



Think, Give, Build! (Primary): At a glance

Welcome to ThinkGive!

This packet of materials gives an overview of our ThinkGive® Primary program geared at grades 1-2. The program takes students on a construction-themed journey in which they practice being kind to themselves and others, record ideas and new vocabulary words in a Toolbox Book, and collaborate as a class to construct a visual representation of all they have experienced and learned. The program includes eleven lessons, each 30 minutes in length. Between lessons, students are asked to take action(s) to impact themselves and others.

Included in this packet:

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

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Questions? info@thinkgiveproject.org

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



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

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

Lesson name	Lesson Summary	Students will Examine	Central Quote	Themes
Introduction: Think? Give? Kind? True? Small? Brave?	Students are introduced to ThinkGive, and consider the meaning of the words: THINK, GIVE, KINDNESS, TRUE, SMALL, and BRAVE. They create their own Toolbox Books (journals/dictionaries) to increase their understanding and develop a repertoire of skills.	<ul style="list-style-type: none"> - What 'ThinkGive' stands for. - The meaning of the word KINDNESS. - The meaning of the ThinkGive Three: TRUE, SMALL, and BRAVE—and how this framework will provide a foundation for their taking action. 	<i>"When words are both true and kind, they can change the world."</i> – Buddha	Connection Kindness Social awareness
Introduction: Phase One Construction	Students help to create the Build Bulletin Board. They explore their relationship to other people and add places where kindness can happen to the board.	<ul style="list-style-type: none"> - Who are the people in their lives? - Their widening circles of connection from self to families, friends, communities, and the world. - Places where connections are made and where kindness happens. 	<i>"In a world where you can be anything, be kind."</i> – Anonymous	Community Connection Social awareness
Give to Yourself: Forming Strong Foundations	Students are introduced to the concept of building a strong foundation, both when constructing a building and for themselves. They explore self-care as a way to build their own strong foundations so that they are able to care for others. Students begin posting their kind actions on the Build Bulletin Board.	<ul style="list-style-type: none"> - What is a foundation? - The importance of a strong foundation. - How being kind to yourself builds your own strong foundation. 	<i>"Build a strong foundation and you can reach even the most unthinkable heights."</i> – M.J. Moore	Identity Self-awareness Self-care Self-reflection
Give to Yourself: Build a Self-Care Toolkit	Students reflect on their repertoire of self-care skills, and create their own representation of a self-care toolkit.	<ul style="list-style-type: none"> - Self-care techniques and tools. - When to use various self-care techniques. - Which self-care techniques work for them. 	<i>"Love yourself first, and everything else falls in line. You really have to love yourself to get anything done in this world."</i> – Lucille Ball	Identity Self-awareness Self-care Self-reflection
Give to Family: Your Family, Your Construction Team	Students begin to explore being kind to others, starting with their families. They consider their role in their families and create/post paper images to represent these roles on the Build Bulletin Board.	<ul style="list-style-type: none"> - In addition to caring for ourselves, we also care for others. - How family members support each other, just like the team of people working together on a construction site. - What is their role in supporting family members? 	<i>"If the family were a boat, it would be a canoe that makes no progress unless everyone paddles."</i> – Letty Cottin Pogrebin	Connection Empathy Social awareness
Give to Family: The Power Tool Called Encouragement	Students explore what family members can do and say in order to support each other. They create a pipe cleaner construction of "home" to represent these supportive actions.	<ul style="list-style-type: none"> - What is encouragement? - How family members use encouragement to support each other. - The positive effect of giving encouragement to others. 	<i>"Family isn't defined only by last names or by blood; It's defined by commitment and by love."</i> – Dave Willis	Connection Empathy Social awareness
Give to Friends: What Makes Us Special?	Students explore individual differences between themselves and their classmates, focusing on what makes each person unique and special: their interests, likes, dislikes, etc. They ask questions and record what they learn as a reference for the next lesson.	<ul style="list-style-type: none"> - Similarities and differences between themselves and their peers. - What questions to ask to learn about each other. - How to take the perspective of classmates in order to get to know them better. 	<i>"If you want to lift yourself up, lift up someone else."</i> – Booker T. Washington	Community Inclusion Social responsibility Social awareness
Give to Friends: Constructing for Classmates	Students use elements of Design Thinking to plan a playdate for their classmate by considering their classmate's likes and needs and incorporating them into their plans.	<ul style="list-style-type: none"> - How to consider someone else's wants and needs when creating an activity for them. - How to take the perspective of another person. - How to be kind to a classmate by planning a "dream playdate." 	<i>"The only way to have a friend is to be one."</i> – Ralph Waldo Emerson	Connection Inclusion Social awareness Social courage

