, and
increase self-awareness and
confidence by reflecting on and
demonstrating their accomplishments.**

**By supporting students as they engage
in service learning campaigns, and
encouraging them to share the
process and the outcomes,
The Philanthropy Project helps
students become inspired and
generate new initiatives to address
a range of issues and needs.**

**As a result, the idea of philanthropy
{ the love of humankind } becomes
something we can all participate in.**

www.philanthropyproject.com



"Let's not underestimate the power
each of us has to change the world.
And let's not be afraid to try."



- Michelle Obama

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A NOTE FROM THE FOUNDERS:

*"We all have the innate power to be extraordinary:
it simply takes a commitment to better ourselves
and our world in ways both big and small."*

This idea took on greater meaning for us once we became parents, because we suddenly felt a responsibility to nurture the concept of a "commitment to philanthropy" in our daughter, not just in ourselves. And so began the idea for The Philanthropy Project.

Building upon a strong foundation of best practices in service learning, we've created a platform to support communities who provide opportunities for young people to make meaningful contributions to bettering the world.

Thanks to technology, youth have the means to make authentic connections with people, locally and globally. Our platform harnesses this interconnectedness, creating an environment where youth across the world are united in their desire to make a positive impact. When we enable youth to identify a need or cause they care about and pitch in with their wide array of interests, skills, talents, and knowledge - a combination of heart and mind - the possibilities are astounding!

The Philanthropy Project aims to nurture this engagement through allowing youth to create their own philanthropic campaigns, using a process that encourages deep understanding, inquiry, collaboration, action, and reflection. We provide resources to youth in both the process of philanthropy and in telling their stories to the world. Through discovering what inspires them and sharing it with others, students will grow and change with The Philanthropy Project, and together we will change the world!



AN INTRODUCTION:

What is philanthropy?

In these complex times when young people aim for greater understanding of the world around them, the ideas inherent in philanthropy have significant meaning. Students of all ages want to be involved in their communities. They see the good around them and the challenges people face. They have concerns about the health of our planet. They want to contribute to our collective well-being and they want to do this now.

Through a series of experiences and opportunities, The Philanthropy Project Curriculum Guide offers a way students can deepen understanding of issues they care about. Using the process of service learning, students participate in a reliable framework they can use again and again to transform ideas into action.

With this guide, students explore *Why Philanthropy Matters*, *Our Philanthropy Campaign*, and *What's Next?* Each section offers options for engaging experiences incorporating The Philanthropy Project platform, as well as extensive supplemental resources found on The Philanthropy Project website. By understanding the concept of philanthropy and following the five stages of service learning as they engage in various experiences, students will gain valuable skills and understand a replicable process to become advocates for causes they care about with tangible results.

“Be the change you wish to see in the world.”

- Gandhi

WHY PHILANTHROPY MATTERS

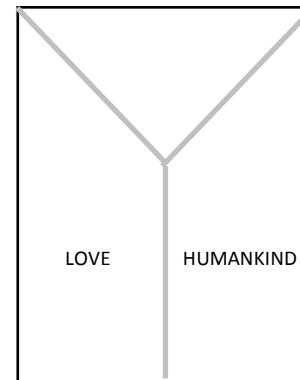
Defining and exploring "philanthropy" opens up conversations and new ideas. This leads to students discovering "what does philanthropy have to do with me?" Select from the following learning experiences, or try several. These are presented in a recommended sequence.

Love and Humankind

- Ask students to share first thoughts when they hear the word "philanthropy." Then share the following:
 - Philo from Greek "dear", "friend", "to love"
 - Anthropy from Greek "Anthropos", meaning "humankind"
 - Philanthropy: For the love of humankind
- Have students form groups with easel paper and markers.
- Allow three minutes for students to record words that come to mind when they hear "love," and words that come to mind when hearing the word "humankind." Then, in the "Y" they craft a definition of "Love of Humankind" in ten words or less and include an image; allow four minutes. Extend time as needed.
- Display and discuss. Students are developing skills of branding and logo design!

Mind Map

With the simple resources of easel paper and markers, in groups students develop a visual mind map with the word Philanthropy in the middle. Display and discuss.



Philanthropy can be carried out in a myriad of ways.

Regardless of which approach to service students decide to take, The Philanthropy Project platform provides comprehensive online resources that streamline the process of planning and executing service campaigns, while tracking the progress of both the learning and the service.

Keep in mind that when fundraising is selected as a method of responding to a societal need, combining this with taking direct action, advocacy, or research is highly recommended.

