

# Curriculum

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<sup>1</sup> Note that 1. Allow Good will no longer be providing this funding and 2. Funding from the Laura Arrillaga-Andreessen Foundation (LAAF) is based on an application, is not guaranteed and will be determined by LAAF and is subject to change.



## Lesson 1 // Introduction to Allow Good

### Essential Questions

*What is Allow Good? Who are your facilitators? What is philanthropy? Why should we care about philanthropy? How is it different than charity?*

<b>Learning Objectives:</b> <ol style="list-style-type: none"><li>1. Introduce the Allow Good program, curriculum, and facilitators</li><li>2. Learn about the philanthropic process</li><li>3. Differentiate between philanthropy and charity</li><li>4. Actualize potential as a young philanthropist</li></ol>	<b>21st Century Skills Alignment:</b> <ol style="list-style-type: none"><li>1. Communication and Collaboration</li><li>2. Leadership and Responsibility</li><li>3. English, Reading or Language Arts</li><li>4. Government and Civics</li><li>5. Critical Thinking and Problem Solving</li><li>6. Creativity and Innovation</li><li>7. Flexibility and Adaptability</li><li>8. Social and Cross-Cultural Skills</li></ol>
<b>Materials Needed:</b> <ol style="list-style-type: none"><li>1. <a href="#">Lesson 1 Worksheet</a></li></ol>	<b>C3 Framework Alignment:</b> <ol style="list-style-type: none"><li>1. N/A</li></ol>
<b>Resources:</b> <ol style="list-style-type: none"><li>1. Allow Good website</li><li>2. Giving USA 2016 report</li></ol>	<b>Service Learning Standards Partnerships:</b> <ol style="list-style-type: none"><li>1. Link to Curriculum</li><li>2. Reflection</li><li>3. Diversity</li><li>4. Youth Voice</li><li>5. Partnerships</li><li>6. Duration and Intensity</li></ol>

### Standards:

#### Inquiry Skills

SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field.

SS.IS.2.9-12: Explain how supporting questions contribute to an inquiry.

#### History Standards

SS.H.3.9-12: Evaluate the methods utilized by people and institutions to promote change.

SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.

#### Sociology Standards

SS.Soc.2.9-12: Analyze the impact of social structure, including culture, institutions, and societies.

### Schedule Overview:

Time (min)	Task
10	Introductions & Icebreaker
5	Allow Good Alumni
5	What is Allow Good? What is this program?
5	Establishing Allow Good discussion rules
8	Philanthropy vs Charity - The 4Ts
8	Choose Your Own Adventure
4	4Ts + 1Q worksheet

Total Time: 45 minutes

### Detailed Content:

#### 1. Introductions & Icebreaker

- Facilitators introduce themselves
  - Name, university, major, year, hometown, student orgs, interests
  - The more you are willing to share (within reason) the better! The students will be interested in who you are, what you study, and why you chose to teach them with your spare time
- Ask students to introduce themselves
  - Name, year, interests
- Play “6 Word Story” game
  - Split the class into 2 groups, with one facilitator leading each group. Stand in separate circles
  - Have each student tell the story of themselves in six words
    - Ex: Small town girl with global mindset
- Pre-survey activity: Assign each corner of the room with a number, 1-4. As you read the statements below, have the students go to the corner that corresponds with their response.
  - 1 = strongly disagree
  - 2 = disagree
  - 3 = agree
  - 4 = strongly agree
  - Statements:
    - I believe it is important to help others
    - I believe I can make a difference in my community
    - I believe I am a leader
    - I will volunteer or donate money to causes I believe in throughout my life
    - I can identify some of the social issues in my community
    - I can identify some of the issues the world faces
    - I can explain philanthropy and how it works



- I can explain the grantmaking process

## 2. Allow Good Alumni

- Have a student who went through the Allow Good program last year present about what the experience was like for him/her/they
  - Ask the High School teacher to identify a student before the class begins
  - If an alumni isn't able to attend, then have the HS teacher share

## 3. What is Allow Good? What is this program?

- *Allow Good is a Chicagoland nonprofit that has been running youth programming for 5 years. Their mission is empower all youth through the tools of philanthropy to take meaningful action in their world.*
  - Hand out worksheets to the students and have them fill in the first part
- *Allow Good has 6 tenets that guide their work and this program (one facilitator should write this on the board as the other explains them):*
  - *PHILANTHROPY*
    - *We believe anyone can use time, talent, treasure, and ties for social good.*
  - *ACTION*
    - *We believe youth can act to challenge the status quo and positively impact their communities.*
  - *ACCESS*
    - *We believe that philanthropy should be accessible to youth from all backgrounds.*
  - *SOCIAL CAPITAL*
    - *We believe in the power of expanding youth networks to benefit youth now and throughout their lives.*
  - *RESPECT*
    - *We believe in creating inviting spaces that value all voices, perspectives, and ideas.*
  - *COURAGE*
    - *We believe that being nimble and bold is essential for organizational growth and program integrity..*

## 4. Establishing Allow Good discussion rules

- *Because you will all have to work together to make this impactful decision and will have many debates and discussions along the way, let's establish some rules together.*
  - *What do you suggest we, as facilitators and peers, need to agree on to make sure this is a respectful and safe space for all?*
  - *What can the facilitators do specifically to create a safe space for all?*
  - *Ask if there are any objections, talk them out, and then make sure there is a unanimous vote on the rules*
  - *\*fill in suggested rules here and right them on the board\**

## 5. Philanthropy vs Charity - The 4Ts

- *If you had to define philanthropy, how would you do so?*
  - Have the students use the worksheet to write their answers
- *At Allow Good we define philanthropy as the 4Ts, any guesses as to what those Ts are?*

- Give students a chance to guess before revealing the answers (Time, Talent, Treasure, and Ties)
- *How would you define the Ts?*
  - Give students time to answer
- Philanthropy vs Charity
  - One facilitator should write the following on the board while the other facilitator explains these concepts to the students
  - *CHARITY: generosity to humanity*
    - *Social palliative – does not help prevent future problems*
    - *Passive, often one-time effort*
    - *Transactional – i.e. giving money, writing a check*
  - *PHILANTHROPY: promoting human welfare*
    - *Social corrective – address problems at the root*
    - *Active effort*
    - *Partnership – encourages and expects mutual agreement & alignment between funders / grantmakers / donors and grantees / recipients*
- *What are some examples of Charity? Philanthropy?*
  - Have students discuss in small groups and then share back
  - *Charity*
    - *Giving someone food or shelter for a day*
    - *Providing a community with a one-time supply of clean water*
    - *Donating money one time for a random cause*
  - *Philanthropy*
    - *Investing in solutions for food and housing insecurity*
    - *Building a water tower*
    - *Researching organizations that mean something to you and donating to those multiple times a year, or donating your time or talent*
  - *Simply put, philanthropy focuses on eliminating a social problem*
  - *Charity focuses on eliminating the suffering brought on because of a social problem. In other words, a charity solution may act as a “band-aid” fix.*

## 6. Choose Your Own Adventure

- *To further understand the positives and negative aspects of both charity and philanthropy we are going to do an activity. Please stand up next to your desk and listen closely for directions.*
- Read the upstream/downstream parable
  - Use your fellow instructors to role play as the neighbor and other characters
  - Walk a few steps as you read the situation, stop when you get to a “junction” and allow the students to pick option a or b for themselves.
  - Allow the students to separate into 2 groups based on their response to Junction 2
    - If students all go towards one side, the facilitators should ask for volunteers (or choose some representatives) to advocate for opposite
- Have them sit with their groups and give them 5 minutes to answer the following questions:

- Ask Group A (band-aid group): *What are the pros to applying a band-aid solution, like quickly saving the babies who are already in the river? What are the cons?*
- Ask Group B (systemic overhaul): *What are the pros to fixing the problem at its source by going upstream? What are the cons? Think especially about the effect on the babies already in the river.*
- Have two representatives from each group come to the board. One will write pros and one will write cons. They will then explain their points to the class. Facilitators should elaborate on points or add anything that is missing. Students should also feel comfortable asking questions, but if someone is accusatory, make sure they remember that all opinions are welcome and respected and we need to hear them out!
  - Allow students to move from one group to another if they are swayed by statements shared by their classmates
- *No matter which side you are on, we can understand that both the efforts of Group A and Group B are important when they work in tandem. In the philanthropy world, we call group A's work secondary prevention efforts, also known as charity*
  - (Facilitator should write “secondary prevention efforts = band-aid solutions” heading on the board)
- *And group B's work primary prevention efforts, also known as philanthropy*
  - (Facilitator should write “primary prevention efforts = systemic overhaul” heading on the board)

#### 7. 4Ts and 1Q

- Everyone goes back to their seat and gets out their worksheet
- On the [worksheet](#) will be spaces for them to fill in:
  - 4Ts
    - How have they used their time, talent, treasure, and ties in the past or will in the future?
  - 1Q
    - What is one question you have about this program?
- Pick up their responses, use them for next week

## Lesson 2 // Allow Good in Action

### Essential Questions

*How have Allow Good students created positive change in their communities? Who are the nonprofit organizations within our community? How can high school students and local nonprofit organizations be partners?*

<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Visit local nonprofit organization(s) and learn about their community work</li> <li>2. Observe the impact of the Allow Good program</li> <li>3. Understand the grant application and reporting process</li> </ol>	<b>21st Century Skills Alignment:</b> <ol style="list-style-type: none"> <li>1. Critical Thinking and Problem Solving</li> <li>2. Communication</li> <li>3. Information Literacy</li> <li>4. ICT (Information, Communications and Technology) Literacy</li> <li>5. Initiative and Self-Direction</li> <li>6. Social and Cross-Cultural Skills</li> </ol>
<b>Materials Needed:</b> <ol style="list-style-type: none"> <li>1. Grant Application from nonprofit organization(s) visited</li> <li>2. <a href="#">Lesson 2 Worksheet</a></li> </ol>	<b>C3 Framework Alignment:</b> <ol style="list-style-type: none"> <li>1. Evaluating Sources and Using Evidence (p. 53-57)</li> </ol>
<b>Resources:</b> <ol style="list-style-type: none"> <li>1. Nonprofit organization websites</li> </ol>	<b>Service Learning Standards Partnerships:</b> <ol style="list-style-type: none"> <li>1. Reflections</li> <li>2. Partnerships</li> <li>3. Progress Monitoring</li> </ol>

### Standards:

#### History Standards

SS.H.3.9-12: Evaluate the methods utilized by people and institutions to promote change.

#### Sociology Standards

SS.Soc.2.9-12: Analyze the impact of social structure, including culture, institutions, and societies.

### Schedule Overview:

Time (min)	Task
20	Pework
60-180	Site Visit
15	Grant Report

Total Time: Variable



## Detailed Content:

### 1. Prework

- Research the organization by reading last year's grant application and organization website
  - In small groups or partners, have the students fill out the first page of the [worksheet](#)

### 2. Site Visit

- Arrangements for a site visit will be made between Allow Good staff (Karin and Delaney) and the high school teachers. Facilitators are not required to attend the site visit, but should be aware of what the students will be doing.

