

# KiP

KIDS IN PHILANTHROPY



## GUIDE TO ENGAGING YOUNG PEOPLE IN GIVING

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# INTRODUCTION

Young people are natural givers – full of curiosity, empathy, and energy to make a difference. This guide provides hands-on activities to help children discover the joy of giving in all its forms: Time, Talent, and Treasure.

Each activity includes step-by-step instructions, discussion questions, and video resources to spark meaningful conversations. Whether you are a teacher in the classroom or a parent at home, these activities are designed to be simple, engaging, and impactful.

This guide was created by Kids in Philanthropy, an Australian not-for-profit that empowers young people to give back to their communities while building their own wellbeing, capabilities, and confidence. Through hands-on volunteering and giving experiences, KiP enables young people – particularly those experiencing disadvantage – to create care packages, meals, and messages of hope that are distributed to people in need across their local communities. If you want help bringing any of these activities or concepts to life, get in touch at [hello@kip.org.au](mailto:hello@kip.org.au)

We'll cover:

1. What is giving?
2. How to teach students about giving
3. How to provide practical giving experiences
4. Linking giving to the curriculum
5. Key terms related to giving

**12,000+**

young people  
engaged in KiP  
programs

**32,900+**

volunteering hours  
donated through KiP  
programs

**105,870+**

people  
experiencing  
disadvantage have  
received goods  
from a KiP program

# What is giving?

When we talk about giving with young people we start with the three T's:

- **Time:** Taking part in hands-on volunteering activities that produce valuable items for young people in need such as food, clothing or care packs.
- **Talent:** Applying skills to raise awareness about important social issues or to organise and run fundraising events
- **Treasure:** Donating money or essential items from home to support others

In our programs, we try and give students the opportunity to experience all three T's but we recommend you start with one in your school and then go from there.



# Teaching Students about Giving

## Giving 101

This activity breaks giving down to its fundamentals and helps students discover that everyone has something valuable to give.

### How to run it:


1. Introduce the concept that giving can take three forms: Time (helping out), Talent (using your skills), and Treasure (sharing things you have).
2. Ask students to brainstorm examples of each: What does it look like to donate your time? Your talent? Your treasure?
3. Share some real-world examples to spark ideas – e.g., volunteering at a food bank (time), teaching a younger student to read (talent), collecting canned goods (treasure).
4. Ask each student to identify one thing they could do in the next week to make a difference in someone's life across each of the three categories.
5. Get them to commit to this action – have them write a personal pledge: 'I will [action] to help [who] because [reason].'

### Discussion Questions

1. Which type of giving feels most natural to you – time, talent, or treasure? Why?
2. Who in your life could benefit from your giving?
3. What stops people from giving? What could help them start?
4. Can someone give even if they don't have much money? How?
5. How do you think giving makes the giver feel – and why?

### Reflection

- After the week, ask students to share what they did and what they noticed.
- Create a class 'Giving Map' showing all the different ways the class gave – time, talent, and treasure.

 **Teacher Tip:** Make sure you review their actions and confirm they are appropriate. It's important students understand they shouldn't approach or engage with people in need they don't know and they need parental permission to engage in giving.

# The Ripple Effect

This activity helps students understand that even small acts of kindness can create big change in their community – just like a ripple spreading across water.

## How to run it:

- Talk to students about the value of kindness and compassion. You can use the videos below to introduce the concept.
- Brainstorm with students the many ways they can be kind – a smile, holding a door, helping someone who is struggling, listening when someone is sad.
- Discuss how kindness creates a 'ripple effect' – one act inspires another, and another, spreading outward through a whole community.
- Explain that this ripple effect is the heart of giving and philanthropy: doing something that improves the lives of people around you, or helps make the planet better.

## Videos:


- [The Science of Kindness – Random Acts of Kindness Foundation](#)
- [Kindness Boomerang – One Day \(3 min, all ages\)](#)

## Discussion Questions:

1. What stood out to you in the video?
2. How did people in the video spread joy?
3. Can you think of a time someone was kind to you? How did it make you feel?
4. How do acts of kindness make a difference?
5. Why are joy and giving important in our communities?
6. How do joy and giving connect to philanthropy and making a difference?

## Reflection

- Ask each student to write or draw one act of kindness they will do this week.
- After the week, invite students to share what happened – did their kindness ripple out to others?

