My Time, Talents and Treasures: Helping Youth Examine How They Spend Their Own Resources
Table of Contents

Minnesota Graduation Standards-------------------------------------------- 3
Lesson--------------------------------------------------------------------- 4
Other Great Givers---------------------------------------------------------- 9
Resources------------------------------------------------------------------- 22

Purpose

This lesson is designed to help students recognize and analyze how they are philanthropists -- by giving their time, talent and treasure for the common good. After determining how they currently use these resources, students set goals for additional giving they wish to do and evaluate their progress.

Through the lesson and person action plan, students analyze the traits of philanthropists and then their own change attitudes and behaviors to begin being—or become a better—philanthropist.

This lesson helps students achieve graduation standards in social studies and language arts.
## Minnesota Graduation Standards

All of the projects have been designed so that they can assist in a teacher’s efforts to help their students meet graduation standards. Below is a list of the graduation standards this lesson plan addresses:

### My Time, Talent, Treasure

#### K-3

<table>
<thead>
<tr>
<th>Strand</th>
<th>Sub-strand</th>
<th>Standard</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>Economic Choices</td>
<td>The student will understand that economic choices are necessary in life.</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td>Economics</td>
<td>Economic Choices</td>
<td>The student will understand basic principles of economic decision making.</td>
<td>1, 2, 3</td>
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<tr>
<td>Government and Citizenship</td>
<td>Civic values, skills, rights &amp; responsibilities.</td>
<td>The student will understand the importance of participation in civic life and demonstrate effective civic skills.</td>
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#### 4-8

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#### 9-12

<table>
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<th>Strand</th>
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</thead>
<tbody>
<tr>
<td>Economics</td>
<td>C. Essential Skills</td>
<td>The student will learn and be able to apply personal financial management and investment practices.</td>
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<tr>
<td>Government and Citizenship</td>
<td>Civic values, skills, rights &amp; responsibilities.</td>
<td>The student will analyze various methods of civic engagement needed to fulfill responsibilities of a citizen of a republic.</td>
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My Time, Talent and Treasure

As a result of this lesson plan, students will:

- Define and explain wants, needs and responsibilities.
- Explain why giving is important to people, communities and governments.
- Define and explain philanthropy.
  - Examine their current resources and how they currently give (philanthropy).
  - Plan for new or additional giving of their resources.

**Timeframe:** 65 + minutes

**Special Notes:**

- For older students this can be used over a longer period of time. It can be useful for service-learning elective courses where they need to plan how they will be involved in the community.
- It can also be useful in a civics class where students are learning about their duties as citizens.

I. **Introduction (5 minutes)**

**Needs** are something you must have for survival. For example, food, water and shelter are needs. Without food, you would not be able to live.

**Wants** are something that you would like to have, but it is not necessary, and you could do without it. An example would be entertainment, toys, CDs, etc.

Sometimes needs and wants overlap. For example, candy is food, but it is not a need, but a want. In general, you need a basic diet to survive, but that diet does not need to include candy.

Have students create a T chart. On the top of the left column write “I want.” On the top of the right column write “I need.” Students should fill out the chart according to the definitions given for a need and a want.

**K-3 Adaptation**

Cut out pictures from magazines and hand them out to students. Have each student look at his or her picture and determine if it is a need or a want. When you call upon them, they will bring their picture to the front of the room and place it under the appropriate column of a large T chart.
Create a large T chart and have students offer examples from their list for the class T chart. As they offer suggestions ask the students to determine if they are wants or needs.

II. Helping Meet Unmet Needs (10 minutes)
Ask the students how do your needs get met? Students will say their parents provide their needs.

Ask the students what happens when a need cannot be met. Ask them to provide examples of needs that aren’t being met. Examples: homeless people don’t have food or shelter, abandoned animals have no shelter or food, or elderly people need transportation to go to the doctor.

NOTE: Many students may have not thought about others whose needs are not met and how they can survive. This may be uncomfortable for them to consider.

Many people have many needs that are not met. If we can’t meet our needs, we turn to people who can help us meet those needs. For the students, they turn to their parents, teachers and other loved ones.

Ask the students if they can help meet unmet needs. Some may say ‘no’ because they can’t pay for a house or food. Others may suggest that they volunteer or do other things.

III. Great Givers (10 minutes)
At the end of this lesson plan are five stories of actual young people giving their time, talent and treasures to meet needs. These stories can be used several ways:
- Assign as homework to read one or more of them.
- Break the group into five smaller groups, each group reads one of the stories and answer questions.
- Read one in class.

Possible discussion questions:
- What needs were these students meeting?
- How did they determine these needs / have the idea?
- Who were these young people helping?

IV. Philanthropy (20 minutes)
NOTE: This is from the ‘My Phellow Philanthropists’ Lesson Plan

Write the word PHILANTHROPIST on the board.

Ask the class if anyone recognizes this word. Ask for volunteers to attempt to pronounce the word.
If no one is able to pronounce the word, encourage them to break up the syllables: **PHIL/ AN / THRO / PIST**

Once they have mastered the pronunciation, ask the students to guess what this word means.

Write this definition on the board: **Sharing time, talent and treasure to help others and the community**

Transition into the next section by telling the students that you are going to break down the definition so that they understand it.

**Understanding TIME**
“People who share their time are called volunteers. They do community projects or help individuals without being paid.”

“How many of you have ever volunteered? What did you do?”
Students can brainstorm a list and you can write it on the board. They will say things like “doing chores” and “cleaned a park.”

“Why do you volunteer?”
Students will say things like, “because my mom/dad told me to,” “I wanted to help,” “it sounded like fun.”

Volunteers are important because they help the elderly, work with children, clean the church/synagogue/mosque, clean ditches -- things that groups can’t afford to pay people to do.

People volunteer because they care about the group of people, the environment or the organization they are helping. They enjoy the time they spend with others. They learn about themselves, the issue and the community. And many gain a sense of satisfaction by helping.

Refer back to the stories and ask students to give examples of how the young people gave of their time.

**Understanding TALENT**
“When we contribute our skills, gifts and other things we do well, we give our talent.”

“What kinds of talent do you have? What do you enjoy doing? What are you good at doing?”

Students may say things like playing a certain sport, singing, playing a musical instrument, working with younger children, reading, etc.
“Anyone who shares their interest, talents or skill can be a philanthropist. In addition to what you said on the board, what other talents do people give?”

Students can brainstorm a list: the musicians at their faith community, baking cookies for a bake sale or event, coaching a sports team, talking with senior citizens at a nursing home.

We all have special interests or things we are good at doing. People enjoy sharing their talent with others because they are offering something perhaps no one else can. When we share our talent as philanthropists, we often become better at that skill because it also helps us to practice and become better at that thing.”

Refer back to the stories and ask students to give examples of how the young people gave their talent.

**Understanding TREASURE**

“Giving treasures mean giving resources that can help others who need them. What are the things, or treasures, that are important to you?”

Students may say things like toys, games and people in their lives.

“Anyone who shares their treasures can be a philanthropist. In addition to the treasures in your life, what other treasures do people give?”

Students may say clothes, cars, money, books and magazines.

“How can our treasures help others and the community?”

Students may say clothes can go to homeless, books and magazines can go to soup kitchens or hospitals, toys can go to a daycare and money can help pay for supplies that an agency needs.

Refer back to the stories and ask students to give examples of how the young people gave their treasure.

**V. My Time, Talent and Treasure NOW (10 minutes)**

We have learned about some young philanthropists who are giving their time, talent and treasure to help others in the community.

Using the worksheet, have students think about and write the ways they are philanthropists. A few ideas:

- Have students use this as a graphic organizer so they can prepare to write a narrative about how they use philanthropy.
- Have students carry this document with them throughout a period of time (a few days, a week) so they can write the times they were philanthropic.

VI. My Time, Talent and Treasure FUTURE (10 minutes)

Depending on how you used the “NOW” worksheet you can use this:
- As a way for them to set goals for the week. They can carry this with them to write down the times they were philanthropic. At the end of the week they can report back to the group verbally or in writing.
- Students can identify one need they want to attempt to meet during the week. At the end of the week they can report back to the group verbally or in writing.

NOTE: It is very important that students consider realistic ways to be philanthropic. Going to the homeless shelter every day is not realistic. Saving a percentage of their allowance to give to a charity is realistic.

For older students this can be used over a longer period of time. It can be useful for service-learning elective courses where they need to plan how they will be involved in the community. It can also be useful in a civics class where students are learning about their duties as citizens.

VII. Conclusion

It is important for students to share the results of their work. Depending on your curricular objectives you might consider:

II. Presentation
III. Reading their writing aloud
IV. Poster

VIII. Assessment

- Using the students’ work and/or the stories of Great Givers, you can have students write an essay or traditional test to determine if they have retained the knowledge.
- There are links to several rubrics listed in the ‘Resources’ section.
Other Great Givers

The next several pages contain reprints of newspaper articles about young philanthropists.

These articles can provide inspiration for your students as they begin to plan for their own philanthropy.
Good food, good cause

Twelve-year-old Matthew Berens likes to spend his summers tending to the tomatoes, peppers, cucumbers and eggplants he grows in his Oakdale back yard.

It's a way for the seventh-grader at Maplewood Middle School to make some extra money. But he doesn't spend it on video games or CDs; instead, Matthew uses the cash to buy school supplies for students who can't afford them.

"We always liked growing things, so when I decided to sell the vegetables, I didn't know what to do with the money," Matthew said.

"So I decided to donate it and buy school supplies for kids who really need it."

Matthew fills backpacks with pencils, markers, crayons, rulers, notebooks and glue sticks — anything to help a handful of students at Oakdale's Castle Elementary get through the school year.

Matthew started bringing the supplies three years ago when he attended the Oakdale school. This summer, he made $50 off his crops. His family matches whatever he earns, so he had enough for four backpacks full of supplies.

Since then, he has collected another $25 to help Hurricane Katrina survivors.

"He's always thinking of others before himself," said Castle Principal Dan Schmidt. "Matthew's a great role model."

Matthew's veggie stand is a green Radio Flyer wagon, shaded by a multicolored umbrella and sporting a small flyer with a picture of himself and a description of what he does with his profits. He sells his wares about three times a week in front of his house and occasionally at Curves for Women in Oakdale and the North St. Paul-Maplewood-Oakdale Area Public Schools District Education Center in North St. Paul.

He never puts a price on the vegetables when he goes to the fitness center or school district office. He just asks for a donation.

Neighbors say Matthew's prices are reasonable and his produce is good. Lori Babin said his tomatoes are always red and ripe, and she refrigerated some of his peppers to use for salsa.

Babin said Matthew's fundraising didn't surprise her. She has known him almost since he was an infant and said selflessness runs in the Berens family.
"Good food, good cause continued"

"We like supporting him because of the cause, and it reinforces the positive thing he's doing," Babin said. "Plus, the vegetables are great."

Gardening isn't easy. Matthew learned that deer like cucumbers after the animals ate an 8-foot row during his first year.

After initial problems with hungry deer and rabbits, he converted an old sandbox into a garden, surrounding it with a fence and gate.

Besides gardening, Matthew likes to play soccer and baseball. He's involved in Boy Scouts and is training his dog, Scout, a 2-year-old Brittany spaniel, for shows. They participated in their first event at the Washington County Fairgrounds before the school year.

Matthew also enjoys math and geography. He combines his two passions by geocaching, an adventure game for people who use global-positioning systems.

Participants set up caches of materials then post the geographic coordinates on the Internet so other GPS users can find the caches.

Last year, Matthew was Maplewood Middle School's Geography Bee champion and placed third in the spelling bee.

Lynn Berens, Matthew's mother, said neighbors have always supported her son's projects. He also collects cans around the neighborhood so he can recycle them and use the money for his Boy Scout activities. About a dozen people save cans for him, and he picks them up monthly.

"I've had some people say they come and tell their children, 'Look what he's doing to benefit the community,' " Lynn Berens said. "It's nice to hear."
Excerpts from “HarmsWay4Kids.com”

Hi my name is Jenessa Alexis and I am twelve years old. This site was developed in honor of my Uncle Mike who is serving in Iraq. My Aunt Jody and my cousins Phoenix and Corbin are based in Germany while he is in Iraq. I miss and love you all.

This is also for you. It is also dedicated to the men and women serving our country and the children who love them.

I designed the Harms Way 4 Kids bracelet in honor of the troops and their families. The yellow beads represent that someone you love is "in harm's way." The red, white and blue hearts represent our love and patriotism. My bracelet will rest safely on my arm until my Uncle Mike safely returns home.

