



“Give a Goat” by Jan West Schrock

The true story of a class in Maine who were inspired to help others in need after reading *Beatrice’s Goat*, a story about a Ugandan girl whose family received a goat from Heifer International. It is a story of how a community can come together to help others who are in much need of it. This exercise provides the opportunity to:

1. Illustrate how even young children can make a difference by earning, saving & giving;
2. Discuss what is giving and what is a worthy cause;
3. Examine techniques for motivating ourselves to make and achieve a savings goal;
4. Challenge students to give.

Time Limit: 30-40 minutes

Supplies Needed:

- *Give a Goat* by Jan West Schrock.
- White board and markers
- Three clear jars, index cards, markers and tape
- Play money



Saving and Giving

Today, we’re going to be talking about saving and will read a true story about a fifth grade class in Maine that earned and saved their money for a worthy cause. First, when it comes to money, what do I mean by saving? *Discuss.* (Setting aside money for use later.) Have any of you ever saved your money for something? Give me some examples. *Take examples.* What kept you from spending your money on other things? *On one side of a white board, write down the students’ techniques for not spending their money. Ideas may include putting it in a bank, not taking it to the store, having a parent keep the money so they couldn’t spend it, etc.*

In our story today, *Give a Goat* by Jan West Schrock, we’ll learn about a very motivated group of students who kept to their savings goal and made a difference.

Read the story. If you have the book Beatrice’s Goat in your collection, have it ready to show the students.

Story review.

- How much money did the class earn for their project? (\$180, their goal was \$120)
- What were they earning and saving their money for? (To give a goat to a family in a poor country.)
- What do you think made them want to do this? *Discuss.*
- What is giving to a worthy cause? *Discuss.* (It’s supporting something that we believe helps others through a gift of our time, our possessions or our money.)

As we just discussed, sometimes we don’t know that there is a need out there and when we first learn about it we are motivated to do something. Keeping ourselves motivated is important in helping us to follow-through and do something for a worthy cause.



Take out \$10 in play money, three clear jars, three index cards and a marker. I have ten dollars. I have three choices I can make with my ten dollars. What do you think those choices are? *Lead students to the answers of save, spend, or give.*

Write the word save on a card, spend on a card and give on a card. Tape a card to each of the clear glass jars.

What are some things we would need to spend our money on each month? *Lead the discussion to items such as food, clothing, rent or a house payment, etc. Conclude:* There are many good things we need to spend our money on.

Besides giving to a worthy cause, what are some other things we might save for? *Lead the discussion to items like an emergency fund, vacations, college, etc. Conclude:* These are some very positive things that we would be smart to save for.

When it comes to giving, we've already talked about some very good things to give our money to -- worthy causes. *Hold out ten one dollar bills.* For many of us, the spending jar gets filled first. *Place eight of the dollars in it.* It can cost a lot of money to take care of our living expenses each month. However, many people make it a smart habit to save for the important things we discussed. *Put in the last two dollars.* That means there's little or no money left to give.

What do you think we could do to make sure we have some money to give? *Go back to the white board where you earlier wrote the student ideas for saving money. On the opposite side of the board write down their new suggestions. When finished show the students how the things they had done on their own earlier to save money can also help them save money to give to a worthy cause.*

I have decided that I want to give money to help the people hurt by the flooding in Vermont from Tropical Storm Irene. I've set a savings goal of putting some of my money aside for this worthy cause for two months. I decide I will give up spending some of the money that I normally use to eat out. Instead of eating out, I will eat something at home that costs less and I will give the money I save to this worthy cause. *As you are talking, remove a dollar from the spending jar and put it in the giving jar.*

When we don't have money, we can also give of our time. We can give by doing something helpful for someone else. When others see us helping, they can be motivated to help, as well. In our story, how did Mrs. Rowell's class inspire other classes to give? (Mr. Potter's class organized a bring-a-can-to-school day, Mrs. Smith's class held a car wash for the Red Cross.)

So, the next time you are given money or earn money, I hope you'll remember the choices you can make - spend, save, and give. Remember Mrs. Rowell's class. Think ahead about what you're doing with your money and use these ideas (*point to white board*) to help you save and give.

For more ideas for students on saving and giving, see the activity submitted by Johnson Elementary School on page 48 of this guide. Also, visit the Heifer International web site to learn more about how your students can also "give a goat!". Go to www.heifer.org.