



## At a Glance: Think, Give, Build! (grades 1-2)

### Welcome to ThinkGive!

This packet of materials provides an overview of our ThinkGive® Primary program, designed for students in grades 1-2. The program takes students on a construction-themed journey during which they practice taking kind actions, record ideas in Toolbox Books, and collaborate as a group to construct a visual representation of all they have experienced and learned. The program consists of eleven 35-minute lessons. Between lessons, students are encouraged to take action to impact themselves and others.

### Included in this packet:

- Scope + Sequence (11 lessons)
- Sample Lesson Plan (Give to Yourself: Forming Strong Foundations)
- Program Overview

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



**Scope + Sequence: Think, Give, Guild! (ThinkGive® Primary, grades 1-2)**

Think, Give, Build! takes students on a construction-themed journey in which they practice being kind to themselves and others, record their thoughts and new vocabulary words in a Toolbox Book, and collaborate as a class to construct a visual representation of all they have experienced and learned.

Lesson name	Lesson Summary	Students will Examine	Central Quote	Themes
Introduction: Think? Give? Kind? True? Small? Brave?	This lesson introduces students to ThinkGive. They use movement and acting to explore the meanings of THINK, GIVE, BUILD, TRUE, SMALL, and BRAVE. They close by brainstorming actions that are true, small, and brave.	<ul style="list-style-type: none"> <li>- What does THINKGIVE stand for?</li> <li>- What does the word KINDNESS mean?</li> <li>- The meaning of the ThinkGive Three: TRUE, SMALL, and BRAVE—and how this framework provides a foundation for taking action.</li> </ul>	<p><i>“When words are both true and kind, they can change the world.”</i> – Buddha</p>	<p>Self-awareness: Authenticity Social awareness: Interconnectedness Relationship skills: Effective communication</p>
Introduction: Phase One Construction	Students help to create the Build Bulletin Board. They explore their relationships with others and add places where kindness can happen to the board.	<ul style="list-style-type: none"> <li>- Who are the people in their lives?</li> <li>- How can they form connections beyond themselves to their families, friends, communities, and the world?</li> <li>- Where are connections made? Where might kindness happen?</li> </ul>	<p><i>“In a world where you can be anything, be kind.”</i> – Anonymous</p>	<p>Social awareness: Interconnectedness Relationship skills: Relationship-building Relationship skills: Interdependence</p>
Give to Yourself: Forming Strong Foundations	Use this lesson to introduce students to the importance of building solid foundations for physical structures and self-care. Students explore how self-care plays a crucial role in laying a solid foundation, enabling them to care for others effectively. They start sharing their kind actions on the Build Bulletin Board.	<ul style="list-style-type: none"> <li>- What is a foundation?</li> <li>- Why is a strong foundation important?</li> <li>- How caring for yourself builds your solid foundation.</li> </ul>	<p><i>“Build a strong foundation and you can reach even the most unthinkable heights.”</i> – M.J. Moore</p>	<p>Self-awareness: Identifying emotions Self-awareness: Accurate self-perception Self-management: Self-regulation</p>
Give to Yourself: Build a Self-Care Toolkit	Students reflect on their repertoire of self-care skills and create their representation of a self-care toolkit.	<ul style="list-style-type: none"> <li>- What are some coping skills for challenging moments?</li> <li>- When should they use various self-care techniques?</li> <li>- Which self-care techniques work for them?</li> </ul>	<p><i>“Love yourself first, and everything else falls in line. You really have to love yourself to get anything done in this world.”</i> – Lucille Ball</p>	<p>Self-awareness: Identifying emotions Self-management: Self-regulation Self-management: Personal agency</p>
Give to Family: Your Family, Your Construction Team	Students begin to explore being kind to others, starting with their families. They consider their role in their families and create/post paper images on the Build Bulletin Board to represent these roles.	<ul style="list-style-type: none"> <li>- In addition to caring for ourselves, we also care for others.</li> <li>- Family members support each other like a team working together on a construction site.</li> <li>- What is their role in supporting family members?</li> </ul>	<p><i>“If the family were a boat, it would be a canoe that makes no progress unless everyone paddles.”</i> – Letty Cottin Pogrebin</p>	<p>Self-awareness: Accurate self-perception Social awareness: Interconnectedness Relationship skills: Interdependence</p>
