



## 4th grade: At a glance

### Welcome to ThinkGive!

This packet of materials is designed to give you an overview of our 4th grade program. 4th graders learn about kindness and become empowered to effect change and impact others with small actions. The central theme is the ripple effect and how because of it, our actions can have a broad impact. Students focus on taking action primarily within their class community.

#### Included in this packet:

- Scope + Sequence (12-lessons)
- Sample Lesson Plan (Give to a friend)
- Program Overview + Impact

Learn More: [www.thinkgiveproject.org](http://www.thinkgiveproject.org)

#### Connect with us!

[Facebook](#) [Instagram](#) [LinkedIn](#) [Twitter](#)

Questions? [info@thinkgiveproject.org](mailto:info@thinkgiveproject.org)

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

### Scope + Sequence: 4th grade, The Ripple Effect

4th graders learn about kindness and become empowered to affect change and impact others with small actions.  
The central theme is the ripple effect and how because of it, our actions can have a broad impact. The focus is mainly on the class community.

Lesson name	Lesson Summary	Students will Examine	Central Quote	ThinkGive Three	Themes
Introduction	Students are introduced to ThinkGive and the fundamental importance of kindness. They do an activity around sharing compliments to explore what it looks like to give non-tangible gifts, then discuss the ripple effect on the larger school community.	<ul style="list-style-type: none"> <li>- What constitutes a “gift.”</li> <li>- The ripple effect and how it works with kindness.</li> <li>- The power of kind actions.</li> </ul>	<i>“I alone cannot change the world, but I can cast a stone across the waters to create many ripples.”</i> – Mother Teresa	N/A	Connection Kindness Social awareness
Give to yourself	Students will discuss the importance of self-care and self-compassion. The focus will be on caring for their physical self and how that affects their emotional self.	<ul style="list-style-type: none"> <li>- Ways to care for their physical self.</li> <li>- How caring for themselves (their physical self, which impacts their emotional self) prepares them to give to others.</li> <li>- How physical self-care can start a ripple within them.</li> </ul>	<i>“Be kind to yourself so you can be happy enough to be kind to the world.”</i> – Misha Collins	TRUE	Identity Self-awareness Self-care
Give to a member of your family	Students will reflect on the uniqueness of their families and consider how diversity between and within families impacts themselves, others, and their communities. Guide them in understanding that it’s normal to take family members for granted; and it’s important to make an effort to appreciate and connect with family.	<ul style="list-style-type: none"> <li>- The ways families are different and diverse.</li> <li>- How their family is unique, and how this uniqueness impacts them and others.</li> <li>- How it’s easy to take family members for granted!</li> </ul>	<i>“Families are like branches on a tree. We grow in different directions, yet our roots remain the same.”</i> – Anonymous	TRUE	Connection Diversity Gratitude Identity
Give to a friend	Students will explore the qualities of strong, meaningful friendships. They will consider the value of differences / diversity among friends in providing varying perspectives. They will explore the meaning of friendship and question whether it is our relationships with people or things that make us happy.	<ul style="list-style-type: none"> <li>- The qualities of meaningful friendships.</li> <li>- What makes someone a good friend?</li> <li>- How differences between friends can strengthen a friendship.</li> </ul>	<i>“How many slams in an old screen door? Depends how loud you shut it. How many slices in a bread? Depends how thin you cut it. How much good inside a day? Depends how good you live ‘em. How much love inside a friend? Depends how much you give ‘em.”</i> – Shel Silverstein	TRUE	Connection Friendship Perspectives Social awareness
Give spontaneously	This lesson will introduce students to the idea of taking action spontaneously rather than planning their gifts/actions. Central to being spontaneous is awareness and noticing moments where kindness can be shown. Students will see the power of compassionate, spontaneous gifts, and consider how their actions might even start a ripple!	<ul style="list-style-type: none"> <li>- What it means to be spontaneous.</li> <li>- The importance of being aware and noticing opportunities to take action in the moment.</li> <li>- How spontaneous kindness can start a ripple effect.</li> </ul>	<i>“The happiest people I know are those who lose themselves in the service of others.”</i> – Gordon B. Hinkley	BRAVE	Connection Social awareness Social courage
Give to someone who is older or younger than you	Students discuss the meaning of kindness and are encouraged to become more aware of their school community and people they might take for granted. Showing kindness to a student in another grade or an adult at the school might require bravery. The follow-up activity is designed to give students a chance to consider specific situations where they might choose to take action in a kind and inclusive manner.	<ul style="list-style-type: none"> <li>- What is kindness?</li> <li>- The importance of including people of different ages in their school community.</li> <li>- How their actions impact how others might view them, and how they view themselves.</li> </ul>	<i>“When you are kind to others, it not only changes you, it changes the world.”</i> – Harold Kushner	BRAVE	Community Connection Inclusion Social courage
Give to community	Students will focus on their school community. They consider who is part of that community, what role(s) those people play, and how every member plays an important part. And they discuss how commonalities and differences among people serve to make the community stronger and more inclusive. The video Katie’s Krops will highlight how big a ripple one individual can start in a community!	<ul style="list-style-type: none"> <li>- Who makes up their school community and what they all contribute.</li> <li>- What they contribute to their school community.</li> <li>- Ways to make their school community stronger and more inclusive.</li> </ul>	<i>“The greatness of a community is most accurately measured by the compassionate actions of its members.”</i> – Coretta Scott King	SMALL	Community Inclusion Social responsibility Social awareness

