

M&MFisher

Max M. & Marjorie S. Fisher Foundation
Involving the Next Generations of the Fisher Family

Marjorie S. Fisher, Chairman of the Max M. & Marjorie S. Fisher Foundation and the members of the Board, Jane Sherman, Mary Fisher, Phillip Fisher, Julie Fisher Cummings and Margie Fisher have been working together to launch the Foundation created by the extraordinary support provided by Max M. Fisher.

Over the course of the last four years the Board has set the stage for the organization that will serve communities and families from Detroit to Palm Beach and from Israel to Zambia for generations to come. The areas in which the family wishes to have impact have been decided, initial grants have been made and an organization and administrative structure have been put in place.

From the beginning it was agreed the successive generations of the family would be involved in a meaningful way. The effort was officially launched during a full family retreat September 11-12, 2010 in Detroit. The next generation designed the retreat to share ideas, experience firsthand the potential impact they can have together and continue to craft this critical effort for the family and the Foundation.

The goals for involving the next generations of the Fisher family include:

- ✓ Strengthening family ties through philanthropy and service to others.
- ✓ Sharing and engraining the value of philanthropy.
- ✓ Preparing future leadership for the Foundation Board.
- ✓ Celebrating and extending the legacy of Mr. & Mrs. Fisher through the work of their children, grandchildren, great grandchildren, and generations yet to be born.
- ✓ Creating new shared stories of impact from which future generations will learn.

The following page outlines a frame, originally created by the Foundation Board within which members of the next generations articulated and acted on their own wishes and decisions to deepen their understanding of the joys and responsibilities of philanthropy.

MAX M. & MARJORIE S. FISHER FOUNDATION
Framework for Involving the Next Generations

Who was involved:

- Direct descendants in the third and fourth generation who are 13 years or older: Those between the ages of 13 and 17 participated in discussions but will not have a vote until they reach 18.
- Those in the third and fourth generation less than 13 years old were provided special programming at the retreat as an introduction to giving and service. Additional resources for parents were placed on the private next generation network site.
- Like the Foundation Board, the next generation encouraged input and participation from spouses but did not provide them a vote.

What was considered for support:

- The group agreed to support qualified 501(c)(3) organizations in alignment with the impact areas of the Foundation: Jewish Issues, Strengthening Youth & Families, Health/HIV/AIDS, Education, Arts & Culture and Detroit.
- While there were initial discussions of perhaps only funding in two impact areas in the initial year, the group split into four workgroups and pursued funding in all four.

Process used:

- Both in the individual workgroups and as a committee of the whole, the group strove for consensus, utilized a democratic process and followed the Duality of Interest Policy.
- Given the options of working within or across family units, the group chose to work together across the entire family.
- The Foundation's executive director and program officer provided guidance and facilitation to the group as they made their own decisions.

Amount provided:

- The Board of the Foundation set aside a specific amount for the first year of funding.
- The next generations recommended six grants totaling the entire amount available; all were approved for funding by the Foundation Board at the June 2011 meeting.

August 29, 2011

Confidential

September 10-12, 2010

Events highlighted in color are for both next generation and the full board and spouses/partners.

Events in white are only for next generation members and their spouses.

Friday, September 10, 2010		
Time	Location	Activity
9:00pm	Edison's 220 Merrill Street Birmingham	Social gathering and connecting time for those over 21 in town Friday night

Saturday, September 11, 2010		
Time	Location	Activity
9:00-11:00	The Max M. Fisher Music Center Donor Lounge	Breakfast, welcome and initial discussions for next generation.
11:00-12:30		Board meeting: Board business 11:00-11:30 Discussion with next generation 11:30-12:15
12:30-1:00		Lunch: Discussion regarding <i>Education, Arts & Culture</i> impact area Guest: Anne Parsons, President & CEO, DSO
1:00-1:45	Blue Lakes Coach	Board the bus and ride to Brightmoor

Saturday, September 11, 2010		
Time	Location	Activity
1:45-2:15	Brightmoor tour	Site visit: <i>Strengthening Youth & Families</i> impact area Guest Speakers: Kirk Mayes-Brightmoor Alliance Denise Smith-Early childhood educator
2:15-2:30	Blue Lakes Coach	Ride to Inkster – Starfish Family Services
2:45-4:45	Starfish Family Services 30000 Hiveley St, Inkster	Poverty simulation and discussion with families in a program funded by the Foundation.
5:00-5:30	Blue Lakes Coach	Ride back to The Max: Reflection time for the family regarding what happened in the poverty simulation, or family social time.
5:30-7:30	Break	
7:30-9:00	Big Rock 245 South Eaton, Birmingham	Dinner Discussion: <i>Health/HIV-AIDS</i> impact area Mary to discuss the impact area, Max, Amanda, Chase share stories from the recent Zambia trip. Max will share the video he created.