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

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

Lesson name	Lesson Summary	Students will Examine	Central Quote	Themes
Give to Community/World: Spreading Joy in Your Community	Students consider the value of having a blueprint, or plan, before taking action. They explore ways to help their communities, and learn that even small actions can make a big difference to others. Finally they begin to make a plan of action.	<ul style="list-style-type: none"> - How making plans can help lead to our taking action. - How to empower themselves to make a difference in their community. - How small actions can impact an entire community. 	<i>"How do we change the world? One random act of kindness at a time."</i> – Morgan Freeman	Connection Social awareness Social courage Social responsibility
Give to Community/World: Kindness Matters Worldwide	Students explore the basic needs of human beings around the world, and determine one change they wish could happen on a global level to help others. Finally, they consider one small action they can take that might help make their wish a reality.	<ul style="list-style-type: none"> - The basic needs and similarities of all humans. - What taking action on a big scale might look like. - How to get started by taking small steps. 	<i>"Simple kindness may be the most vital key to the riddle of how human beings can live with each other in peace and care properly for this planet we all share."</i> – Bo Lozoff	Connection Social awareness Social courage Social responsibility
Wrap-Up: Building a Habit	Students explore how kindness is not just something done for a school assignment, but it can become a habit—a way of being. They explore what is needed to build a habit, and take action to remind themselves and others.	<ul style="list-style-type: none"> - What is a habit? - How do you build a habit? - What habits help spread kindness 	<i>"Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world."</i> – Desmond Tutu	Gratitude Self-awareness Social awareness

Give to yourself: Forming strong foundations



grades: 1-2



30 minutes

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

Lesson Summary

Students are introduced to the concept of building a strong foundation, both when constructing a building and for themselves. They explore self-care as a way to build their own strong foundations so that they are able to care for others. Students begin posting their kind actions on the Build Bulletin Board.

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

Students will Examine

- What is a foundation?
- The importance of a strong foundation.
- How being kind to yourself builds your own strong foundation.

Pre-Activity Prep

- Gather items to build a weak foundation (e.g., paper towel tubes, cereal boxes, copy paper, etc.)
- Gather items to build a strong foundation (e.g., shoe boxes, pieces of wood, blocks, etc.)
- Cut your chosen building materials using Template: I-beams, Bricks, and Planks ([PDF](#)) (see Educator Guide ([PDF](#)))



MATERIALS

Educator Guide ([PDF](#))
ThinkGive Three Posters (Yellow [PDF](#) | Purple [PDF](#))
Toolbox Books (Journals)
Student Journal Guide ([PDF](#))
Foundation-building items (see Pre-Activity Prep)
Blocks
Template: I-beams, Bricks, and Planks ([PDF](#))
Action Prompt: Forming Strong Foundations ([PDF](#))



MEDIA TO PREP

Slides: [Forming strong foundations](#)
Video: [Time-lapse video of construction site](#) (1:13)
Video: [What is an I-beam?](#) (3:23)

REFLECT + SHARE

Suggested time: 5 minutes

Ask: Have you seen any construction sites recently? What did you notice about how the buildings were started at or below ground level? Why are foundations important?

Watch: [Time-lapse video of construction site](#) (1:13)

Discuss:

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

Explain: Buildings need a strong foundation to stay standing! If we are going to help build a kinder world, we need to first build our own strong foundations—we need to be kind to ourselves.



VOCAB

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

THINK • GIVE

Suggested time: 20 minutes

ACTIVITY: Forming Foundations

EXPLORE

Demonstrate that buildings need strong foundations by holding a block in the air then letting it fall. Without a foundation, you cannot build!

DO

OPTION 1:

Give students a variety of materials (weaker and stronger items) to use to create foundations for their own block buildings. Students work individually, in pairs, or in small groups. When they are finished experimenting, they take turns explaining what they discovered about building foundations.