Exploring Philanthropy

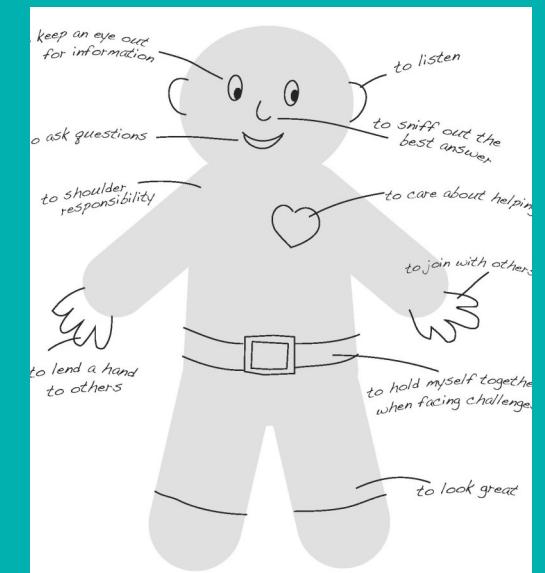
What does philanthropy look like? Visit the “Educator Community” section of The Philanthropy Project website and look at the *Exploring Philanthropy* area. Here you find a continually updated set of examples of philanthropy in action carried out all over the world. Some examples are initiated by youth, others are by adults including large corporations. Let the variety spark conversations and generate ideas. Challenge the students to find examples of philanthropy in their own backyard. Who are the everyday people spending time in food banks or coaching sports on weekends? How do students younger or older contribute to community gardens, assist organizations that have programs for people with memory loss, launch a new recycling awareness initiative, or raise funds for cancer research? Read newspapers, ask teachers, parents and neighbors, and keep an eye out for everyday day actions that add up to benefits for the community.

Build-a-Philanthropist

- Divide students into groups with 5-7 each; provide supplies for each group including a length of paper with a gingerbread body outline and markers.
- Draw a miniature body shape on the board to demonstrate. Inform students that they will help build a “Student Philanthropist.”
- Ask, “What is missing?” If a student replies “heart,” have the student come up and draw the item on the “student philanthropist.” Ask, “How will this student philanthropist use a heart?” Write the response (for example, “to care”) on the paper near the body part with a line connecting the heart drawing with the explanation.
- After two examples, students get the idea. More than two examples stifles student creativity.
- Every student, marker in hand, works simultaneously. Everyone joins in. All ideas are welcome.
- Add a reason for each part added, e.g., 2 eyes = 2 reasons. Student ingenuity is exciting to observe! A few examples originated by students without adult input: knees for humility and flexibility, a bald head for open-mindedness, a watch to be organized, and hands to connect with others.



[View a sample of the Build-a-Philanthropist document in the “Educator Community” section of The Philanthropy Project website.](#)



"A different world cannot be built by indifferent people."

- Horace Mann

Quote Discovery

Reference the document *Quote Discovery*, provided in the "Educator Community" section of The Philanthropy Project website. Engage students in conversations and experiences where they select quotes that they like, add more to the page, and discover who said these words and their role in philanthropic deeds. Using easel paper and markers, students can create quote art that leads to deeper comprehension, interpretation and depiction of significant statements in their own way. How can "quote art" be used to inspire and engage others?

 Students have taken quote art and created ceiling tiles for hospitals or visuals for elders in residential facilities of the quotes that are significant from their lives to stimulate memory.

My Reason to Serve

Following one of more of these experiences, pause to have students consider if they are finding a reason to serve. This can be expressed in writing or art, through the lyrics of a favorite song, or the expression of a societal concern. Allow time for thoughtfulness and personal expression. If a personal "reason to serve" has not yet emerged, continue with the Five Stages of Service Learning to increase awareness of issues and the discovery of "What matters to me?"



Use The Philanthropy Project platform as a way to collect these expressions. Visit www.philanthropyproject.com/why-i-serve to submit writing, video or art. Be inspired by other students' expressions of their reasons to serve.

Classroom Integration Ideas for The Philanthropy Project Campaign

Two documents can assist teachers as they consider how the ideas of philanthropy supports and advances academics.

Philanthropy Across the Curriculum gives ideas in many subject areas as conversation starters.

Across the Curriculum is a blank format so you can collaborate with your colleagues to discover your own curricular connections to philanthropy. Or, use another word at the center that relates to the cause your students have selected. Then let the ideas for curriculum connections emerge. Involve students, too!

OUR PHILANTHROPY CAMPAIGN

Creating a campaign on The Philanthropy Project platform

enables students to participate in a meaningful service learning experience that develops both knowledge and transferable skills. Students identify and verify a community need, and individually, in small groups or collectively develop a course of action. Whatever the issue and whatever length the campaign, students benefit from following the five stages of service learning.



Service learning is a research-based approach used within academics and also in co-curricular experiences. While described sequentially, these five stages comprise a dynamic process that students enjoy and that enriches participation in purposeful action to address authentic societal needs.

Have students create individual, group, classroom, or school-wide campaigns on The Philanthropy Project platform. You and your students will find a multitude of resources, ideas and inspiration on the site and through the stories of other students. As campaigns progress, The Philanthropy Project platform ensures that students experience each of the five stages of service learning.

