THINK GIVE®

At a glance: Ripple Effect
Out-of-school time (grades 3-5)

Welcome to ThinkGive!

We are excited to introduce our ThinkGive® Ripple Effect out-of-school time (OST) program. This packet contains a comprehensive overview of our program, which aims to empower 3rd-5th graders in settings outside of regular school hours, such as after-school or summer programming, to discover the impact of their actions. Our central theme of the ripple effect underscores how our actions can have profound effects beyond our imagination. Students are guided to take positive actions that impact their own lives and the lives of their caregivers, peers, someone they admire, and the environment.

Included in this packet:

- Scope + Sequence (14 lessons)
- Sample Lesson Plan (Give to yourself: Positive self-talk)
- Program Overview + Impact

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Questions? info@thinkgiveproject.org

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

Scope + Sequence: The Ripple Effect (OST) (ThinkGive® Elementary, grades 3-5)

Students learn about the importance of kindness and are inspired to take small actions that can positively impact themselves and others.
The program centers around the ripple effect and how students' actions can significantly impact those around them.
Initially, students focus on their peers. As the program progresses, they broaden their perspectives, extending their kindness to their community and becoming agents of positive change.

Lesson name	Lesson Summary	Students will Examine	Central Quote	ThinkGive Three	SEL Core Competencies
Introduction	Use this lesson to introduce students to the ThinkGive Project and the fundamental importance of kindness. They participate in an activity around sharing compliments to explore the power of intangible gifts, then discuss the ripple effect and how kindness can spread throughout their communities.	- What constitutes a "gift." - What is the ripple effect, and how does it work with kindness? - The power of positive actions.	"You can never know the ripple effect you create with one tiny gesture of kindness." – Elle Sommer	N/A	Connection Kindness Social awareness
Give to yourself: Physical self-care	Students will discuss the importance of self-care and self-compassion. The focus will be on caring for their physical selves; students will consider the importance of a healthy body, identify ways to care for their bodies, and examine how caring for their physical selves can affect their emotional selves.	- Ways to care for their bodies. - How caring for their physical selves affects their emotional selves. - How caring for their physical selves enables them to care for others.	"Be kind to yourself so you can be happy enough to be kind to the world." – Misha Collins	TRUE	Identifying emotions Self-efficacy Self-discipline
Give to yourself: Positive self-talk	The lesson focuses on the power of positive self-talk in practicing self-care. Students engage in a Four Corners activity to consider their self-care habits and practices, then complete a worksheet to inspire self-compassion by reflecting on all things that make them human. Guide them to understand that using words to support themselves will prepare them to use words to support others authentically.	- What is self-talk? - How self-talk impacts their emotional self. - How positive self-talk can start a ripple within themselves.	"Be careful how you are talking to yourself because you are listening." – Lisa M. Hayes	TRUE	Accurate self-perception Recognizing strengths Self-confidence
Give to a caregiver: Noticing care	Students reflect on their primary caregivers (or those who care for them). Guide them to understand that people often take those who care for them for granted, and it's important to make an effort to appreciate and connect with their caregiver(s). These two topics will help them identify someone who cares for them regularly—and take action(s) to appreciate that person authentically.	- Who are their caregivers? - The many small and large ways that caregivers give care. - What is the ripple effect of appreciating someone who cares for them?	"To care for those who once cared for us is one of the highest honors." – Tia Walker	TRUE	Empathy Communication Relationship-building
Give to a caregiver: Community caregivers	Students reflect on who provides care for their communities. While people often take community caregivers for granted, the Community Caregiver Heads Up! activity allows students to consider the ripple effect that community caregivers have on their communities. Finally, students will consider brave ways to give back to their community caregivers.	- Who are their community caregivers? - How can community caregivers create a ripple effect in their communities? - What is the impact of giving back to their community caregivers?	"For a community to be whole and healthy, it must be based on people's love and concern for each other." – Millard Fuller	BRAVE	Respect for others Social engagement Relationship-building
Give to a peer: Qualities of an kind peer	Students explore the qualities of a kind peer. During the discussion, spend time on the value of kindness among peers—not only in interpersonal relationships but also in rippling outward to strengthen a community. Facilitate the Carousel on Peers or the Kind Peers Role-Play activity to explore what positive peer interactions look, sound, and feel like and how kind and inclusive actions can help peers become friends.	- The qualities of a kind peer. - The qualities of positive peer interactions. - Different ways of giving to and receiving from peers.	"Imagine what our neighborhoods would be like if each of us offered, as a matter of course, just one kind word to another person." – Mr. Rogers	TRUE	Respect for others Social engagement Relationship-building
Give to a peer: Valuing diversity	In this lesson, guide students through an experiential activity to explore how differences and diversity, while sometimes challenging, help to broaden our perspectives and cultivate empathy. They then reflect on how to take action by stepping into their courage zone to welcome diversity and all that it fosters.	- Why differences and diversity are important for creating a better world. - Differences between peers can broaden perspectives, develop empathy, and spark discoveries. - How can their diversity and differences bring value to various groups?	"I know there is strength in the differences between us. I know there is comfort where we overlap." – Ani DiFranco	BRAVE	Empathy Appreciating diversity Relationship-building
Give to someone you admire: Appreciating their ripples	Students reflect on what it means to admire someone, who they admire and why, and how they can take action to acknowledge their admiration of this person. They will also consider how the person they admire creates ripple effects with their actions. By the end of the lesson, students will have identified at least one person in their communities whom they admire—then they take action to show this person how much they admire them.	- Who in their communities they admire. - What do they admire about this person? - How do the actions of the person they admire create a ripple effect?	"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." – Maya Angelou	BRAVE	Respect for others Communication Relationship-building