### Scope + Sequence: 4th grade, The Ripple Effect

4th graders learn about kindness and become empowered to affect change and impact others with small actions. The central theme is the ripple effect and how because of it, our actions can have a broad impact. The focus is mainly on the class community.

Lesson name	Lesson Summary	Students will Examine	Central Quote	ThinkGive Three	Themes
Share with someone	Students will learn how sharing is different than giving. Most students will picture sharing tangible items as a way of being kind to others. Encourage discussion about the nature of sharing something intangible and how powerful, and challenging, that can be.	<ul style="list-style-type: none"> <li>- The difference between giving and sharing.</li> <li>- Ways to share themselves (intangible gifts).</li> <li>- Why it can be hard to share something personal.</li> </ul>	<i>"It is in the shelter of each other that people live."</i> – Irish proverb	TRUE	Connection Identity Self-awareness Social courage
Give to someone you admire	Students will consider who they admire at school and explore the idea of admiring someone for a skill vs. a character trait. There is an opportunity for students to discuss, and even debate, if skills can be used to develop character traits or vice versa. By the end of the lesson, students will have identified 1-3 people at school who they admire and who they might choose to celebrate with kindness.	<ul style="list-style-type: none"> <li>- Who in their school they admire, and why.</li> <li>- The difference between character traits and skills.</li> <li>- Ways that character traits can help develop skills.</li> </ul>	<i>"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."</i> – Maya Angelou	BRAVE	Connection Social awareness Social courage
Give to your environment	The environment is a big topic. This lesson aims to help students find an environmental problem and break it down into manageable pieces so they can effectively give to our planet. The gift they give should be small; all the better if it can turn into a habit and/or create a ripple effect.	<ul style="list-style-type: none"> <li>- What they appreciate about the environment.</li> <li>- How small actions matter in helping the environment.</li> <li>- How to tackle a large environmental issue by breaking it into small, manageable actions and steps.</li> </ul>	<i>"The Earth is what we all have in common."</i> – Wendell Berry	SMALL	Community Gratitude Social responsibility
Give your gratitude	Students will explore gratitude – what it means, how it impacts others, how one cannot be grateful without being aware and noticing what's around you, and how taking people or things for granted is its opposite. True gifts of gratitude come from the heart, but can be shown in many different ways. The gratitude hearts activity will show students how one can start a ripple in a community.	<ul style="list-style-type: none"> <li>- What noticing what and who's around you has to do with practicing gratitude.</li> <li>- The importance of feeling and expressing gratitude.</li> <li>- How showing gratitude is the opposite of taking something or someone for granted.</li> </ul>	<i>"Feeling gratitude and not expressing it is like wrapping a present and not giving it."</i> – William Arthur Ward	TRUE	Connection Gratitude Self-awareness Social awareness
Wrap-up	This lesson is about reflection and celebrating the positive ripples each student – and the class as a whole – has created during ThinkGive. Students will reflect on all the gifts they have given throughout the program, and will highlight the gifts they are most proud of and that took the most bravery. Finally, they will reflect on the "So what?" (why ThinkGive matters) and the "Now what?" (how they can carry forward their learnings).	<ul style="list-style-type: none"> <li>- Why ThinkGive matters and what they have learned about themselves and the power of kindness and inclusion.</li> <li>- The big ideas they will carry forward with them.</li> <li>- Ways to share what they learned with their community.</li> </ul>	<i>"The best way to measure how much you've grown isn't by inches or the number of laps you can now run around the track, or even your grade point average – though those things are important, to be sure. It's what you've done with your time, how you've chosen to spend your days, and whom you've touched this year. That, to me, is the greatest measure of success."</i> – R.J. Palacio	N/A	Community Perspectives Self-reflection