"When smiles will replace the tears and the bell of freedom will ring at last for children everywhere."

With a lot of help and love I am hoping to provide a bracelet for every troop and their family members. I am also giving them to anyone that would like to show their support of the troops. These bracelets are free to all who order.

I am making these bracelets available to everyone who has a loved one that has been deployed. No matter where they are stationed. As of 8/10/2005 we have mailed out 192,000 bracelets to all parts of the world. So far I have orders for over 240,000 bracelets. Troops around the world request them to send to their families or hang in their barracks. I continue to send bracelets to Army, Air Force, Marine and Navy bases all over the world. If you receive a bracelet and would like to send me your unit patch I am collecting them so that I can see where my bracelets have gone. I will treasure it forever. For the troops: If you can't wear your bracelet because it is not uniform, put it in your pocket and whenever you reach in and feel it there you will know that you are a hero.

May 24-27, 2004 I was able to visit the families at Fort Hood, Texas. A tent was set up and with the help of volunteers we were able to make lots of bracelets with the families who have a loved one deployed and troops who were deploying. Aug 6th-16th I was able to visit and make bracelets with the families at Hickam Air Force Base and Schofield Barracks, Oahu Hawaii. A huge thanks to everyone who came and helped to make it so memorable. It was a wonderful and touching experience to meet the families and troops who are being helped by my bracelets. I would like to visit other bases so if you would like me to come to your base please email me. P.S. I will bring all the supplies and hugs! I also speak at schools and deployments so if you would like me to come and speak please email us at harmsway4kids@aol.com

Somehow in the process of mailing out these bracelets their meaning has changed. I am proud to say that they have become a symbol of hope for a future that is free of terrorism.
and safe for the children of the world who are next in line to inherit the planet. They have crossed all boundaries of race, religion and ethnic background. They are uniting the planet with the pledge that it is possible to heal the world and make it a better place for the human race. The men and women who put their lives on the line for me are my heroes because their sacrifice is so great. Not only do they leave their families but they go with the knowledge that they may not return to them. The greatest sacrifice of all. I will continue to send bracelets as long as there is a troop deployed anywhere in the world defending my freedom.

I hope that you will wear your bracelet in honor of those troops who have lost their lives, in honor of the troops who protect our homeland and as a remembrance of the healing that has begun and the hope for a brighter future. Maybe together we can light a candle of peace that will last forever.

I hope this candle will burn brightly until each troop returns to their family.

The two year anniversary of Harms Way 4 Kids was March 22, 2005. I can hardly believe that two years have passed since I started making bracelets. So many wonderful things have happened and I have met so many wonderful new friends that no matter where I go in life they will always be with me. Their friendship and the lessons they have taught me are a gift that I will never forget. I don't know what it is about the bracelets that have helped so many families and troops. Maybe it is just the fact that it binds families together and shortens the miles that separate them. Many troops write to me and tell me that the bracelet reminds them of the reasons why they chose to serve in the first place. The troops have named them the "Freedom Bracelet." I am very honored. I hope that my website will help each person who visits remember that we must never forget the sacrifice that the troops are making for each one of us.
Hurricane Aftermath: Kids find relief effort no chore
GRACIE BONDS STAPLES. Atlanta, Ga.: Sep 10, 2005.

(Copyright, The Atlanta Journal and Constitution - 2005)

The little girl sat on her mother's lap and watched intently as she made a donation to the American Red Cross online.

All day long, Anna Katherine heard her mom, Kim Drew, talk about Hurricane Katrina; she watched her frantically inquire about clients in the Gulf Coast states. Some of them -- like Miss Melissa and Mr. Richard --- seemed more like family than clients.

Even at age 7, Anna Katherine understood the devastation, the urgency in her mother's voice.

"I want to do something," she told her mother that night. "What can I do to help?"

As children often do, the little girl answered her own question: For every completed chore, she'd ask for a dollar and donate the money to the Red Cross.

"I was completely touched by her desire to do something," Drew said.

And Anna Katherine --- who "really wanted to help a lot of people" --- decided to include her friends and her second-grade class at Grayson's Harbour Oaks Montessori School. They would understand the importance of giving back, of community involvement, because that's a big part of the Montessori curriculum.

She called her fund-raiser "Dollars for the Delta," and with her mother's help, typed her proposal.

For $1, students would perform an item from a list of 10 chores - -- dust one room, sweep the kitchen, walk the pet --- for their parents or a neighbor.

The next day, she enlisted her teachers to collect the donations.

Anna Katherine's father Rus, was her first customer.

"I helped him pick up sticks and pine cones in the yard," she said.

And she helped a neighbor clean the basement.

As of Friday morning, the class had raised $425 --- and was still counting.
Young baker is stirred to fight hunger

Adeline Tan can certainly raise some dough with her baking.

The Eden Prairie teen put those skills to use to raise money for hungry children, when she hosted a Great American Bake Sale (GABS) at Assumption Catholic Church in Richfield. The event raised more than $275 for anti-hunger organizations, and she brought in $400 more by selling her oatmeal raisin and macadamia nut cookies, mini-cupcakes, brownies and bagels to family members and friends.

The money will go to Share Our Strength, a sponsor of GABS, which works to end hunger worldwide.

In North America each year, more than 23 million hungry Americans, including 9 million children, receive surplus food from the nation's largest hunger-relief organization, according to the national "Hunger in America 2001" survey.

Child hunger is "important to me, and I think there's a lot we can do to solve the problem," said Adeline, a freshman this fall at Eden Prairie High School. "The sad fact is there are children all over the country, even in our own community, that don't get enough food. It's great to know there is something we can do to help, and hosting a bake sale is a fun way to do it."

Last year, Great American Bake Sales raised more than $1 million to help hungry kids.

In June, Adeline was one of 10 youths from across the nation who attended a two-day baking camp at Betty Crocker Kitchens in Golden Valley. Betty Crocker is a GABS sponsor.

Adeline was chosen because of her essay on child hunger and because of her bake sale plan.

"She was a leader," said Shirley Dolland, manager of the baking division for Betty Crocker Kitchens. "Some of the kids loved the creative part, but weren't as enthusiastic about cleaning up after themselves."

At camp, the students learned to prepare, package and market confections such as goodie brownie bars, funny face cookies made with Kool-Aid, and lemon and blueberry poppyseed coffeecake.

They also learned that many free or low-cost school lunch programs shut down during the summer and that Share Our Strength, a Washington, D.C.-based anti-hunger organization, provides money to keep some open. Adeline plans to hold another bake sale next summer.
"I know that I'm really fortunate, and I don't have to go through a long period without food," she said. "I know there are kids out there who may not know where their next meal will come from."

The Great American Bake Sale was begun last year to provide an opportunity for teens to learn about child hunger and about the importance of giving back to their communities. It is one of nine programs sponsored by Share Our Strength and individuals and businesses nationwide working together to raise money to fight hunger and poverty.

"For a lot of people, it's not necessarily that they're really poor or living on the streets," said Adeline, who volunteers at Loaves and Fishes, which helps hungry people in crisis. "It's that they don't have enough money to pay for food after paying rent and other bills.

"I try to help in ways like volunteering at food drives and soup kitchens," Adeline said, "and I encourage others to help out, as well. Even though it's just a little help, I still hope that I can make a difference."
Learning the Gift of Giving; For Their Birthdays, Young Children Ask for Donations to Help Homeless
Mary Grace Gallagher.  Copyright The Washington Post Company Mar 18, 2004

By any standard, Joshua Dennis, 9, is a generous gift-giver. For birthday parties, he likes to handpick books and video games, toy cars and action figures to present -- wrapped and beribboned -- to his closest friends. But when it came time for his own birthday in January, he surprised even his parents with his beneficence.

"I told them I wanted every homeless child to have a present," said Joshua, a slim and solemn child with dark eyes framed in long lashes.

Joshua had gone to the Light House Shelter to drop off food donations with his parents, Susan and Debra Dennis, several times. Between visits, he worried about homeless families living under bridges and on park benches through rain and snow.

Money, Joshua decided after talking it over with Susan, would help them most.

"I want them to be able to buy a house and food and a microwave," he said.