Sunday, September 12, 2010		
Time	Location	Activity
9:00	Jewish Community Center 6600 West Maple Rd West Bloomfield	Breakfast in the Greenberg Suite
9:30 – 10:00		Site visit: <i>Jewish Issues</i> impact area Guest speakers: Scott Kaufman (CEO, Federation), Bob Aronson
10:00-12:00	Various nearby locations	Various visits with programs: Hebrew Free Loan, Friendship Circle, Kids Altogether and Jewish Senior Life
12:00-12:15	Jewish Community Center	Scott Kaufman, Concluding comments
12:15-12:45		Closing thoughts from Foundation Board members
12:45-2:00	Jewish Community Center	Lunch / reflection exercise; discussion of next steps; Conclusion

Next Generation Under13 Kids Retreat Schedule

Saturday, September 11th		
Time	Location	Activity
9:00-9:30	The Max M. Fisher Music Center, Donor Lounge	Gather for breakfast
9:30-10:30	DSO: Paradise Café	Kids to form assembly line of school supplies, and then to collect and stuff backpacks (five per child) to be given to the Brightmoor Community Center.
10:30 –Noon		Philanthropic Programming: Savings piggy bank, The Giving Tree, discussion regarding generosity.
12-12:30		Boxed luncheon meals
12:30	Entrance of The Max	Take van to Detroit Science Center, for tour, planetarium, and Imax movie
4:30- 5:00	Detroit Science Center	Snack at Science Center Café
5:00-5:10	Front entrance	Load van and head back to The Max.
5:30	The Max	Meet up with parents to join them at valet out front to load in their own vehicles
5:30- 7:30	Break	Travel with parents back to homes/hotels for break before dinner
7:30-9:00	Big Rock 245 South Eaton, Birmingham (248) 647-7774	Family to gather for dinner and discussion

Sunday, September 12th		
Time	Location	Activity
9:00am	Jewish Community Center	Breakfast with all
9:30 – 10:30	6600 West Maple Rd West Bloomfield 248- 432- 5460	Philanthropic Programming- A Chair for My Mother – discussion of private support and neighbors needing help after a fire.
10:30-10:45	Blue Lakes Coach	Commute to Friendship Circle
10:45 -11:45	Friendship Circle 6892 W. Maple Rd West Bloomfield 248-788-7878	Site visit: Friendship Circle Bassie & Rabbi Levi Shemtov (Friendship Circle) Kids Altogether (Dani Glickfield)
11:45-12:00	Blue Lakes Coach	Commute to Fleishman Residence to drop off parents
12:10-12:20	Jewish Community Center	Kids commute back to JCC
12:30-2:00		Box lunches and a movie

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We Need More than Money

Lesson 1:

From Unit [Raising Resources](#)

3rd-5th Grade

Subjects:

Library / Technology, Philanthropy and Social Studies

Key Words/Concepts [click to view](#)

Purpose:

The purpose of this lesson is to have students identify why private resources are needed when volunteering and/or serving the community.

Duration:

One to Two Forty-Five Minute Class Periods

Objectives:

The learner will:

- identify examples of **private resources**.
- explain why people face **scarcity** when making decisions.
- determine the **opportunity cost** for making personal decisions.

Materials:

- *A Chair for My Mother* by Vera Williams
- *How Can You Contribute?* (**Attachment One**)

Instructional Procedure(s):

Anticipatory Set:

Tell students to imagine that they arrive home from school one afternoon only to find fire trucks surrounding their home. All the people and pets from inside the home are safely waiting outside. The inside of the house is badly damaged and most of the contents are ruined. Ask students to think about two items or possessions in their home that they would truly miss. Have students share their thoughts.

Teacher note: The lessons in this unit are designed to stand alone as instruction for raising private resources for a volunteer/service project. The lessons can be adapted to a specific volunteer/service project in which your class is involved. The volunteer/service project suggested in this unit revolves around helping a family who has lost all their possessions in a house fire. Contact a local homeless shelter, Red Cross, or other nonprofit organizations that assist families in need to locate a specific family for whom to raise resources.

- Read the story *A Chair for My Mother* by Vera B. Williams. This story is about a fire that destroys the home and possessions of a young girl, her mother, and her grandmother. The story describes how the community pulls together to help the mother and her daughter, but they still are missing a comfortable chair. Discussion questions:
 1. "For what do you think the little girl, mother, and grandmother are saving?"
 2. "How does the community help Rosa and her mother? What kind of private resources are people donating?" (people volunteer food, furniture, labor)
 3. "Do you think Rosa, her mom, and grandmother would be happy without the chair?"
 4. "If Rosa's mother did not have the money, how would they have been able to save for the chair?" (They needed to face some kind of scarcity or sacrifice to save the money. They could have put money in the bank or established a specific account for the chair. Rules would have to be made with the jar: once the money goes in, it can't come out until the jar is filled.)
 5. "Because the family made the economic decision to save for the chair, what sacrifices do you think they had to make?" (no new clothes, no movies, no new toys, etc. which are mostly **wanted** goods. They probably would not sacrifice needs like food and shelter.)
 6. "If you were a friend of Rosa's and wanted to contribute your weekly allowance to her chair fund, what would be the opportunity cost of your personal decision?" (Students may respond that they would have had to give up buying baseball cards, could not go to the movies, had to wait longer to buy the latest toy, etc.)