Scope + Sequence: The Ripple Effect (OST) (ThinkGive® Elementary, grades 3-5)

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Lesson name	Lesson Summary	Students will Examine	Central Quote	ThinkGive Three	SEL Core Competencies
Give to someone you admire: Appreciating their skills + traits	Students will consider who they admire and explore admiring someone for a character trait vs. a skill. They discuss and even debate whether one can use a skill to develop a character trait or vice versa. By the end of the lesson, students will have identified 1-3 people they admire and might choose to appreciate with a brave and kind action.	- Who in their communities they admire and why. - The differences between character traits and skills. - A trait or skill they want to develop in themselves.	*"Appreciation is a wonderful thing; it makes what is excellent in others belong to us as well."* – François-Marie Arouet de Voltaire	BRAVE	Analyzing situations Reflecting Relationship-building
Give to the environment: Inspiring others	This lesson helps students understand that while caring for the earth can feel like a daunting task, we can all take small but impactful steps to contribute. The focus is on raising awareness about environmental issues to inspire others to support the cause. Students create posters that outline actions we can all take to help solve a specific environmental problem or reduce its harmful impact.	- What do they appreciate about the environment? - How small actions matter in caring for the environment. - Caring for the planet includes inspiring others to take action(s) to support the cause.	*"The Earth is what we all have in common."* – Wendell Berry	SMALL	Identifying problems Ethical responsibility Social engagement
Give to the environment: Direct action	It can be hard to come up with clear action steps that we can all take that might have an impact on an environmental issue. In this lesson, students learn about carbon footprints, discuss ways to reduce their carbon footprint, and consider how small actions can add up to significant changes when taken by many. The action(s) they take should be small, all the better if it becomes a habit and/or creates a ripple effect.	- What is a carbon footprint? - How do their actions and choices directly impact their carbon footprint? - How taking steps to reduce their carbon footprint adds up; and how, collectively, individual actions help tackle significant environmental issues.	*"We can't save the world by playing by the rules, because the rules have to be changed. Everything needs to change— and it has to start today."* – Greta Thunberg	SMALL	Analyzing situations Ethical responsibility Self-efficacy
Give your gratitude: True gratitude	For this prompt, students take time to notice and reflect on the people/things/places they interact with to understand how noticing is essential to feeling grateful. They consider how taking people or things for granted is the opposite of gratitude. Finally, they explore how true gratitude comes from the heart and create grateful hearts to share their gratitude with their community, maybe starting a ripple!	- What noticing has to do with practicing gratitude. - The importance of feeling and expressing gratitude. - How showing gratitude is the opposite of taking something or someone for granted.	*"Gratitude turns what we have into enough."* – Melody Beattie	TRUE	Reflecting Identifying emotions Empathy
Give your gratitude: Choosing gratitude	For this final prompt, students continue to explore gratitude. Students work with a partner to consider how to reframe a challenging situation by being grateful for all the experience taught them and how it made them stronger. Choosing gratitude while experiencing difficult moments demands bravery; focusing on the problem and staying stuck is often easier.	- How challenging experiences can greatly teach and strengthen them. - How choosing gratitude can help them move through challenging experiences. - How choosing gratitude takes bravery.	*"Feeling gratitude and not expressing it is like wrapping a present and not giving it."* – William Arthur Ward	BRAVE	Analyzing situations Recognizing strengths Perspective-taking
Wrap-up	The Wrap-up celebrates the scope of what students have done to impact others as individuals and as a group. Students reflect on their actions throughout the program and highlight those they are most proud of (which might have taken the most bravery). Finally, they reflect on the "So What?" (why ThinkGive matters) and the "Now What?" (how they can carry forward their learnings).	- Why ThinkGive matters and what they have learned about the power of kindness and inclusion. - The big ideas they will carry forward with them. - Reflect on the ripple effects of participating in this program.	*"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."* – R.J. Palacio	N/A	Reflecting Goal setting Recognizing strengths