What are the Five Stages of Service Learning?

- 1) Investigation
- 2) Preparation
- 3) Action
- 4) Reflection
- 5) Demonstration

Read on to find out more about each stage!

For International Baccalaureate Diploma Programme educators:
The five stages of service learning are also described in the new CAS Guide as the "CAS stages."



How long is a Philanthropy Project Campaign?

The Philanthropy Project Campaign length will vary and is best determined by the process rather than a schedule.

- If this campaign is connected to academics, did you meet the standards and benchmarks of content knowledge and skills?
- Have students experienced the five stages of service learning?
- Have students had adequate time to identify and understand the need and participate in meaningful action towards reaching their plan for impact?

STEP 1: INVESTIGATION

The investigation stage of service learning has two primary parts:

- 1) Begin with an inventory of student interest, skills and talents. Download the document *Personal Inventory*, provided in the "Educator Community" section of The Philanthropy Project website. Using this document, students trade papers and interview each other practicing skills of active listening, asking questions and taking notes on their partner's paper. Be sure to ask "How would you respond if your partner says 'I don't know'?" This reminds students that every person adds value. Students also discuss areas for personal growth, and ask for a time when their partner was helped, and a time their partner helped someone else. This can lead to a conversation on a key concept of philanthropy, "reciprocity." Create a master class list of all the interests, skills and talents, and areas for growth for reference throughout the campaign.
- 2) Identify a community issue of concern. Download the document *Mapping the Community*, provided in the "Educator Community" section of The Philanthropy Project website. Students use action research to find out community assets and current needs. This "MISO" method of action research includes using Media (newspapers, television, radio, journals, maps, internet, books), Interview (finding out from an expert), Survey (finding out what different populations think or know about a topic), and Observation and Experience (heightening their skills to see what is going on around them). Through action research and careful consideration of evidence, students uncover a significant need and are eager to get started.

A Pause for Reflection:

What did you like about the process of investigation? Any surprises? Are ideas percolating about taking action?

What Keeps Students Engaged?

Students connect their interests, skills, talents, and areas for growth with a cause they care about.

If students already have an idea of what issue they care about, the MISO Action Research method will help them gain deeper understanding and verify the need through interactions with the community.

ALL SUPPLEMENTAL DOCUMENTS CAN BE FOUND IN THE "EDUCATOR COMMUNITY" SECTION OF THE PHILANTHROPY PROJECT WEBSITE.

STEP 2: PREPARATION

Wait! Before jumping into action, engage in conversations for deeper understanding. Be sure questions are answered and plans are in place. Consider multiple perspectives related to your cause. Get organized, solidify partnerships, and rally the troops.

Download the document *What Government and Organizations are Doing About _____* (provided in the “Educator Community” section of The Philanthropy Project website) to determine what is already in place to respond to the identified need and find potential partners.

If this is a group undertaking, come up with the list of roles and responsibilities. Discuss ways to organize that model shared leadership. For example, students may work in pairs or small groups such as Financial Managers, Photographer/Videographers, Activity Planners, Logistics Crew, and PR Specialists. This organizational method shifts from hierarchical leadership to collaboration. Everyone contributes.

The Philanthropy Project Curriculum Guide is aligned to Common Core State Standards. For a list, visit the “Educator Community” section of The Philanthropy Project website.

A Pause for Reflection

What did you like about the process of preparation? What new skills are being developed or practiced? Any surprises? Are ideas percolating about taking action?



“How wonderful it is that no one need to wait a single moment before starting to change the world.”

- Anne Frank

STEP 3: ACTION

What kind of action provides the best response? Draw upon students' interests, skills and talents as they design ways to form their campaign.

Remember, a campaign is most often a combination of two or more kinds of service:

- **Direct Service** where the student interaction involves people, the environment or animals. For example, tutoring children in sports and nutrition, planting community gardens with elder partners, or helping to train guide dogs. Since short-term direct service has benefit when coordinated with partners, imagine what long-term direct service can accomplish to delve deeper into sustainable solutions.
- **Indirect Service** has benefits for others and the planet even though students do not see the recipients. Since the need has been verified with community partners, the contribution is worthwhile. For example, this can appear as providing needed copy for a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting. Raising funds or donating goods is also of significant value, particularly when augmented by direct, advocacy or research service.
- **Advocacy** involves students speaking on behalf of a cause to promote understanding and action on an issue of public interest. Options are extensive as students create PSAs to inform about needed items for a food bank, perform a play on replacing bullying with respect, or convene a town hall style event on sustainable water solutions. A flash mob will certainly get people talking! Creativity and youthful ingenuity spark advocacy!
- **Research.** Consider all the research that students already do in their classes that could have elements of community benefit. For research action, students may collect information through varied sources, analyze data, and create reports that influence policy or practice. For example, they may research a place to install a rainwater garden at school to minimize runoff, participate in a study of animal migration, or use interviewing skills to help policymakers better address the needs of refugees or people seeking employment.

