

**Penny Harvest 2.0:**

# **Philanthropy for Social Justice**

**A Supplemental Guide for Coaches**



**Penny Harvest<sup>®</sup>**

**solid  
ground**   
Building community to end poverty

# To Penny Harvest Facilitators, Educators and Coaches,

Thank you for your commitment to engaging young people in the important work of philanthropy, service learning and improving their communities. We are excited to introduce **Penny Harvest 2.0: *Philanthropy for Social Justice***. Penny Harvest students have impressed us over the last several years with their grantmaking and leadership on issues affecting our community such as poverty, homelessness, animal welfare and global warming. Penny Harvest is ready to take the next step: Rather than making grants and engaging in service projects to *alleviate* poverty on a short-term basis, we hope for young people to learn how to make grants and engage in service projects that *end* poverty.

## 1) What is Philanthropy for Social Justice?

Philanthropy is defined in the Penny Harvest Curriculum Guide as the “giving of Time, Talent and/or Treasure.” Therefore, *Philanthropy for Social Justice* is the contribution of Time, Talent and/or Treasure to address root causes of societal problems and create change on a structural level, in order to increase the opportunities of those who are the least well off politically, economically and socially. For example, many of our roundtables give grants to local shelters to ensure that homeless individuals have a place to sleep – addressing an immediate need. A *Philanthropy for Social Justice* approach would ask: How can we use those funds to *end* homelessness? Instead of giving to a shelter, a roundtable could make their grant to an organization that provides long-term affordable housing to families with low incomes. The idea is that by addressing the root causes of homelessness, the need for shelters would diminish or disappear.

## 2) Why Create This Guide?

At Solid Ground, we are dedicated to achieving a just and caring community free from poverty, prejudice and neglect. To fully realize this mission, our work must not simply be reactive in nature, but proactive and reflective. Too often youth and adults alike get caught up in reacting to

immediate needs rather than taking a step back and looking at what caused the issues our communities are facing in the first place. In order to create healthy thriving communities, we need to research the structures, policies and institutions that create and perpetuate this poverty, prejudice and neglect. By encouraging students to search for and address the root causes of a problem as opposed to any number of its symptoms, Solid Ground can eventually attain its bold vision of ending poverty while creating a just and caring community.

Penny Harvest has long worked to help students realize the power inherent in them to be change-makers in their own lives and in the broader society. We hope that this guide will serve as a facilitation tool to take those conversations about societal problems even deeper – to learn to ask and then to grapple with genuinely meaningful questions. Why does inequality exist? How is inequality being perpetuated? What can we do to stop inequality at its source? It is by asking such questions, that young people can begin to take truly powerful action toward truly comprehensive solutions.

In this guide, you’ll find lessons that will help you and your students understand *Philanthropy for Social Justice*. We especially recommend using the opening lesson, ***Philanthropy as Charity, beyond Charity and as Social Justice***, as a foundation for your Philanthropy Roundtable. We believe the use of metaphor in this lesson can be a powerful educational tool when facilitating conversations about *Philanthropy for Social Justice*. Read on to find out more about what it means to “turn off the faucet”!



~Penny Harvest Seattle

# Table of Contents



## **Lesson One:** Philanthropy as Charity, beyond Charity and as Social Justice.....2

- Part I: Overview of the Three Types of Philanthropy..... 3
- Part II: What Type of Philanthropy? Small Group Discussion..... 6
- Philanthropy as Charity Handout ..... 7
- Philanthropy beyond Charity Handout..... 8
- Philanthropy as Social Justice Handout.....9
- The Three Types of Philanthropy Comparison Sheets.....10
- What Type of Philanthropy? Worksheet..... 12
- How Can We “Turn off the Faucet”? Essential Questions..... 13

## **Lesson Two:** Exploring Causes.....14

- Rule of Six Example Sheet.....16
- Rule of Six Template..... 17
- Issue Research Worksheet..... 18
- From Causes to Organizations Worksheet..... 19

# Lesson One:

## Philanthropy as Charity, beyond Charity and as Social Justice

### Objective:

Understanding the different types of philanthropy and when each is important.