## Give to a Friend



grade: 4



30 minutes

“How many slams in an old screen door? Depends how loud you shut it. How many slices in a bread? Depends how thin you cut it. How much good inside a day? Depends how good you live ‘em. How much love inside a friend? Depends how much you give ‘em.”  
– Shel Silverstein

### Lesson Summary

Students will explore the qualities of strong, meaningful friendships. During the discussion, spend some time on the value of differences / diversity among friends in providing varying perspectives. Use the book *The Gift of Nothing* to explore the meaning of friendship and to question whether it is more people or things that make us happy.

### Students will Examine

- The qualities of meaningful friendships.
- What makes someone a good friend?
- How differences between friends can strengthen a friendship.



#### MATERIALS

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



#### MEDIA TO PREP

Slides: [Give to a friend](#)  
Read-aloud book: [The Gift of Nothing](#) (2:27)  
Jamboard: [Carousel on Friendship](#)

## SHARE

### Maître d'

Call out: Table for (number 2-5)

- Students gather in groups based on the number called out, and share their gifts.
- Call out another number. Students form new groups and share their gifts. Continue for a few rounds.

### Discuss:

- Did you notice ways that you take your family for granted?
- How was your gift True (authentic)?
- Did your gift create a ripple?



#### TEACHER TIP

Students who feel dissatisfied with a gift or who did not give a gift should focus on moving forward – the opportunity to be kind is always there. Remind students that the goal of ThinkGive is to build a habit of kindness and empathy.

# THINK • GIVE

## Carousel on Friendship

- Post 4–5 large sheets of paper around the room. On each paper, write a different question or statement from the options below. Option: use Jamboard: [Carousel on Friendship](#).
- Divide students into teams, and give each team a different colored marker. Each group begins at one of the posted questions and writes their points.
- After a minute or two, groups rotate. Students should read through what the other group(s) wrote and, if they wish, agree with (checkmark) or add to the comment. Then students post their own additional thoughts.
- Continue rotating until all groups have responded to every question. Then facilitate a class discussion.

### Question / statement options (choose 4–5):

- Being a friend is easy. Why or why not?
- What kind of friend do you want to be?
- What makes someone a good friend?
- What are the reasons you become friends with someone?
- Why is it important to have friends with varied interests?
- What kinds of things can you learn from a friend with a different background than you?

### ★ DIGGING DEEPER

Each group makes a “friend poster” with their definition and four examples.

### ★ CONNECTION

Students write an acrostic poem about friendship and what it means to them.

# REFLECT

**Watch:** [The Gift of Nothing](#) (2:27) by Patrick McDonnell (read-aloud book). Explores the meaning of friendship and the meaning of gifts. Discuss how things might not be what make us happy; perhaps it is people and our relationships with them that really make us happy.

### Discuss:

- Was Mooch being a good friend when he gave Earl nothing?
- Might there be another gift that Mooch gave Earl? How do you know?
- Why are friends important?
- Do friends need to agree on everything, have similar interests, or act in similar ways?

# CONNECT + CLOSE

## Take Action

Look for opportunities to give to a friend in our class or school. Keep your eyes open for small moments when you can act and be a Daymaker for a friend. Give bravely and create wide ripples that spread to other friends in our community!

## Brainstorm

- Can you acknowledge a friend in our class/school you've taken for granted?
- Can you appreciate a friend in our class/school who has helped you?
- Can you recognize a new friend in our class/school?
- Can you notice how friends in our class/school are feeling and be there to help?

## Things to Consider

- The ThinkGive Three focus is on giving a True gift. Be authentic!
- Consider what a friend in your class/school might want, need, or enjoy.
- Create a ripple effect within your class or school!

## Closing Quote

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

"How many slams in an old screen door? Depends how loud you shut it. How many slices in a bread? Depends how thin you cut it. How much good inside a day? Depends how good you live 'em. How much love inside a friend? Depends how much you give 'em." – Shel Silverstein

- What does this quote mean to you?
- Do you think that friendships are made stronger through kindness?

## ★ THINKGIVE THREE

1. True: be authentic
2. Small: simple gifts have big impact
3. Brave: step into your courage zone



## VOCAB

Daymaker: n.; a person that takes time to do something kind for someone else, thus making their day better.