How will students make an impact?

By applying their interests, skills and talents, students may decide to raise funds, or participate in direct service or advocacy. Some students find ways to integrate three or even four kinds of action!

What will your students do?

The Philanthropy Project platform is designed for your students to keep track of all kinds of impact!



What to do?

Download the document *Find Your Cause! Choose Your Action!* from the “Educator Community” section of The Philanthropy Project website to assist students on this philanthropy adventure. Then, direct students to The Philanthropy Project platform, where they create a personalized campaign webpage - a real-time display of their action plan and progress! Students can take advantage of the following features on their campaign webpage:

- Impact Targets provide a succinct place for students to highlight their desired campaign outcomes, including funds raised or numbers of participants in a community clean up
- Easy-to-use tools, including descriptions, pictures and videos, guide students in describing their campaigns to potential supporters
- Built-in social media sharing capabilities make it easy for students to spread the word about campaigns
- Integrated fundraising component allows students to augment their service work with secure, online fundraising capabilities
- Event component allows students to promote an event, sell tickets and track RSVP's; proceeds from ticket sales contribute towards campaign funding targets
- Merchandise component allows students to sell goodies such as t-shirts, or DIY bracelets to promote their cause; proceeds from merchandise sales contribute towards the campaign funding targets
- Collaborator component allows students to recruit and organize participants to help with specific tasks throughout the campaign
- Dedicated Campaign Mentors support each student, answer questions and provide guidance throughout the duration of the campaign
- Campaign Handbook incorporates the five stages of service learning while walking students through planning, preparing and running successful campaigns

Once students have created their campaign page on The Philanthropy Project platform, encourage them to spread the word about their plans with an “elevator speech.” Use the *What’s Your Elevator Speech?* document provided in the “Educator Community” section of The Philanthropy Project website as a guide to help students prepare a short video to upload onto their Philanthropy Project campaign page. What a great way to showcase what students care about, what they know, what they plan to do, and promote participation or contributions from others!



Ongoing Updates & Reflections

Along the way, the “Updates & Reflection” section of each campaign page makes it easy for students to provide updates and for educators to monitor progress.

Discuss with students what is going well, what challenges they face, and offer mutual support so students experience resilience, all while seeing change happen — right before their eyes.

STEP 4: REFLECTION

Reflection is reoccurring throughout the service learning experience.

The Philanthropy Project has idea starters for students to engage in meaningful reflection. Keep in mind that reflection is a process, not an outcome or product. For students to appreciate the process of reflection, they should be determining when they reflect, how they reflect, and if it is shared or personal. It is legitimate to let students know that shared reflection is necessary for completion of an assignment or participation in a program, however when the emphasis is on their choice of what is shared, the experience is usually more respectful for all involved.

How can a person reflect? Consider all the ways you reflect. When teachers are asked how they personally reflect on their own time, the ways mentioned are varied and appealing, for example when running or walking, talking with a friend, sitting quietly, being in nature, sipping tea, writing poetry, or listening to music. Consider ways we can use these kinds of ideas when modeling the reflective process with students (have a surprise tea set up in the cafeteria to sit and talk about the week).

Many students may have had experiences that were less than optimum regarding reflection. For example, if given a prompt with a set time to respond and a minimum number of sentences or words, the students feel forced. If told to submit five reflections on Friday, many students admit to completing them on Friday morning, often trying to figure out what the teacher wants to hear. When instead students are asked to recall a personally significant moment and present that in words, art, a photograph, or represented by a set of song lyrics, the response may be much more genuine. Even with the presentation of prompts on The Philanthropy Project site, know that every student is welcome to edit or replace the prompt with one that better resonates to their personal experience.

This approach to reflection opens a more likely opportunity for reflection to have intrinsic value, and to lead students to becoming reflective by choice.

Teachers often inquire about whether reflection should be graded or assessed.

Students typically explain that if they know their reflections are being graded, their emphasis becomes pleasing the teacher rather than honesty.

By letting the reflective process be outside of assessment, students are more expressive and value the process for growth, insights, and understanding.



Once a campaign ends, summative reflection begins.

Throughout the campaign, and after a campaign has been completed, The Philanthropy Project invites students to upload any reflective thoughts or images, or respond directly to a series of prompts of their choosing. These include:

- What was a highlight of this experience for you?
- What was a significant moment for you during this experience, and what about that moment matters most?
- What surprised you during your campaign?
- Upload a photo that expresses something meaningful about this experience (caption optional)
- What would be your theme song for this experience? If you write an original song, post it!
- What will you remember about this experience five years from now?
- What did you learn from this experience?
- What did you accomplish?
- What question do you wish someone would ask you?
- What is next for you in the world of philanthropy?

Once they are submitted, student reflections are added to their campaign webpage, offering valuable insight into the campaign experience for students and educators alike. Do your students have ideas for reflection? Submit them to The Philanthropy Project! We are likely to add them to what is recommended — student to student.