### Time Needed:

45-60 minutes

### Activity Summary:

This activity involves a preliminary discussion of the three types of philanthropy (charity, beyond charity and social justice). Youth participants in small groups evaluate different examples of philanthropy and categorize them into one of three types.

**Facilitator note:** This lesson is intended to follow the section “The Meaning of Philanthropy” in your Penny Harvest Curriculum Guide (pp. 57-59).

### Materials Needed:

Three flipcharts / handouts / overheads:

- “Philanthropy as Charity” handout (p. 7)
- “Philanthropy beyond Charity” handout (p. 8)
- “Philanthropy as Social Justice” handout (p. 9)
- “What Type of Philanthropy?” worksheet (p. 12)



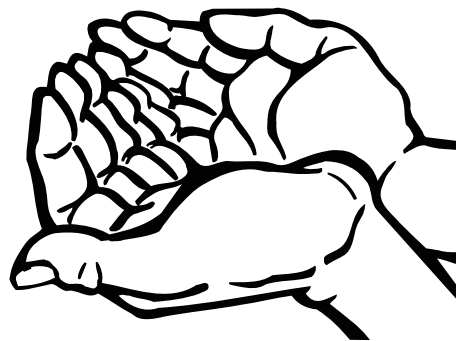
## Part I:

### Overview of the Three Types of Philanthropy (15 minutes)

**Step 1:** Show the handout or make a flipchart for “Philanthropy as Charity”:

## Philanthropy as Charity

- **Purpose:** Direct and tangible needs
- **Focus:** The poor
- **Vision:** Immediate needs (mop the floor)



*The following is an overview that accompanies this handout:*

There are three important types of philanthropy. The most common is Philanthropy as Charity. This is when we make a donation to a cause, or send old clothes or household goods to the Veterans’ or Blind Associations. We donate out of sympathy for the plight of another person. We probably don’t see or meet the people we’re helping. Who has done something like this? Many of us have, and it’s desperately needed as more people are homeless and hungry every year, especially in times of economic recession.

***Can you name some types of philanthropy that fall into the Philanthropy as Charity category?***

We need to understand that charity doesn’t solve the underlying problem. It helps people in the moment – but it doesn’t help them find a job, a house or more money for food. So we know that charity isn’t the only type of philanthropy we should be doing, but it is an important step.

**Step 2:** Show the handout or make a flipchart for “Philanthropy beyond Charity”:

# Philanthropy beyond Charity

- **Purpose:** Alleviate suffering
- **Focus:** The needy
- **Vision:** Short-term (take the rag out of the drain)



*The following is an overview that accompanies this handout:*

The second most common type of philanthropy goes just beyond charity (hence its name: Philanthropy beyond Charity). This type of philanthropy addresses intermediate needs. Whereas someone engaging in Philanthropy as Charity may provide a hungry person with dinner for a night by donating to a food bank, someone engaging in Philanthropy beyond Charity may help an individual or group become more self-sufficient so they have the means to buy food every night. In this type of philanthropy, we are looking a little bit further down the road – for example, helping someone pay for job training, or teaching someone to read.

***Can you name some more types of philanthropy that fall into the Philanthropy beyond Charity category?***

Philanthropy beyond Charity can be very powerful and can really impact those people directly involved. However, this type of philanthropy typically helps on an *individual basis*, or in particular isolated cases. For example, paying for someone’s job training may help that person get off welfare, but it doesn’t solve the problem of why that person was in dire straits to begin with, nor does it help the many others who still don’t have access to job training. Helping someone learn to read is a good start, but it is still helping that individual get ahead in a world where many others cannot.

Another kind of philanthropy is needed to address the long-term needs of the community.