## CONNECTION

Video: [ThinkGive: Advice from ThinkGive Graduates \(3:53\)](#). Features ThinkGive students who have some advice for students about to start ThinkGive. Show it at any point in the program!







## DIGGING DEEPER

Shel Silverstein was an author, cartoonist, and musician, making him a very talented man! Silverstein is best known for children literature and poems.

## Sample Gifts

- Today I noticed how I have been taking all my friends for granted. So I told my friends how thankful I am to have them.
- I gave an apology to a friend who I had a disagreement with.
- I gave a gift to one of my friends by sitting with them on the bus because they were all alone.
- I gave a thank you note to a friend who was there for me when I had a challenging situation with my family.

## Student Journal Questions

-  Do you consider yourself a good friend? What's your greatest strength as a friend? What's something you could do to be a better friend?
-  Describe a time when you found it hard to be a friend.
-  Write about a time you made a new friend. How was this person different or similar to you?
-  Describe a time when you took a friend for granted.

## Extensions

### DO

#### Paper Plate or Friendship Chain

Give each student a paper plate and a marker. They write a word on the plate in large letters that they feel embodies the most important quality of a good friend (e.g. honesty, humor, kindness, trustworthiness). Students share their word with the group and explain their choice. They should consider if they have ever taken that quality in their friend for granted. Display the plates in the room.

Note: You could choose to use strips of paper instead of plates and turn them into a "Friendship Chain" that can be hung up in the room.

### WATCH

#### Video: The Friends of Kwan Ming (7:06)

This animated short tells the story of Kwan Ming, a man who left China to live and work in the New World. When opportunities for work finally arise, Kwan Ming lets his three friends have the best jobs and takes a lowly position as helper to a mean storeowner. But his generosity pays off when his friends help him with a difficult task.

- How can friends help us when we're feeling alone?
- Do friends need to agree on everything?
- Do friends need to have similar interests or act in similar ways?

## Extensions

### WATCH

Song: “You’ve Got a Friend” by James Taylor (see [lyrics](#))

- What qualities of a friend is James Taylor highlighting?
- What can you do to be a good friend?

### READ / LISTEN

Read-aloud book: Four Feet Two Sandals by Karen Lynn Williams and Khadra Mohammed ([read-aloud book](#) – 8:20) / [PDF](#))

- What is friendship? How can you be a true friend?
- Sometimes being a friend means having to give up something that is important to you. How do Lina and Feroza show their friendship for each other?
- Lina and Feroza share their sandals. What else do they share with each other?

Read-aloud book: The Other Side by Jacqueline Woodson ([read-aloud book](#) – 3:57 / [PDF](#))

- Why did the fence stretch through the town? What does the fence represent?
- Are there many kinds of fences?
- Why wasn’t it safe for Clover to climb over to the other side of the fence? Why was it safe for Annie to climb over to Clover’s side of the fence?
- Why did Annie want to sit on the fence?
- Why did Sandra say no when Annie wanted to join the jump rope game, but agreed to let Annie join them later that summer when she was with Clover?

Read-aloud book: Be a Friend (1:35) by Salina Yoon

- What small gifts do Dennis and Joy give to each other?
- Do you think they always knew they were giving these gifts?





# Program Overview + Impact

## What is ThinkGive?

ThinkGive is an action-based social and emotional learning program that fosters a culture of kindness and inclusion in classrooms. Our unique experiential learning cycle encourages students to consider other perspectives, make meaningful connections, and cultivate the belief they can positively impact their own lives and the lives of others

## Four Key Components:

1. **THINK (in-class curriculum)**: Educators deliver curriculum to introduce concepts and lead discussions. Students are prompted to give according to specific themes that move them from giving to those in their comfort zone (self, friends, family) to those in their courage zone (acquaintances, community, etc.).
2. **GIVE (individual action)**: This is all about student agency. After each prompt, students take self-directed action impacting themselves and others.
3. **REFLECT (record gifts)**: Each student is assigned a personalized page on ThinkGive's student portal where they record their actions to connect them with concepts discussed in class.
4. **SHARE (class collaboration)**: Students engage with, share with, and learn from their peers on the secure teacher-monitored Team Page.



## The Student Experience

ThinkGive is about self-discovery and understanding the positive effects of giving of yourself. Teachers provide guidance and encouragement, but students own their experience. They see their actions making a difference and gain agency in building kind and inclusive communities.

