



Allyship Spotlight Elementary: At a glance

Welcome to ThinkGive!

This collection of resources offers a complete introduction to our Allyship Spotlight Elementary program, recommended for students in grades 4–5. The program aims to provide students with an understanding of the various ways they can act as allies to others, including recognizing and appreciating diverse strengths, effecting positive changes in their communities, and challenging their assumptions. After learning about these concepts, students apply their knowledge by taking action as allies in their own communities.

Included in this packet:

- Scope + Sequence (5 lessons)
- Sample Lesson Plan (Introduction)
- Program Overview

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Questions? info@thinkgiveproject.org

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

Scope + Sequence: Allyship Spotlight (Elementary)
(recommended for grades 4-5)

Students will learn about the many different ways we can act as allies, including appreciating diverse strengths, making change in a community, and challenging our assumptions. Then they will apply what they learned to their own lives by taking action as allies in their communities.

Lesson name	Lesson Summary	Students will Examine	Central Quote	SEL Core Competencies
Introduction	Students consider the traits of a good friend and how to use those traits to act as an ally. The story about Adrian Simcox highlights how a friend or ally could have supported Adrian. By the end of the lesson, students should understand that if they go through their days paying attention, they will find opportunities to use their words and actions to support others.	<ul style="list-style-type: none"> - The traits of good friends. - The support that friends provide to each other. - How they can use the traits of a good friend to support anyone. 	<p><i>“Allyship is standing beside us when we need support, standing behind us when we need back up, and stepping in front when we need protection.”</i></p> <p>– Emma Cusdin</p>	<p>Social awareness: Perspective-taking</p> <p>Social awareness: Empathy</p> <p>Relationship skills: Allyship</p>
Appreciate Someone's Strength	In this lesson, students consider what they know and want to know about allyship. Then, they explore ways to act as an ally by recognizing and appreciating someone's strengths. The Invisible Boy illustrates that there are always people we can include and make visible.	<ul style="list-style-type: none"> - What they know and want to know about allyship. - What are the traits of an ally? - What is the impact of recognizing someone's strengths? 	<p><i>“How you make others feel about themselves, says a lot about you.”</i></p> <p>– Anonymous</p>	<p>Self-awareness: Examining biases</p> <p>Relationship skills: Relationship-building</p> <p>Relationship skills: Allyship</p>
Be a Changemaker	In this lesson, students explore what motivates young changemakers to take action. They then consider what matters to them and how they can channel that passion into helping others and making a difference. By the end of the lesson, they will have identified opportunities in their lives to be changemakers.	<ul style="list-style-type: none"> - What motivates someone to be a changemaker? - What matters to them? - How can they act as changemakers to help people, places, or things they care about? 	<p><i>“I am only one, but still I am one. I cannot do everything, but still I can do something. I will not refuse to do something that I can do.”</i></p> <p>– Hellen Keller</p>	<p>Social awareness: Examining norms</p> <p>Self-management: Personal agency</p> <p>Responsible decision-making: Advocacy</p>
Challenge an Assumption	This lesson helps students understand that we all make assumptions. They begin to recognize the assumptions they make and identify ways to challenge them. By the end of the lesson, students will understand how they are acting as an ally in challenging their assumptions.	<ul style="list-style-type: none"> - Why do people tend to make assumptions? - How can assumptions negatively impact others? - What are ways to recognize and challenge assumptions? 	<p><i>“The most misleading assumptions are the ones you don't even know you're making.”</i> – Douglas Adams</p>	<p>Self-awareness: Examining biases</p> <p>Social awareness: Examining norms</p> <p>Relationship skills: Cultural competency</p>
Wrap-up	In this lesson, students consider how they can continue to use kindness, empathy, and inclusion to act as allies in engaging with the world. They have connected with different people during the program; now is the time for them to reflect on their impact and brainstorm how they can (as a group and individually) keep acting as allies.	<ul style="list-style-type: none"> - What they learned about allyship. - What are ways they can continue acting as allies? - How allyship is about action and not just words. 	<p><i>“True allyship demands that it moves from conversation to action.”</i></p> <p>– Emmanuel Acho</p>	<p>Self-awareness: Confidence</p> <p>Self-management: Goal setting</p> <p>Relationship skills: Allyship</p>

Allyship Spotlight

Introduction



grades 4-5



30 minutes

“Allyship is standing beside us when we need support, standing behind us when we need back up, and stepping in front when we need protection.”

