



“Give a Goat” by Jan West Schrock

Give a Goat is written by Jan West Schrock and illustrated by Aileen Darragh. Copyright 2008. Published by Tilbury House Publishers.

Book Jacket Description:

How can reading a picture book in one country make a difference to a family in need living thousands of miles away? And what does a goat have to do with it, anyway? When Mrs. Rowells’ fifth-grade class is inspired by a rainy-day book to reach out with healing hands, wonderful things happen. Not the least of these is an enthusiastic team effort by the entire class to reach a common goal. In this true story young readers will discover that even the smallest goodwill efforts are rewarded with positive results. Humorous illustrations show the philanthropic process from inspiration through brainstorming to getting down to work, collecting funds and celebrating success.

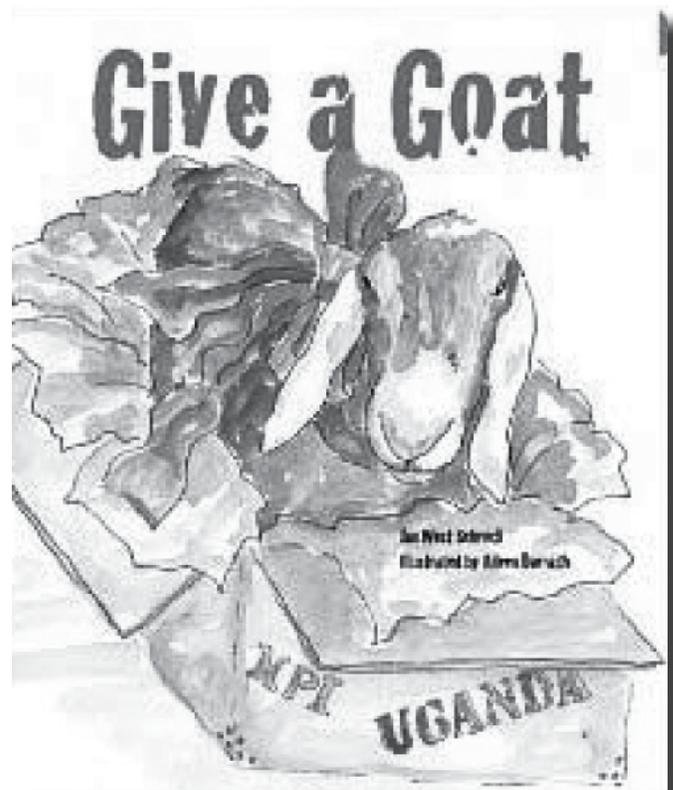
About Author Jan West Schrock

Biographical information from Tilbury House Publishers web site at www.tilburyhouse.com.

Author Jan West Schrock’s father, Dan West, was a midwestern farmer who served as a relief worker during the Spanish civil war. As he was handing out milk to needy children one day, he realized, “These children don’t need a cup. They need a cow.” When he returned home, he founded Heifers for Relief, and its first shipment of heifers was sent to Puerto Rico in 1944.

Schrock herself spent 28 years as a classroom teacher, special needs teacher, and administrator, both in the United States and abroad. She is now a senior advisor for Heifer International, an organization that has grown to serve over 8.5 million people in more than 125 countries. She explains her involvement in the organization, “I have been involved with Heifer’s work in many ways for many years. I had been a teacher for many years and often participated in Heifer’s work as a volunteer. I attended celebrations and conferences. In 1999, I joined the Heifer staff as Coordinator for Community Relations and moved to Little Rock. In 2002, I moved to Maine to be near my children and grandchildren. Here I continued to work as Senior Advisor. During these years, I have led study tours to China, Ecuador, Peru and Poland. I have participated in tours in India and Guatemala. I have not seen Heifer’s work in Africa, yet, but hope to do this soon.”

She wrote, *Give a Goat*, to inspire other schools to get involved and help make a difference in the world. Schrock lives in Westbrook, Maine, but travels the world to talk about “passing on the gift.”





LESSON PLAN - 5th & 6th Grades

“Give a Goat” by Jan West Schrock

Lesson Plan: Earning and Saving Money for a Worthy Goal

Grade Level: 5th-6th grades

Content Area: Personal Finance

Recommended Length/Duration: 1 hour to 90 minutes

Essential Understanding: Using the skills and resources closest to us can enable us to earn money. Setting a savings goal and creating a plan to earn and save our money can enable us to build up a savings fund for support of a worthy cause.

Learning Goals: The students will read about how one group of fifth graders worked to earn money in support of a fundraising goal to support a worthy cause. The students will learn how to do a personal inventory of their skills and resources for earning money. Working in small groups, the students will learn how to organize a fundraising effort supported by a savings goal and action steps.

VTDOE Standards: History & Social Studies, H&SS5-6:20

Description/Sequence:

Giving Back - I Can Earn, Save & Contribute!