Give to Family: The Power Tool Called Encouragement	Students explore what family members can do and say to support each other. They create a pipe cleaner construction of “home” to represent these supportive actions.	<ul style="list-style-type: none"> <li>- What is encouragement?</li> <li>- How can family members use encouragement to support each other?</li> <li>- What is the positive effect of encouraging others?</li> </ul>	<p><i>“Family isn’t defined only by last names or by blood; it’s defined by commitment and by love.”</i> – Dave Willis</p>	<p>Social awareness: Empathy Relationship skills: Effective communication Relationship skills: Relationship-building</p>
Give to Friends: What Makes Us Special?	Students explore differences between themselves and their peers, focusing on what makes each person unique and special: their interests, likes, dislikes, etc. They ask questions and record what they learn as a reference for the next lesson.	<ul style="list-style-type: none"> <li>- Similarities and differences between themselves and their friends.</li> <li>- What questions should we ask to learn about each other?</li> <li>- How can they take peers’ perspectives to get to know them better?</li> </ul>	<p><i>“If you want to lift yourself up, lift up someone else.”</i> – Booker T. Washington</p>	<p>Self-awareness: Accurate self-perception Relationship skills: Relationship-building Responsible decision-making: Curiosity</p>
Give to Friends: Constructing for Peers	Students use elements of Design Thinking to organize a playdate for their peers. They consider their peers’ preferences and requirements and integrate them into their plans.	<ul style="list-style-type: none"> <li>- How can they consider someone else’s wants and needs when designing an activity for them?</li> <li>- How can they see things from another person’s point of view?</li> <li>- How to be kind to a peer by planning a “dream playdate.”</li> </ul>	<p><i>“The only way to have a friend is to be one.”</i> – Ralph Waldo Emerson</p>	<p>Social awareness: Perspective-taking Social awareness: Empathy Relationship skills: Relationship-building</p>
Give to Community/World: Spreading Joy in Your Community	Before taking action, students consider the value of having a blueprint or plan. They explore ways to help their communities and learn that even small actions can make a big difference to others. Finally, they begin to create a plan of action.	<ul style="list-style-type: none"> <li>- How can making plans help lead to our taking action?</li> <li>- How can they empower themselves to make a difference in their community?</li> <li>- How small actions can impact an entire community?</li> </ul>	<p><i>“How do we change the world? One random act of kindness at a time.”</i> – Morgan Freeman</p>	<p>Social awareness: Interconnectedness Relationship skills: Interdependence Self-management: Personal agency</p>
Give to Community/World: Kindness Matters Worldwide	Students explore the fundamental needs of people worldwide and propose one change they wish could happen on a global scale. Finally, they brainstorm one small action they could take to help make their wish a reality.	<ul style="list-style-type: none"> <li>- What are the basic needs and similarities of all humans?</li> <li>- What taking action on a big scale might look like.</li> <li>- They can get started making change happen by taking small steps.</li> </ul>	<p><i>“Simple kindness may be the most vital key to the riddle of how human beings can live with each other in peace and care properly for this planet we all share.”</i> – Bo Lozoff</p>	<p>Self-awareness: Confidence Self-management: Personal agency Responsible decision-making: Advocacy</p>
Wrap-Up: Building a Habit	Students explore how kindness can become a habit, even a way of being, rather than just an assignment. They consider what is needed to build a habit and commit to working together to implement everything they have learned.	<ul style="list-style-type: none"> <li>- What is a habit?</li> <li>- How do you build a habit?</li> <li>- What habits help spread kindness?</li> </ul>	<p><i>“Do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world.”</i> – Desmond Tutu</p>	<p>Self-awareness: Accurate self-perception Self-management: Persistence Self-management: Goal setting</p>

# Give to Yourself: Forming Strong Foundations



grades: 1-2



35 minutes

“Build a strong foundation and you can reach even the most unthinkable heights.” – M.J. Moore

## Lesson Summary

Use this lesson to introduce students to the importance of building solid foundations for physical structures and self-care. Students explore how self-care plays a crucial role in laying a solid foundation, enabling them to care for others effectively. They start sharing their kind actions on the Build Bulletin Board.

**NOTE:** Have questions? Remember to check your Educator Guide ([PDF](#)).

## Students will Examine

- What is a foundation?
- Why is a strong foundation important?
- How caring for yourself builds your solid foundation.