**Step 3:** Show the handout or make a flipchart for “**Philanthropy as Social Justice**”:

# Philanthropy as Social Justice

- **Purpose:** Get to the root of the problem
- **Focus:** How systems and institutions work
- **Vision:** Long-term and lasting change (turn off the faucet)



The third type of philanthropy, and the one that is probably the most difficult but the most needed, is Philanthropy as Social Justice. We call it this because we are concerned about *ending injustice*. Philanthropy as Social Justice is about asking questions like: Why is there hunger? Why is there homelessness? Why is there racism? How do we end these for good? Philanthropy as Social Justice helps us examine the systems and institutions that are causing injustice in the first place.

We need to help people in the short term, but also be working to change systems for the long term. Sometimes acts of charity and acts that go just beyond charity – if done long enough – can build up to justice, but usually only if there is a plan. Philanthropy motivated by social justice can transform individuals and society.

Imagine that when you left the house this morning, you left the faucet running in the kitchen sink. It’s been running the whole morning, and the dish rag has fallen into the drain, blocking it. Water is filling up the sink, running over and onto the floor. It’s starting to get into the carpets and rugs.

**Facilitator note:** *Youth participants may laugh and say things like, “I’ve got to go!” This is OK and part of the exercise.*

**Ask them:** What is the first thing you’re going to do when you get home? They may say “swear” or give another answer. You’re looking for someone to say: “**Turn off the faucet.**” Tell that person(s): “That makes you a social change agent – because turning off the faucet will solve the problem for good, but too often in our society, **we mop the floor** or take the **rag out of the drain**. It’s like continually donating food without ever wondering why people are still hungry in one of the richest cities in the world.”

## Part II:

### What Type of Philanthropy? Small Group Discussion (10 minutes)

#### Step 1:

Distribute the “What Type of Philanthropy?” worksheet. Help the group understand how it is organized. Break into groups of three to five.

#### Step 2:

Each group should decide which type of philanthropy each grant they are considering represents and why. There may be differing opinions about what constitutes long-term change versus addressing immediate or intermediate needs. For instance, some may see providing a family with a home as Social Justice Philanthropy, because that basic level of care will help the family in many other arenas in life.

However, some may say that reforming the country’s housing policies or economic structure is social justice. In the end, each person must come to a conclusion that is right for them, and the group must come to a conclusion which everyone finds acceptable. However, the debate is helpful in getting students to think deeply about the complexity of each issue.

#### Step 3:

With the grants that fall into the “Philanthropy as Charity” or “Philanthropy beyond Charity” categories, have youth discuss how they might turn them into “Philanthropy as Social Justice” grants.

**Facilitator note:** *It is important for youth participants to understand that all three types of philanthropy have a unique value to society.*

Finish this section by saying, “While Philanthropy as Charity and Philanthropy beyond Charity are necessary, we also need to be sure we are thinking about how to ‘turn off the faucet,’ because if there is no problem in the first place, there will be no need to remove the rag from the drain or mop the floor. Whichever problem(s) you decide to address in the roundtable phase, I want us to think about how we might not just alleviate suffering, but use our Time, Treasure and Talent to work toward an *end* to the problem(s) altogether.”

### To use the fish analogy...

Giving someone a fish is

**Philanthropy as Charity.**

Teaching a man to fish is

**Philanthropy beyond Charity.**

**Philanthropy as Social Justice**

is asking: Who owns the pond?

Where do you get a  
fishing pole?

# Philanthropy as Charity

- **Purpose:** Direct and tangible needs
- **Focus:** The poor
- **Vision:** Immediate needs (mop the floor)



