



Allyship Spotlight 4th/5th grades: At a glance

Welcome to ThinkGive!

This packet of materials is designed to give you an overview of our 4th/5th grade Allyship Spotlight. Students will learn about the many different ways they can act as allies, including appreciating diverse strengths, making change in a community, and challenging their assumptions. Then they will apply what they learned to their own lives by taking action as allies in their communities.

Included in this packet:

- Scope + Sequence (5 lessons)
- Sample Lesson Plan (Introduction)
- Program Overview

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Questions? info@thinkgiveproject.org

We look forward to connecting with you!
- The ThinkGive Team

Scope + Sequence: Allyship Spotlight (4th/5th grades)

Students will learn about the many different ways we can act as allies, including appreciating diverse strengths, making change in a community, and challenging our assumptions. Then they will apply what they learned to their own lives by taking action as allies in their communities.

Lesson name	Lesson Summary	Students will Examine	Central Quote	Themes
Introduction	Students will consider the traits of a good friend and how they can be used to support anyone in their lives and act as an ally. The story about Adrian Simcox is meant to highlight that a friend or an ally could have supported Adrian. By the end of the lesson, students should understand that if they go through their day paying attention, they will always find opportunities to support people through their words and actions.	<ul style="list-style-type: none"> - The traits of good friends. - The support that friends provide to each other. - How they can use the traits of a good friend to support anyone. 	<i>"Allyship is standing beside us when we need support, standing behind us when we need back up, and stepping in front when we need protection."</i> – Emma Cusdin	Friendship Connection
Appreciate someone's strength	In this lesson, students use their knowledge from the Introduction to continue learning more about acting as an ally. The book Invisible Boy illustrates that there are always people we can include and make visible. Finally, students consider the strengths they have that can help them recognize and make the strengths of others visible. Thus, acting as an ally.	<ul style="list-style-type: none"> - What they know and want to know about allyship. - The traits of an ally. - The impact of recognizing someone's strengths. 	<i>"How you make others feel about themselves, says a lot about you."</i> – Anonymous	Connection Social justice Social awareness
Be a changemaker	This lesson will help students understand what matters to them and how they can take that passion and channel it into helping others. Our passions and interests can inspire people to make a difference. Students will learn about what motivates young changemakers into taking action. By the end of the lesson, they will find opportunities in their own lives to be changemakers.	<ul style="list-style-type: none"> - What motivates someone to be a changemaker. - What matters to each of them as individuals. - How they can become a changemaker for people, places, or things they care about. 	<i>"I am only one, but still I am one. I cannot do everything, but still I can do something. I will not refuse to do something that I can do."</i> – Hellen Keller	Connection Social justice Social awareness
Challenge an assumption	This lesson will help students understand that we all make assumptions in our daily lives. Through a word association activity they will begin to recognize the assumptions they make and identify ways to challenge their own personal assumptions. By the end of the lesson, students will understand how challenging assumptions can be a form of acting as an ally.	<ul style="list-style-type: none"> - Why people tend to make assumptions. - How assumptions can negatively impact others. - Ways to recognize and challenge assumptions. 	<i>"The most misleading assumptions are the ones you don't even know you're making."</i> – Douglas Adams	Kindness Social courage Perspectives
Wrap-up	This Wrap-up is intended to have students think about how they can continue to use their understanding of allyship to engage with the world using kindness, empathy, and inclusion. They have connected with different people during the program, and now is the time for them to reflect on the impact they've had and brainstorm what they can do both as a group and individually to keep the ideas they discussed during ThinkGive alive.	<ul style="list-style-type: none"> - What they learned about allyship. - Ways to continue acting as an ally. - How allyship is about action and not just words. 	<i>"True allyship demands that it moves from conversation to action."</i> – Emmanuel Acho	Self reflection Equity

Allyship Spotlight Introduction



grades 4/5



30 minutes

“Allyship is standing beside us when we need support, standing behind us when we need back up, and stepping in front when we need protection.”
– Emma Cusdin

Lesson Summary

Students will consider the traits of a good friend and how they can be used to support anyone in their lives and act as an ally. The story about Adrian Simcox is meant to highlight that a friend or an ally could have supported Adrian. By the end of the lesson, students should understand that if they go through their day paying attention, they will always find opportunities to support people through their words and actions.