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 engage with, share with, and learn from their peers on the Team Page. 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.

## Our Curriculum

The curriculum component for each grade consists of a set of directives for giving (prompts). The list below provide examples of our elementary and middle school prompts. Each is accompanied by a 30-minute lesson plan containing activities, videos, discussion questions, and extensions that allow you to adjust the lessons based on the needs of your students. ThinkGive offers standard 5-lesson, 12-lesson, and 16-lesson programs; but the schedule is flexible based on your needs.

### Curriculum Prompts (sample) 4th/5th grades

---

Give to yourself  
Give to family  
Give to a friend  
Give your gratitude  
Give to a student in another grade  
Give to your community  
Surprise someone  
Give to someone you admire  
Give to the environment  
Give to someone you've never met

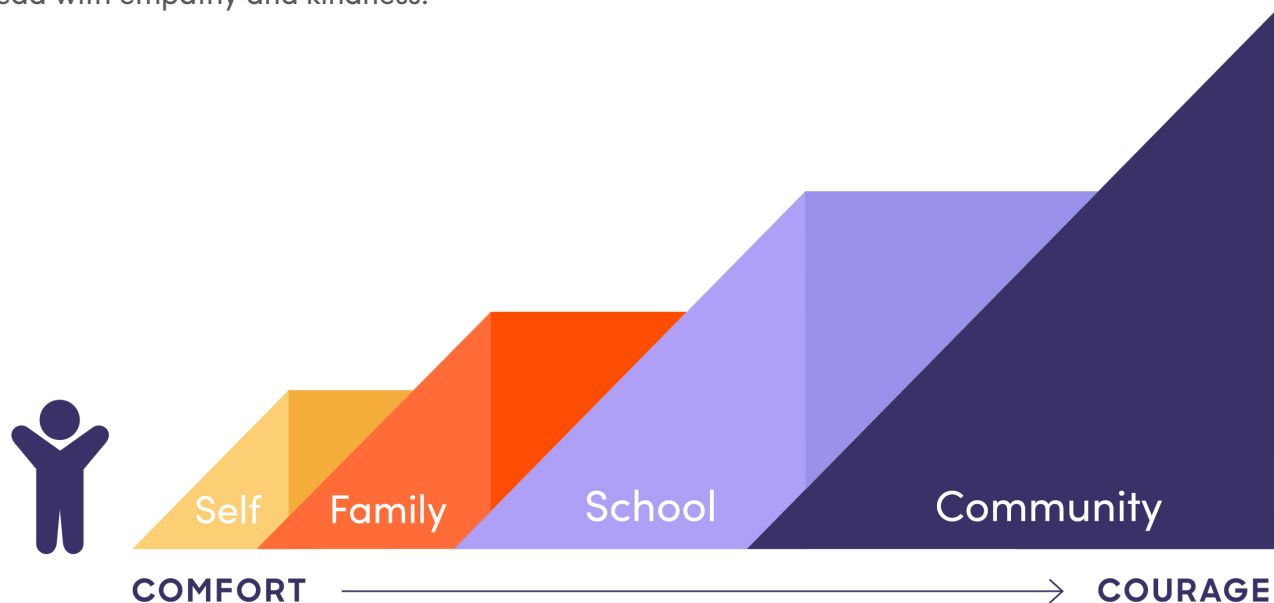
### Curriculum Prompts (sample) middle school

---

Connect with yourself  
Give to a true friend  
Give to a student outside your friend group  
Challenge an assumption  
Really see someone  
Share your story  
Give an invitation  
Connect with a peer you'd like to get to know  
Support a cause that personally affects you  
Support a cause as an ally  
Challenge a belief about yourself

## Why Use ThinkGive?

As the program progresses, the prompts become more challenging; students are encouraged to step further and further into their courage zone. They build a strong sense of self and learn to lead with empathy and kindness.



## Student Impact

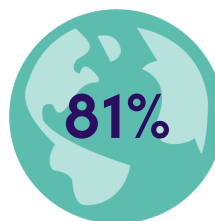
ThinkGive empowers young people by giving them agency to discover their capacity to be upstanders and changemakers in their schools and communities.



Will be kinder  
to others



Feel more connected to  
teachers and peers



Will be a force  
of good



Willing to stand up  
for what's right

"ThinkGive really changed how I thought about and saw other people. I learned that being kind to someone in the smallest way can change how they feel throughout the rest of the day."

– 6th grader