### 3. Grant Report

- Individually, the students should fill out the second page of the [worksheet](#)



## Lesson 3 // Social and Philanthropic Identities

### Essential Questions

*How do we balance our individual identities and preferences with decisions that simultaneously benefit the collective good?*

<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Learn how our identities play into our philanthropic work.</li> <li>2. Connect our social identities to our civic and social issue interests</li> <li>3. Connect lesson to real-world experience of social injustice</li> </ol>	<b>21st Century Skills Alignment:</b> <ol style="list-style-type: none"> <li>1. Critical Thinking and Problem Solving</li> <li>2. Government and Civics</li> <li>3. Global Awareness</li> <li>4. English, reading or language arts</li> <li>5. Communications and Collaboration</li> <li>6. Social and Cross-Cultural Skills</li> </ol>
<b>Materials Needed:</b> <ol style="list-style-type: none"> <li>1. <a href="#">Lesson 3 Worksheet</a></li> <li>2. Chicago Tribune <a href="#">article</a> print outs</li> </ol>	<b>C3 Framework Alignment:</b> <ol style="list-style-type: none"> <li>1. N/A</li> </ol>
<b>Resources:</b> <ol style="list-style-type: none"> <li>1. <a href="http://www.tolerance.org/lesson/changing-demographics-what-can-we-do-promote-respect">http://www.tolerance.org/lesson/changing-demographics-what-can-we-do-promote-respect</a></li> </ol>	<b>Service Learning Standards Partnerships:</b> <ol style="list-style-type: none"> <li>1. Reflection</li> <li>2. Diversity</li> </ol>

### Standards:

#### Inquiry Skills

SS.IS.2.9-12: Explain how supporting questions contribute to an inquiry.

SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

SS.IS.6.9-12: Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

SS.IS.7.9-12: Articulate explanations and arguments to a targeted audience in diverse settings.

#### Civics Standards

SS.CV.5.9-12: Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.

#### Sociology Standards

SS.Soc.2.9-12: Analyze the impact of social structure, including culture, institutions, and societies.

SS.Soc.5.9-12: Explain the social construction of self and groups and their impact on the life chances of individuals.

SS.Soc.6.9-12: Analyze the impact of stratification and inequality on groups and the individuals within them.

### Schedule Overview:

Time (min)	Task
5	Review
15	Big 9 Social Identities & Identifying Agent/Target Groups
15	Article & Discussion
10	Personal Identity Wheel Exercise

Total Time: 45 minutes

### Detailed Content:

#### 1. Review

- Review week 1 content from last week
  - *As a class, try and come up with the 4T's of philanthropy: time, treasure, talent, ties*
- Quiz them about charity vs philanthropy definitions
  - *You can give me an example of charity? An example of philanthropy?*
- Explain activity for today and how it connects to philanthropy
  - *We are going to spend this class period focused on our personal identities and how those shape our world view, social justice advocacy, and civic engagement.*
  - *It is important that we keep to our ground rules for this class, especially*
    - *Take learning out of the classroom, but the stories stay here*
    - *speak in "I" statements*
    - *Share the mic*
    - *Be respectful*

#### 2. Big 9 Social Identities & Identifying Agent/Target Groups

- Assign everyone a "target" or "agent" identity when they walk in the door. (later students will be asked to go to one side of the room if they think their identity represents a "target" within a certain identity category, and to the other side if their assigned identity represents an "agent" group)
- Write all 9 identities on the board. As a class, work to define each one. The definitions below are there for your reference.
- Some other helpful definitions:
  - A social construction is a social mechanism, phenomenon, or category that is created and upheld by society.
  - **Race** - a social construction of human categorization defining groups of people roughly by skin color that became salient during the era of colonialism in order to uphold eurocentric ideas of white supremacy. Since this social construction has

shaped the power structures in our country to such a great extent it is still salient as a label for people.

- **Gender** - a social construction that in the United States has traditionally categorized people into a male/female binary in conjunction with their birth sex, established in many senses to uphold the power structures of the patriarchy. People have challenged this construct to identify as transgender, agender, genderqueer, etc.
- **Socioeconomic status (class)** - an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation.
- **Religion** - a particular system of faith or worship.
- **Ethnicity** - the fact or state of belonging to a social group that has a common national or cultural tradition.
- **Sex** - composed of three main categories (male, female and intersex) into which humans and many other living things are divided on the basis of their reproductive functions.
- **Sexual orientation** - a person's sexual identity in relation to the gender to which they are attracted (ie. heterosexual, homosexual, bisexual, asexual, pansexual, etc.)
- **Ability status** - the physical, mental or emotional power or capacity to perform tasks or life functions. People are differently abled in many ways.
- **Age** - the length of time that a person has lived or a thing has existed.
- *Within each of these identity categories there are “target” groups and “agent” groups. An agent group consists of people with shared identities which are supported, uplifted and validated within social structures and institutions, whereas, a target group consists of individuals with identities that are oppressed and marginalized within social structures. You were each assigned an identity when you walked in today. Go to the left side of the room if you think your identity is a “target” identity and to the right side of the room if you think you were assigned the identity of an “agent” group. All of these identities are in the context of YOUR HIGH SCHOOL.*
- Once students have moved, go around the room and have each student read their identity card. Ask if any students object to anyone's placement.

### 3. Article & Discussion<sup>2</sup>

- *Now we are going to read an article called “America's uneasy browning”, which highlights a few of these identities that we have defined and explores the tension between target and agent identities*
- *The Declaration of Independence asserts that “All men are created equal... endowed by their Creator with certain inalienable rights.” In our multicultural nation, protecting those rights for all men and women requires balancing respect for ethnic traditions with a sense of common purpose, and an ongoing commitment to fair application of our laws.*

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<sup>2</sup> Adapted from “<http://www.tolerance.org/lesson/changing-demographics-what-can-we-do-promote-respect>”

- *The U.S. Constitution begins with the phrase “We the people of the United States, in Order to form a more perfect union...” Americans striving for an improved nation want all citizens to be knowledgeable, respectful, and involved in their communities.*
- *With this in mind, read a Chicago Tribune [article](#) from 2012. You might think this would be out of date, but observe how this article echos in similar ways today.*
- After the students have finished reading, have them answer the following questions in their groups and record their answers on their [worksheet](#)
  - What does the author mean when he says, “America is quietly browning”? How does this browning relate to immigration?
  - Given this growth, what might our society need to do in order to promote respect for all people living in the United States?
  - In the article, your generation is called “more hopeful.” Do you agree with that description? What do you believe your generation could do to lead the United States to a “transformative integrated and post-racial era”?
- Have the groups share back with the large group what they discussed.
- *Page states in his article, “to the census, you are whatever you say you are, even if others see something different when they look at you.” In that vain, we are going to do an activity around our personal identity.*

#### 4. Personal Identity Wheel Exercise

- *We know that people don’t have just one identity and that our identities are not always equally salient. The way we experience the world is unique to the ways in which our identities intersect or are layered over one another. Intersectional theory is a term coined by black feminist, Kimberle Crenshaw, to describe this very thing. Each of you have received a personal identity wheel that is meant to get you thinking critically about your own identities and how they show up in your life.*
- Give the students 5-7 minutes to fill out their wheels
- *After you are finished, turn to the person next you. Share your most salient identity. What is this identity important to you? How does it affect your life?*
- Ask if the students would be willing to let the facilitators collect their wheels to learn more about the students
- Exit Slip:
  - *Under or next to your wheel, write two causes you feel passionate about as a result of your identity.*
  - Next week: Students should be prepared to talk about a social justice issue they are passionate about

## Lesson 4 // Community Social Issues

### Essential Questions

*How do we examine a community through the lens of philanthropy and social justice? How might communities seek to address more than one social issue simultaneously? What are the societal benefits of doing so?*

<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Understand the community history as a lens to examine current social issues.</li> <li>2. Review community statistics and reflect on how those affect a community's culture.</li> <li>3. Identify local nonprofit organizations that are addressing community social issues.</li> <li>4. Debate and discuss which social issue the class would like to focus on.</li> </ol>	<b>21st Century Skills Alignment:</b> <ol style="list-style-type: none"> <li>1. English, reading or language arts</li> <li>2. Government and Civics</li> <li>3. History</li> <li>4. Critical Thinking and Problem Solving</li> <li>5. Communication and Collaboration</li> <li>6. Initiative and Self Direction</li> <li>7. Information Literacy</li> </ol>
<b>Materials Needed:</b> <ol style="list-style-type: none"> <li>1. Laptops -- should be arranged with classroom teachers beforehand</li> <li>2. Social Issue Signs</li> <li>3. <a href="#">Lesson 4 Worksheet</a></li> </ol>	<b>C3 Framework Alignment:</b> <ol style="list-style-type: none"> <li>1. Change, Continuity, and Context (p. 46)</li> <li>2. History Perspectives (p. 47)</li> <li>3. Historical Sources and Evidence (p. 48)</li> <li>4. Causation and Argumentations (p. 49)</li> </ol>
<b>Resources:</b> <ol style="list-style-type: none"> <li>1. Research sites / documents</li> <li>2. <a href="#">Lesson 4 // Community Social Issues Resources</a></li> </ol>	<b>Service Learning Standards Partnerships:</b> <ol style="list-style-type: none"> <li>1. Meaningful Service</li> <li>2. Reflection</li> <li>3. Youth Voice</li> <li>4. Duration and Intensity</li> </ol>

### Standards:

#### Inquiry Skills

SS.IS.2.9-12: Explain how supporting questions contribute to an inquiry.

SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.

SS.IS.6.9-12: Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

SS.IS.7.9-12: Articulate explanations and arguments to a targeted audience in diverse settings.

SS.IS.9.9-12: Use deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school.

### History Standards

SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.

### Sociology Standards

SS.Soc.2.9-12: Analyze the impact of social structure, including culture, institutions, and societies.

### Schedule Overview:

Time (min)	Task
5	Student Reflection
5	Social Issue Overview
20	Social Issue Debate Prep
15	Social Issue Debate

Total Time: 45 minutes

### Detailed Content:

#### 1. Student Reflection

- Pass out the worksheet and have student reflect individually and write down their thoughts to the following:
  - *What is an issue in your community that you would like to see resolved?*
    - *Why do you care about this issue?*
  - *Thinking back to our previous class, how does your identity shape what issues you care about?*
  - *Why do you think social issues continue to persist in this community? In any community?*
- While students are writing, post the different social issue signs around the room
  - Basic Needs (homelessness, hunger, shelter, etc)
  - Immigration and Refugee Services
  - Health
  - Early Childhood Education
  - Youth Development (after-school programs, counseling, etc)
  - Environment
  - Arts & Culture

#### 2. Social Issue Overview

- *Today we are going to research the social issues you all see in your community and then debate on which one(s) we should focus on when researching nonprofit organizations next week.*
  - If the classroom teacher has narrowed the social issue focus (i.e. only immigration and refugee rights), adjust the research accordingly
- *We have posted social issues around the room. Please stand in front of the one you are most passionate about*
- *Would someone be willing to share why they chose that social issue?*
  - If there are 1-2 people in a category see if they are willing to merge with another group
- Have the students sit in groups according to their social issue area (ideally, there would 4-6 groups with no more than 5 students in a group)

### 3. Social Issue Debate Preparation

- *As a group, you will have the next 20 minutes to prep an argument for why the class should focus on nonprofit organizations that address your social issue. You should use the laptops to find factual evidence to support your claims. After 20 minutes we will come back together as a class and each group will have 3 minutes to make their case.*
- *Each group will have a laptop and we will share a list of resources that you can use to make your case. Your case should include the following (fill out this part of the worksheet as well):*
  - Your social issue
  - Three statistics highlighting the prevalence of your social issue in Chicagoland (include your sources)
  - Anecdotal evidence of why this social issue is important in your community
  - 3-5 organizations that are working on this social issue in Chicagoland
  - Three reasons why you think the class should focus on organizations working on this social issue (should be supported with evidence)
    - (impact in community, target audience, example organization, social issue on a global scale, etc)
- [Resources for researching](#) - share with students electronically

### 4. Social Issue Debate

- Each group will have 3 minutes to present their case. Ask for volunteers to decide the order of presentations.
  - Make sure to give the students a 30 second warning and then cut-off at 3 minutes so that each group has equal time (you can adjust the time as needed depending on how many groups are in your class)
- Leave 2 minutes for voting after each group has presented. Collect the votes and tell the students the results. The students should come prepared to discuss this decision next week!