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Give to Yourself: Positive Self-Talk

👦 grades: 3-5   🕐 30 minutes

"Be careful how you are talking to yourself because you are listening."
– Lisa M. Hayes

Lesson Summary

The lesson focuses on the power of positive self-talk in practicing self-care. Students engage in a Four Corners activity to consider their self-care habits and practices, then complete a worksheet to inspire self-compassion by reflecting on all things that make them human. Guide them to understand that using words to support themselves will prepare them to use words to support others authentically.

Students will Examine

- What is self-talk?
- How self-talk impacts their emotional self.
- How positive self-talk can start a ripple within themselves.

Pre-Activity Prep

- Prepare and hang the Four Corners signs—STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE (REFLECT section).
- Print or digitally share the Worksheet: I am Human (PDF | Google) (1/student (REFLECT section).
- (Optional) Print or digitally share an Exit Ticket (PDF | Google) (1/student) (CONNECT + CLOSE section).

📷 **MATERIALS**

ThinkGive Journals
Student Journal Guide (PDF)
ThinkGive Energizers and Icebreakers (PDF)
Quote Image (PDF)
Paper (Four Corners signs)
Worksheet: I am Human (PDF | Google)
Exit Ticket (PDF | Google)

🎥 **MEDIA TO PREP**

SSlides: Give to yourself: Positive self-talk
Read-aloud book: I am Human (2:35)

SHARE

Suggested time: 5 minutes

Several students volunteer to share about the first action they took.
Ask: What is one action you took to care for your body in a new way? How did you feel? Would you retake this action? Explain.

ICEBREAKER

Word Association

Divide students into groups (5-7 students/group). Each group forms a circle. A student acts as the leader in each group and chooses a topic (see examples below). Everyone else takes turns saying a word that is associated with the topic. If someone takes longer than ten seconds or says a word unrelated to the topic, they become the new leader and choose a new topic.

Age-appropriate and culturally inclusive topics include mammals, sports, living beings in the ocean, colors, places in a neighborhood, things in space, items in a house, etc.

Refer to the ThinkGive Energizers and Icebreakers (PDF) for other icebreaker ideas.

OPEN

Suggested time: 5 minutes

Quote/Image

Display the Quote Image (PDF) and/or read the quote or ask for a student volunteer to read it (see slides): "Be careful how you are talking to yourself because you are listening." – Lisa M. Hayes

Discuss: What does this image/quote mean to you?

Explain: In the last lesson, we practiced being kind to our bodies by developing a self-care plan. Remember, it is important to care for ourselves before we can give to others and create ripples of kindness throughout our groups and communities. Today, we will practice another form of self-care by noticing how we speak to—and support—ourselves.

Discuss:
- What does the term self-talk mean to you?
- Why is it important to be aware of our self-talk?
- How can using positive self-talk affect our emotional selves (feelings)?
- How can caring for ourselves prepare us to give to others?

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Activity: Four Corners
Place signs in four corners of the room—STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE. Read aloud statements from the list below that best resonate with students (and/or create your own). Between each, students decide how they feel and move to the appropriate corner. Allow time for brief discussion between statements—ask students why they chose to stand where they did.

Statements:
- I can think of at least one thing I like about myself.
- It's easier to give to someone else than it is to give to myself.
- I do more than one thing daily to care for myself.
- Caring for myself makes me feel happy.
- Giving to myself creates a ripple.
- I know more than one way to calm myself when worried or upset.
- Being kind to myself will help me now and in the future.
- I can think of more than one strength I have.
- I can think of a time I felt proud of myself.
- I am comfortable with who I am.
- It's important to take care of my emotional self.
- I am my biggest cheerleader!
- Saying positive things to myself is challenging.