When students do choose to post their reflections as a result of The Philanthropy Project Campaign, this will further inspire others to be acting with the love of humankind.



*"Every individual matters.
Every individual has a role
to play. Every individual makes
a difference. And we have a
choice: What sort of difference
do we want to make?"*

- Jane Goodall

REFLECTION

STEP 5: DEMONSTRATION

As students culminate their experience, they have a story to tell.

Demonstration becomes most meaningful when students consider and determine how best to capture their excitement and impact. Will they write an article for a school or community newspaper? Set up a display in a public space? Upload a series of photos to their Philanthropy Project web page and alert others to take a look? Again, as students draw upon their interests, skills and talents they can get excited about the idea of conveying what occurred all throughout the service learning process.

Be sure students emphasize and share both the learning and the service clearly and effectively so their audience can appreciate and recognize their growth and accomplishments. This is certainly worth celebrating!

On The Philanthropy Project site, your students will have an expansive platform and audience to influence. With their ingenuity and collaboration, encourage students to begin capturing the service learning process from the beginning of investigation, and spread their message of philanthropy.

Stay involved. Stay engaged. Grow philanthropy!

Recognition from The Philanthropy Project

We believe that providing recognition to youth changemakers reinforces their commitment to philanthropy, while inspiring others to take action. To this end, we recognize youth in the following ways:

Our Youth Philanthropy Awards recognize exceptional youth philanthropists.

Our PhilanthroSTAR Profiles feature individuals and the significant philanthropy projects they are undertaking.

Find out more on our website:
www.philanthropyproject.com

WHAT'S NEXT?

The Adventure Continues!

While there is work to be done that benefits our planet and all of its residents, we're never done! With the knowledge skills and talents from this first philanthropy campaign, students can consider what next steps might be.

- Does this issue they addressed continue to require their support? What else can be learned to improve the situation?
- Have any new related concerns appeared? Often students find they are inspired to re-investigate an issue and re-ignite the service learning stages.
- Any new topic of concern? Perhaps reading about other students and their stories on The Philanthropy Project website has prompted curiosity to learn about another issue. A good idea might spread from locale to locale, making an ever more vibrant campaign connecting students to more students.
- Did you find a student campaign you would like to join or bring to your community? Connect with the campaign creator on The Philanthropy Project platform so that you can share ideas!

What is most evident is that the philanthropy process is one that is a lifelong journey. Students can continue to hone their abilities with the five service learning stages. From these initial experiences, they can become philanthropic leaders in their schools and beyond.

Encourage students to reflect upon their next steps.

Individually and in collective conversations, assist students in taking a BIG picture look at their community. Suggest that students return to The Philanthropy Project platform and add more about next steps for their campaign, if they have not already done so as part of their reflection process.

Thank YOU!

Every day teachers inspire young people. Thank you for what you do!



"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

- Margaret Mead



The Philanthropy Project

Get inspired. Take action. Change the world!

www.philanthropyproject.com

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CURRICULUM CONNECTIONS

The Philanthropy Project Common Core Alignment

The Philanthropy Project: A Guide for Educators Connecting to the Common Core State Standards for Literacy

Compiled by Maureen Connolly, Ed.D., CBK Associates

The learning experiences described throughout The Philanthropy Project: A Guide for Educators correspond with the types of thinking outlined in the Common Core State Standards for Literacy in the Content Areas. The standards listed below are Anchor Standards. Reading standards are coded with "R". Writing standards are coded with "W". To see how these Anchor Standards are described at each grade level, visit

<http://www.corestandards.org/ELA-Literacy/>

WHY PHILANTHROPY MATTERS

Love and Humankind

- R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Mind Map

- R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- R7.** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Exploring Philanthropy

- R7.** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- W7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Build-a-Philanthropist

- R7.** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CURRICULUM CONNECTIONS

The Philanthropy Project Common Core Alignment

Quote Discovery

- R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- W7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

My Reason to Serve

- W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

OUR PHILANTHROPY CAMPAIGN

Investigation

- R1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- R6.** Assess how point of view or purpose shapes the content and style of a text.
- R7.** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

CURRICULUM CONNECTIONS

The Philanthropy Project Common Core Alignment

Preparation

- R1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- R6.** Assess how point of view or purpose shapes the content and style of a text.
- R7.** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Action

- R1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- R6.** Assess how point of view or purpose shapes the content and style of a text.
- W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

The Philanthropy Project Common Core Alignment

Reflection

- R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R6.** Assess how point of view or purpose shapes the content and style of a text.
- R7.** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- R9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Demonstration

- R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- R6.** Assess how point of view or purpose shapes the content and style of a text.
- W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Dr. Maureen Connolly is a professor of education at the College of New Jersey. She is also the co-author, with Vicki M. Giouroukakis of two books, *Getting to the Core of English Language Arts, Grades 6-12: How to Meet the Common Core State Standards with Lessons from the Classroom* and *Getting to the Core of Literacy for History/Social Studies, Science, and Technical Subjects, Grades 6-12*.

