



## 6th grade: At a glance

### Welcome to ThinkGive!

This packet of materials is designed to give you an overview of our 5th grade program. 5th graders explore empathy and the power of small actions in brightening others' (and their own) days. There is an increased focus on bravery when giving, stepping into the courage zone. Students focus on taking action and effecting change in their broader school community.

#### Included in this packet:

- Scope + Sequence (12 lessons / 16 lessons)
- Sample Lesson Plan (Give to someone you admire)
- 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: 6th grade, Circles of Obligation

6th graders use the Circles of Obligation to recognize their identity not as people who are always cared for, but as people who take responsibility for caring for others. They consider the people and places in their lives for whom they are responsible. Over the course of the program they step into their courage zone and give to people on the outer edges of their Circles of Obligation.

Lesson name	Lesson Summary	Students will Examine	Central Quote	ThinkGive Three	Themes
* Note: rows in grey are not included in the 12-prompt program					
Introduction	Students will be introduced to the program and learn about Circles of Obligation, which is woven through the entire program. The concept of the Circles of Obligation not only helps students identify who they can support, but makes them realize they can impact people they don't always notice. The lesson begins with students considering their changing obligations as they grow – and introduces the idea that they have people who depend on them. The lesson concludes with writing about community and the roles of individuals within them.	<ul style="list-style-type: none"> <li>- Who in their Circles of Obligation they depend on, and who depends on them.</li> <li>- Their changing responsibilities in their Circles of Obligation.</li> <li>- The value of supportive communities and the roles of their members.</li> </ul>	<i>"Tip the world toward kindness."</i> – Dr. Vivek Murthy	N/A	Identity Self awareness Social awareness Social responsibility
Take care of your physical self (circle #1: the self)	ThinkGive starts with self-care so as to reinforce its importance, and to prepare students to care for others in all of their Circles of Obligation. Students consider all that they're grateful for about their physical selves. Then they brainstorm ways that they can care for their bodies, and come up with a plan for how they want to take action. The lesson helps them see that there are plenty of ways, and that self-care can come from taking an action or from eliminating a habit. Students will also consider how self-care can boost their self-esteem.	<ul style="list-style-type: none"> <li>- What they are grateful for about themselves.</li> <li>- The positive effects self-care can have on themselves and people around them.</li> <li>- The connection between physical and emotional self-care.</li> </ul>	<i>"You are your best thing."</i> – Toni Morrison	SMALL	Gratitude Self-care Self-reflection
Take care of your emotional self (circle #1: the self)	Students are introduced to the idea that our bodies and emotions are interconnected; and how they can use memories and thoughts to manage emotions. Then they consider specific emotions, and what actions they can take to move themselves toward a more comfortable emotional state. As students improve their self-awareness they will learn to find balance in their thoughts and emotions. Students' first obligation is to themselves, and self-compassion is essential in order for them to then spread kindness to others.	<ul style="list-style-type: none"> <li>- How caring for their emotional selves is just as important and connected to caring for their physical selves.</li> <li>- How to recognize and manage their emotions and thoughts.</li> <li>- How they can be an inner coach rather than an inner critic.</li> </ul>	<i>"An empty lantern provides no light. Self-care is the fuel that allows your light to shine brightly."</i> – Unknown	TRUE	Gratitude Self-awareness Self-care Self-reflection
Give to a true friend (circle #2: family + friends)	Students begin the lesson by considering the qualities of a true friend. They analyze some songs to build on their ideas, listening for what other qualities the various artists chose to write about. Then they turn inward and think about what qualities they themselves bring to their friendships, what their obligations are as friends, and what they can do to foster their friendships.	<ul style="list-style-type: none"> <li>- The qualities of a true friend.</li> <li>- What qualities they bring to their friendships.</li> <li>- How friendships can change as we grow.</li> </ul>	<i>"A friend is one that knows you as you are, understands where you have been, accepts what you have become, and still, gently allows you to grow."</i> – William Shakespeare	TRUE	Friendship Gratitude Self-reflection
Share with a family member (circle #2: family + friends)	This lesson will examine the vulnerability that is inherent in the act of sharing. Students likely have people in their life with whom they feel comfortable sharing both tangible and intangible things and, depending on their culture and how they were raised, their comfort levels will vary. Encourage students to think about new ways to share with a family member.	<ul style="list-style-type: none"> <li>- The impact that sharing with a family member can have.</li> <li>- The power of vulnerability when sharing something about yourself.</li> <li>- How it is our obligation to share ourselves with others in our close circles.</li> </ul>	<i>"Family gives you the roots to stand tall and strong."</i> – Anonymous	BRAVE	Connection Gratitude Social courage Self-reflection
Give to someone you admire (circle #3: close communities)	Students will analyze what they admire about people. They will differentiate between a skill and a character trait, and pick people in their third Circle who have admirable traits. Finally, they will think about their identity, the traits they possess, and which ones they want to cultivate in order to become someone who is admired by others.	<ul style="list-style-type: none"> <li>- Who they admire in their third Circle of Obligation, and for what character trait(s).</li> <li>- What character traits people tend to admire in others.</li> <li>- How they can become someone whose traits are admired by others.</li> </ul>	<i>"I have always been an admirer. I regard the gift of admiration as indispensable if one is to amount to something; I don't know where I would be without it."</i> – François de La Rochefoucauld	BRAVE	Community Gratitude Identity Self-reflection Social courage

<p>Show curiosity in someone</p> <p>(circle #3: close communities)</p>	<p>Students will analyze the assumptions that people make about others, while acknowledging that assumptions are not inherently negative. They will examine the impact of assumptions, how they can create a divide between people and communities. Students will work on dismantling their assumptions by looking past physical appearances and showing curiosity about others' emotional selves.</p>	<ul style="list-style-type: none"> <li>- The impact of assumptions on themselves and others.</li> <li>- How curiosity connects with kindness and compassion.</li> <li>- The importance of learning about someone's emotional self rather than their appearance.</li> </ul>	<p><i>"In Buddha's opinion, to train in staying open and curious – to train in dissolving our assumptions and beliefs – is the best use of our human lives."</i> – Pema Chödrön</p>	<p>TRUE</p>	<p>Equity Gratitude Inclusion Perspectives Self-awareness Self-reflection</p>
<p>Really see someone</p> <p>(circle #3: close communities)</p>	<p>This lesson has students reflect on how they see people, especially those who they don't really know in their third Circle. When we know only one story about someone, we have a simplistic and incomplete understanding of them. We are all complex individuals with multiple stories. In order to really see someone, students are challenged to get beyond a single story to really see someone for who they are.</p>	<ul style="list-style-type: none"> <li>- What it means to really see someone.</li> <li>- How really seeing people in their communities can impact their perception of those communities.</li> <li>- How having empathy can help us acknowledge and connect with someone.</li> </ul>	<p><i>"If we could look into each other's hearts and understand the unique challenges each of us faces, I think we would treat each other much more gently, with more love, patience, tolerance, and care."</i> – Marvin J. Ashton</p>	<p>BRAVE</p>	<p>Connection Gratitude Perspectives Social courage Social awareness</p>
<p>Notice a kindness someone gives to you</p> <p>(circle #3: close communities)</p>	<p>Students will begin the lesson by reflecting on the gifts they've given so far, and learn from one another during the scavenger hunt. This lesson will encourage students to pay attention to the good things surrounding them. They will consider who and what they might take for granted, how to direct gratitude toward those people/places/things, and how to turn their gratitude into an action.</p>	<ul style="list-style-type: none"> <li>- The importance of noticing.</li> <li>- How to recognize what people in their third Circle of Obligation give to them – and who/what they might be taking for granted.</li> <li>- The importance of receiving and appreciating an act of kindness being given to you.</li> </ul>	<p><i>"Cultivate the habit of being grateful for every good thing that comes to you, and to give thanks continuously."</i> – Ralph Waldo Emerson</p>	<p>SMALL</p>	<p>Gratitude Kindness Social awareness</p>
<p>Give an invitation</p> <p>(circle #3: close communities)</p>	<p>This lesson will encourage students to be more inclusive of people in their third Circle of Obligation. Students will consider how – and why – to give invitations to others. Positive body language is one way to make an invitation more welcoming. Invitations can come in many different forms, so be sure students understand that there are various types of invitations they can give.</p>	<ul style="list-style-type: none"> <li>- The inclusive nature of offering an invitation.</li> <li>- The impact of body language on communication and inclusiveness.</li> <li>- The opportunities students might have to give invitations.</li> </ul>	<p><i>"A smile is the universal welcome."</i> – Max Eastman</p>	<p>BRAVE</p>	<p>Gratitude Inclusion Kindness Social awareness Social courage</p>
<p>Give to someone you've never met in an extended community</p> <p>(circle #4: extended communities / world)</p>	<p>Students will first define their extended communities, and consider the variety of people that make up their extended communities. Focus on examining how our extended communities impact our identities, and the obligation we owe to others in our extended communities. Finally, allow time to brainstorm ways students might impact someone they might not know.</p>	<ul style="list-style-type: none"> <li>- What groups and individuals make up their extended communities / world.</li> <li>- How their extended communities influence their identity.</li> <li>- How their actions can connect them with others in their extended communities.</li> </ul>	<p><i>"I know there is strength in the differences between us. I know there is comfort where we overlap."</i> – Ani DiFranco</p>	<p>BRAVE</p>	<p>Community Connection Gratitude Social awareness Social courage</p>
<p>Support an extended community</p> <p>(circle #4: extended communities / world)</p>	<p>In this lesson students will use a personality compass to learn about their personalities and how they tend to make decisions both individually and as part of a group. They then use Global Goals for Sustainability to look for causes they connect with, and brainstorm opportunities to support an extended community (an individual, group, or cause).</p>	<ul style="list-style-type: none"> <li>- Their decision-making personality style.</li> <li>- Strengths of various personality traits.</li> <li>- How to use their personality strengths to help an extended community.</li> </ul>	<p><i>"In every community, there is work to be done. In every nation, there are wounds to heal. In every heart, there is the power to do it."</i> – Marianne Williamson</p>	<p>TRUE</p>	<p>Community Gratitude Identity Self-reflection Social responsibility</p>
<p>Give to the environment</p> <p>(circle #4: extended communities / world)</p>	<p>Students will consider the various ways that they as individuals depend on the environment; and their obligation to it. They will explore and discuss environmental justice and learn about youth activists who are working to make a difference for underserved communities.</p>	<ul style="list-style-type: none"> <li>- Recognize how having gratitude and respect for the environment can lead to taking action.</li> <li>- What environmental justice means and how it is connected to social justice.</li> <li>- How large issues can be faced by taking small actions.</li> </ul>	<p><i>"We do not inherit the earth from our ancestors, we borrow it from our children."</i> – Native American Proverb</p>	<p>SMALL</p>	<p>Equity Gratitude Self-reflection Social justice Social responsibility</p>

<p>Give anonymously (circle #4: extended communities / world)</p>	<p>This lesson will help students understand the possible impact of an anonymous gift even if they don't witness the immediate results. Students consider both their obligation to people and places in their fourth Circle, and how giving to someone in the Circle might inform their identity. Students will need to be on the lookout for opportunities to give, and consider how they observe the people and places around them in their wider world.</p>	<ul style="list-style-type: none"> <li>- The difference between giving anonymously and giving with recognition.</li> <li>- The power of giving a gift with no expectation of a reward or acknowledgment.</li> <li>- The notion of "Pay it forward."</li> </ul>	<p><i>"The truest test of a man's character is what he does when no one is watching."</i> – John Wooden</p>	<p>TRUE</p>	<p>Gratitude Kindness Social awareness</p>
<p>Give your gratitude</p>	<p>This lesson will ask students to reflect on and celebrate the gratitudes they've been recording throughout the program. Students can give their gratitude to anyone in any circle. Focus on turning their feeling of gratitude for a person, place, or experience into a brave action. This is their final gift of the program.</p>	<ul style="list-style-type: none"> <li>- The power of practicing gratitude.</li> <li>- The connection between gratitude and wellness.</li> <li>- How to turn gratitude into an action.</li> </ul>	<p><i>"Good morning. Lead with gratitude. The air in your lungs, the sky above you. Proceed from there."</i> – Lin-Manuel Miranda</p>	<p>BRAVE</p>	<p>Gratitude Perspectives Social awareness</p>
<p>Wrap-up</p>	<p>This lesson will focus on the student's journey through ThinkGive. Students will use a Scavenger Hunt to reflect on their gifts and discuss ways to continue giving to others in all Circles of Obligation. An interview and share will help students process their experience and look ahead.</p>	<ul style="list-style-type: none"> <li>- Why ThinkGive matters.</li> <li>- How their awareness of their obligations to other people and places might have changed.</li> <li>- How to keep ThinkGive going to create an even bigger impact.</li> </ul>	<p><i>"If you have the chance to be exposed to a loving, understanding environment where the seed of compassion, loving kindness, can be watered every day, then you become a more loving person."</i> – Thich Nhat Hahn</p>	<p>N/A</p>	<p>Community Perspectives Self-reflection</p>

## Give to someone you admire



Grade: 6



30 minutes

“I have always been an admirer. I regard the gift of admiration as indispensable if one is to amount to something; I don't know where I would be without it.” – François de La Rochefoucauld

### Lesson Summary

The focus for this prompt is on Circle of Obligation #3: Close Communities.

Students will analyze what they admire about people. They will differentiate between a skill and a character trait, and pick people in their third Circle who have admirable traits. Finally, they will think about their identity, the traits they possess, and which ones they want to cultivate in order to become someone who is admired by others.

### Students will Examine

- The qualities of a true friend.
- How friendships can change as we grow.
- The give and take of friendship.



#### MATERIALS

Worksheet: Circles of Obligation ([PDF](#) | [Google](#))  
 Chart Paper  
 Worksheet: Skill or Character Trait? ([PDF](#) | [Google](#))  
 Worksheet: Who Are You? ([PDF](#) | [Google](#))  
 Exit Ticket ([PDF](#) | [Google](#))



#### MEDIA TO PREP

Slides: [Give to someone you admire](#)  
 Group Share: [Jamboard](#)  
 Admirable Character Traits: [Jamboard](#)

## SHARE

### GRATITUDES

Students record two things they're grateful for about someone they admire on their Worksheet: My Gratitudes ([PDF](#) | [Google](#)). If possible, they should write one specific gratitude, and one more general.

### GROUP SHARE

When they're ready, they reflect on their last gift. Write the word (True, Small, or Brave) that applies on the whiteboard/Group Share: [Jamboard](#).



#### TEACHER TIP

Have students fill out the Worksheet: My Gratitudes ([PDF](#) | [Google](#)) throughout the program; this exercise will be part of the final “Give Your Gratitude” prompt. Read more here: [Practicing Gratitude](#).

# THINK • GIVE

Explain that admiration is often practiced from afar, like a fan's feelings for a celebrity. However, admiration can also be felt in closer relationships.

## Discuss:

- What does it mean to admire someone? Brainstorm a definition.
- What's the difference between admiring someone for a character trait vs. a skill?
- What is the difference between admiration and respect?
- Why is it important to recognize and acknowledge the people we admire within our community?

## Who Do You Admire: Brainstorm

As a class, create a list of admirable character traits (e.g. intelligence, kindness, leadership) on the whiteboard / Admirable Character Traits: Jamboard (you'll refer to this list during the lesson). Encourage students to focus on others' actions, character, and choices rather than on their physical appearance or skills (e.g. a singer's voice might be admirable, but is likely the result of much practice – which might show character traits of resilience and determination).

## Skill or Character Trait?

Hand out the Worksheet: Skill or Character Trait? (PDF | Google). Students use the list of character traits on the board/Jamboard to help them think about people in their third Circle of Obligation who possess certain traits. Note: Students do not need to use names (e.g. if the quality is leadership, a student might write about someone who started a community garden).

## Offer ideas for people in their third Circle:

- Who serves you at a restaurant?
- Who is passionate about a cause (e.g. human/civil rights, climate)?
- Who cleans your school? Your neighborhood streets?
- Who helps and supports you?
- Who are people behind the scenes you could uplift with kindness?

After students fill out the worksheet, they find a partner and discuss one person they wrote about. Change partners a few times. Students share a different person each time if possible.

## ★ TEACHER TIP

Third Circle of Obligation: People in our close communities beyond our friends and family (e.g. classmates, acquaintances, extended family).



## VOCAB

Admire: verb; to regard (an object, quality, or person) with respect or warm approval.

Respect: verb; to regard the feelings, wishes, rights, or traditions of others.

Skill: noun; a particular ability to do something well; expertise.

Character trait: individual parts of your personality and behavior that express who you are as a person.

## ★ TEACHER TIP

Encourage students to consider people who inspire them to be their best selves. Consider community heroes, family, friends, historical figures, fictional characters, etc.

# REFLECT

## Who Are You?

Using the list of character traits (on the board/[Jamboard](#)), Students complete the Worksheet: Who Are You? ([PDF](#) | [Google](#)), writing some admirable characteristics that they personally possess. To brainstorm, they should think about compliments they've received (for skills or character traits) from family, friends, or teachers. The goal is for students to understand that by intentionally cultivating admirable qualities in themselves, they can be or become someone who others admire.

## Journal

### Required questions:

- What character traits do you want to cultivate (see worksheet)?
- What actions could you take to cultivate those character traits?

### Optional questions:

- If you knew people admired something you were doing, would you act differently?
- What traits do you have that could help people who aren't often supported in your community?

---

# CONNECT + CLOSE

We all admire someone. Chances are we admire them not for something they have or something they can do, but because of their character – who they are and how they treat others. Maybe they're honest, kind, courageous, or generous. A person's character is what earns admiration.

## Take Action

For this prompt, give to someone you admire (outside of your family and friends). Start by recognizing someone you admire within your third Circle of Obligation – your close communities. Then act to make your admiration known. Make the person feel appreciated.

## Brainstorm

Students brainstorm a way to give to someone they admire. Remind them that they don't have to give the gifts they have brainstormed.

## Things to Consider

- The ThinkGive Three focus for this gift is Brave.
- How can you make your admiration known? What might make someone feel appreciated?
- A person is most respected for who they are rather than what they can do. Who are you? Does your character earn others' admiration?

## ★ THINKGIVE THREE

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

## ★ DIGGING DEEPER

François de La Rochefoucauld (1613–1680). A French classical author who was one of the most active rebels of the French civil wars, the Fronde.

## Closing Quote

Use this quote and questions as an Exit Ticket ([PDF](#) | [Google](#)) or a quick way to wrap up the lesson.




*“I have always been an admirer. I regard the gift of admiration as indispensable if one is to amount to something; I don't know where I would be without it.” – François de La Rochefoucauld*

- What does this quote mean to you?
  - How might giving to someone you admire affect your own behavior?
- 

## Sample Gifts

- I called my grandma. I haven't talked to her in a while so I thought it would be nice to call. I respect her intelligence.
- I emailed one of my all time favorite authors, whom I respect very much. My gift was simply writing her a letter telling her how much I appreciate and respect her stories.
- I wrote a letter to my grandfather thanking him for having such a big influence on my life. He has been a huge role model for me.
- I told my aunt that I respect her and that I learn from her every day and it made her really happy. I don't think she was expecting me to say something like that so randomly, and I am glad that I did.

## Student Journal Questions

-  Think about the character traits we discussed and the actions that you brainstormed for each trait. How can you be someone that others admire?
-  Is it more common to admire someone you know well, or someone in an outer circle of your life? How does your admiration of people vary between the different circles?
-  Think of a time you admired someone but did not speak up or act on that feeling. Why? How might it have been different if you had expressed that admiration?

## Extensions

### DO

#### Empathy Extension

With the full class or in small groups, brainstorm a list of people in your community that you admire. Try to put yourself in this person's shoes. What might make them feel appreciated? Students choose one person from the list, and free-write about ways they might give to this person.



## WATCH

Video: [Community Fridge Project \(2:00\)](#)

### Discuss:

- Did this make you think differently about what a community can be?
- How might those who admire Rameriz' fridge give back to him?

Video: [Wonder \(4:46\)](#). Scene when Auggie gets his award.

### Discuss:

- "Greatness lies not in being strong but in the right using of strength. He or she is the greatest whose strength carries up the most hearts by the attraction of his own." What does this quote mean?
- Do you think people admire Auggie? Why or why not?
- What did Auggie do to earn admiration?
- Do you think he made an impact on others at school? If so, how?

Video: [The Science of Character \(8:05\) \(segments\)](#). Two psychologists studied character, and mapped the character strengths that exist into 24 virtues / strengths. Everyone is a unique combination of these strengths. They found that if we focus on the strengths we already have, we'll be happy. And if you admire the strengths in others, that strengthens relationships in others.

- Minute 2:00-2:45: The question asked: "Who do you admire and why?" Students do the exercise and use the hashtag (#love, #courage, etc).
- Minute 6:30-7:36: The question asked: "If you can be a better version of yourself, who do you want to be?" Write "I want to be \_\_\_\_\_." Students fill in the blank with the character strength that they most treasure in themselves or that they aspire to develop.



# 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

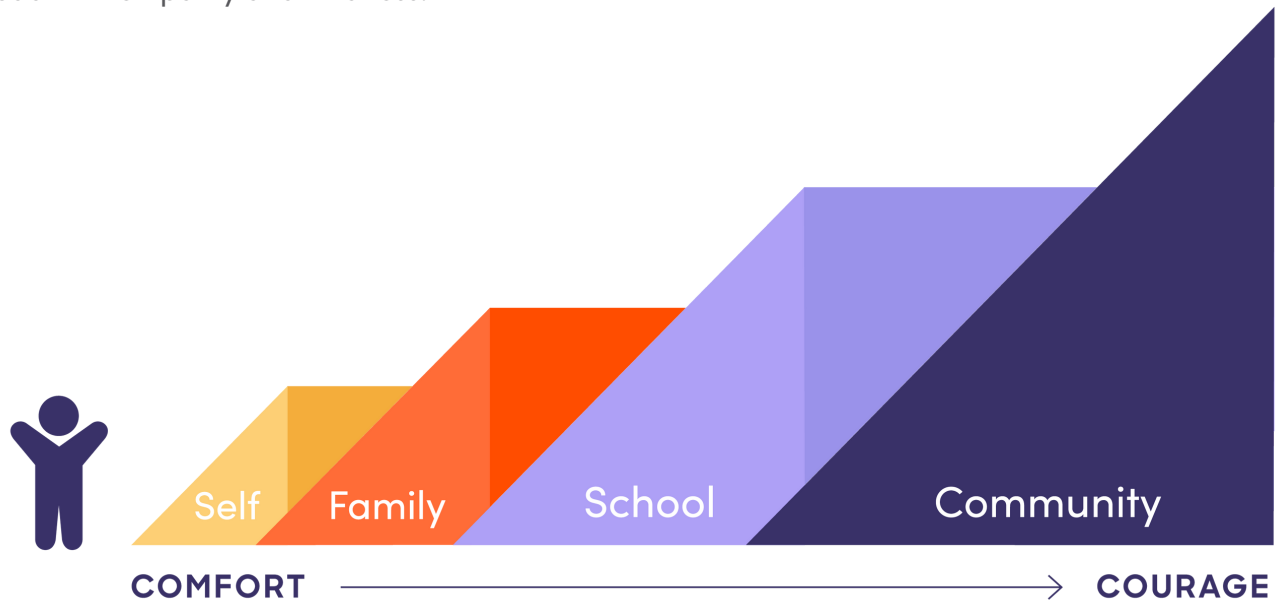
### Curriculum Prompts (sample) middle school

---

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