## Lesson 5 // Grantee Research

### Essential Question

*How can we research the social issues in our community and organizations that are addressing these issues?*

<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Learn how to give a clear, persuasive, and professional presentation.</li> <li>2. Work cooperatively in small groups to create a product.</li> <li>3. Apply their knowledge of the Form 990 and nonprofit evaluation methods.</li> </ol>	<b>21st Century Skills Alignment:</b> <ol style="list-style-type: none"> <li>1. Critical Thinking and Problem Solving</li> <li>2. Communication and Collaboration</li> <li>3. Creativity and Innovation</li> <li>4. ICT Literacy</li> <li>5. Productivity and Accountability</li> </ol>
<b>Materials Needed:</b> <ol style="list-style-type: none"> <li>1. <a href="#">Lesson 5 Worksheet</a></li> <li>2. Laptops -- should be arranged with classroom teachers beforehand</li> </ol>	<b>C3 Framework Alignment:</b> <ol style="list-style-type: none"> <li>1. Link to Curriculum</li> <li>2. Reflection</li> <li>3. Youth Voice</li> <li>4. Duration and Intensity</li> </ol>
<b>Resources:</b> <ol style="list-style-type: none"> <li>1. <a href="#">Nonprofit Organizations Master List</a></li> <li>2. <a href="#">Nonprofit Location Map</a></li> </ol>	<b>Service Learning Standards Partnerships:</b> <ol style="list-style-type: none"> <li>1. Evaluating sources and using evidence (p. 18)</li> </ol>

### Standard:

### Inquiry Skills

**SS.IS.4.9-12:** Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

### Schedule Overview:

Time (min)	Task
5	Social Issue(s) Decision
40	Grantee Research

Total Time: 45 minutes

### Detailed Content:

#### 1. Social Issue(s) Decision



- Review the voting results from last week. The top 3 social issues should be shared. Make sure there is a general consensus from the students that they would like to pursue these social issues. If possible, narrowing down to one social issue is ideal
- Split the students in groups of 3-4 people. Have them pick one of the top three social issues that they would like to focus on. Have them research organizations addressing that social issue area.
  - The lists could also be tailored to a class's focus based on feedback from the classroom teacher

**2. Grantee Research** *As a group, research organizations in the issue area that you have chosen*

- *Each person should fill out the [Lesson 5 Worksheet](#), which will include information about 3 organizations you research*
  - Each group should be researching any 3 organizations they would like. There might be some overlap, but try to make sure there are various organizations represented within the chosen social issues.
- *Keep in mind that next week each group will pick their #1 organization to present to the rest of the class. A spokesperson from each group will have three minutes to make your case for an organization. You should include the information on your Lesson 5 worksheet and your personal advocacy for the organization.*

## Lesson 6 // Grantee Debate and Vote

### Essential Question

*How can citizens effectively communicate social issues as they seek to motivate community members to take action?*

<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of their researched organizations.</li> <li>2. Practice good presentation, debate, processing, and listening skills.</li> </ol>	<b>21st Century Skills Alignment:</b> <ol style="list-style-type: none"> <li>1. Critical Thinking and Problem Solving</li> <li>2. Communication and Collaboration</li> <li>3. Information Literacy</li> <li>4. Social and Cross-Cultural Skills</li> </ol>
<b>Materials Needed:</b> <ol style="list-style-type: none"> <li>1. <a href="#">Lesson 6 Worksheet</a></li> </ol>	<b>C3 Framework Alignment:</b> <ol style="list-style-type: none"> <li>1. Developing questions and planning inquiries (p. 23 -25)</li> <li>2. Communicating Conclusions and Taking Informed Action (p. 60)</li> </ol>
<b>Resources:</b> <ol style="list-style-type: none"> <li>1. <a href="#">Debate Training Guide</a></li> </ol>	<b>Service Learning Standards Partnerships:</b> <ol style="list-style-type: none"> <li>1. Youth Voice</li> </ol>

### Standards:

#### Inquiry Skills

SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims.

SS.IS.6.9-12: Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

SS.IS.7.9-12: Articulate explanations and arguments to a targeted audience in diverse settings.

SS.IS.9.9-12: Use deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school.

### Schedule Overview:

Time (min)	Task
10	Debate Guidelines
25	Grantee Debate
3	Vote

7	Grant Application Review
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Total Time: 45 minutes

## Detailed Content:

### 1. Debate Guidelines + Prep

- Arrange students in the same groups they were in the previous class and hand out their Lesson 5 worksheets (their grantee research).
- *Each group should pick their top organization that they would like to present to the rest of the class. A spokesperson from each group will have three minutes to make your case for an organization. You should include the information on your worksheet and your personal advocacy for the organization. Draft your talking points with your groups. There will be 1-2 minutes for follow-up questions from the audience.*
- *While the groups are presenting, the rest of you should write questions you have on each organization.*
- *At the end of all the presentations we will take a vote to decide the top 5 nonprofits.*

### 2. Grantee Debate (25 Minutes)

- Each group will have about 3 minutes to present. Facilitator needs to cut students off after that so that each group has a chance to present. There will be 1-2 minutes for follow-up questions from the audience.
- Choose a format that would work best for your class. Be sure to review the Classroom Guidelines (from Lesson 1) in advance of the debate.

### 3. Vote

- Write the top organizations on the board and take a vote to determine the top 5.
- After the vote, you should collect the students' worksheets and questions so they don't misplace them.

### 4. Grant Application Review

- Review the grant application as a class, projecting it so everyone can read along.
- Go through the application sections and ask students why each section is important to know before granting to an organization.<sup>3</sup>

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<sup>3</sup> Note that 1. Allow Good will no longer be providing this funding and 2. Funding from the Laura Arrillaga-Andreessen Foundation (LAAF) is based on an application, is not guaranteed and will be determined by LAAF and is subject to change.

## Lesson 7 // Foundation Overview & Philanthropy Limitations

### Essential Question

*How can various approaches to philanthropy benefit our society? Is there one approach that is better than another? What are the limitations and critiques of philanthropy?*

<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Understand the foundational landscape including private foundations, family foundations, community foundations, and corporate foundations.</li> <li>2. Identify traps that philanthropists and donors fall into</li> <li>3. Conceptualize what “successful” philanthropy looks like</li> </ol>	<b>21st Century Skills Alignment:</b> <ol style="list-style-type: none"> <li>1. English, reading or language arts</li> <li>2. Critical Thinking and Problem Solving</li> <li>3. Communication and Collaboration</li> <li>4. Information Literacy</li> <li>5. Financial, Economic, Business and Entrepreneurial Literacy</li> <li>6. Creativity and Innovation</li> <li>7. Flexibility and Adaptability</li> <li>8. Social and Cross-Cultural Skills</li> </ol>
<b>Materials Needed:</b> <ol style="list-style-type: none"> <li>1. <a href="#">Lesson 7 Worksheet</a></li> <li>2. <a href="#">Dan Pollatta TED Talk</a></li> </ol>	<b>C3 Framework Alignment:</b> <ol style="list-style-type: none"> <li>1. Developing questions and planning inquiries (p. 23- 25)</li> </ol>
<b>Resources:</b> <ol style="list-style-type: none"> <li>1. <a href="#">Giving USA 2017 Report</a></li> <li>2. <a href="#">Chicago Trust Overview</a></li> <li>3. <a href="#">Bill &amp; Melinda Gates Foundation Funding Strategy</a></li> </ol>	<b>Service Learning Standards Partnerships:</b> <ol style="list-style-type: none"> <li>1. Reflection</li> <li>2. Diversity</li> <li>3. Youth Voice</li> <li>4. Duration and Intensity</li> </ol>

### Standards:

#### Inquiry Skills

SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field.

SS.IS.2.9-12: Explain how supporting questions contribute to an inquiry.

SS.IS.3.9-12: Develop new supporting and essential questions through investigations, collaboration, and using diverse sources.

#### Civics Standards

SS.CV.5.9-12: Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles

#### History Standards

SS.H.3.9-12: Evaluate the methods utilized by people and institutions to promote change.

SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people’s struggle for safety, freedom, equality and justice.

#### Sociology Standards

SS.Soc.2.9-12: Analyze the impact of social structure, including culture, institutions, and societies.

### Schedule Overview:

Time (min)	Task
13	Foundation vs Nonprofit Organization
10	Foundation Chart Activity
15	TED Talk video
7	Discussion // Measuring Success

Total Time: 45 minutes

### Detailed Content:

#### 1. Foundation vs Nonprofit Organization

- *Today's topic will focus on learning more about the various ways groups of people choose to partake in philanthropy. A common way is through a foundation.*
  - *A foundation is an organization that supports charitable activities in order to serve the common good*
- *As funders of nonprofits, you all are functioning like a foundation. You are assessing nonprofit organizations that have submitted requests for funding.*
- *We are going to talk about the different types of foundations and the differences between foundations and nonprofit organizations. Please take notes on your Lesson 7 Worksheet.*
- *One facilitator should be reading this information while the other writes main ideas on the board.*
- *What is a Foundation?*
  - *A nonprofit organization that supports charitable activities in order to serve the common good.*
  - *They are often created with endowments which is money given by individuals, families, or corporations.*
  - *They generally make grants or operate programs with the income earned from investing the endowments.*
- *What is a nonprofit organization?*
  - *A nonprofit organization is often dedicated to furthering solutions to a social issue or advocating for a particular point of view*
  - *Hold a tax status called 501(c)3*
  - *In economic terms, a nonprofit organization uses its surplus revenues to further achieve its purpose or mission, rather than distributing its surplus income to the organization's shareholders as profit*
  - *Receive grants from foundations, the government, corporations, and individuals*
- *In short, foundations primarily give money and nonprofits (that are not foundations) receive money.*

- What Are the Different Types of Foundations?
  - Independent/Family Foundations:
    - *The most common type of private foundation*
    - *They are generally founded by an individual, a family or a group of individuals.*
    - *They may be operated by the donor or members of the donor's family*
    - *Example: Bill & Melinda Gates Foundation*
  - Community/Public Foundations:
    - *Operated on the benefit of, a specific community or geographic region*
    - *They receive their funds from a variety of individual donors, and provide a vehicle for donors to establish endowed funds without incurring the costs of starting a foundation.*
    - *Community/public foundations are administered by a governing body or distribution committee representative of community interests.*
    - *Example: Chicago Community Trust*
  - Corporate Foundations:
    - *Created and funded by companies as separate legal entities*
    - *Operated by a board of directors that is usually comprised of company officials*
    - *Corporations may establish private foundations with endowments, make periodic contributions from profits, or combine both methods to provide a foundation's resources.*
    - *Example: Nike Foundation*
- Emphasize that is important to know these distinctions as we assess the nonprofit grant applications and speak with the nonprofit representations in a couple of weeks.
- *Each foundation has a strategy to give out their funds, many give to specific causes or organizations in specific categories*
  - Put the [Chicago Trust Overview](#) on the screen
    - Read over the “What We Fund” section (high level descriptions), and scroll to the “Apply” section
    - *You will notice that the Chicago Trust has an open application meaning any nonprofit can apply for funds. Some foundations have an “invite only policy” so that they can narrow the pool of applications the board must read.*
  - Switch to the [Bill & Melinda Gates Foundation Funding Strategy](#)
    - Scroll to the “How We Make Investments” heading
      - Briefly overview their four steps to awarding grant money (emphasize the idea of *investing* the money in organizations)
    - Open [Grantseeker FAQ](#)
      - Highlight “**Q. How do I apply for a grant from the foundation?**” section
      - *Notice that the Bill and Melinda Gates Foundation mostly grants by inviting proposals from selected organizations, much like we are doing as a class.*