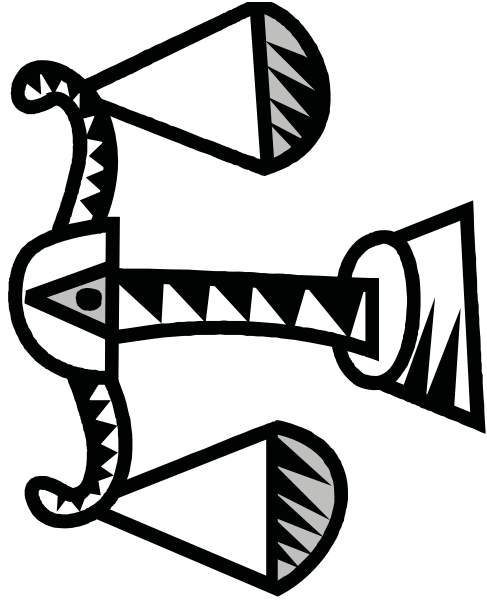
# Philanthropy beyond Charity

- **Purpose:** Alleviate suffering
- **Focus:** The needy
- **Vision:** Short-term (take the rag out of the drain)



# Philanthropy as Social Justice

- **Purpose:** Get to the root of the problem
- **Focus:** How systems and institutions work
- **Vision:** Long-term and lasting change (turn off the faucet)



# The Three Types of Philanthropy Comparison Sheets

Philanthropy as Charity	Philanthropy beyond Charity	Philanthropy as Social Justice
Addresses immediate needs.	Addresses intermediate needs.	Addresses long-term needs.
Does not address the condition from which these needs emerge.	Does not or only minimally addresses the condition from which needs emerge.	Looks for and addresses the root of a problem.
Is a reaction to something that is occurring or has already occurred.	Is a reaction to something that is occurring or has already occurred.	Is <i>proactive</i> , attempting to prevent the cause of a problem so its symptoms don't occur.
Focus is on the individual (i.e., helping an individual or taking individual responsibility).	Focus is typically on the individual.	Focus is typically not on the individual, but rather on changing systems.

*Below are some examples of questions one might ask and actions one might take when using the Philanthropy as Charity, Philanthropy beyond Charity and Philanthropy as Social Justice approaches.*

## Homelessness

### CHARITY APPROACH

### BEYOND CHARITY APPROACH

### SOCIAL JUSTICE APPROACH

<b>Question:</b> How can we provide temporary shelter to those who need it?	<b>Question:</b> How can we help someone find shelter in a more long-term way?	<b>Question:</b> Why does homelessness exist in the first place?
<b>Potential Solution:</b> Donate to a homeless shelter.	<b>Potential Solution:</b> Donate to transitional housing where individuals and families can stay for up to three months.	<b>Potential Solution:</b> Donate to an organization building affordable housing.

# Hunger

## CHARITY APPROACH

## BEYOND CHARITY APPROACH

## SOCIAL JUSTICE APPROACH

<b>Question:</b> How can we lessen the suffering of those who are currently hungry?	<b>Question:</b> How can we help someone have food on a regular basis?	<b>Question:</b> Why does hunger exist in the first place?
<b>Potential Solution:</b> Donate money to a food bank.	<b>Potential Solution:</b> Help someone apply for food stamps.	<b>Potential Solution:</b> Advocate for a living wage so hungry people can afford to buy food.

# Animal Welfare

## CHARITY APPROACH

## BEYOND CHARITY APPROACH

## SOCIAL JUSTICE APPROACH

<b>Question:</b> How can we care for an injured animal with no owner?	<b>Question:</b> What can we do to ensure that more animals have owners to care for them?	<b>Question:</b> Why are there so many animals without owners?
<b>Potential Solution:</b> Donate to a veterinary hospital.	<b>Potential Solution:</b> Adopt an animal.	<b>Potential Solution:</b> Donate to an organization that spays and neuters.

# Illness

## CHARITY APPROACH

## BEYOND CHARITY APPROACH

## SOCIAL JUSTICE APPROACH

<b>Question:</b> What can we do for people who are sick but cannot pay for treatment?	<b>Question:</b> What can we do for people who are sick but cannot pay for treatment?	<b>Question:</b> Why are people unable to afford medical treatment?
<b>Potential Solution:</b> Help pay for treatment.	<b>Potential Solution:</b> Donate to a local free health clinic.	<b>Potential Solution:</b> Advocate for healthcare access regardless of income or wealth.