 **Teacher Tip:** Display students' kindness pledges on a class 'Ripple Wall' to celebrate and encourage each other.

# The Sustainable Development Goals

A powerful way to help young people understand the need for giving is to help them understand the scale of the problems the world faces – and to discover that they can be part of the solution.

## How to run it:

1. Introduce the United Nations Sustainable Development Goals (SDGs) – 17 global goals agreed to by world leaders to end poverty, protect the planet, and ensure peace and prosperity for all people by 2030.
2. Play one or more of the videos below to give students an accessible overview.
3. Put students in small groups. Each group selects one SDG that interests them and research their goal aiming to answer: Who does this problem affect? What kinds of help do they need? Which charity or organisation is working on this? What is one action we could take to help?
4. Groups share back with the class and discuss connections between the different goals.


## Videos to play:

- [The Sustainable Development Goals – Explained for Students](#)
- [What Are the Global Goals? – World's Largest Lesson](#)
- [World's Largest Lesson – free SDG classroom resources](#)

## Discussion Questions:

- Which goal surprised you the most? Why?
- Did any of the goals connect to problems you have seen in your own community?
- Who has the responsibility to fix these problems – governments, companies, individuals, or all of us?
- What could young people specifically do to help with one of the goals?
- If you could solve one global problem, which would you choose – and why?

**Reflection:** Ask each student to write a short reflection: 'The goal I care most about is \_\_\_ because \_\_\_, and one thing I can do about it is \_\_\_.'

 **Teacher Tip:** The website [globalgoals.org](https://globalgoals.org) has free, beautifully designed posters and resources for each goal that you can print and display in your classroom.

# Donating Time

Here are two simple ways your students can donate their time:

## Buddy Time

**Purpose:** Give time in a structured, ongoing way that builds real connection.

**How it works:** Partner with a younger class to set up a Buddy Time program. Older students give their time weekly to support younger buddies through reading together, helping with a project, or guided play. Run a short 'mentor training' first – how do you listen well? How do you help without doing the work for them?

**Extension:** Invite buddies to create a joint project together – a book, a piece of art, or a short video – to celebrate what they have shared across the term.

**Reflection prompt:** What did you learn from your buddy – even though you were the 'helper'? How is giving time different from giving money or things?

## A Day of Service

**Purpose:** Experience the direct impact of giving time as a group.

**How it works:** Students identify a local need – a messy school garden, a community centre that needs help, a library that needs books sorted. As a class, they plan and carry out one service activity together, then debrief: What did we do? What did we notice? How did the people we helped respond?

**Reflection prompt:** What did we accomplish today that one person couldn't have done alone? How did it feel to give your time?

# Donating Talent

Here are two simple ways your students can donate their talent:

## Discover Your Superpower

**Purpose:** Help students identify their unique talents and see them as tools for good.

**How it works:** Each student fills out a 'Superpower Card' – what are you good at? What do people ask you for help with? In pairs, students help each other brainstorm one way each talent could help someone else. As a class, compile a Talent Bank: a poster listing everyone's talents and how they could be used to give back.

**Extension:** Challenge each student to find one opportunity in the next month to use their talent for good and report back to the class.

**Reflection prompt:** Does everyone have something valuable to give? How does using your talent for others feel different from using it just for yourself?

## Teach What You Know

**Purpose:** Experience teaching as a form of giving – and discover that sharing knowledge is a powerful talent.

**How it works:** Each student picks something they know how to do well – coding, cooking a simple recipe, a magic trick, folding origami, speaking phrases of another language – and prepares a short 5–10 minute lesson to teach a partner, a younger class, or a parent. Students rotate as teachers and learners.

**Extension:** Record tutorials as short videos to share with the wider school community or on a class website.

**Reflection prompt:** How is teaching a form of giving? Was it harder or easier than you expected – and why?

# Donating Treasure

Here are two simple ways your students can donate their treasure:

## The Giving Line

**Purpose:** Show how small contributions add up to something significant.

**How it works:** Students bring coins or small amounts of money over a set period. Place the coins end-to-end along a taped line on the floor or a table and watch the line grow each day. At the end, count the total, discuss what it could do, and donate it together to a cause the class has chosen.