## Pre-Activity Prep

- Gather items to build a weak foundation (e.g., paper towel tubes, cereal boxes, paper, etc.) (THINK.GIVE section).
- Gather items to build a strong foundation (e.g., shoe boxes, wood, blocks, etc.) (THINK.GIVE section).
- Gather building blocks (THINK.GIVE section).
- If choosing Option 1, pre-assign partners or groups for the building activity (THINK.GIVE section).
- Print and post the Action Prompt: Forming Strong Foundations ([PDF](#)) on the Build Bulletin Board (CONNECT + CLOSE section).



### MATERIALS

Educator Guide ([PDF](#))  
 ThinkGive Three Posters (Yellow [PDF](#) | Purple [PDF](#))  
 (Optional) ThinkGive Journals  
 Foundation-building items (see Pre-Activity Prep)  
 Blocks  
 Action Prompt: Forming Strong Foundations ([PDF](#))  
 Image: Tower ([PDF](#))



### MEDIA TO PREP

Slides: [Forming Strong Foundations](#)  
 Video: [Time-lapse video of Construction site](#) (1:13)  
 Video: [Self-Care Activities](#) (3:08)

# WARM-UP ACTIVITY

## Super Smile

Challenge students to set a record for the fastest contagious smile ever! Form a circle with everyone facing each other. Start a stopwatch, then make eye contact with someone across the circle and smile. When this person smiles back, start gently jumping up and down. The person who received your smile then passes a smile to a new person in the circle and begins gently jumping up and down. Continue passing smiles until everyone in the circle has received and passed a smile. When everyone is jumping, stop the time. Play for two or more rounds to see if you can beat your record for the fastest contagious smile.

Refer to the ThinkGive Warm-up Activities ([PDF](#)) for other ideas.

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# REFLECT + SHARE

Suggested time: 5 minutes

**Ask:** Have you seen any construction sites? What did you notice about the foundations of the buildings—the very bottom that is at or below ground level?

**Watch:** [Time-lapse video of Construction site](#) (1:13).

### Discuss:

- What were the first steps in the construction of this building?
- What does a building need to have a strong foundation?
- Why is a strong foundation important?

**Explain:** Buildings need a solid foundation to stay standing. And so do we! To help build a kinder world, we need to start by building our strong foundations—we need to care for ourselves.

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## VOCAB

**Foundation:** noun; the lowest load-bearing part of a building and underlying support base.

# THINK • GIVE

Suggested time: 20 minutes

## ACTIVITY: Forming Foundations

Hold a block in the air and let it fall to demonstrate that buildings need foundations. Without a foundation, you cannot build anything!

### OPTION 1:

Decide whether students will work individually, in pairs, or in small groups. If they will work in pairs or groups, assign them accordingly. Give students a variety of materials (both weaker and stronger items) to create foundations for their block buildings. Students experiment with building foundations to understand which materials are strong enough to support the blocks. After experimenting, they take turns explaining what they discovered about building foundations.

### OPTION 2:

Demonstrate the difference between solid and weak foundations by building blocks on top of something flimsy (e.g., paper or cardboard tubes attached). Then, use the same blocks to build on top of something sturdy (e.g., a layer of blocks in a box to replicate the hole for the foundation). Note what happens.

### Discuss:

- Which type of foundation works best? Why?
- How is being kind to yourself like building a solid foundation?
- What actions can you take to build a strong foundation for yourself?
- Are there times when taking care of yourself is especially important?

### DIGGING DEEPER

#### What Does “Foundation” Mean to You?

Students can add a definition for “foundation” to their Toolbox Books (Journals) and write a journal entry about what they need to do to ensure their strong foundations.

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## CONNECT + CLOSE

Suggested time: 5 minutes

### REVIEW

Watch: [Self-Care Activities](#) (3:08). This video explains the importance of self-care and provides self-care ideas.

Explain: We will record our kind actions by adding [your chosen building material] to our Build Bulletin Board. First, we need to build our strong foundations through self-care—then, we can be strong enough to give to others.

### ★ THINKGIVE THREE

1. True: true is YOU ... act from your heart.
2. Small: small is all!
3. Brave: step into your courage zone and try something new.

