



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.	<ul style="list-style-type: none"> - What constitutes a “gift.” - What is the ripple effect, and how does it work with kindness? - The power of positive actions. 	<i>“You can never know the ripple effect you create with one tiny gesture of kindness.”</i> – Elle Sommer	N/A	Social awareness: Empathy Relationship skills: Positive relationship-building Responsible decision-making: Critical thinking
Give to Yourself: Physical Self-Care	Students 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.	<ul style="list-style-type: none"> - 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. 	<i>“Be kind to yourself so you can be happy enough to be kind to the world.”</i> – Misha Collins	TRUE	Self-management: Personal agency Self-management: Self-regulation Self-management: Personal agency
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.	<ul style="list-style-type: none"> - What is self-talk? - How self-talk impacts their emotional self. - How positive self-talk can start a ripple within themselves. 	<i>“Be careful how you are talking to yourself because you are listening.”</i> – Lisa M. Hayes	TRUE	Self-awareness: Identifying emotions Self-awareness: Confidence Self-management: Self-regulation
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.	<ul style="list-style-type: none"> - 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? 	<i>“To care for those who once cared for us is one of the highest honors.”</i> – Tia Walker	TRUE	Social awareness: Interconnectedness Relationship skills: Positive relationship-building Relationship skills: Interdependence
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.	<ul style="list-style-type: none"> - 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? 	<i>“For a community to be whole and healthy, it must be based on people’s love and concern for each other.”</i> – Millard Fuller	BRAVE	Social awareness: Interconnectedness Relationship skills: Positive relationship-building Social awareness: Gratitude
Give to a Peer: Qualities of a 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.	<ul style="list-style-type: none"> - The qualities of a kind peer. - The qualities of positive peer interactions. - Different ways of giving to and receiving from peers. 	<i>“Imagine what our neighborhoods would be like if each of us offered, as a matter of course, just one kind word to another person.”</i> – Mr. Rogers	TRUE	Social awareness: Empathy Relationship skills: Positive relationship-building Relationship skills: Interdependence
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.	<ul style="list-style-type: none"> - 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>“I know there is strength in the differences between us. I know there is comfort where we overlap.”</i> – Ani DiFranco	BRAVE	Self-awareness: Accurate self-perception Relationship skills: Positive relationship-building Responsible decision-making: Curiosity
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.	<ul style="list-style-type: none"> - 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>“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	Social awareness: Gratitude Relationship skills: Positive relationship-building Self-management: Risk-taking

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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 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.	<ul style="list-style-type: none"> - 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. 	<p><i>"Appreciation is a wonderful thing; it makes what is excellent in others belong to us as well."</i></p> <p>– François-Marie Arouet de Voltaire</p>	BRAVE	Social awareness: Gratitude Relationship skills: Positive relationship-building Responsible decision-making: Critical thinking
Give to the Environment: Inspiring Others	This lesson helps students understand that caring for the earth can feel daunting, but 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.	<ul style="list-style-type: none"> - 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. 	<p><i>"The Earth is what we all have in common."</i></p> <p>– Wendell Berry</p>	SMALL	Relationship skills: Effective communication Responsible decision-making: Critical thinking Responsible decision-making: Advocacy
Give to the Environment: Direct Action	It can take a lot of work to come up with clear action steps that we can all take to impact 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.	<ul style="list-style-type: none"> - 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. 	<p><i>"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."</i></p> <p>– Greta Thunberg</p>	SMALL	Social awareness: Interconnectedness Self-management: Personal agency Responsible decision-making: Critical thinking
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!	<ul style="list-style-type: none"> - 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. 	<p><i>"Gratitude turns what we have into enough."</i></p> <p>– Melody Beattie</p>	TRUE	Social awareness: Gratitude Relationship skills: Positive relationship-building Relationship skills: Interdependence
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.	<ul style="list-style-type: none"> - How challenging experiences can greatly teach and strengthen them. - How choosing gratitude can help them move through challenging experiences. - How choosing gratitude takes bravery. 	<p><i>"Feeling gratitude and not expressing it is like wrapping a present and not giving it."</i></p> <p>– William Arthur Ward</p>	BRAVE	Self-management: Personal agency Self-awareness: Growth mindset Responsible decision-making: Critical thinking
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).	<ul style="list-style-type: none"> - 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. 	<p><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></p> <p>– R.J. Palacio</p>	N/A	Self-management: Goal setting Self-management: Organizational skills Responsible decision-making: Critical thinking

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

Slides: [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.

★ TEACHER TIP

Start each lesson with an icebreaker to help your students connect, especially if new participants are joining during the program.

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?



VOCAB

Self-talk: noun; talk or thoughts directed at yourself.

THINK • GIVE

Suggested time: 20 minutes

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.



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?

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

Discuss:

- 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

- 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: [Your brain is wired for negative thoughts. Here's how to change it.](#) (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?



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? _____

Unique emphasis on action. Our programs are designed to empower youth to take self-directed and authentic actions that positively impact themselves and others.

We increase access to SEL. We focus on engaging youth who might otherwise not have access to programs like ours. 75% of our partner educators serve under-resourced youth.



Check if your school or organization qualifies for free programming funded by our SEL for Every Child Fund at thinkgiveproject.org/fund

Impressive Impact. Programs develop prosocial skills, including connection (with peers, friends, family, teachers, and community), belonging, confidence, and empowerment.

Easy to implement. Our programs are highly adaptable to fit your schedule, goals, and classroom needs. They can be taught as standalone or used to complement and enhance broader SEL initiatives in any environment.

Grounded in research. ThinkGive aligns with state and common core standards and CASEL core competencies.

Exceptional support. To maximize impact on young people, the ThinkGive team partners with educators and provides hands-on support.

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