# What Type of Philanthropy?

**Organization:**

**What the grant was for:**

**As Charity,  
beyond Charity or  
as Social Justice?**

CAMP (Central Area Motivation Program)	To help fund the food bank.	
Treehouse	To fund the Little Wishes Program, which gives foster youth small amounts of money for school photos, yearbooks, summer camps and sports teams.	
Amara	To facilitate the adoption of foster children into permanent homes.	
ReWA (Refugee Women's Alliance)	To support English language programs, and job training and placement to benefit families of immigrants to the US.	
PAWS (Progressive Animal Welfare Society)	To spay and neuter pets.	
Seattle Children's Hospital	To provide treatment to patients who can't afford medical care.	
Humane Society for Seattle/King County	To help facilitate animal adoptions.	
Audubon Washington	To educate community members about environmental issues, and influence legislation in a positive way.	
ROOTS (Rising Out of the Shadows)	To buy a new (used) computer for the shelter guests to access the internet to look for jobs and homes.	
Fred Hutchinson Cancer Center	To fund research on how to eliminate cancer and related diseases.	

# How Can We “Turn off the Faucet”?:

## Essential questions for guiding conversations about Philanthropy for Social Justice

As you know, the art of coaching or teaching is often knowing the right questions to ask to help students reflect on their learning experience. We are providing some ideas for questions you can ask as your roundtable explores ways to use their funds that will help them think about what it means to address the root causes of issues or problems they identify.

Your primary role as a coach helping them explore root causes of social problems is to keep asking “why?” or “what are the causes?” For example, if the identified issue is homelessness, some good questions to ask to help get to the root causes are: “Why are people poor?” or “What do you think causes homelessness?” Also, your role as a coach is to keep asking students, “How do you think we could end homelessness?” These questions will encourage students to dig deeper on issues and think about what it means to truly work to *end poverty* and *build social justice*.

Use the “overflowing sink” metaphor as a foundation for all of your guiding questions in subsequent lessons. The main questions you can keep referring back to are:

### 1) What would it mean to “mop the floor” when it comes to this issue?

**Translation:** What types of grants and/or service projects would be practicing a “charity” approach to philanthropy?

### 2) What would it mean to “take the rag out of the drain?”

**Translation:** What types of grants and/or service projects would move “beyond charity” to meet some of the short-term or intermediate needs of the identified issue?

### 3) What would it mean to “turn off the faucet?”

**Translation:** What types of grants and/or service projects would help put an end to the identified issue and therefore create social justice?



# Lesson Two:

## Exploring Causes

### Objective:

Help students explore causes of the top three issues that they identified in their Philanthropy Roundtable and decide how they can have the greatest impact on the causes through grantmaking and service.



### Time Needed:

45-60 minutes

### Activity Summary:

Students will discuss and explore the causes of their selected issues through a mind-mapping exercise called the “Rule of Six.” They will identify six different causes of their identified issues and explore how they are interrelated as a path to making a decision about how to have the greatest impact with their Time, Talent and Treasure.

**Facilitator note:** This lesson is intended to follow the section “Coming to Agreement” in your Penny Harvest Curriculum Guide (pp. 71-73).

### Materials Needed:

- Blank copies of the “Rule of Six” worksheet (p. 17)
- Flipchart paper / overhead or dry erase board
- “Issue Research” worksheet (p. 18): Hand out as homework the week before you lead this lesson so students can get friends’ and family members’ opinions on the root causes of their issues.
- Copy of “From Causes to Organizations” worksheet (p. 19) for each student

**Step 1:**

Explain to the roundtable, “Now that you have narrowed down your list to three issues, we are going to spend some time exploring what you think the causes of these issues are.” Find out if students did the “Issue Research” worksheet and ask them to get it out.

**Step 2:**

On flipchart paper or a dry erase board, demonstrate a sample “Rule of Six” chart, placing the chosen issue in a circle in the middle of the paper (or board). Draw six circles around the chosen issue, and have students tell you what they think six causes of the issue are. If they have done the “Issue Research” worksheet, you can ask them what friends and family thought some of the causes were.