## 2. Foundation Chart Activity

- *As we discussed, philanthropic giving is a large part of American culture. The grantmaking institutions that we just learned about are part of that culture and we are going to continue to talk about philanthropic giving in our next activity.*
- *You all have researched organizations in various social issue areas (define this more specifically depending on the class decision). A study conducted each year, called the Giving USA Report, documents which social issue areas philanthropic dollars have been allocated.*
- *In your small group order the following 10 social issue areas from what you think was the most funded to least funded in 2017:*
  - *Arts, Culture, and Humanities*
  - *Education*
  - *Environment/Animals*
  - *Foundations*
  - *Health*
  - *Human Services*
  - *Individuals*
  - *International Affairs*
  - *Public-Society Benefit*
  - *Religion*
- *After 2 minutes, one student from each group should write their ordered list on the board.*
- *Have each group read their list and highlight similarities and differences.*
- *Then project the [Giving USA 2017 infographic](#) breaking down philanthropic giving by source.*
- *Break the students into small groups and project the chart image*
  - *What does this charts tell us?*
  - *What surprised you?*
  - *What does this tell us about our society, overall?*
- *Be sure to explain the nuance of religious giving*
  - *Many religious organizations have pass through funds - meaning they received donations and then give the money to community or global partners*

## 3. TED Talk video

- *Next week, we'll talk about ways that nonprofit organizations are evaluated and rated. To start us thinking about that process, we are going to watch part of a TED Talk from Dan Pallotta, an activist and fundraiser.*
- *While you watch this video, I want you to write some pros and cons about nonprofit organizations that he addresses*
- *Watch the video from 0:57 to 10:24*
  - *While the video is playing, erase the whiteboard and draw a roof over a house and write the word "overhead" above it.*

## 4. Discussion // Measuring Success

- *So what two big things did Dan mention that philanthropists don't want to pay for when they donate?*

- They might need some prompting, but should come up with salary, office space, supplies, and advertising budgets.
- Write these things on the board under the roof.
- *What other kinds of stuff might a nonprofit need to stay afloat that donors might not think about?*
- Take their ideas and write them under the roof.
- *What are some of the pros and cons that you wrote about nonprofit organizations?*
  - Have them share first in their groups if they don't want to share with the whole class
- *Last class we reviewed the grant application that was sent out to your elected nonprofit organizations. On the first page of their graph there was a space for them to enter what percentage of the grant will go to program costs and what percentage will go towards operational costs. Why is this section important? Does this video change the way you think about operating costs (overhead)?*
- *Keep these nonprofit assessments in mind for next week as we learn more about how to evaluate nonprofit organizations*



## Lesson 8 // Nonprofit Evaluation & Asset Based Community Development

### Essential Question

*What are the advantages of employing an asset-based approach to development and how does this differ from traditional models of development? What tools exist to support individuals in the evaluation of nonprofit organizations?*

<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Develop criteria that can be used to evaluate organizations.</li> <li>2. Learn how to access public records of nonprofit organizations.</li> <li>3. Learn the main tenets of Asset Based Community Development (ABCD) and how it relates to nonprofit evaluation.</li> </ol>	<b>21st Century Skills Alignment:</b> <ol style="list-style-type: none"> <li>1. Critical Thinking and Problem Solving</li> <li>2. Communication and Collaboration</li> <li>3. Information Literacy</li> <li>4. ICT Literacy</li> <li>5. Creativity and Innovation</li> <li>6. Flexibility and Adaptability</li> </ol>
<b>Materials Needed:</b> <ol style="list-style-type: none"> <li>1. <a href="#">Lesson 8 Worksheet</a></li> <li>2. Signs with 6 evaluation words that students can hold</li> <li>3. <a href="#">Allow Good FY17 Annual Report</a></li> </ol>	<b>C3 Framework Alignment:</b> <ol style="list-style-type: none"> <li>1. Evaluating sources and using evidence (p. 18)</li> <li>2. Developing questions and planning inquiries (p. 22 -25)</li> </ol>
<b>Resources:</b> <ol style="list-style-type: none"> <li>1. ABCD Institute</li> </ol>	<b>Service Learning Standards Partnerships:</b> <ol style="list-style-type: none"> <li>1. Reflection</li> <li>2. Diversity</li> <li>3. Youth Voice</li> <li>4. Duration and Intensity</li> </ol>

### Standards:

#### Inquiry Skills

**SS.IS.2.9-12:** Explain how supporting questions contribute to an inquiry.

#### Civics Standards

**SS.CV.5.9-12:** Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.

#### History Standards

**SS.H.3.9-12:** Evaluate the methods utilized by people and institutions to promote change.

**SS.H.7.9-12:** Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.

## Sociology Standards

SS.Soc.2.9-12: Analyze the impact of social structure, including culture, institutions, and societies.

### Schedule Overview:

Time (min)	Task
10	Small Group Activity // Evaluation Words
5	Evaluation Criteria Spectrum Activity
10	Evaluation Scenarios
10	Asset Based Community Development & Evaluation
10	Evaluation Tools & Activity

Total Time: 45 minutes

### Detailed Content:

#### 1. Small Group Activity // Evaluation Words

- *Today we'll be talking about how to evaluate a nonprofit organization and taking some time to explore and debate the various criteria and methods that can be used to do so. We're going to start with an activity!*
- Divide students into 6 groups (they should be in a group with the people sitting next to them so they don't have to get up and move around)
- Assign each of the groups one of the following words to talk about/define:
  - Leadership
    - *Think about: Who is leading the organization - both staff and board of directors? What is their professional background? How long have they been with the organization?*
  - Community Reputation
    - *Think about: How does the organization engage with the community?*
    - *Think about: Do people in the community think highly about the organization?*
  - Sustainability
    - *Think about: Is there a "strategic plan"?*
    - *Think about: Does the organization have clear vision?*
    - *Think about: Will they last into the future?*
  - Quantitative Impact
    - *Think about: How many people do they serve?*
    - *Think about: Is the organization being as effective as they can be?*
  - Mission statement
    - *Think about: What is their mission statement and is it clear? How do their programs relate to their mission? Do any of their activities seem outside the scope of their mission?*

- Sources of Funding
  - *Think about: Where does the organization get their money from? The government or private donors?*
  - *Think about: Who are the donors? This is important because donors can have influence on various organization activities*
- *We're going to give you 5 minutes to make a case for why your word is important in the process of evaluating an organization. Record your answers on the [Lesson 8 Worksheet](#):*
  - *How would this word contribute to a favorable evaluation of an organization?*
  - *How would this word contribute to an unfavorable evaluation of an organization?*
  - *What other criteria/words is your assigned word related to? What is the question behind this word/what is the word trying to get at?*
- After five minutes, facilitators should ask each of the 6 groups what they had to say about their assigned word.

## 2. Evaluation Criteria Spectrum Activity

- *Can I have one volunteer from each group? (6 total)*
  - Volunteers should come up to the front of the classroom
  - Give each of them the sign that corresponds to their word
- *You have one minute to order themselves from least important criteria to most important criteria*
- Ask the class: *Do you agree or disagree with the way that your peers ordered themselves?*
  - Have a conversation about their concerns and have the class vote to swap students as necessary. Students can sit down once the class agrees on the order (more or less) and teachers have written down the order on the board

## 3. Evaluation Scenarios

- Have a discussion with the class about how the following scenarios would change their ordering:
  - *Scenario #1: The organization you are considering funding runs a variety of different after school programs. However, this organization receives a lot of government funding and the government has recently been making budget cuts in youth development. How would this new information alter where "sources of funding" is placed on the spectrum?*
  - *Scenario #2: This community-based organization recently underwent a leadership transition. While the new executive director is not from the area, they have 5 years of experience in nonprofit management. How does this affect your ranking of "leadership" on the spectrum?*
  - *Scenario #3: You are considering giving a grant to the Hope House – a facility that houses homeless youth in the Missouri public school system. However, the Hope House can only accommodate 10 students at a time. Does this information influence how you view the impact of the Hope House? If so, how would you move the "impact" criteria on the spectrum?*
  - *Scenario #4: A local food pantry recently announced that some of their employees have been stealing food from the pantry. Community members have been losing trust in the organization for the last few years due to high employee turnover and*

*disgruntled patrons who dislike the executive director. How does this affect where “community reputation” falls on the spectrum?*

- Try to make sure that it isn’t a handful of students dominating the discussion. Have two or three students share for each scenario.

#### 4. Asset Based Community Development & Evaluation

- *As we review the grantee applications from community organizations, we will be assessing them on their approach to community development. There are many theories on community development, but the one we will focus on is called Asset Based Community Development.*
- *Asset Based Community Development is a strategy for sustainable community-driven development...ABCD builds on the assets that are already found in the community and mobilizes individuals, associations, and institutions to come together to build on their assets-not concentrate on their needs.*
- *In summary, asset based community development relies on partnerships within the community: people, institutions, associations, physical assets, economic activity, and culture*
- *In your small group, try to come up with one example from your community for each of those categories. Use your worksheet to write your answers*
- Teachers should walk around to the small groups and help them get started with possible examples:
  - People
    - Students
    - Workers
    - Elderly
    - Children
  - Associations
    - Parent-Teacher Association (PTA)
    - Religious groups
    - Boy/Girl Scouts
    - Sports teams
  - Institutions
    - Schools
    - Hospital
    - Police station
    - Stores
    - College
  - Physical Assets
    - Water ways (lakes, rivers, etc.)
    - Infrastructure (streets, bike paths, parks, public transit, etc.)
    - Beaches
  - Economic Activity
    - Small business owners
  - Culture
    - Latino/a culture
    - Black culture

- Urban culture
- After 5 minutes have the groups come together and share 1-2 examples per group

## 5. Evaluation Tools & Activity

- *We talked a lot today about the various criteria that can be used to evaluate an organization, but where can you go to actually find information about an organization?*
  - Site Visit
    - *Go on a trip to the organization. Observe one of their programs, talk to their leadership/staff.*
    - *For some classes they would have done this in week 2, add notes about that trip here*
  - *The organization's website*
    - *Most organizations have a lot of useful info on their website including: testimonials, an annual report (which contains quantitative data), the organization's mission, staff, etc.*
  - *Annual Report*
    - *An official document that contains the financial information of the organization as well as the impact over the past fiscal year. Nonprofit organizations must publish an annual report each year as a form of financial transparency.*
- Hand out Allow Good [FY17 Annual Report](#)
  - *In your groups I want you to find the following information about Allow Good and record it on your Lesson 8 worksheet:*
    - *Name 3 organization leaders*
    - *What is their mission*
    - *What was their quantitative impact? List 3 examples*
    - *What are their sources of funding?*
    - *Give an example of a program they run*
  - *When evaluating an organization for funding it is important to look at not only their grant application, but other supplementary documents like an annual report. As you review the grantee applications next week be sure to look at the supplementary materials provided by the organization and their annual report (available on their website).*
- *Next week we will evaluate the grantee applications. Come prepared to use this week's knowledge to inform your evaluation process!*

## Lesson 9 // Grantee Application Review<sup>4</sup>

### Essential Question

*How can we use our nonprofit evaluation knowledge to review grant applications? What questions should be asked to supplement a grant application?*

<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Utilize evaluation knowledge to assess grant applications</li> <li>2. Work cooperatively in small groups.</li> <li>3. Create questions for nonprofit organization visits.</li> </ol>	<b>21st Century Skills Alignment:</b> <ol style="list-style-type: none"> <li>1. Critical Thinking and Problem Solving</li> <li>2. Communication and Collaboration</li> <li>3. Creativity and Innovation</li> <li>4. ICT Literacy</li> <li>5. Productivity and Accountability</li> </ol>
<b>Materials Needed:</b> <ol style="list-style-type: none"> <li>1. Nonprofit grant applications (both through Google Drive and printed copies)</li> <li>2. Laptops -- should be arranged with classroom teachers beforehand</li> <li>3. <a href="#">Lesson 9 Worksheet</a></li> </ol>	<b>C3 Framework Alignment:</b> <ol style="list-style-type: none"> <li>1. Link to Curriculum</li> <li>2. Reflection</li> <li>3. Youth Voice</li> <li>4. Duration and Intensity</li> </ol>
<b>Resources:</b> <ol style="list-style-type: none"> <li>1. N/A</li> </ol>	<b>Service Learning Standards Partnerships:</b> <ol style="list-style-type: none"> <li>1. Evaluating sources and using evidence (p. 18)</li> </ol>

### Standards:

#### Inquiry Skills

SS.IS.2.9-12: Explain how supporting questions contribute to an inquiry.