**Extension:** Measure the line in centimetres or metres and link it to impact – for example, 'Our line is 2 metres long and raised enough to provide clean water for a family for a month.'

**Reflection prompt:** How do small contributions create big change? Did watching the line grow change how you felt about giving?

## Thoughtful Declutter

**Purpose:** Encourage intentional, responsible giving.

**How it works:** Students identify items at home they no longer use but that are still in good condition – books, toys, games, clothes, sporting equipment. They consider who could use each item and why before bringing it in. As a class, sort and donate items appropriately to a local charity or community group.

**Reflection prompt:** How is thoughtful giving different from just getting rid of things?

# Aligning to the Curriculum

Learning about giving and engaging students in hands on volunteering can complement and enrich classroom learning. Giving activities can be aligned with key learning areas and capabilities of the Australian Curriculum. Through hands-on, student-centred experiences, KiP programs foster empathy, social responsibility, and community engagement, developing compassionate leaders and equipping students with knowledge and skills across the following curriculum areas:

- Critical and Creative Thinking
- English
- Ethical Capability
- Personal and Social Capability
- Intercultural Understanding
- Health and Physical Education
- Humanities – Civics and Citizenship
- Humanities – Economics and Business
- Humanities – Geography
- Mathematics



# Capability Areas

## **Critical and Creative Thinking**

Giving can cultivate curiosity, problem-solving, and innovation as students are encouraged to question and think deeply; and challenged to generate novel ideas and co-design solutions to address social challenges.

## **Personal and Social Capability**

KiP programs nurture emotional intelligence, social awareness, and inclusive behaviours as students work with and for others in meaningful ways. Students also learn how to listen with empathy, collaborate, and support others across differences.

## **Ethical Capability**

Giving activities can provide students with opportunities to consider values, rights, fairness, and ethical dilemmas. They reflect on their actions, assess consequences, and build the capacity to make thoughtful and compassionate decisions. Students can explore values such as kindness, justice, and responsibility, and develop empathy by understanding others' experiences.

## **Health and Physical Wellbeing**

Giving can students develop empathy, resilience, and a sense of purpose; and by participating in activities that promote inclusion, kindness, and community connection, they also explore the importance of wellbeing – both their own and that of others.

## **Intercultural Understanding**

Giving can deepen students' appreciation of the diverse cultures, perspectives, and lived experiences that shape our world. Philanthropy encourages students to listen across difference, challenge assumptions, and consider how inclusive, culturally informed action can lead to more equitable and meaningful change.

# Curriculum Areas

## **English**

Giving can enhance students' communication skills through writing, presenting, collaborating, and reflecting. They develop their ability to express themselves clearly and purposefully and build language and literacy skills by articulating ideas, values, and actions that contribute to a better world.

## **Health and Physical Wellbeing**

KiP programs help students develop empathy, resilience, and a sense of purpose; and by participating in activities that promote inclusion, kindness, and community connection, they also explore the importance of wellbeing – both their own and that of others.

## **Humanities**

Giving can foster civic awareness, participation, and advocacy for social issues as students explore community participation, social cohesion, volunteering, and shared values. Students can also explore how individuals and groups make choices to support positive change, engage in decision-making, and apply economic reasoning in meaningful ways. Giving can also raise awareness of human wellbeing, inequality, and interconnection as students start to better understand the social factors that influence access, equity, and wellbeing.

## **Mathematics**

Giving can be linked to developing real-world numeracy skills through budgeting, measurement, data collection, and analysis.

## **Sustainability**

Giving can connect students to the principles of sustainability by encouraging them to consider the long-term wellbeing of people, communities, and the planet. Philanthropy also invites students to think critically about consumption, resource equity, and intergenerational responsibility.

# Key Terms

**Philanthropy:** Doing something to help others or make the world a better place – it can be as simple as sharing your time, skills, or belongings with someone who needs them.

**Volunteering:** Choosing to give your time and energy to help others without being paid.

**Donation:** Something you give to help others – this could be money, food, clothing, toys, or anything else that someone needs.

**Charity:** An organisation set up to help people, animals, or the planet. Charities use donations and volunteers to do their work.

**Fundraising:** Finding ways to collect money or resources for a cause – like a bake sale, a coin drive, or a fun run – so that a charity or community group can do more good.



# KIP

**Empowering the next  
generation of  
changemakers together**



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