Dr. Connolly is also a consultant with CBK Associates.

THE PHILANTHROPY PROJECT

A Guide for Educators

The Philanthropy Project IB CAS Alignment

The Philanthropy Project: A Guide for Educators

Connecting to the CAS Programme of the International Baccalaureate Organization

By Cathryn Berger Kaye, M.A., CBK Associates

Is The Philanthropy Project compatible with the CAS Programme? Absolutely!

The Philanthropy Project is designed to promote student engagement in meaningful **service learning** experiences that:

- Begin by guiding students to identify their interests, skills and talents
- Deepen understanding of societal issues through action research
- Raise questions of meaningful ways to become involved in contributing to a cause or taking an initiative for the common good
- Assist students in considering how they can apply their interests, skills and talents in ways that promote collaboration, identification of authentic needs, meaningful action, and a monitoring of the progress made
- Encourage students to be well-prepared with partnerships and plans as they launch their service idea
- Guide students in considering which form or forms of action will be most appropriate - direct service, indirect service, advocacy service, or research service
- Provide a platform for thoughtful reflection in a variety of ways all throughout the process as they accumulate significant moments that call them to reflection
- Inspire students to find purposeful ways to demonstrate their learning and their service to others

This process that follows **the five stages of service learning** is identical to what is represented in the new CAS Guide as the **five CAS Stages**. This is the process that students are expected to follow as they participate in "S" (service) and also serves as a template for their CAS Project.

By following The Philanthropy Project sequence, CAS Coordinators and CAS Advisors can observe how students are maximizing their CAS experience. Be certain to review the downloadable documents on the Curriculum Center of The Philanthropy Project website. These will also support and guide CAS students through the stages as follows:

Investigation

Personal Inventory, similar to the Personal Profile referenced in the CAS Guide, is used to uncover students' interests, skills, talents, areas for growth, and a time they have helped someone and been helped. Ideas for using this document are included on the website; similar resources can be found on the IBO Teacher Support Materials for CAS.

Mapping the Community guides students to use the action research methods of media, interview, survey, and observation, as they discover both the community assets and needs that will assist them in making appropriate decisions about what constitutes an authentic need.

Preparation

What Governments & Organizations are Doing About ___ allows students, once they have identified and authenticated the need during investigation, to review what else is being done to mitigate or eliminate the problem on local, regional, national, and international levels.

The Philanthropy Project IB CAS Alignment

Action

Find Your Cause! Choose Your Action! further confirms students have thoughtfully connected their interests, skills, and talents with a need that matters, and leads them to consider which form of action would be most impactful. *What's Your Elevator Speech?* allows students to take their idea and prepare their message that conveys their purpose and their accumulated knowledge to others in a concise and intentional manner.

Ongoing **Reflection** and **Demonstration** opportunities are integrated into The Philanthropy Project platform, noted on the students' campaign page with guiding questions and ideas for making reflection meaningful, and demonstration having as broad a reach as the student intends to have.

Using The Philanthropy Project platform may encourage and excite students through the use of technology to make public their ideas and efforts. They can also observe and become inspired by the efforts of other teens who are eager to see how they can participate in meaningful ways - in and outside of the CAS programme.

Also, keep in mind that The Philanthropy Project encourages students to participate over time, and to engage in various kinds of service. When, for example, students select raising funds as their choice of action, the Campaign Handbook reminds students that fundraising is most impactful when combined with direct, advocacy or research service.

The Philanthropy Project is being launched at an opportune time for students in CAS, and is a reliable and easy-to-use way for students to move through the Service in CAS with confidence and connection with other youth striving to find purpose and accomplishment.

What about Creativity and Activity?

CAS students may find that the idea they launch on The Philanthropy Project requires significant **Creativity** in designing plans, preparing resources and material, and even in the delivery of their action. Similarly, depending on what students choose to accomplish, this may also involve **Activity**. For example, if students decide to collaborate with the community on a community garden and design an artistic visual for the layout of the garden, this may contribute to Creativity. And if you have ever spent two hours gardening, you know this is definitely Activity.

CAS is meant to be a joyful experience for students. Being part of The Philanthropy Project may be an ideal way for your students to discover their excitement and purpose and the joy that is CAS.

Cathryn Berger Kaye, M.A., CBK Associates, was a contributor to the development of the new CAS Guide. As an education consultant, Cathryn provides onsite consulting with schools and conference keynotes and presentations around the world. She is the author of eight books including *The Complete Guide to Service Learning*. Learn more at www.cbkassociates.com or write Cathryn at cathy@cbkassociates.com.