– Emma Cusdin

Lesson Summary

Students consider the traits of a good friend and how to use those traits to act as an ally. The Adrian Simcox story highlights how a friend or ally could have supported Adrian. By the end of the lesson, students should understand that if they go through their days paying attention, they will find opportunities to use their words and actions to support others.

Students will Examine

- The character traits of good friends.
- The support that friends provide to each other.
- Why is it important to notice moments when we can act as allies?

Pre-Activity Prep

- (Optional) Print and hang a ThinkGive Three Poster (Yellow [PDF](#) | Purple [PDF](#)) in the classroom (CONNECT + CLOSE section).
- (Optional) Print or digitally share the Exit Ticket ([PDF](#) | [Google](#)) (CONNECT + CLOSE section).



MATERIALS

ThinkGive Three Posters
(Yellow [PDF](#) | Purple [PDF](#))
ThinkGive Journals
Student Journal Guide ([PDF](#))
Exit Ticket ([PDF](#) | [Google](#))



MEDIA TO PREP

Slides: [Introduction](#)
Read-aloud book: [Adrian Simcox Does NOT Have a Horse](#) (10:09)

SHARE

Nothing for the Introduction, no gifts to share yet!

THINK • GIVE

Suggested time: 10 minutes

Discussion: Maître d'

- Call out: Table for (numbers 2–5). Students gather in groups based on the number called out and discuss the first topic question. Have a brief class discussion to allow groups to share.
- Call out another number. Students form new groups and discuss the next question. Have a brief class discussion.
- Repeat for other questions.

Questions:

- What are some character traits of a good friend?
- What are some ways your friends support you?
- What are some ways you support your friends?
- Why are good friends important in our lives?

CONNECTION

Article: “The 13 Essential Friendship Traits” ([PDF](#)), Psychology Today.



VOCAB

Character Traits: noun; qualities or characteristics that make up someone’s personality.

REFLECT

Suggested time: 15 minutes

Watch: [Adrian Simcox Does NOT Have a Horse](#) (10:09), a read-aloud book by Marcy Campbell. As students watch, they should identify opportunities when someone could have been a friend to Adrian.

Discuss:

- How do you think Adrian felt when his classmates didn’t believe him?
- Why do you think no one supported him?
- Describe a time when you doubted someone.
- How can you support people who aren’t your close friends?
- How can people you don’t know support you?
- What does this quote mean? “You have to walk with someone to know where they’re coming from.”

DIGGING DEEPER

Discuss: Why do you think Adrian feels happy when he tells his classmates he has a horse?

Allyship

Explain: Sometimes, we might not have friends nearby when we need them. That’s when we might need an ally. Conversely, it’s equally important to recognize opportunities when we can act as allies to others who might be missing a friend. In the Adrian Simcox book, the moments when someone could have been his friend are opportunities for allyship.



VOCAB

Ally: noun; a person or group that assists and supports an ongoing effort, activity, or struggle.
verb; to unite with another for mutual benefit.

Discuss:

- Who could have acted as an ally for Adrian early in the story? What could that person have done to act as an ally?
- Can someone be an ally but not a friend? Explain.

DIGGING DEEPER

Ask: What does this statement mean: “Understanding is sweeter than judgment.” How does it relate to the story?

CONNECT + CLOSE

ThinkGive Three (Optional)

Introduce students to the ThinkGive Three, a guide for how to give. Every prompt will revisit these ideas so students can incorporate them into their thinking. Hang a ThinkGive Three Poster (Yellow [PDF](#) | Purple [PDF](#)) in your class to serve as a reminder throughout the program.

1. TRUE. Be your authentic self in your actions and words.
2. SMALL. Small is all! Everything we do and say matters, and everything we do and say has an impact—no matter how small.
3. BRAVE. Step into your courage zone; challenge yourself to be brave with your actions and words.

Take Action

Explain: Between now and our next ThinkGive session [give date], notice moments when someone—maybe a friend, teacher, parent, or teammate—supports you. Then, just like in the story of Adrian Simcox, try to understand where others are coming from and offer your support.

Things to Consider

- What character traits do you value in a good friend? How can you be a good friend to support someone else?
- You can use your words and/or actions to support someone.
- Opportunities for kindness and allyship can appear at any moment.