SS.IS.3.9-12: Develop new supporting and essential questions through investigations, collaboration, and using diverse sources.

#### History Standards

SS.H.3.9-12: Evaluate the methods utilized by people and institutions to promote change.

#### Sociology Standards

SS.Soc.2.9-12: Analyze the impact of social structure, including culture, institutions, and societies.

### Schedule Overview:

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<sup>4</sup> Note that 1. Allow Good will no longer be providing this funding and 2. Funding from the Laura Arrillaga-Andreessen Foundation (LAAF) is based on an application, is not guaranteed and will be determined by LAAF and is subject to change.

Time (min)	Task
5	Review Expectations
25	Application Review
10	Application Summaries
5	Question Prep

Total Time: 45 minutes

## Detailed Content:

### 1. Review Expectations

- Have the students get into small groups. Go over the expectations for the application review:
  - Every student should have a completed [Lesson 9 Worksheet](#) by the end of the class
- 1) *Introduction- Overview of their assigned organization which should include the following items:*
  - a) *Name of the organization*
  - b) *Year incorporated*
  - c) *Mission statement*
  - d) *Sources of funding*
- 2) *What need is the organization addressing? Give details about that need and why it affects our community?*
- 3) *Summarize the project proposal (how the grant would be used). Include project duration, target audience served, goals, assessment, and finances.*
- 4) *Are there opportunities for youth involvement?*
- 5) *Did they provide supplementary materials (i.e. Annual Report, program brochure, etc)? What did you learn from these materials?*
- 6) *Who do they partner with (think back to our conversation about Asset Based Community Development)?*
- 7) *What questions do you have for this nonprofit after reviewing their application?*
- 8) *Personal Assessment*
  - a) *Include at least two positive things about the organization and one negative thing about the organization*
  - b) *Do you think this organization should be awarded the grant? Why or why not?*

### 2. Application Review

- Each group should have access to the grant applications through Google Drive and physical printed copies
- Groups should be no more than 5 students
- Give the students the rest of the class time to fill out their assessments.

- Facilitators should be walking around the room and helping students as they have questions.

### 3. Application Summaries

- Have each group give a 2-minute summary of the application they reviewed including their positives and negatives.

### 4. Question Preparation

- As a large group, have the class come up with questions to ask the nonprofits. These could be general questions or specific ones.
- Record these questions for next week.
- *Next week you will hear from representatives of the nonprofit organizations. Bring your questions and best listening skills with you next week!*



## Lesson 10 // Grantee Presentations

### Essential Question

*What evidence do you look for in a presentation to inform your analysis and evaluation of a nonprofit organization?*

<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Listen to nonprofit organizations that are potential grantees.</li> <li>2. Analyze information given to make an informed grant making decision.</li> </ol>	<b>21st Century Skills Alignment:</b> <ol style="list-style-type: none"> <li>1. Communication and Collaboration</li> <li>2. Critical Thinking and Problem Solving</li> <li>3. Information Literacy</li> <li>4. Social and Cross-Cultural Skills</li> </ol>
<b>Materials Needed:</b> <ol style="list-style-type: none"> <li>1. <a href="#">Lesson 10 Worksheet</a></li> <li>2. Necessary materials for presentations as requested by organizations</li> </ol>	<b>C3 Framework Alignment:</b> <ol style="list-style-type: none"> <li>1. Developing questions and planning inquiries (p. 23 -25)</li> </ol>
<b>Resources:</b> <ol style="list-style-type: none"> <li>1. N/A</li> </ol>	<b>Service Learning Standards Partnerships:</b> <ol style="list-style-type: none"> <li>1. Youth Voice</li> <li>2. Partnerships</li> </ol>

### Standards:

#### Inquiry Skills

SS.IS.3.9-12: Develop new supporting and essential questions through investigations, collaboration, and using diverse sources.

SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

#### History Standards

SS.H.3.9-12: Evaluate the methods utilized by people and institutions to promote change.

### Schedule Overview:

Time (min)	Task
3	Welcome
40	Nonprofit Presentations
2	Debrief

Total Time: 45 minutes

## Detailed Content:

### 1. Welcome

- Facilitators should give a short introduction about the Allow Good class to the nonprofit representatives.
- *Thank you for joining us today, nonprofit organizations. These students have been working hard over the past 10 weeks learning about philanthropy, choosing a social issue, researching that issue locally and globally, evaluating nonprofit organizations, and reviewing grant applications. They are excited to hear from you today. Each of you will have about 7 minutes to talk about your organization (depending on number of organizations present) followed by 3 minutes for questions from the students.*
- *Students, be sure to write down questions to ask after each presentation. Fill out your worksheet while each representative is talking.*

### 2. Nonprofit Presentations

- Make sure to keep track of the time:
  - Depending on the number of organizations present, each organization should get between 5-7 minutes to present.
  - Each presentation should be followed by 2-4 minutes of questions from the students.
  - If the students are hesitant to ask questions, get them started by proposing a question to start

### 3. Debrief

- *Thank you for joining us today. Next week the students will make their decision and we will notify each organization with the decision. If your organization is chosen, you will be asked to attend the Grant Award Ceremony in mid-May (or whenever your school's ceremony will be).*

## Lesson 11 // Grant Decision<sup>5</sup>

### Essential Question

*What tools exist for collective groups to achieve the most impactful collective grantmaking?  
What strategies can individuals who are a part of the group employ to ensure that all members are actively participating in decision-making?*

<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Synthesize learning to make an informed grant decision.</li> <li>2. Express personal opinions about the merits of each nonprofit organization being considered.</li> <li>3. Work collectively as a class to make a grant decision.</li> </ol>	<b>21st Century Skills Alignment:</b> <ol style="list-style-type: none"> <li>1. Critical Thinking and Problem Solving</li> <li>2. Communication and Collaboration</li> <li>3. Information Literacy</li> <li>4. Flexibility and Adaptability</li> <li>5. Social and Cross-Cultural Skills</li> <li>6. Creativity and Innovation</li> </ol>
<b>Materials Needed:</b> <ol style="list-style-type: none"> <li>1. Student notes from Grantee Presentation Day</li> <li>2. <a href="#">Lesson 11 Worksheet</a></li> </ol>	<b>C3 Framework Alignment:</b> <ol style="list-style-type: none"> <li>1. Developing questions and planning inquiries (p. 23 -25)</li> <li>2. Communicating conclusions and taking informed action (p. 59)</li> </ol>
<b>Resources:</b> <ol style="list-style-type: none"> <li>1. Grant applications</li> </ol>	<b>Service Learning Standards Partnerships:</b> <ol style="list-style-type: none"> <li>1. Diversity</li> <li>2. Youth Voice</li> <li>3. Duration and Intensity</li> </ol>

### Standards:

#### Inquiry Skills

**SS.IS.4.9-12:** Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

**SS.IS.6.9-12:** Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

**SS.IS.7.9-12:** Articulate explanations and arguments to a targeted audience in diverse settings.

**SS.IS.9.9-12:** Use deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school.

#### Civics Standards

<sup>5</sup> Note that 1. Allow Good will no longer be providing this funding and 2. Funding from the Laura Arrillaga-Andreessen Foundation (LAAF) is based on an application, is not guaranteed and will be determined by LAAF and is subject to change.

SS.CV.3.9-12: Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality and liberty.

### History Standards

SS.H.3.9-12: Evaluate the methods utilized by people and institutions to promote change.

### Schedule Overview:

Time (min)	Task
5	Expectations
35	Grant Award Discussion
5	Debrief

Total Time: 45 minutes

### Detailed Content:

#### 1. Expectations

- *As we enter our decision day today, we want this to be a collaborative space. What do you need out of this space to feel safe and respected?*
  - The class could brainstorm: don't interrupt others, be open minded, etc.
- *Today we are going to use the knowledge we have gained over the last 11 weeks. As a refresher, here is the evaluation criteria we discussed a few weeks ago.*
- Write down the 6 evaluation criteria on the board that they used in lesson 8:
  - Leadership
  - Community Reputation
  - Sustainability
  - Quantitative Impact
  - Mission statement
  - Sources of Funding
- *Please take out your Lesson 10 worksheet (or pass them out if the teacher kept them).*

#### 2. Grant Discussion

- Ask the students to do a quick recap of the organizations and what they said they would use the funding for.
  - Fill in with more details and information as needed. Write info on the board if that is helpful.
- Do you want to an open or secret vote?
  - *If you had to vote right now, which organization would you choose for funding?* If open vote have them raise their hands to vote.
  - If secret vote have them put their heads down and raise their hands to vote.
- *Share the results of the initial vote.*

- *Now I want us to create a pros/cons list for the top 2 organizations.*
  - One facilitator should be writing these on the board while the other is leading the conversation.
  - Encourage students who are in the minority to speak out and convince their classmates that the organization they initially voted for is worthy. If students are hesitant to speak up, ask them to talk about pros/cons with the person next to them.
- *Now, we are going to take a second and final vote.*
  - Again, students should decide if the vote is open or secret
  - They should also decide if they want to split the money
    - Have them think about the potential impact of their grant
- *We have reached our decision! Congratulations to you all for the effort you have made during this process, for being open with your ideas, and making an impact on (winning organization).*

### 3. Debrief

- *Any final thoughts from today's discussion and decision?*
  - Make sure students have felt that their voices have been heard and that everyone supports the final decision.
- *Use your [Lesson 11 worksheet](#) to reflect on this process.*
  - Give time for students to fill out the worksheet
- *Next class we will prepare for the Grant Award Ceremony.*

## Lesson 12 // Grant Ceremony Preparation (note this may only apply to classes that have decided to award a grant).<sup>6</sup>

### Essential Question

*What distinguishes a charitable individual from a philanthropic individual? How does this influence how we aim to live out our lives?*

<b>Learning Objectives:</b> <ol style="list-style-type: none"> <li>1. Evaluate what they learned by completing the post-course survey.</li> <li>2. Work collectively as a class to create a presentation for the grant giving ceremony.</li> </ol>	<b>21st Century Skills Alignment:</b> <ol style="list-style-type: none"> <li>1. Critical Thinking and Problem Solving</li> <li>2. Communication and Collaboration</li> <li>3. ICT Literacy</li> <li>4. Flexibility and Adaptability</li> </ol>
<b>Materials Needed:</b> <ol style="list-style-type: none"> <li>1. <a href="#">Lesson 12 Worksheet</a></li> </ol>	<b>C3 Framework Alignment:</b> <ol style="list-style-type: none"> <li>1. Communicating conclusions and taking informed action (p. 59)</li> </ol>
<b>Resources:</b> <ol style="list-style-type: none"> <li>1. <a href="#">15 Strategies for Giving Oral Presentations</a></li> </ol>	<b>Service Learning Standards Partnerships:</b> <ol style="list-style-type: none"> <li>1. Reflection</li> <li>2. Youth Voice</li> <li>3. Duration and Intensity</li> </ol>

### Standards:

#### Inquiry Skills

**SS.IS.7.9-12:** Articulate explanations and arguments to a targeted audience in diverse settings.

**SS.IS.9.9-12:** Use deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school.

### Schedule Overview:

Time (min)	Task
5	Presentation Expectations / Post-course Survey
30	Presentation Creation
10	Debrief

Total Time: 45 minutes

<sup>6</sup> Note that 1. Allow Good will no longer be providing this funding and 2. Funding from the Laura Arrillaga-Andreessen Foundation (LAAF) is based on an application, is not guaranteed and will be determined by LAAF and is subject to change.