THE PHILANTHROPY PROJECT
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CURRICULUM CONNECTIONS

Philanthropy Across The Curriculum

ENGLISH

- Compile a list of words and define terms related to "philanthropy"
- Read articles in magazines and newspapers that show philanthropy at all ages and in diverse ways of action
- Develop persuasive writing and public speaking by crafting an "Elevator Pitch" to describe in succinct ways the issue, need, plan to act, and ways to participate

SOCIAL STUDIES

- Research philanthropists from history, such as Alexis Soyer; compare their contributions to philanthropists today
- Create a timeline of individuals or collective actions that represent purposeful philanthropy
- Examine how social innovation and social entrepreneurs are making global impact for example through micro-finance loans

MATHEMATICS

- Create a visual to represent the contributions of time and talent in comparison with financial contributions
- Develop a business plan for the philanthropic effort with projections for different time periods of action
- Design a survey to be able to do a statistical analysis of what motivates people of different age groups to engage in philanthropy

LANGUAGES

- Find out how "philanthropy" is translated into other languages or what word is used
- Read newspaper headlines from a country where the language you are studying is spoken to find examples of philanthropy
- Identify philanthropists from different cultures and learn their story

TECHNOLOGY

- Examine how social media and internet has been used to further philanthropic efforts
- Design a marketing plan for the philanthropy campaign that incorporates technology
- Find an example of philanthropy that built upon design or engineering to solve a community problem

SCIENCE

- The "science of happiness" claims that doing for others increases a person's happiness; find evidence to support or refute this claim
- Compare two scientific innovations that have proven to be philanthropic, one from at least 50 years ago and one that is recent
- Write a poem to show the connection between science and philanthropy

PHYSICAL EDUCATION

- Come up with ideas of how diverse ways of philanthropy could address the need for public health including the need to promote exercise
- Determine the cost-benefit analysis of a fund-raising walk-a-thon.
- Learn about history of the Special Olympics; in what ways does this engage communities in philanthropy?

ARTS

- **Music:** Find out how collaborative efforts such as the production of the song "We are the World" changed ideas about music as a societal force
- **Visual Arts:** Look for evidence of how photography has been used to document both community assets and needs
- **Theater:** Use performance to compel others to participate in your campaign, such as PSA, skits, flash mob, newscast