Students will Examine

- The traits of good friends.
- The support that friends provide to each other.
- How they can use the traits of a good friend to support anyone.



MATERIALS

Exit Ticket ([PDF](#) | [Google](#))


MEDIA TO PREP

Slides: [Introduction](#)

Read-aloud book: [Adrian Simcox Does NOT Have a Horse](#) (10:09)


TEACHER TIP

The ThinkGive philosophy ([PDF](#)), the ThinkGive Three, guides students toward giving in a meaningful, impactful way.

SHARE

Nothing for the Introduction, no gifts to share yet!

THINK • GIVE

Discussion: Maître d'

- Call out: Table for (number 2-5). Students gather in groups based on the number called out and discuss the first topic question. Have a brief class discussion about what students discussed.
- Call out another number. Students form new groups and discuss the next question. Have a brief class discussion.
- Repeat for other questions.

Questions:

- What are the character traits of a good friend?
- What actions do good friends take?
- In what ways do you act as a good friend?
- What are some ways that you support your friends?
- What are some ways your friends support you?



CONNECTION

Article: "The 13 Essential Friendship Traits" ([PDF](#)), Psychology Today

REFLECT

Watch: [Adrian Simcox Does NOT Have a Horse](#) (10:09) (read-aloud book) by Marcy Campbell. As students watch, they should try to identify opportunities when someone could have been a friend to Adrian. These moments could look a lot like opportunities to be an ally to someone, especially when we might not consider the person in need a friend/acquaintance.

Discuss:

- How do you think that Adrian felt when his classmates didn't believe him?
- Why do you think no one supported him?
- Have you ever doubted someone?
- How can you support people who aren't your close friends?
- How can people you don't know support you?
- How might you feel if someone could support you but decide not to?
- At the end of the video, the reader says, "You have to walk with someone to know where they're coming from." What does that mean?

Allyship

Explain that sometimes we might not have friends close by to help us when we need them. That's when we might need an ally. It's also important to see opportunities when we can be allies to others who might not have a friend nearby.

Discuss:

- What If Adrian didn't need a friend, but he needed an ally. What could that mean?
- Who could have been an ally for Adrian early in the story?

CONNECT + CLOSE

Take Action

This week, watch for chances to support others; just like in the story of Adrian Simcox, see if you can understand where others are coming from so you understand their stories. Also try to identify a moment when someone has supported you. This person could be a friend, teacher, parent, teammate, or anyone else you cross paths with.

Things to Consider

- How can you use the traits of a good friend to support someone in your community?
- Opportunities for kindness and support can appear anytime!
- Support can come in the form of words and/or actions.

Closing Quote

Use this quote to close out the lesson. The reflective questions could serve as an Exit Ticket ([PDF](#) | [Google](#)).

"Allyship is standing beside us when we need support, standing behind us when we need back up, and stepping in front when we need protection." – Emma Cusdin

- Who are people you know who support others when they see things happening around them that aren't fair or right?




★ THINK.GIVE THREE

1. True: be authentic
2. Small: small is all! (simple actions have a big impact)
3. Brave: step into your courage zone



★ DIGGING DEEPER

Emma Cusdin is Director at Global Butterfly. She has spent her life fighting for LGBTQ+ rights in the workplace and business.

Reflection Questions

-  How do you support your friends?
 -  How do your friends support you?
 -  Why is it important for people to support each other in school?
-

Journal Questions

-  Write about a time when someone you didn't know well or at all supported you.
-  What does this quote mean to you? "Allyship is standing beside us when we need support, standing behind us when we need back up, and stepping in front when we need protection."
– Emma Cusdin

Allyship Spotlight (4th/5th)

Schedule, Curriculum Overview + Web Training



WEEK 1

THINK: Lesson #1: Introduction (30 minutes)

Students will examine:

- The traits of good friends.
- The support that friends provide to each other.
- How they can use the traits of a good friend to support anyone.

REFLECT + SHARE: Students – and teachers – answer reflection questions on the ThinkGive website. Then collaborate with peers on the Team Page.

How to use the ThinkGive Portal

1

LOGIN: Go to www.thinkgiveproject.org. Click LOGIN button, top right. Enter your username and password. Bookmark the page!