OPTION 2:

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

Discuss:

- Which type of foundation works best? Why?
- How is being kind to yourself like building a strong foundation?

- What actions can you take to build a strong foundation for yourself?
- Are there specific times when taking care of yourself is especially important?

Digging Deeper

Students can add a definition for the word “foundation” to their Toolbox Books dictionaries, and write a journal entry about what they need to do to ensure their own strong foundations.

CONNECT + CLOSE

Suggested time: 5 minutes

REVIEW

Watch: [What is an I-beam?](#) (3:23).

Explain: We will record our kind actions by adding paper I-beams / bricks / planks to our Build Bulletin Board. First we need to build our own strong foundations—then we can be strong enough to give to others.

TAKE ACTION

Explain: What are some actions you take to keep yourself healthy and feeling good? Choose one and be sure to take that action before we meet again [give date of next ThinkGive session]. Your action will make your foundation stronger! After you take an action(s) to care for yourself, write or draw about it on an I-beam/brick/plank. We will add them to the foundation level of our Build Bulletin Board.

Action Prompt

Start laying a strong foundation by taking action to care for yourself! Then record your action on an I-beam/brick/plank and post it to the Build Bulletin Board.

Post the Action Prompt: Forming Strong Foundations ([PDF](#)) on the Build Bulletin Board.

★ THINKGIVE THREE

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

★ TEACHER TIP

Video: [Our Diversity Makes Us Stronger](#) (5:00). This read aloud by Elizabeth Cole celebrates our diversity and reminds us that it makes our friendships and communities stronger.

Sample Actions

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



Programs Overview + Impact

What is ThinkGive?

ThinkGive offers action-based social and emotional learning (SEL) programs that foster 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:

- **THINK:** 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.



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

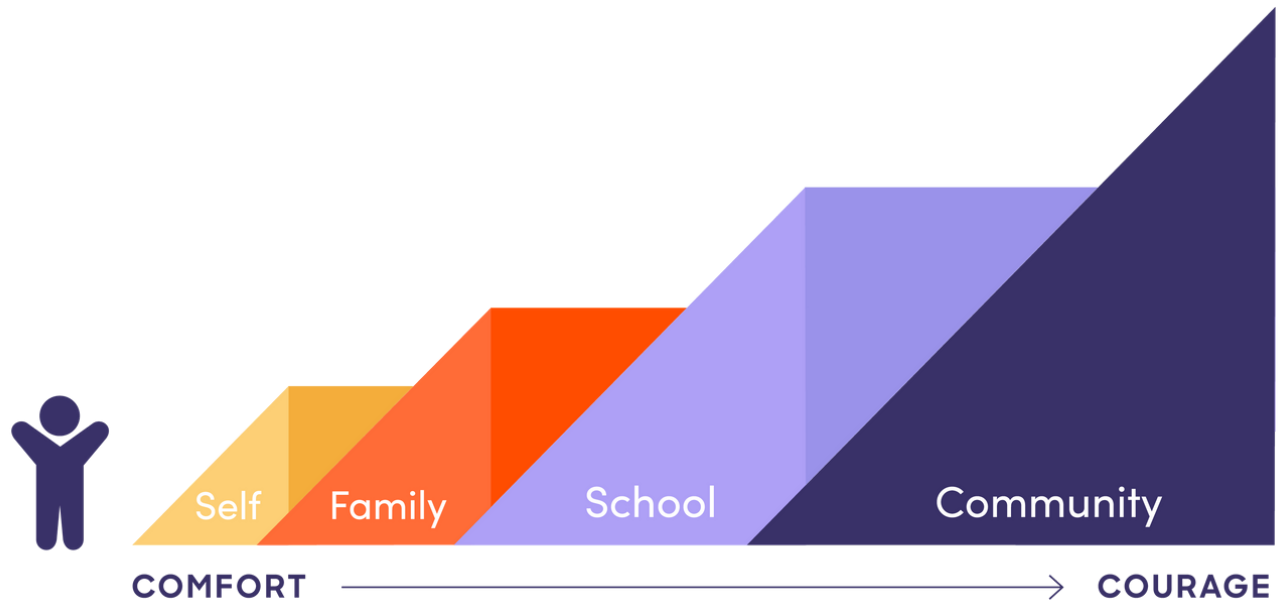
Curriculum prompts (sample)

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.



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