(1) Sometimes, problems in the world and in our neighborhoods seem too big to even chip away at, let alone remove completely--especially if you are a kid. For example, the flood damage in Vermont from Tropical Storm Irene seems like too big of a problem for many of us to feel like we can do much to help. I am going to read a story to you today. It is a true story about a fifth grade class in Maine that learned of a need in another part of the world and then worked to earn money to buy something that would help. The story is called *Give a Goat* by Jan West Schrock.

How many of you have read a book titled *Beatrice's Goat*? *Discuss. If you have this book at your library you may want to check it out for your class and make it available for students to read.*

When I say we can earn money for a worthy cause, what do you think I mean by that? What is a worthy cause? *Discuss. Students may share things they have contributed to in the past.*

Read the story.

(2) Ask students to recall the steps of how the class decided what to do and how to do it. Write these steps on a white board.



What did Mrs. Rowell's class do?

- Decided to raise money to give a goat
- Did research on how to help - Heifer International
- Set a fundraising goal of \$120
- Decided to sell things at school - for teachers
- Picked a product - healthy snacks
- Received a \$15 loan from Mrs. Rowell
- Purchased food & divided it into small sales bags
- Made a budget with income, expenses & sales
- Sold product for one month - \$180 profit!

(3) Write the word *income* on the board. Who can tell me what this word means? (The amount of money someone receives over time as payment for work.) Other words that have a similar meaning are salary and receiving a paycheck. When you are running your own business, the money you have left after your expenses are taken care of is called a profit. What kind of expenses might a business have? *Discuss.* (Pay workers, buy materials for your product, taxes, rent or building costs, mailing costs, etc.)

Have any of you ever run your own business? (Lemonade stand, lawn mowing, dog walking, chores, etc.)

Let's make an inventory right now of all of the ways we can earn money. *Write down the student answers. If students do not mention work that involves selling things, lead the discussion in that area. This could be items like the lemonade stand, selling Girl Scout cookies, running a yard sale, making jewelry, growing vegetables, etc. Circle these items on your list.* Where could you get the money to buy the supplies needed to get started on these kinds of projects? How did Mrs. Rowell's class get the money they needed to buy the healthy snack items they sold? (A \$15 loan from Mrs. Rowell.)

What is a loan? (Money given to one person by another person with the expectation that it will be paid back, usually based on a predetermined time frame.)

(4) The work Mrs. Rowell's class did to earn money for a worthy cause: set a goal, create a plan and save their money, is something we can all do. Your parents earn money from the jobs they do or the businesses they run. They most likely have a plan, a family budget, for where the money they earn will be spent. Part of that plan would include saving some of the money for future bills such as property taxes or winter fuel oil or for fun things like a family vacation.



We're going to practice those skills now. *Distribute the Give a Goat worksheet and review it with the students. Work with the students to fill out section one together. Emphasize the link between the work they do and earning money and the importance of having a goal to motivate them to stay on track to achieve their savings.*

Divide the students into three smaller groups to complete section two together. Give each group a sheet of easel paper and a marker. Designate one student in each group to ask the questions, one student to write down the group's answers on the piece of easel paper, and one student to report back to the class. Point out that students must also answer the questions on their worksheet. Collect the worksheets at the end of the exercise to check for understanding. When it appears students have completed answering the questions as a small group, pull the class back together and have each group report their findings.

(5)

- What part of this earning and saving exercise did you find the most challenging? *Discuss.*
- Reaching these savings goals would take some time. How do you think you can keep yourself from spending the money on other things? *Discuss.*
- How many of you have ever tried to save for something? *Discuss.*
- What techniques did you use to keep from spending your money before you reached your goal? *Discuss.*

Remember, even though we worked on this exercise as a group, you can use the same steps individually to earn money and reach a personal savings goals. Those steps are:

1. Set a savings goal
2. Examine ways you can earn money. Research what you could be paid for that work.
3. Prepare to earn money by making the contacts you need. That could include talking with your parents, identifying neighbors you could offer to do chores for, looking for ways to collect recyclables, etc.
4. Do the work.
5. Set a secure place to save your money. (i.e. where you won't be tempted to spend it early)
6. Motivate yourself while you are working. You could make a picture of what you're saving for.
7. Celebrate reaching your savings goal.

If you don't reach your goal, don't give up on saving. Next time, set a smaller goal for yourself. You will succeed if you don't give up.

Materials Needed:

1. *Give a Goat* by Jan West Schrock
2. Worksheet, copied from enclosed master
3. Easel paper and markers for small groups

DON'T MISS THE HAND-TO-HAND SALE EXERCISE FROM JOHNSON ELEMENTARY SCHOOL ON PAGE 48.

Supplemental Information:

Be sure and check out the Heifer International web site. This site is located at www.heifer.org. Select the link, "School Fundraising & Service Learning."