2

EDIT PROFILE: You will land on your MY PAGE. This is where you will record your gifts. Personalize your page. Click EDIT PROFILE to upload a profile image, write something about yourself and pick your ThinkGive page color.

3

POST YOUR GIFT: Click on POST A GIFT. Answer the reflective questions and SUBMIT.

WEEK 2

THINK: Lesson #2: Appreciate someone's strengths (30 minutes)

Students will examine:

- What they know and want to know about allyship.
- The traits of an ally.
- The impact of recognizing someone's strengths.

GIVE: Students take action!

REFLECT + SHARE: Students – and teachers – record gifts on the ThinkGive website. Then collaborate with peers on the Team Page.



WEEK 3

THINK: Lesson #3: Be a changemaker (30 minutes)

Students will examine:

- What motivates someone to be a changemaker?
- What matters to each of them as individuals.
- How they can become a changemaker for people/places/things they care about.

GIVE: Students take action!

REFLECT + SHARE: Students – and teachers – record gifts on the ThinkGive website. Then collaborate with peers on the Team Page.

Week 4

THINK: Lesson #4: Challenge an assumption (30 minutes)

Students will examine:

- Why people tend to make assumptions.
- How assumptions can negatively impact others.
- Ways to recognize and challenge assumptions.

GIVE: Students take action!

REFLECT + SHARE: Students – and teachers – record gifts on the ThinkGive website. Then collaborate with peers on the Team Page.

WEEK 5

THINK: Lesson #5: Wrap-Up (30 minutes)

Students will examine:

- What they learned about allyship.
- Ways to continue acting as an ally.
- How allyship is about action and not just words.

REFLECT + SHARE: Students – and teachers – answer reflection questions on the ThinkGive website. Then collaborate with peers on the Team Page.



The Student Experience

1



IN-CLASS CURRICULUM

Teachers introduce a giving prompt and lead discussions and activities guided by ThinkGive's curriculum. The class explores concepts like empathy and social justice, and they think about who they are and who they want to be.

2

STUDENTS GIVE

Each student decides how to give and who to give to inspired by the in-class prompt. They experience the impact their words and actions have on others, and discover how good it feels to be kind.



3



RECORD + REFLECT

Students record their gift on the ThinkGive portal. Reflective questions help them connect their individual actions to the broader concepts discussed in class.

4

ENGAGE + SHARE

Students visit their Team Page to engage with, share with, and learn from their peers. This collaborative component promotes digital citizenship in a secure teacher-monitored space.



5

DISCUSSION + COLLABORATION

Collaboration comes alive in the classroom with group discussion and reflection. The student experience comes full circle as they capture key learnings before setting out on the next giving prompt.





How to Maximize Program Impact



The ThinkGive cycle is designed to make the program manageable for you and predictable for students. You'll cycle through all four components with each lesson so that students can discuss important ideas take brave action to affect change.

Promote Student Agency

ThinkGive is all about empowering youth to own their actions. With each action, students decide what to give and who to give to. They realize that their words matter, their choices matter, and they matter.

Students will also experience the topics covered in our lessons differently. We encourage you to give students options in how they wish to participate. Directives within lessons should feel to students like an invitation to join a discussion / activity; should they wish to share their their knowledge and learning with their classmates in different ways, great!

The Journey is the Destination

ThinkGive isn't about the gifts; it's about the journey taken while giving. Students explore their own capacity for change, connect with others unlike themselves, learn about compassion and empathy, and consider what kind of person they want to be.

Our Giving Philosophy



The ThinkGive Three

ThinkGive isn't about the gifts; it's about the journey taken while giving. Students explore their own capacity for change, connect with others unlike themselves, learn about compassion and empathy, and consider what kind of person they want to be.

The ThinkGive Three provides as a framework students can use when taking action around each prompt. Be sure to reinforce these as you go!

- 1 **TRUE.** Be authentic. Make your actions thoughtful and true to you.
- 2 **SMALL.** Giving is more about the intention behind the action rather than the gift itself. Small and true gifts matter a great deal!
- 3 **BRAVE.** Step into your courage zone with every action. This looks different to everyone; what's important is that you push yourself a little more with every gift to take action instead of turning away.