## Detailed Content:

### 1. Presentation Expectations / Post-course evaluation

- *This class time is to prepare for the grant award ceremony next week. The chosen nonprofit has been invited to the ceremony along with Allow Good staff, supporters, and school administrators.*

### 2. Presentation Creation

- Divide class into 5 groups. And assign them the following questions:
  - Group 1: What is the difference between charity and philanthropy? What are some ways that you have been a philanthropist through this class and in other parts of your life?
  - Group 2: How did the class choose your social issue topic? What kind of research did you conduct?
  - Group 3: How did you evaluate the organizations you researched? What did that process look like?
  - Group 4: What organizations completed the grant application and came to speak with you? What were their project proposals?
  - Group 5: What does the winning organization do? What is the grant money being used for? Why did you choose this organization? What stuck out to you in their application?
- *Each group should reflect on their questions, craft a 2-4 minute response, and fill-out the [worksheet](#).*
- *Discuss who from their group will be the spokesperson. This spokesperson should be someone that can for sure attend the ceremony next week!*

### 3. Debrief

- Go over the logistics for the Grant Award Ceremony (day, time, location, order of presentations, etc)
  - Have each spokesperson say their 2 minute response to the whole class
- Thank the students for their openness, energy, enthusiasm, passion, etc. Make this thank you personal and make sure to thank the classroom teacher as well.
- Take a group photo of you with the students!

## Lesson 1 Worksheets:

### Lesson 1 // Introduction to Allow Good

#### Allow Good's Tenets

1.	
2.	
3.	
4.	
5.	
6.	

#### How do you define philanthropy?



### The 4Ts

T	
T	
T	
T	

### Your 1Q

--

Notes:



One day, you are out on your porch that overlooks a river having a nice chat with your neighbor. Suddenly, you both notice a crying baby floating downstream in a basket.

**JUNCTION ONE:** You can either a) shrug and ignore it or b) go with your neighbor and rescue the baby.

*Option A:* Stay on your porch, keep eating your snack. Your adventure ends here.

*Option B:* You and your neighbor rush out and rescue the baby, bring it to shore and care for it. During the next several days, more babies are found floating downstream, and you hear stories of other members of your community rescuing them as well. Before long, there is a steady stream of babies floating downstream. Soon the whole village is involved in the many tasks of rescue work: pulling these poor children out of the stream, ensuring they are properly fed, clothed, and housed, and integrating them into your town. While not all the babies, now very numerous, could be saved, your fellow community members feel good that they have at least saved as many as they did. Before long, however, your friends and neighbors become exhausted with all this rescue work. A huge controversy erupts in the village, and now it's time for you to pick a side.

**JUNCTION TWO:** One group argues that every possible hand is needed to save the babies as they float by your town, since they are barely keeping up with the current flow. The other group argues that a group from your community should travel upstream. There, they could find out how the babies are getting into the water in the first place and attempt to repair the situation.

This option would eliminate the need for such costly rescue operations downstream. You can either a) keep rescuing as many babies as you can from the river as it flows through your town or b) join the group to go upstream and find the cause of so many babies in the river.

*Option A:* You continue your work in town alongside the people that chose this option. You still miss some of the babies as they float by, but hope that someone in the next town is picking them up. The babies you do save are healthy and growing, which motivates you to keep trying and convinces you that this was the best option.

*Option B:* You go upstream and find the root cause of the babies floating downriver. In the time that it takes you to overhaul the system that keeps putting the babies in the river, many more are let go. Even though you are spending more money than the people who stayed put, you are confident that the system is what needs to be changed and eventually, the village upstream stops sending babies down the river.

## Lesson 2 Worksheets:

### Lesson 2 // Allow Good in Action<sup>7</sup>

#### Part 1:

Name of Organization:

Where does the organization serve?

Who is the target population?

What is the need they aim to fill?

How did they propose to spend the grant?

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**Part 2:**

Were there any changes to how the grant was used? If so, what were those changes?

How did the grant impact the organization and its program(s)?

What were you surprised by?

Would you fund this organization again? Why or why not?

**Lesson 3 Worksheets:**

**Identity Cards:**

**Black**

**White**

**Native  
American**

**Asian**

**Latinx/Latino/  
Latina**

**Male**

**Female**

**Transgender**

**Genderqueer**

**Agnostic**

**Syrian refugee**

**Able-bodied**

**Sudanese  
refugee**

**Atheist**

**Heterosexual**

**Bisexual**

**Asexual**

**Homosexual**

<b>Upper Class</b>	<b>Middle Class</b>	<b>Working Class</b>
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<b>Physically Disabled</b>	<b>Between ages 20-40</b>	<b>Catholic</b>
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<b>Jewish</b>	<b>Muslim</b>	<b>Over age 60</b>
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## **Lesson 3 // Social and Philanthropic Identities**

### **Part 1: Article Questions**

1. What does the author mean when he says, “America is quietly browning”? How does this browning relate to immigration?
2. Given this growth, what might our society need to do in order to promote respect for all people living in the United States?
3. In the article, your generation is called “more hopeful.” Do you agree with that description? What do you believe your generation could do to lead the United States to a “transformative integrated and post-racial era”?

## Part 2: Personal Identity Wheel

**Step 1:** Write down all your identities (i.e. your race, gender, sexual orientation, religion, age, ethnicity, ability, socio economic status, etc.)

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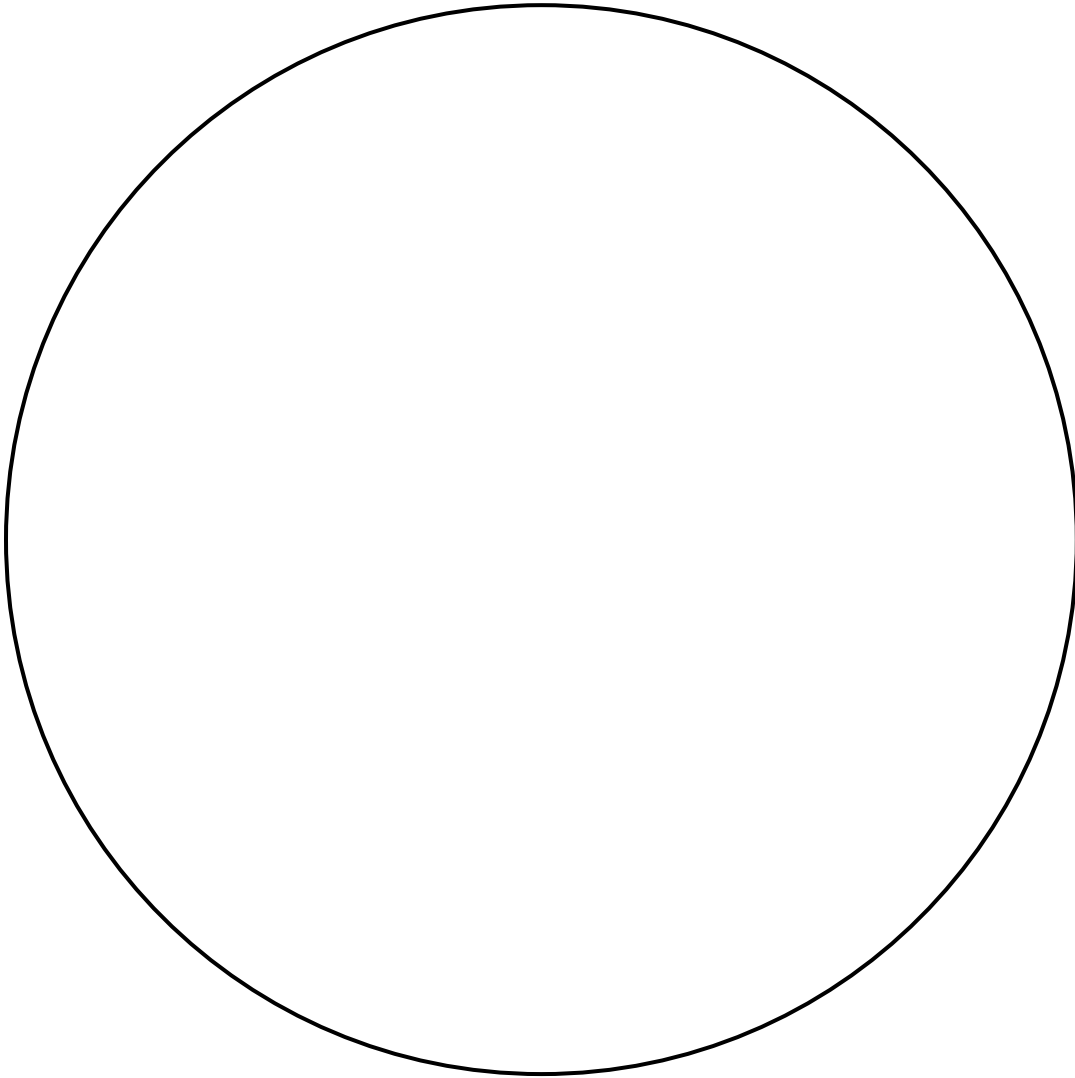
---

**Step 2:** Categorize each identity as...

Targeted (T): An identity that is the target of prejudice/discrimination

Agent (A): An identity that is privileged

**Step 3:** Using the circle below, create a pie chart that shows your identities, with the size of each pie piece relating to how aware you are of each identity on a daily basis.





## Lesson 4 Worksheets:

### Lesson 4 // Community Social Issues

#### Part 1: Reflection

1. What is an issue in your community that you would like to see resolved? Why do you care about this issue?
2. Thinking back to our previous class, how does your identity shape what issues you care about?
3. Why do you think social issues continue to persist in this community? In other communities?

#### Part 2: Social Issue Debate Prep

Social Issue:

Statistics highlighting the prevalence of your social issue in Chicagoland (include your sources):



- 1.
- 2.
- 3.

Anecdotal evidence for why this social issue is important in your community:

Organizations that are working on this social issue:

- 1.
- 2.
- 3.
- 4.
- 5.

Why should the class focus on organizations dealing with this social issue i.e. impact in community, target audience, example organization, social issue on a global scale, etc. (should be supported with evidence)?:

- 1.
- 2.
- 3.

## **Community Social Issues Research Resources**

- Overall Demographics
  - Chicago Metropolitan Agency for Planning - [Community Data Snapshots](#)
- *Human Services- Basic Needs*
  - [City of Chicago report](#)
  - [Chicago Coalition for the Homeless](#) and [this](#)
- *Human Services- Child and Family Services*
  - Ounce of Prevention Fund [reports](#)
  - Headstart Illinois [fact sheet](#) - 2015
- *Immigration and Refugee Services*
  - Chicago Tribune [article](#) - May 2017
  - Chicago Tribune [article](#) - demographics of where refugees in Illinois are migrating from - January 2017
- *Health*
  - NAMI Mental Health [fact sheets](#)
  - City of Chicago - [Community Health Status Assessment](#)
- *Youth Development*
  - Concept of Peace Circles in schools - Chicago Community Trust [article](#)
  - School-to-Prison Pipeline studies - [State of Illinois](#) study
  - After School Programs and Academic Impact - [University of Chicago study](#)
  - Joblessness Among Teens in Chicago - [Drexel University study](#)
- *Environment*
  - Friends of the Chicago River - [Policy reports](#)
  - Environment Illinois - [Global warming statistics](#)
  - Chicago Park District - [2016 Strategic Plan](#)
  - Chicago Urban Agriculture [Mapping Project](#)
  - Five urban agriculture farms to watch - [Chicago Tribune article](#)
- *Arts & Culture*
  - Marwen's free art school for Chicago youth - [DNAinfo article](#)
  - Arts & Culture in Chicago - [MacArthur Foundation programs](#)
  - [Chicago Cultural Center](#)

## Lesson 5 Worksheets:

### Lesson 5 // Grantee Research<sup>8</sup>

#### Profile: Organization #1

Organization Name	
Contact Name and Email Address	
Location	
Target Audience	
Mission	
Programs	
Community Impact	
Why I think this organization should be awarded a grant	

#### Profile: Organization #2

Organization Name	
Contact Name and Email Address	
Location	
Target Audience	

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Mission	
Programs	
Community Impact	
Why I think this organization should be awarded a grant	

Profile: Organization #3

Organization Name	
Contact Name and Email Address	
Location	
Target Audience	
Mission	
Programs	

Community Impact	
Why I think this organization should be awarded a grant	



Most of the organizations can be found on [this map](#).

