

LESSON 2: How We Give



TOTAL TIME:
60 minutes

Objectives



Students will be able to:

- Identify and define the 4 T's of philanthropy: Time, Talent, Treasure, and Ties.
- Conduct a personal audit of their own T's.
- Match their T's to a real-world cause and articulate their reasoning.

Guiding Questions

- What forms can giving take beyond giving money?
- What do I have right now that I could use to make a difference?
- How do Time, Talent, Treasure, and Ties work together in meaningful philanthropy?

Differentiation Strategies

For students who need more support:

- Provide a filled example T's inventory from a fictional student to model the thinking.
- Allow pair work for the inventory and cause-matching activity.

For advanced learners:

- Ask students to analyze a well-known philanthropist or organization and identify which T's they leverage most.
- Have students design a full giving plan — specifying which T's they'll use, how, over what timeline, and how they'll measure impact.

Extension

- Students research a nonprofit or community organization they care about and identify the specific types of T's that organization relies on most from its volunteers and donors.
- Students create a short pitch (written or verbal) for how their class's combined T's could support a specific cause.

Materials



- Whiteboard or chart paper and markers
- Personal T's Inventory worksheet

Where could this fit?



- ELA: Identify how characters in memoirs or nonfiction give their time, talent, or relationships to create change.
- Math: Model how small collective contributions of time or money scale up over a group.
- Advisory / SEL: Use the T's inventory as a strengths-identification and purpose-building exercise.
- After-school / At home: Help students map the T's their family and community already offer and notice giving they might have overlooked.

Introduction

- Begin with a warmup: "Think about a problem in your school, neighborhood, or the world that you care about. What would it take to help? What resources would someone need?" Collect responses on the board.
- Point out that the class likely generated a mix of responses: money, people, skills, and awareness.
- Say: "Philanthropists and changemakers organize these into four categories. Today we're going to work with all four."



10
minutes

Direct Instruction

- Introduce the 4 T's of philanthropy. Frame each one with a real-world example:



15
minutes

The T	What It Means	Real-World Example
Time	Dedicating hours, energy, and sustained effort to a cause.	A student who spends every Saturday tutoring peers at a community center.
Talent	Applying specific skills, knowledge, or creativity to address a need.	A student who codes a website to help a local nonprofit reach more donors.
Treasure	Giving financial resources, goods, or materials of value.	A student who organizes a fundraiser and donates the proceeds to a food pantry.
Ties	Leveraging relationships and social networks to amplify a cause.	A student who gets their entire extended family to donate to a cause on GivingTuesday.

- Emphasize: "The most effective changemakers don't just use one T — they combine them. And for many of you right now, Time, Talent, and Ties may be far more powerful than Treasure."

Guided Practice

- Model how to complete the Personal T's Inventory, then have students independently complete their inventory, listing at least two items per category.
- Once complete, have students pair up and share their inventories. Together, each pair

should identify one cause where their combined T's could make a real contribution, and briefly explain which T's they'd use and how.



15
minutes

Independent/ Group Practice

- Ask students to respond to the prompt below in writing.



10
minutes

Independent Reflection Prompt

1. Identify a cause or community issue that matters to you. Describe it briefly.
2. Which of your T's are most relevant to that cause? Be specific about what you could offer.
3. Design a concrete giving action: What would you do? Which T's would you use? How would you know if it made a difference?

- Invite 2–3 students to share their responses.

Reflection

- Ask: "Which T surprised you most when you inventoried it? Did you discover something you have to offer that you hadn't thought of?"
- Ask: "If a person has very little Treasure but deep Talent and strong Ties, can they still be a powerful philanthropist? What does that tell us about who gets to be a changemaker?"
- Reinforce the core idea: "Philanthropy isn't reserved for the wealthy. The 4 T's framework shows that everyone — right now, at any age — has something to give."



5
minutes

Handouts

- **Personal T's Inventory**



Icons:: SBTS; Flowicon; Gendis Studio; ARIPATUT DASUKI, Selot Lo from the Noun Project



Personal T's Inventory

List at least two items per category. Be specific.

My TIME	My TALENT
Hours per week I could commit: _____	Skills I have: _____
_____	_____
What I'm willing to do : _____	Things I'm known for being good at: _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
My TREASURE	My TIES
Resources I could contribute (money, goods, space, equipment): _____	People and networks I have access to (family, coaches, clubs, community): _____
_____	_____
_____	_____
_____	_____
_____	_____