He stood his ground. Except for the Game Boy his parents were giving him, Joshua wanted no presents. An e-mail invitation to guests requested that they pitch in whatever they could for the shelter. His party, held after basketball practice with his Severna Park 3-D AAU team at the courts at the Roy Campanella Rehabilitation Center in Crownsville, raised $120, which his grandparents then matched. A few smaller contributions followed.

For many parents in this county of gated communities and waterfront homes, the Light House Shelter provides an accessible outlet for teaching about poverty, charity and the role that citizens can take in caring for their neighbors.

"I want my kids to have a connection to the community and teach them to do things for other people," said Susan Dennis, who home-schools Joshua and his brother Cameron, 6, at their Hillsmere home.

Joshua's $273 donation -- a stack of 1-, 5-, 10- and 20-dollar bills -- is inspiring on many levels, said Toni Graff, executive director of the Light House Shelter in Annapolis.

"Children come up with some great ways of showing their concern for people outside their family," said Graff, who has seen donations come in jars of pennies from lemonade stands and wads of baby-sitting cash.

The shelter, which has spent the past year regaining financial footing after it lost some donors following the Sept. 11, 2001, terrorist attacks, needs every bit of help it can get.
"We have a lot of involvement of children through organizations, like churches, but it really stands out when they bring it in themselves," Graff said.

Elizabeth Kinney, who runs the youth group at St. Anne's Episcopal Church in Annapolis, calls that spark of charitable inspiration a "God moment."

"It's at those times that kids realize that God is in the giving," she said. Kinney recently started Annapolis Community Teens in Service, through which children from Light House Shelter and her parish come together in service projects for the elderly. "It's like magic to see them all experience this joy of giving."

Joe Gill, president of the board of Annapolis Area Ministries Inc., which oversees the shelter, encourages families to foster connections with charities as a way of opening children's eyes to poverty and getting them thinking about solutions.

"People today are generally divorced from what is happening in the world around them," said Gill, an assistant attorney general in the Maryland attorney general's office. "The world is mediated to people through TV, through air-conditioned cars, through their own peer groups. An awareness of the 20 percent living below the poverty level and the fact that as rich as this city is, there are many who are very poor is something many can't grasp. And the shelter provides a way to spread that awareness. Children should be encouraged to ask, why there are so many in poverty and what can I do about it?"

But with few resources at their disposal, what can children do to help?

When Bliss Kaye's daughter Helen started talking about homelessness last spring, Kaye suggested that she could help by forgoing the usual bounty of birthday toys.

With Helen's permission, Kaye sent out invitations to the party for her daughter's eighth birthday with a request: "In lieu of birthday gifts, Helen asks that you bring a tax-deductible check for $10 made out to the Light House Shelter."

"My children have so much, especially compared to others," said Kaye, whose daughter, like Joshua, raised close to $300. "For us, it was very much a lesson in giving."

It's a lesson that both families think will become a tradition.

Both Kaye and Dennis worried that their children would miss getting the usual heap of toys for their birthdays. Instead, both children and their younger siblings are planning future birthday parties with fundraising themes. Next month, when Helen turns 9, she's inviting her friends to donate money to the Chesapeake Bay Foundation. She expects it to be a hit. After all, who would want to buy toys when they could save the bay?
NOW: My Time, Talent and Treasure

This worksheet is designed to help you brainstorm the ways you already give time, talent and treasure.

Student Name: ________________________________

Now, I give:

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<th>TIME</th>
<th>TALENT</th>
<th>TREASURE</th>
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My Time, Talent and Treasure
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**FUTURE: My Time, Talent and Treasure**

This worksheet is designed to help you brainstorm the ways you want give time, talent and treasure *in the future*.

**Student Name:**

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<thead>
<tr>
<th>TIME</th>
<th>TALENT</th>
<th>TREASURE</th>
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Additional Resources

Social Studies Rubrics
http://www.rubrician.com/socialstudies.htm
Wide variety of social studies rubrics to meet various objectives.

Definition of Want versus Need
Illustrates the connection between want and need and philanthropy.

Motivations for Giving and Serving
Places the concepts of giving and service in historical and social science contexts.

Social Studies Assessments
http://www.ccss.org/nperformancelinks.htm
California Council for the Social Studies

K-12 Social Studies Competency Assurance Documents
http://teach.fcps.net/curriculum/ss/
Numerous rubrics tied to standards and organized by grade level.