**Facilitator note:** See the sample “Rule of Six” chart on p. 16 of this guide.

One example you could use as a demonstration of this exercise is the issue of homelessness. Some possible causes could be:

- lack of affordable housing
- low minimum wage
- growing gap between the rich and the poor, etc.

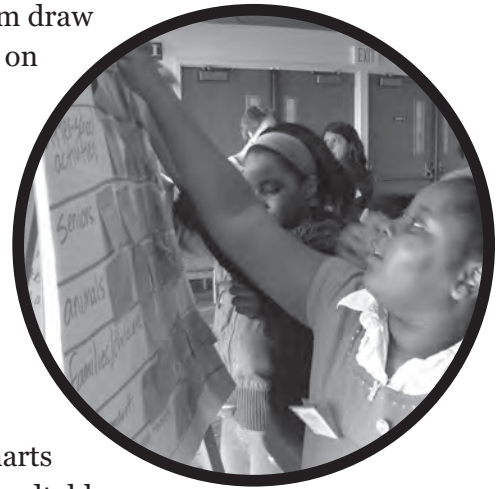
**Step 3:**

Once the group has come up with six causes, ask them to tell you which causes are closely related to each other. For example, students might say that lack of affordable housing and lack of a living wage are closely related issues. Note their response by drawing dotted lines between the two related causes. Keep doing this until it comes to a natural conclusion. It is quite likely that you will now have a chart with lots of lines drawn between issues.

**Step 4:**

Now have your roundtable break into three groups and assign one of the three issues to each group. Have them do this exercise with their

issue. Have them draw the same visual on flipchart paper w/marker and have them fill the flipchart page so it’s visible to all.

**Step 5:**

Have groups present their charts to the entire roundtable.

Ask others if they have questions for the group that prepared it. Ask clarifying questions of the group if what they have prepared is not clear. Applaud their work once done.

**Step 6:**

Post flipcharts on a wall or walls so that they’re visible to all, and have them reflect on this question for each issue: “Now that we have identified six causes of each ‘issue,’ what cause or causes do you think you can make the greatest impact on with your funds and/or service?” Make sure you do this with each issue. This is also a great time to explore possible causes that are common to two or more of the selected issues. It’s not uncommon for roundtables to find ways to make grants that address all three of their top identified issues.