***Categories:***

- Human Services
- Immigration and Refugee Services
- Health
- Education & Youth Development
- Environment
- Arts & Culture

Chicago

North Side

***Human Services***

***Basic Needs***

[Lakeview Pantry](#)

Ezra Multi-Service Center- [Uptown Cafe](#)

[Deborah's Place](#)

[Sarah's Circle](#)

[Inspiration Corporation](#)

[LIFT](#)

[Mercy Housing Lakefront](#)

[Thresholds](#)

***Child & Family Services***

[Casa Central](#)

[Family Matters](#)

[Howard Area Community Center](#)

***Immigration and Refugee Services***

[Centro Romero](#)

[Heartland Alliance Kovler Center](#)

[Indo American Center](#)

[Vietnamese Association of Illinois](#)

[Iraqi Mutual Aid Society](#)

[Chinese Mutual Aid Association](#)

[Ethiopian Community Center](#)

[Pan-African Association](#)

[Cambodian Association of Illinois](#)

[South East Asia Center](#)

[RefugeeOne](#)

[GirlForward](#)

***Health***

[Chicago Women's AIDS Project](#)

[Center on Halsted](#)

[Howard Brown Health Center](#)

[Chicago Women's Health Center](#)

[Asian Human Services Family Health Center](#)  
[TPAN](#)  
[Access Living](#)

***Education & Youth Development***

[Kuumba Lynx](#)  
[Alternatives, Inc.](#)  
[Chicago Youth Programs // Uptown Community Youth Program](#)  
[After School Matters](#)  
[Jumpstart](#)  
[Ounce of Prevention Fund](#)  
[Reading in Motion](#)

***Environment***

[Alliance for the Great Lakes](#)  
[Delta Institute](#)  
[Openlands](#)  
[Environment Illinois Research & Education Center](#)

***Arts & Culture***

[Marwen](#)  
[The Center for Intuitive and Outsider Art](#)  
[Albany Park Theater Project](#)  
[Chicago Sinfonietta](#)  
[Hana Center](#)  
[Woman Made Gallery](#)  
[National Cambodian Museum](#)

South/West Side

***Human Services***

*Basic Needs*

[Latinos Progresando](#)  
[La Casa Norte](#)  
[Mujeres Latinas En Accion](#)  
[Arise Chicago](#)  
[Cradles to Crayons](#)  
[A Safe Haven](#)  
[Chicago Veterans](#)  
[Northwest Side Housing Center](#)

*Child & Family Services*

[Parent Cooperative- Early Learning](#)  
[SGA Youth and Family Services](#)  
[Centers for New Horizons](#)

[El Valor Corporation](#)

***Immigration and Refugee Services***

[United African Organization](#)

[Heartland Alliance](#) - National Immigrant Justice Center

[Polish American Association](#)

***Health***

South Side Help Center ([SSHC](#))

[Thresholds](#)

[XS Tennis and Education Foundation](#)

[Neuman Family Services](#)

[IMAN Community Health Center](#)

[South Chicago YMCA](#)

***Education & Youth Development***

[Umoja](#)

[Gary Comer Youth Center](#)

[Youth Guidance](#)

[After School Matters](#)

[Coderspace](#)

[Camp of Dreams](#)

[Project SYNCERE](#)

[826Chi](#) || ([National](#))

***Environment***

[Alliance for the Great Lakes](#)

[Little Village Environmental Justice Organization](#)

[Openlands](#)

[Environment Illinois Research & Education Center](#)

[Growing Home](#)

[Gateway Green](#)

[Slow Roll Chicago](#)

[Chicago Eco House](#)

***Arts & Culture***

[Free Spirit Media](#)

[Hyde Park Art Center](#)

[National Museum of Mexican Art](#)

[Snow City Arts](#)

[Archi-treasures](#)

[Beverly Arts Center](#)

[Chicago Children's Theatre](#)

[Young Chicago Authors](#)

[Changing Worlds](#)

Evanston/Skokie

North Shore

***Human Services***

***Basic Needs***

[The Harbour](#)

[Connections for the Homeless](#)

[Impact Behavioral Health Partners](#)

[Over the Rainbow Association](#)

[Housing Opportunities for Women](#)

[Niles Township Food Pantry](#)

***Child & Family Services***

[Family Promise - Chicago North Shore](#)

[YWCA - Domestic Violence Program \(Evanston & North Shore\)](#)

[Jewish Family and Community Service](#)

[KAN-WIN](#)

[Family Focus](#)

[Child Care Center of Evanston](#)

[The Cradle](#)

***Immigrant and Refugee Services***

***Health***

[Have Dreams](#)

[Curt's Café](#)

[McGaw YMCA](#)

[Best Buddies Illinois](#)

[Douglas Center](#)

[National Alliance on Mental Illness - Cook County North Suburban](#)

[Hatzalah Chicago](#)

[Leaning Tower YMCA](#)

[Maine-Niles Association of Special Recreation](#)

[Response Center](#)

[Chicago Run](#)

***Education & Youth Development***

[Youth Job Center](#)

[Jumpstart](#)

[James B. Moran Center for Youth Advocacy](#)

[Niles Township Youth Coalition](#)

[Metropolitan Family Services](#)

[The Juvenile Justice Initiative](#)

***Environment***

[Evanston Ecology Center](#)

[The Talking Farm](#)

[Edible Evanston](#)

[Evanston Animal Shelter](#)  
[Skokie Park District](#)

***Arts & Culture***

[Evanston Art Center](#)  
[Piven Theatre Workshop](#)  
[Literature for All of Us](#)  
[Arts of Life](#)  
[Art Encounter](#)  
[Institute for Therapy through the Arts](#)  
[Young Evanston Artist's Foundation](#)  
[Evanston Public Library](#)  
[Saltbox Theater Collective](#)  
[Illinois Holocaust Museum](#)  
[Skokie Heritage Museum](#)  
[Skokie Public Library](#)

## Lesson 6 Worksheets:

### Lesson 6 // Grantee Debate and Vote<sup>9</sup>

#### Part 1: Grantee Debate

Reasons why \_\_\_\_\_ should receive a grant:  
(think about the population served, organizational impact, programs, mission, etc)

Reasons why \_\_\_\_\_ should receive a grant:  
(think about the population served, organizational impact, programs, mission, etc)

#### Part 2: Follow-up Questions

Write the questions you have for the other groups presenting. You should have at least one question per group. Here are three sample questions:

1. Has the organization been impacted by changes in government funding, both on a state and federal level?
2. How does the organization differentiate themselves from other organizations?
3. How would our grant compare to the size of the operating budget?

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### Part 3: Exit Slip

Independently reflect on what part of the grant application you deem most important. Explain your reasoning.



## Allow Good Grant Application<sup>10</sup>

### Contact Person

Name:

Title:

Email:

Phone #:

### Organization Overview

Organization Name:

Year Incorporated:

Organization's FEIN:

Geographic Area:

Where does organization serve?

Where is organization based?

Organizational demographics:

Number of full time staff:

Number of part time staff:

Number of volunteers:

Operating Budget Total for Current Fiscal Year:

Fiscal Year: \_\_\_\_\_  
(From) (To)

Sources of Income: [complete percentages in chart below]

Fees/Earned Income	%
Individual Contributions	%
Corporate and/or Foundation Grants	%
Government	%

### Proposal Overview

(Please limit to 300 words)

If awarded a grant, what percent of the funds would support each of the following?

\_\_\_\_\_% General operating support

\_\_\_\_\_% Project support

- Explain type of operating support include: who will project serve and how many people it will serve (if applicable)
- Explain type of project support include: who will project serve and how many people it will serve (if applicable)

### Opportunities for Youth

Are there opportunities for youth to get involved in your organization? If applicable, please provide any details.

### Detailed Report

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(Please limit to 2 pages total)

**1. Applicant Organizational Background**

- Mission statement
- Significant accomplishments (up to 3)
- Area and population served
- List other organizations you partner with to achieve your mission, if applicable

**2. Needs Statement**

- Identify the needs within community that this proposal will address

**3. Proposal**

- How will you use this grant to address identified needs?
- What are the projected goals, objectives, and timeline anticipated for this grant?
- What is the projected quantitative impact of your proposal (number of people served, service provided, etc)?
- How will the organization monitor its work and measure success or effectiveness?
- Where does the organization expect to find future financial support?

**4. Additional Information**

- Please address anything else about your organization or project you think is relevant to this proposal.



## Resources

### Facilitator Training

*As an Allow Good Teacher, you will need to facilitate both large and small group lectures, conversations, debates, and activities. Below are tips, suggestions, and ideas on how to successfully guide both large and small groups of high school students.*

### Large Group Facilitation

Many times it will work better to be in small groups because high school students can be hesitant to share their opinions in front of their peers or people they don't know. However, for some Allow Good activities large groups are necessary. Here are some tips to get people talking:

- Set up the physical space for productive discussion.
  - Think about how the room is organized: is everyone sitting at rows or clustered at tables?
  - What kind of environment do you need for the day's activities? One large discussion space where everyone can see each other's faces, or clusters of small groups? Do you need open space to conduct an activity, or do you need to use the board or projector?
  - Would it work better if the students were in two groups facing each other?
- Be sure to begin each class with an engaging opening. Openings set the tone for the rest of the lesson, and should work to get students engaged and excited about the lesson to come.
  - Consider beginning class with a thought-provoking quote, a reference to a relevant current event, an intriguing question to be answered throughout the day, or an interesting fact or statistic.
  - Know your opening by heart! You want to connect with and engage with your students, but reading your opening from a sheet of paper will just create distance between you and the classroom.
- Set rules and expectations for large group discussions.
  - During the first class ground rules should be set and agreed upon by all students. Examples from previous classes are:
    - Only constructive arguing allowed
    - Don't speak out of turn
    - Judge the statement not the person
    - Think before you speak
    - Don't yuck on my yum
    - Speak in "I" statements
    - Step up, step back
- Did you ask a question that no one is responding to?
  - Try breaking the question into smaller, more manageable pieces. It could be too big or intimidating of a question that the students don't know where to start.
    - Encourage students to ask clarifying questions if need be.