Students can reflect in pairs/small groups/the whole group as time allows.
Discuss:
- What, if anything, did you learn about yourself during this activity?
- What, if anything, did this activity reveal to you about your self-talk?
- Did you notice any patterns about yourself? Explain.

Tech Option
Read-aloud book: I am Human (2:35) by Susan Verde. If you can access tech, show this read-aloud before students complete the Positive Self-Talk worksheet. This story is about positive self-talk, compassion, and being human. An example of positive self-talk is: "I am not alone. I am connected to my friends... to my family... to the world. We are all humans together."

Discuss:
- How does remembering how we are all human help us care for ourselves?
- Which positive self-talk statement(s) stood out to you? Explain.

Positive Self-Talk
Students practice positive self-talk by completing the Worksheet: I am Human (PDF | Google). Each box provides a positive self-talk sentence and

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> ⭐ **CONNECTION**
> Read-aloud book: Sticky Brain (6:07) by Nicole Libin, Ph.D. Aria feels like she's having a terrible day ... until she learns how to change her thoughts. Do you find that your bad thoughts stick to you like glue? Do you ever feel stuck? How can we help our brain make the good things stick?

a question to inspire students to reflect on how we are all human—and ultimately to develop self-compassion.

- Do you find it easy or challenging to practice positive self-talk? Explain.
- What are the ripple effects of positive self-talk? Does it include impacting others? Explain.

DIGGING DEEPER
- It can be hard to practice positive self-talk when people around us are hard on themselves. What can we do to ensure we are less affected by other's negative self-talk?
- When we engage in negative self-talk, how can we show ourselves kindness in the moment?

CONNECT + CLOSE

Suggested time: 5 minutes

Take Action
Explain: Before the next ThinkGive session [provide date], practice speaking positive self-talk(s) to yourselves. If you find it helpful, write down a positive self-talk statement on a Post-it to take with you.

Brainstorm
Review some of the positive self-talk comments from the lesson.

Things to Consider
- The ThinkGive Three focus is on being True. Make your action(s) authentic to you!
- Consider when practicing positive self-talk is most helpful, then try it out!
- Do you notice a ripple effect when you practice positive self-talk?

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

> "Be careful how you are talking to yourself because you are listening."
> – Lisa M. Hayes

- What does this quote mean to you?
- How does this quote connect to the lesson?

⭐ **THINKGIVE THREE**

1. True: be authentic
2. Small: small is all
3. Brave: step into your courage zone

⭐ **CONNECTION**

Lisa M. Hayes is a writer and life coach who helps people improve relationships and improve their lives through self-care and kindness.

Sample Actions

- I wasn't doing as well as my peers during art class. Instead of comparing myself to others, I reminded myself that I've improved a lot this year.
- I got into a fight with my aunt and felt awful. I told myself it was okay; everyone loses their patience. Then I apologized and agreed we would respect each other more the next time we disagree!
- I was nervous to try a new sport, but I told myself to do my best and not worry. It was challenging, but I had fun. I'm proud of myself for trying something new!

Student Journal Questions

💬 **Do you treat yourself better or worse than you treat your family and friends? Explain.**

💬 Share a story about a time when you used positive self-talk. If you haven't had this experience, share a time when using positive self-talk might have been helpful.

💬 Write about a quality you have or want to develop that makes you feel good about yourself.

Extensions

DO

Positive Self-Talk Circle
Students stand in a circle. Each student shares a positive self-talk statement they might speak to themselves; the group repeats each statement. Continue until everyone has offered an idea. Students should feel free to 'pass' or ask for more time. At the end, ask students to be silent, take a few slow, deep breaths, and notice how they feel in their bodies.

WATCH

Video: <u>Your brain is wired for negative thoughts. Here's how to change it.</u> (4:02). This video explains why insults stick in our minds better than compliments—and how we can change that.
Discuss:
- Why are our brains wired for negative thoughts?
- What ways can we train our brains to let go of negative thoughts and focus on positive thoughts?

READ / LISTEN

Poem: "Self-esteem" (PDF) by Ellie Irving (page 12, page 18 of the pdf).
Discuss:
- Do you ever feel like you're not good at something and/or that other people are better than you?
- Do you think it takes bravery to try new things, knowing that you will likely not be good at them right away?

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Programs Overview + Impact

What is ThinkGive?

ThinkGive offers action-based social and emotional learning (SEL) programs that foster a classroom culture of kindness and inclusion. 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:

- **THINK:** The curriculum centers around a set of directives for giving.
- **GIVE:** Students take self-directed action to impact themselves and others.
- **REFLECT:** Students connect their actions with concepts discussed in class.
- **SHARE:** Students use an online Team Page to collaborate with and learn from peers.

Share

Peer-to-Peer Learning
Students share and comment on teammates gifts

Self-Awareness
Students record their gift and reflect on the experience

Think

Reflect

THINK GIVE

In-Class Curriculum
Teachers introduce giving themes and explore concepts

Acts of Kindness
Students choose how to give and who to give to

Give

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 consists of a set of directives for giving (prompts). The list below provides examples of prompts in our elementary and middle school programs. Each prompt is accompanied by a 30-minute lesson plan containing activities, videos, discussion questions, and extensions that allow educators to adjust the lessons based on the needs of their students. Standard program lengths are 12 or 16 lessons; but educators can adjust the schedule to meet their needs.

Curriculum prompts (sample)
ThinkGive elementary

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)
ThinkGive middle school

Connect with yourself
Give to a 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 limiting belief

Why Use ThinkGive?

As the program progresses, students are challenged to step further into their courage zones. They build a strong sense of self and learn to lead with empathy and kindness.

Self   Family   School   Community

COMFORT → COURAGE
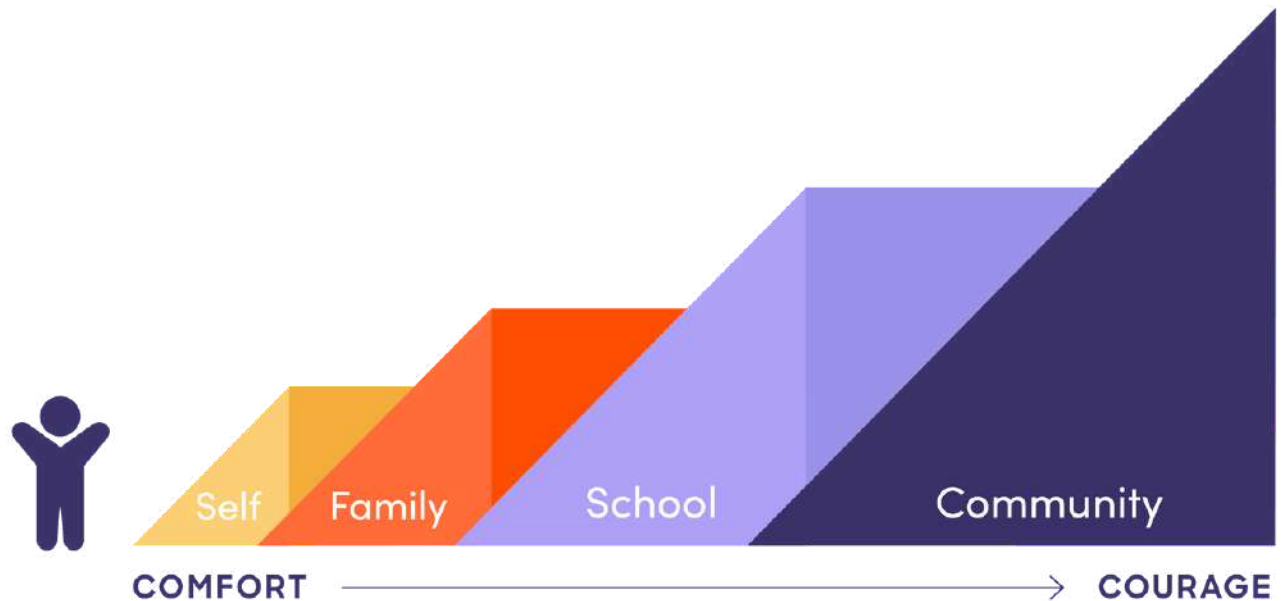
Student Impact

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

86%
Will be kinder to others

65%
Feel more connected to teachers and peers

81%
Will be a force of good

71%
Willing to stand up for what's right

"ThinkGive made me recognize how I treat others, how they treat me, and how I treat myself." – 7th grader