## TAKE ACTION

Explain: What actions do you take to keep yourself healthy and feeling good? Choose one and take that action before our next ThinkGive session on [give date]. Your action will strengthen your foundation! After taking action to care for yourself, write or draw about it on a [your chosen building material]. We will add them to the foundation level of our Build Bulletin Board.

### Action Prompt

Start laying a solid foundation by taking action to care for yourself. Then, record your kind action and post it to the Build Bulletin Board. Post the Action Prompt: Forming Strong Foundations ([PDF](#)) on the Build Bulletin Board.

### Closing Quote/Image

Read the quote: "Build a strong foundation and you can reach even the most unthinkable heights." – M.J. Moores

Show the Image: Tower ([PDF](#)).

Discuss:

- What does this quote mean to you?
- How are this quote and this image connected?



### VOCAB

Self-Care: noun; being kind to yourself physically, mentally, and emotionally.



### TEACHER TIP

Refer to the Educator Guide ([PDF](#)) for instructions on adding students' actions to the Build Bulletin Board.



### CONNECTION

M.J. Moores is a Canadian author of adventure, fantasy, and science-fiction novels.

## Sample Actions

- When I was tired after the birthday party, I got comfy in my room and read a book.
- I got mad when my baby sister broke my Lego building, so I went outside and swung high on my swing to calm down.
- I tried to join my friends on the monkey bars at recess, but my hands started hurting. I rested and then told myself to try again!

## Extensions

### WATCH

Video: [10 Daily Positive Affirmations](#) (1:02). This call-and-response style video provides positive affirmations for viewers to repeat.

Discuss:

- How do you feel when you say these affirmations?
- Why is saying positive affirmations a way to take care of yourself?



**ThinkGive partners with educators to bring social and emotional learning (SEL) to K-8 youth.**

Our mission is to empower youth to take actions that positively impact themselves and others; building character, confidence, and connection. Our programs explore inclusion, identity, empathy, and equity to help youth cultivate self-awareness, social awareness, and relationship skills.

## Why ThinkGive?\_\_\_\_\_

**We emphasize action.** Our programs empower youth to take self-directed and authentic actions that positively impact themselves, others, their communities, and the environment.

**We increase access to SEL.** We engage youth who need access to programs like ours. Over 75% of our partner educators serve under-resourced youth and receive free programming.



Check if your school or organization qualifies for free programming funded by our SEL for Every Child Fund at [thinkgiveproject.org/fund](https://thinkgiveproject.org/fund)

**We make an impact.** Students overwhelmingly report that after participating in ThinkGive programming, they feel empowered to be a force of good and positively impact their world. Programs develop prosocial skills, including connection (with peers, friends, family, teachers, and community), belonging, confidence, and empowerment.

**We are flexible and adaptable.** ThinkGive fits into just about any K-8 learning environment. Our programs are adaptable to your schedule, goals, and student needs. They can be taught standalone or complement and enhance broader SEL initiatives.

**We are grounded in research.** ThinkGive aligns with CASEL's core competencies and state and common core standards.

**We provide exceptional support.** The ThinkGive team partners with you and provides hands-on support so that you can implement programs effectively.

## Why Now?

Youth mental health has deteriorated nationwide, and this crisis is disproportionately impacting under-resourced youth. In May 2023, the Surgeon General declared loneliness, isolation, and lack of connection a new public health epidemic in the United States. Research shows how teaching youth prosocial behavior is directly associated with positive emotional, social, and academic growth.





# OUR IMPACT

## STUDENTS REPORT...

84%

will be kinder  
to others

81%

will be a force of good  
in their schools and  
communities

71%

are more willing  
to stand up for  
what's right

76%

feel more confident to  
make a positive impact  
on their world

**84%** felt more connected with family, **78%** with community, **77%** with friends

## EDUCATORS REPORT...

100%

students feel more  
empowered that they can  
be agents of change

85%

students seem  
more inclusive

75%

students seem  
kinder to each other



“ThinkGive is a revolutionary SEL program that empowers students to immaterially gift kindness. It strengthens their connections to each other and their communities, shapes them as young citizens, and helps them see the impact of their actions.”

– Dana Meyer, educator, Carlisle Public School

“ThinkGive has and will help me be a more considerate, thoughtful, and compassionate person. Knowing the positive effects I can have on a person is truly amazing.”

– 7th grade student