

hungry people? Are there stray animals? Is there discrimination? Then see if the class can collectively identify an organization whose mission is to address that need. This process should help students develop a better understanding of what is meant by the philanthropic or non-profit or third sector.

The Minnesota Council on Foundations produced a short film called “Philanthropy Is...” that depicts everyday people responding to the question, “What is philanthropy?” Their answers and interpretations are both funny and poignant and the film can serve as a good introduction to this discussion.¹⁵



PHILANTHROPY IN THE NEWS

This activity encourages student awareness of philanthropy in the news. Students will read (or see on television news) stories about philanthropy and then answer a series of questions about the story. If assigned as homework, students can be asked to find their own stories. In class, you may want to provide some articles having to do with philanthropy. Questions students should answer include:

- Who is being helped?
- Who is doing the helping?
- What need is being met?
- Why is it necessary?
- How is the project being accomplished?



INDEPENDENT STUDY

In this activity, individual students or small groups are assigned a philanthropic organization to look up on-line. Based on the research, each student or group can form a detailed picture of the organization, including information about its mission statement, goals, history, activities, and area of operation. Each student or group can produce a poster or brief oral report presenting this information to the class or to the larger community, including ways to donate money to and/or volunteer for each organization.



BRAINSTORMING AND DECISION-MAKING

BRAINSTORMING

AS IN NEARLY every creative group undertaking, brainstorming will play a central role, especially in the formative issue selection process. Teaching brainstorming skills is a crucial part of the process and will provide an opportunity to emphasize the importance of mutual respect and active listening in discussion and deliberation.

It is therefore crucial that students have an opportunity to practice the skills of respectful brainstorming before using those skills as Trustees. Once guidelines have been developed, use brainstorming frequently to give students practice. This can be done as part of a game (e.g. a Sing Down) or in the