**Step 7:**

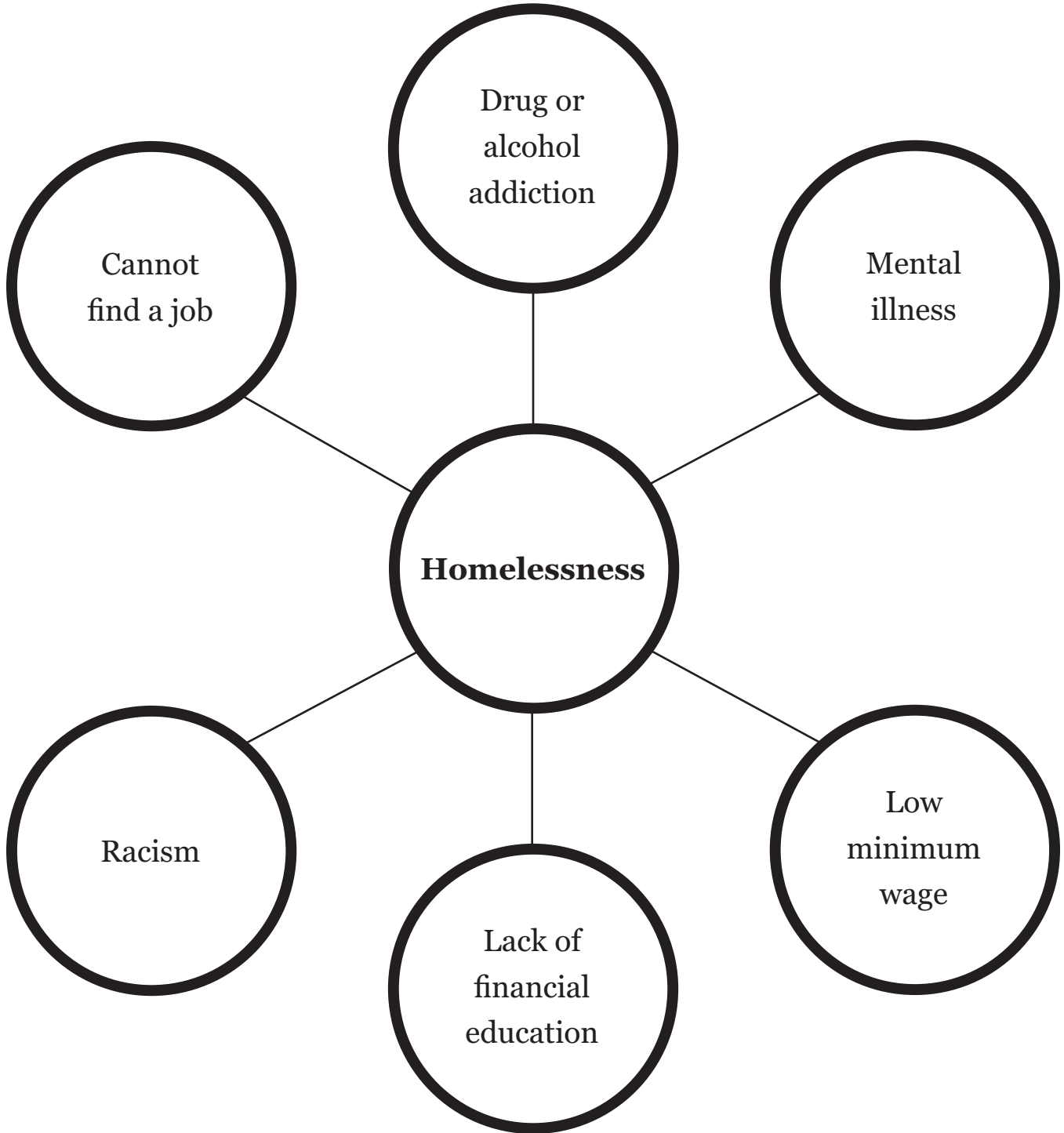
Tell your roundtable, “Congratulations on identifying the root cause or causes on which you think you can have the greatest impact. You are now ready to research organizations in our community that are addressing those causes!”

**Step 8:**

Hand out the “From Causes to Organizations” worksheet as homework. Explain they will be responsible for coming back next meeting with at least two organizations that they feel are addressing the root causes of their issue.