THE PHILANTHROPY PROJECT

A Guide for Educators

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CURRICULUM CONNECTIONS

Across The Curriculum

ENGLISH

SOCIAL STUDIES

MATHEMATICS

LANGUAGES

TECHNOLOGY

SCIENCE

PHYSICAL EDUCATION

ARTS

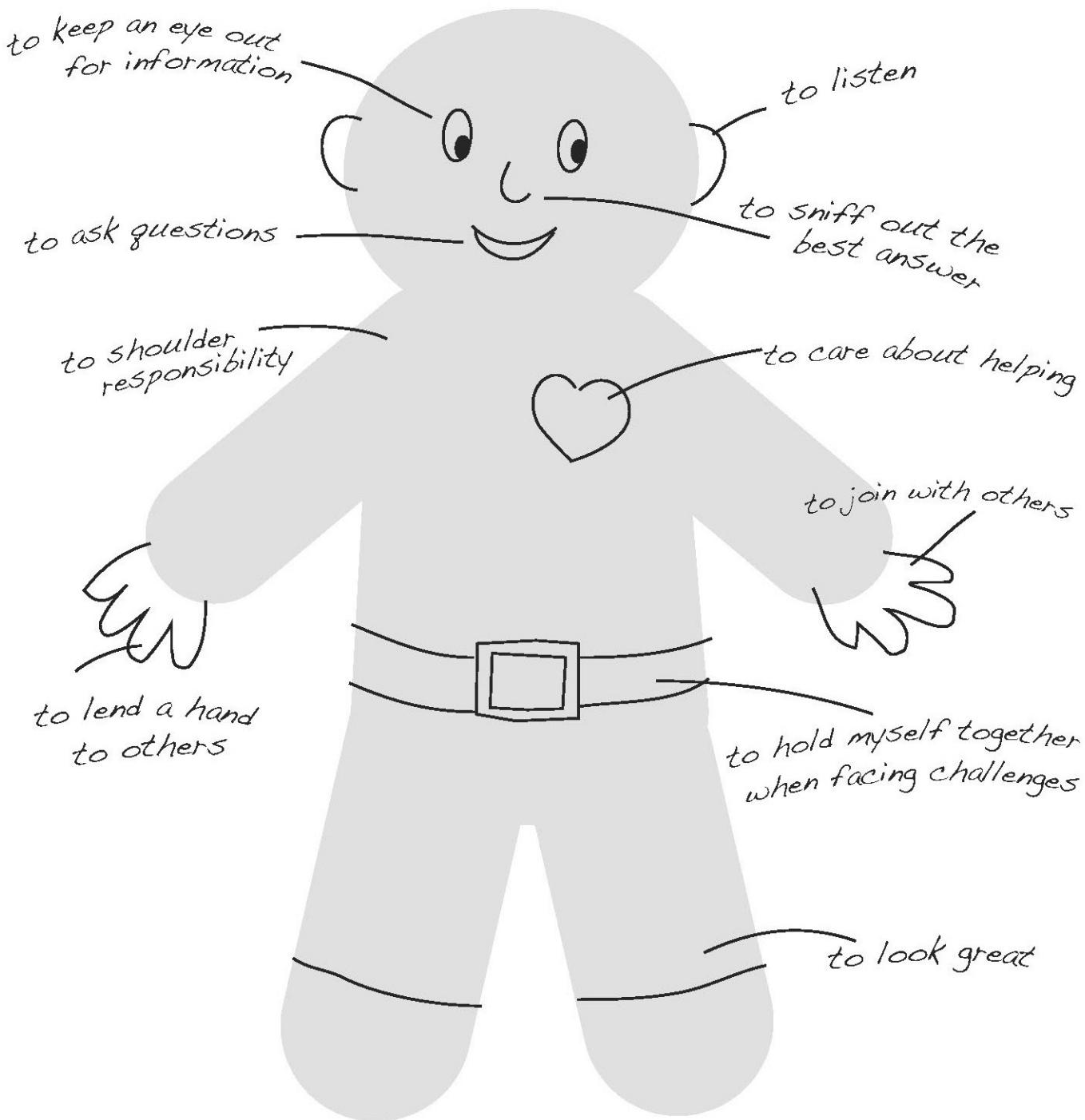
Philanthropy

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Build-A-Philanthropist Teacher Sample



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Personal Inventory

Interests, skills, and talents - we all have them. What are yours?

Interests are what you think about and what you would like to know more about - for example, technology, the arts, social media, or an historical event. Are you interested in animals, movies, mysteries, or travel? Do you collect anything?

Skills and talents have to do with things that you like to do or that you do easily or well. Is there an activity you especially enjoy? Do you have a favorite subject in school? Do you sing, play the saxophone, or study ballet? Do you know more than one language? Can you cook? Do you have any special computer abilities, like to take photographs or play soccer?

Areas for growth refer to abilities or qualities you aim to develop or improve.

Work with a partner and take turns interviewing each other to identify your interests, skills and talents, areas for growth, and to find out how you have helped and been helped by others.

Interests: I like to learn and think about _____

Skills and talents: I can _____

Areas for Growth: What I aim to develop or improve _____

Being helpful: Describe a time when you helped someone. _____

Receiving help: Describe a time when someone helped you. _____

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INVESTIGATION

Mapping The Community

When learning about a community, find out the specific assets and needs.
Why this matters:

How this can be accomplished:

ASSETS

can be people, structures,
the natural environment,
an existing program,
economic means, history,
culture and more.

Apply the MISO method to discover:

ASSETS

NEEDS

MEDIA

All kinds - newspapers to maps

INTERVIEWS

Capture diverse voices

SURVEYS

Collect diverse ideas & opinions

OBSERVATIONS

Widen your vision

USE ADDITIONAL DOCUMENTS to develop questions, set a timeline, identify partners, clarify roles and responsibilities, and determine what you will do with the information you learn.

USE MAPS! Map The Community



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PREPARATION

What Government & organizations Are Doing About _____

IDENTIFY A GROUP THAT IS:	KEY ISSUE:	WEBSITES/OTHER CONTACT INFO:	WHAT THEY ARE DOING:	HOW YOUTH CAN HELP:
LOCAL				
REGIONAL				
NATIONAL				
INTERNATIONAL	The United Nations	http://cyberschoolbus.org		

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ACTION**Find Your Cause! Choose Your Action!****Find Your Cause! Choose Your Action!**

A summary of my interests, skills and talents:

I want to grow in this area:

The community issues that matter most to me:

Select a community issue that best represents what you care about and want to spend time and talent to take meaningful action toward improving the situation.

ISSUE _____

Draw upon your INTERESTS, SKILLS and TALENTS, and AREAS for GROWTH as you consider IDEAS FOR:

Direct Service	Indirect Service
Advocacy Service	Research Service

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What's Your Elevator Speech?

Read this first!

Imagine you step into an elevator and the president of your country is there. The President asks, "What's on your mind?" As you ride the elevator you have about 10 seconds and 12-15 words before the elevator stops at the next floor. What message will you say about your Service Learning Plan? That's your "elevator speech." Have one ready! Go to the bottom of this page to ride the elevator and prepare your message.

5th Floor

(This is the "ask": Invite the person to be involved.)

4th Floor

(Tell what you are doing to help, or what you hope to accomplish.)

3rd Floor

(More info! Be descriptive. Caring leads to involvement.)

2nd Floor

(Provide important information about your cause, for example, "Did you know...")

1st Floor

(Introductions, and grab the person's attention with a compelling statement.)

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