- Explain that without private resources Rosa, her mother, and grandmother would not have been able to rebuild their home environment as quickly as they did.
- Brainstorm what the term **private resources** means. (*Private resources are the person, asset, material, or capital which can be used to accomplish a goal or fulfill a need.*)
- Using *How Can You Contribute?* (**Attachment One**), have students chart different private resources they could contribute to a family in need like Rosa's.

Assessment:

Use *How Can You Contribute?* (**Attachment One**)

Rubrics

- Name at least **five private resources** that could help a family in need. (Award **one point** for each **resource** named, maximum five points.)
- Explain why it is necessary to face **scarcity** when deciding how to save money. (Award **one point** for an explanation. Responses will vary - money is being set aside for a specific purpose, less money is available for personal use.)
- Identify the **opportunity cost** in making a personal decision **in four different situations**. (Award **one point** for **each opportunity cost** identified.)

Bibliographical References:

Williams, Vera B. *A Chair for My Mother*. New York: Mulberry Books, 1982.

Lesson Developed By:

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Forest Hills Public Schools
Thornapple Elementary School
Grand Rapids, MI 49546

Handout 1

How Can You Contribute?

A local family in our community has just suffered the loss of their home and their possessions. Think of at least **five** different ways you can help by contributing **private resources**. Write a description or draw a picture that shows the different types of resources you could contribute.

What assets or items of value do you have that you could contribute?	Private Resources	How could the resource of personal time help?
What material goods could you contribute to help this family?	What capital (money) contributions could you make?	What is one other way you could contribute personal resources ?

Because you decide to help this family by contributing a **personal resource** (*money, furniture, your talents to help them rebuild, time, etc.*) you will face scarcity because the quantities of your resources are limited. Why is it necessary to face scarcity when making the decision to help?

Choose four of the resources you decide to contribute. What is the **opportunity cost** (*the cost of passing up the next best choice*) for giving each resource? For example, if you decide to help paint and give the resource of personal time and talent, the opportunity cost may be giving up playing with your friends one Saturday afternoon.

Academic Standards:State/Country: _____ **Philanthropy Framework:**

Strand	Standard	Benchmark
IV. Volunteering and Service	VS 04. Raising Private Resources	E 1. Identify why private resources (volunteers and money) are needed.

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URL: <http://www.learningtogive.org/lessons/unit89/lesson1.html>

Fisher Family Next Generation

Strengthening family ties through philanthropy and service to others

- Main**
- Upcoming Events
- Discussions
- Photos
- Videos
- Members
- My Page
- Foundation Website
- My Network

First Annual Retreat!

Thank you so much for making the time and effort to ensure the first Max M. & Marjorie S. Fisher Foundation Next Generation Retreat was a success!

View all the photos from the retreat here
(<http://www.dbs.smugmug.com/f...>)

If you have any photos you'd like to add, please do! A retreat gallery has already been started.

If you have any follow up questions or comments for the staff team, please call us at 248 415 1444.

Fisher Family Next Generation is a social network

Members



"I believe that the family, acting together, creates more impact than any one individual. I would like you to make judgments jointly as a family, with no individual's interests benefiting more than another's, or the family's . . . This requirement of having to come together will create additional glue that binds you." Max M. Fisher

The goals of the Max M. & Mariorie S. Fisher Foundation Next Generation effort

Foundation Staff Team

Sign Out

- Inbox
- Alerts
- Friends - Invite
- Settings

Help Line

If you are having any trouble navigating this site, please don't give up.

Please call the Foundation office 248 415 1444 and we'll get you where you need to go in a hurry.

Blog Posts

Next Generation impact area work groups update.

Jewish Issues

Members: Andrew S., Chase, David, Scott, Randy, Stanley and Sylvia

Driving values:

WELCOME

To the Next Generation Retreat

• We are so happy that we are all here together

• We know that you all come with varied levels of experience.

• This is more of an **orientation** not a **TRAINING** & welcoming you into the foundation.

• This is just the beginning... Things will evolve from here.



Why are we here?

• Uncover how you will work together to achieve outcomes

• Build your own giving efforts

• Learn about the **PROCESS** to be used

• Decide on **impact areas**

• We have a great opportunity coming together like this to all become better philanthropists.

• Giving through a foundation is only a small part of philanthropy



• Impact areas are the **W·H·A·T**... now we will look at the **WHY**...

• What **VALUES** motivates your decision making?



What are your top 5 or bottom 5 influencers?

A broader view...

Values of the recipients of the gift would share the same values.

Give from our ♥

"Give what you can where you can"



"For so little, you can help so much."

TOP PICKS

• **TRADITION**
• **Leadership** Keep things going

• **OPPORTUNITY** to help others in communities

• **EFFECTIVENESS** Will this be an effective & meaningful effort?

• **Innovation** New ways to help others - out of the box.

• **Responsibility/Obligation** As human beings, we have this responsibility to help each other.

BOTTOM PICKS

• **Recognition** Not important to our (great) grandfather. Shouldn't be the reason to do it.

• **Power** Having power vs. Sharing power, Empowerment

• **COURAGE** Do things others would not.

What are the needs of this world?

• We have to keep in mind the current state of the world.