Closing Quote

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

“Allyship is standing beside us when we need support, standing behind us when we need back up, and stepping in front when we need protection.”

– Emma Cusdin

- Who do you know who supports others when things happening aren’t fair or right?

★ THINK.GIVE THREE

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

★ CONNECTION

Emma Cusdin is the director of Global Butterfly. She has spent her life fighting for LGBTQ+ rights in the workplace and business.

Reflection Questions

-  Describe a moment when someone supported you.
 -  What action did you take to support someone?
 -  Why is it important for people at school to support each other?
-

Journal Questions

-  Write about a time when someone you didn't know well or at all supported you.
-  What does Emma Cusdin's quote mean to you? "Allyship is standing beside us when we need support, standing behind us when we need backup, and stepping in front when we need protection."

Allyship Spotlight: Elementary

Schedule, Curriculum Overview + Web Training



LESSON 1

THINK: Lesson: Introduction (30 minutes)

Students will examine:

- The character traits of good friends.
- The support that friends provide to each other.
- Why is it important to notice moments when we can act as allies?

REFLECT + SHARE: Students and educators post their actions on the ThinkGive website, respond to reflection questions, and then collaborate with peers on the Team Page.

How to use the ThinkGive Portal

1

LOGIN: Go to www.thinkgiveproject.org. Click LOGIN button, top right. Enter your username and password. Bookmark the page!

2

EDIT PROFILE: You will land on your MY PAGE. This is where you will record your actions. Personalize your page. Click EDIT PROFILE to upload a profile image, write something about yourself and pick your ThinkGive page color.

3

POST YOUR GIFT: Click on POST A GIFT. Answer the reflective questions and SUBMIT.

LESSON 2

THINK: Lesson: Appreciate Someone's Strengths (30 minutes)

Students will examine:

- What they know and want to know about allyship.
- What are the traits of an ally?
- What is the impact of recognizing someone's strengths?

GIVE: Students take action!

REFLECT + SHARE: Students and educators post their actions on the ThinkGive website, respond to reflection questions, and then collaborate with peers on the Team Page.



LESSON 3

THINK: Lesson: Be a changemaker (30-35 minutes)

Students will examine:

- What motivates someone to be a changemaker?
- What matters to them?
- How can they act as changemakers to help people, places, or things they care about?

GIVE: Students take action!

REFLECT + SHARE: Students and educators post their actions on the ThinkGive website, respond to reflection questions, and then collaborate with peers on the Team Page.

Lesson 4

THINK: Lesson: Challenge an Assumption (30 minutes)

Students will examine:

- Why do people tend to make assumptions?
- How can assumptions negatively impact others?
- What are ways to recognize and challenge assumptions?

GIVE: Students take action!

REFLECT + SHARE: Students and educators post their actions on the ThinkGive website, respond to reflection questions, and then collaborate with peers on the Team Page.

WEEK 5

THINK: Lesson #5: Wrap-Up (30 minutes)

Students will examine:

- What they learned about allyship.
- What are ways they can continue acting as allies?
- How allyship is about action and not just words.

REFLECT + SHARE: Students and educators post their actions on the ThinkGive website, respond to reflection questions, and then collaborate with peers on the Team Page



The Student Experience

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 visit their Team Page to engage with, share with, and learn from their peers. 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.





How to Maximize Program Impact



The ThinkGive cycle is designed to make the program manageable for you and predictable for students. You'll cycle through all four components with each lesson so that students can discuss important ideas and take brave action to affect change.

Promote Student Agency

ThinkGive is all about empowering youth to own their actions. With each action, students decide what to give and who to give to. They realize that their words matter, their choices matter, and they matter.

Students will also experience the topics covered in our lessons differently. We encourage you to give students options in how they wish to participate. Directives within lessons should feel like an invitation to join a discussion/activity with students; should they want to share their knowledge and learning with their classmates in different ways, great!

The ThinkGive Three

ThinkGive isn't about the gifts but the journey taken while giving. Students empathize with other perspectives, explore their capacity for affecting change, and consider what kind of person they want to be. The ThinkGive Three provides a framework for students to use when taking action. Be sure to reinforce these as you go!

- 1 TRUE.** Be your authentic self in your actions and words.
- 2 SMALL.** Small is all! Everything we do and say matters, and everything we do and say has an impact—no matter how small.
- 3 BRAVE.** Step into your courage zone; challenge yourself to be brave with your actions and words.