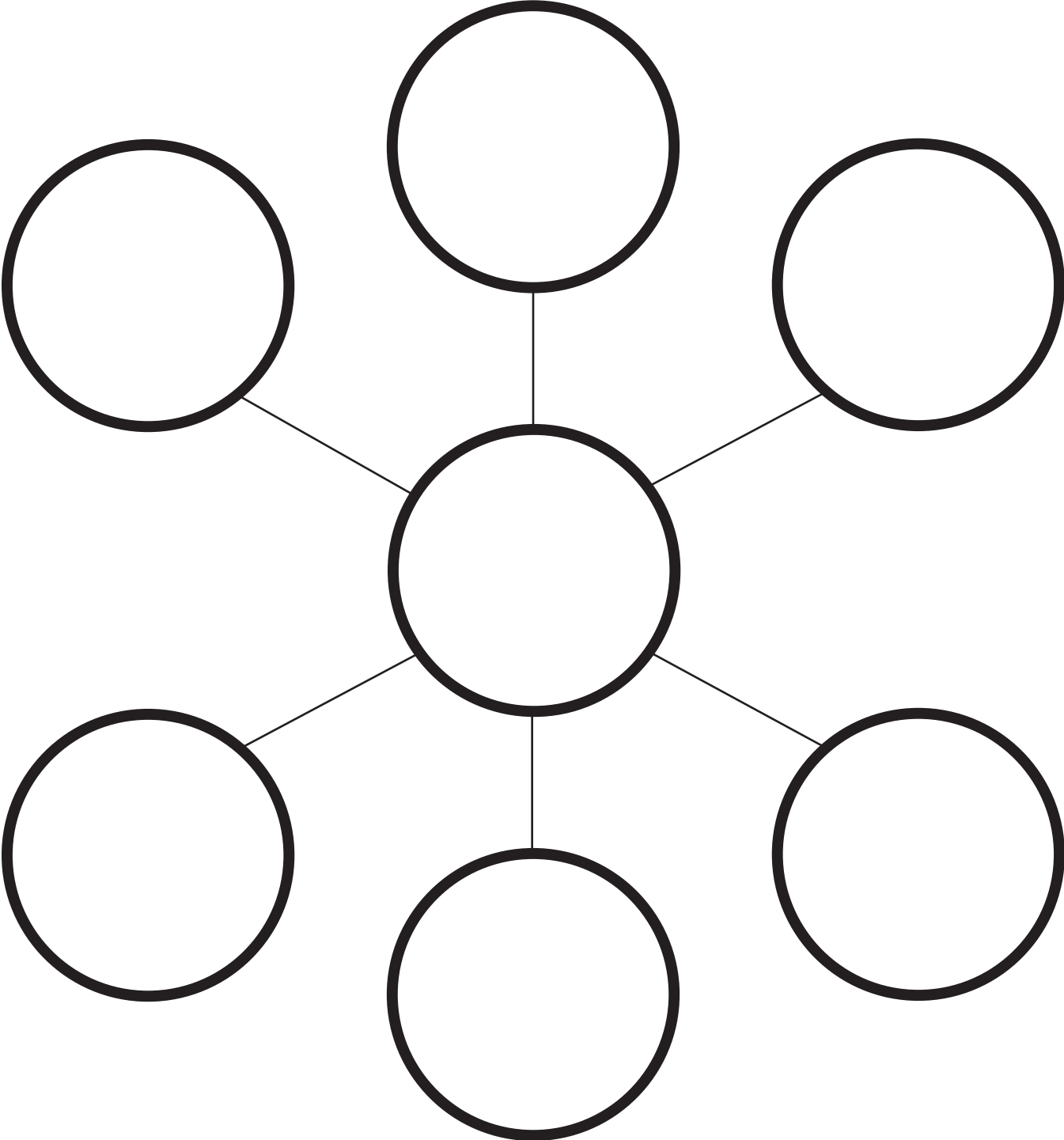
# Rule of Six Example Sheet

Issue: Homelessness



# Rule of Six Template

Issue: \_\_\_\_\_



## Issue Research Worksheet

What are some of the root causes of your issue?

What are some solutions to address the root causes of the issue?

What actions can you take as an individual to address your issue?

How could you use Penny Harvest funds to address the root causes of your issue?

What organizations are working on solutions to your issue?

## From Causes to Organizations Worksheet

What did your group decide were the six important causes or contributing factors to your team's issue?

Which causes did you feel you could have the most impact on with your funds?

Research at least two local organizations addressing the cause or causes of your team's issue that you identified. For each organization, find out what their mission is and what services they provide, and write down their contact information below:

### **Organization 1:**

- Mission?
- Services?
- Contact information?

### **Organization 2:**

- Mission?
- Services?
- Contact information?

# Penny Harvest<sup>®</sup>



Addendum to the Penny Harvest Curriculum Guide for Educators, created by Penny Harvest Seattle (a program of Solid Ground)

1501 North 45th Street, Seattle, WA 98103-6708 | (P) 206.957.4779 x118 | (F) 206.957.2677 | [www.PennyHarvest.org](http://www.PennyHarvest.org)

Printing donated by McCallum Print Group