- Focus on the most interesting aspect of the question. If your students don't feel interested in the question in the first place, they won't be motivated to respond.
- Reframe the question or give an example of a potential answer. It could be that your students don't understand exactly what you're asking of them.
- Give the students time to think. Count to 10 in your head before moving on. Sometimes awkward silence is all someone needs to speak up!
- Have the students turn to the person next to them and talk about the question for 60 seconds. Call on a pair of students and ask about what they discussed.
- Is the same student or group of students answering all of the questions?
  - Say that you would like to hear from someone that you haven't heard from today.
  - Call on a specific student or ask him/her to respond to the comments made by the other students.
- What happens if a discussion turns political in a nonproductive way?
  - Return the focus of the class to the topic at hand, rather than blaming individuals or a certain political party. Highlight that there are systemic issues that cause social problems, which are usually out of the scope of an individual's ruling or decision.
  - Review the classroom discussion rules created by the class during Lesson 1

## Small Group Facilitation

Many activities will occur in small group of students, ideally 3-5 people. Here are tips for guiding small groups before, during, and after activities:

### Before

- Give clear instructions written on the board or on paper.
- Remind students that the expectations for large group discussions apply to small group discussions as well.
- Make sure the arrangement of small groups changes from week to week or activity to activity.

### During

- Circle the room to make sure all groups are on task and remain on task.
- If a group seems off-task, ask them if they have questions about the activity or assignment and help them get started.
- If one group finishes before the others, ask additional prompting questions to further the discussion.
- Give a two-minute warning for the groups to wrap-up their activity or discussion.
- Make sure students are prepared to report back to the larger group about what they created or discussed.

### After

- Have the students move their desks or tables back to the large group style in order to facilitate discussion.
- Ask for a volunteer group to go first and report back what they created or discussed.
- After each group presentation give a brief comment, such as:



- I like how...
- I understand that...
- I wonder if...
- Allow the students to ask the presenting group clarifying questions if applicable to the activity.



## Classroom Management Tips

1. Use a normal, natural voice.
  - It can be easy to raise your voice to talk over the students, but try to avoid doing this so you don't lose your voice and students don't tune you out.
  - It is common for people to speak too quickly when they're feeling nervous in front of a crowd. Be sure to speak at a steady pace that your students can easily follow.
2. Be confident in the classroom.
  - It's normal to feel nervous on your first day, but that doesn't mean you have to look nervous in front of the classroom. Practicing standing up straight, projecting your voice, and standing with confidence will help you to feel more confident.
3. Speak only when the students are quiet and ready.
  - The students will notice when you are ready to begin and will encourage their peers to listen too.
4. Address behavior issues quickly and calmly.
  - If a student is speaking out of turn say, "It looks like you have a question" rather than "Why are you off task and talking?"
  - If a student seems to be having a problem with you or another student, pull them aside to have a private conversation asking, "How might I help you?"
    - The classroom teacher should be in the room at all times and will likely deal with any behavior issues, but you should feel confident stepping in if a student is disrupting the lesson.
5. Always be prepared with the lesson plan and make it engaging.
  - Be confident enough in the lesson plan that you don't have to look at the plan during class. Students will disengage if you are reading from a piece of paper.
  - Keep it interactive! To make the necessary lecture part more exciting, ask questions or present the content in a different manner such as a powerpoint, skit, or role play.
  - Adapt the lesson to your class. Every group of students is different, so as you get to know yours, feel free to change things up to make it more suitable for their needs.
6. Have fun and be yourself!
  - This may sound silly, but it's really important! Students will notice if you feel nervous or guarded. Be open to bringing your unique personality to the table and the students will too!

## Debate Guidelines and Formats

Part of the creating an engaging and collaborative classroom is encouraging and empowering students to voice their thoughts, opinions, and questions with their peers.

### 1. Setting the Stage

- It is important to remember the classroom rules agreed upon by the class
  - Students may need a reminder to address the thought or statement and not the person voicing it.
- Make sure the classroom set up is conducive to the discussion
  - Circle up the desks or make sure that students can see one another

### 2. Encourage students to pose questions during discussion

- Sometimes, as a facilitator, you may have to step in to ask clarifying questions or keep the discussion rolling.
  - Clarify their answers: *Tell me more about that.*
  - Support their answers: *What made you think that \_\_\_\_?*
  - Argue: *Convince us that \_\_\_\_.*
  - Examine their responses more fully: *In what other context does that idea play out?*
  - Consider different perspectives: *What would you say to someone who thought \_\_\_\_?*
  - Predict: *What do you think that organization would do in XX situation?*
  - Hypothesize: *How would handle a situation like \_\_\_\_?*
  - Decide: *So, this leads to you to what conclusions?*
  - Compare: *How is your answer different or the same from others?*
  - Generalize: *What did you discover?*
- Here are examples of some clarification questions
  - Epistemological: *Why does the organization believe that \_\_\_\_?*
  - Experiential: *What have you encountered that makes you think that \_\_\_\_?*
  - Communicative: *How does the organization fulfill their mission?*

3. Choose the right format for your class. Every group of students is different, so pick the style you think will work best in your classroom. Here are some ideas to get you started:

- Philosophical Chairs
  - One group comes to the front of the class and is in the “hot seats”
  - Each member has one minute to say something about their organization.
  - After their time is up, the rest of the class can ask them questions. These questions should challenge the students in the “hot seats”.
- Fishbowl
  - There are four chairs at the front of the classroom, two side-by-side and facing the other two.
  - Two representatives from two groups should sit in the chairs (one group facing the other).
  - The groups have to explain why they think their organization better addresses the social issue at hand.

- After 4 minutes (2 minutes per side), the students should be “tapped out” by another person from their group. Those students then defend their organization with different information that the previous students did not share.
- After those two groups have defended their positions, another set of two groups should sit in the chairs.
- Repeat until all groups have been represented.
- **Snowball Discussion**
  - Students find a partner who is not from their group. For 90 seconds, each student shares their reasoning for why their organization should receive the grant.
  - After each person has shared, they have to find another partner pair. For 60 seconds, each person in the four-some shares why they think their organization should receive the grant.
  - After each person has shared, the group of 4 has to find another group of 4. For 30 seconds, each person in the eight-some shares why they think their organization should receive the grant.
  - After each person has shared, the whole class joins together. The facilitator asks for volunteers to share their opinions. Someone from each organization group should share.

Sources:

[How to Facilitate Stellar Classroom Debate](#)

[Facilitator Dos and Don'ts](#)

[Elements of a Good Discussion](#)

## Lesson 7 Worksheets:

### Lesson 7 // Foundation Overview & Philanthropy Limitations

#### Part 1: Foundation vs Nonprofit Organization

Foundation	Nonprofit Organization



## Part 2: TED Talk

Write down some pros and cons organizations face operating in the nonprofit sector.

Pros	Cons

## Lesson 8 Worksheets:

### Lesson 8 // Nonprofit Evaluation & Asset Based Community Development

#### Part 1: Evaluation Words

Evaluation Word : \_\_\_\_\_

1. How would this word contribute to a favorable evaluation of an organization?
  
2. How would this word contribute to an unfavorable evaluation of an organization?
  
3. What other evaluation words is your assigned word related to?

#### Part 2: Asset Based Community Development

People	
Associations	
Institutions	
Physical Assets	
Economic Activity	
Culture	

#### Part 3: Annual Report Overview

Name at least three organization leaders:

What is their mission?

What was their quantitative impact? List at least three examples:



What are their sources of funding?

Give an example of a program:

## Lesson 9 Worksheets:

### Lesson 9 // Grantee Application Review<sup>11</sup>

#### Part 1: Application Review

1. Name of Organization & Mission

2. What need is the organization addressing? Give details about that need and why it affects our community.

3. Summarize the project proposal (how a grant would be used).

4. Are there opportunities for youth involvement?

5. Who do they partner with (think back to our conversation about Asset Based Community Development)?

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<sup>11</sup> Note that 1. Allow Good will no longer be providing this funding and 2. Funding from the Laura Arrillaga-Andreessen Foundation (LAAF) is based on an application, is not guaranteed and will be determined by LAAF and is subject to change.



6. What questions do you have for this nonprofit after reviewing their application?

7. Personal Assessment

- a. Include at least two positive things about the organization and one negative thing about the organization
- b. Do you think this organization should be awarded a grant? Why or why not?

## Lesson 10 Worksheets:

### Lesson 10 // Grantee Presentations

#### Part 1: Grantee Evaluation

Name of Organization: \_\_\_\_\_

*Rank the organization on the following criteria and give the organization a final rank. You must include at least two sentences at the end to justify your rank.*

**On a scale of 1 (not at all) to 5 (very much), please rank the following:**

1. The organization and project proposal will have an impact locally.

1                      2                      3                      4                      5

2. The organization has existing partnerships that support their work.

1                      2                      3                      4                      5

3. The organization has a strong impact (think of number of people served and how money is being used).

1                      2                      3                      4                      5

4. The organization has been successful in the past (think about if their programs relate to their mission and serve their communities in a meaningful way).

1                      2                      3                      4                      5

5. The organization has thoughtful and achievable future goals.

1                      2                      3                      4                      5

Total Ranking: \_\_\_\_/ 25

Reasons for this rank: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

Name of Organization: \_\_\_\_\_

*Rank the organization on the following criteria and give the organization a final rank. You must include at least two sentences at the end to justify your rank.*

**On a scale of 1 (not at all) to 5 (very much), please rank the following:**

1. The organization and project proposal will have an impact locally.

1                      2                      3                      4                      5

2. The organization has existing partnerships that support their work.

1                      2                      3                      4                      5

3. The organization has a strong impact (think of number of people served and how money is being used).

1                      2                      3                      4                      5

4. The organization has been successful in the past (think about if their programs relate to their mission and serve their communities in a meaningful way).

1                      2                      3                      4                      5

5. The organization has thoughtful and achievable future goals.

1                      2                      3                      4                      5

Total Ranking: \_\_\_\_/ 25

Reasons for this rank: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

Name of Organization: \_\_\_\_\_

*Rank the organization on the following criteria and give the organization a final rank. You must include at least two sentences at the end to justify your rank.*

**On a scale of 1 (not at all) to 5 (very much), please rank the following:**

1. The organization and project proposal will have an impact locally.

1                      2                      3                      4                      5

2. The organization has existing partnerships that support their work.

1                      2                      3                      4                      5

3. The organization has a strong impact (think of number of people served and how money is being used).

1                      2                      3                      4                      5

4. The organization has been successful in the past (think about if their programs relate to their mission and serve their communities in a meaningful way).

1                      2                      3                      4                      5

5. The organization has thoughtful and achievable future goals.

1                      2                      3                      4                      5

Total Ranking: \_\_\_\_/ 25

Reasons for this rank: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

Name of Organization: \_\_\_\_\_

*Rank the organization on the following criteria and give the organization a final rank. You must include at least two sentences at the end to justify your rank.*

**On a scale of 1 (not at all) to 5 (very much), please rank the following:**

1. The organization and project proposal will have an impact locally.

1                      2                      3                      4                      5

2. The organization has existing partnerships that support their work.

1                      2                      3                      4                      5

3. The organization has a strong impact (think of number of people served and how money is being used).

1                      2                      3                      4                      5

4. The organization has been successful in the past (think about if their programs relate to their mission and serve their communities in a meaningful way).

1                      2                      3                      4                      5

5. The organization has thoughtful and achievable future goals.

1                      2                      3                      4                      5

Total Ranking: \_\_\_\_/ 25

Reasons for this rank: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.





## Lesson 11 Worksheets:

## Lesson 11 // Grant Award Decision<sup>12</sup>

## Part 1: Reflection

1. What grant award decision did the class make? Did the class decision match your grant award choice?
2. How do you feel about the class decision? Was making the grant award decision easy or difficult? How so?
3. What did you learn about philanthropy through this class?
4. What did you learn about your community?

<sup>12</sup> Note that 1. Allow Good will no longer be providing this funding and 2. Funding from the Laura Arrillaga-Andreessen Foundation (LAAF) is based on an application, is not guaranteed and will be determined by LAAF and is subject to change.

## Lesson 12 Worksheets:

### Lesson 12 // Grant Ceremony Preparation

#### Part 1: Presentation Preparation

Assigned Question(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Response: