

Scope + Sequence: Be the Spark (ThinkGive Elementary, grades 3-4)

Throughout the Be the Spark program, students discover that they have the power to ignite positivity all around them.

One spark of kindness can light another—and then another—creating a growing blaze of positive actions.

As they explore ways to be kind to themselves and others, students document and celebrate their actions on a spark-filled classroom display.

Lesson name	Lesson Summary	Students will Examine	Take Action "Before our next ThinkGive session on [give date]..."	SEL Core Competencies
Introduction	This lesson introduces students to the ThinkGive Project. The book <i>A Small Kindness</i> presents the idea that small positive actions, or “sparks,” can have a significant impact by inspiring others. The lesson concludes with a mindfulness visualization exercise that helps cultivate a sense of inner warmth and kindness by focusing on a growing light in the heart, promoting emotional well-being.	- How does the word “spark” connect to ThinkGive? - How can one small action have a significant impact? - Sparks of kindness can be passed from person to person.	<i>Try to notice sparks of kindness around you. Look for sparks of all sizes. Notice if you are a spark to others. We will share what we saw next time.</i>	Self-awareness: Confidence Self-awareness: Accurate self-perception Relationship skills: Interdependence
Be Your Own Spark	Students learn how self-care—caring for their bodies and emotions—is key to caring for others. They explore the power of positive self-talk and discover how forgiving themselves after making mistakes strengthens their minds and bodies.	- The importance of self-care. - How can they use positive self-talk when they make a mistake? - How practicing self-forgiveness can strengthen their minds and bodies.	<i>Use positive self-talk to forgive yourself when you make a mistake. Our ThinkGive Three focuses on being True, so make sure your action fits what YOU need. Spark kindness in yourself!</i>	Self-awareness: Identifying emotions Self-awareness: Growth mindset Self-awareness: Accurate self-perception
Sparks of Appreciation	Students reflect on what “family” means to them and who is in their family, recognizing that its definition can vary. They then explore the concept of “appreciation” and how we often overlook family members despite their importance. The ThinkGive Three focus is on “Small,” encouraging students to express appreciation for their family in simple, meaningful ways.	- How the concept of family varies for different people. - It is easy to overlook the many ways family members support them. - How can they take small actions to show appreciation to their family members?	<i>Notice how your family supports you (even in small ways!), then spark kindness by showing appreciation to a family member.</i>	Self-awareness: Growth mindset Social awareness: Examining norms Social awareness: Perspective-taking
Sustain the Flame	Students explore why friendship is important, identify adjectives that describe a good friend, and discuss ways to support their friends. They learn the concept of a “candle blower-outer” and discover how to keep their friends’ candles burning brightly.	- The importance of friendship. - Ways to be a supportive friend. - Why it’s important not to be a “candle blower-outer.”	<i>Be a [the opposite of a candle blower-outer]. Take an action(s) to keep a friend’s flame burning bright!</i>	Social awareness: Empathy Relationship skills: Positive relationship-building Relationship skills: Interdependence
Let Your Sparks Fly	Students reflect on times and situations when they might need support and identify who they would turn to for help. They learn that the people they seek out form their support network and that they, in turn, are part of others’ networks. Finally, they explore the science behind giving and receiving kindness within their support networks and beyond.	- What is a support network? - Who is in their support network? - How are they part of other’s support networks?	<i>Think about people who support you, then take action to care for someone in your support network.</i>	Self-awareness: Accurate self-perception Social awareness: Perspective-taking Relationship skills: Positive relationship-building
Validating Sparks	Students consider the many emotions they experience each day. They discuss how everyone has emotions, how people’s experiences vary, and how they can validate someone else’s feelings by listening to them. Students then practice active listening with one another, preparing to take action by listening attentively to someone in their lives.	- How everyone experiences a wide range of emotions. - How some emotions feel positive while others may feel uncomfortable. - How can they be active listeners and support others’ emotions?	<i>Practice being an active listener. Pay attention to how your listening affects the other person and how it makes you feel.</i>	Self-awareness: Identifying emotions Relationship skills: Effective communication Self-management: Self-regulation

A Bridge of Sparks	In this lesson, students use classroom materials or worksheets to build symbolic bridges, filling them with ideas for actions they can take to positively impact someone younger than themselves. After constructing their bridges, students discuss the importance of creating connections between people of different ages. They then watch a read-aloud that provides examples of how to put their ideas into action. Finally, students reflect on the bravery it may take to reach out and support someone younger.	- The significance of taking action to positively impact someone younger than themselves. - Specific ways they can support and connect with someone younger. - Building a bridge of kindness across age gaps may require courage and bravery.	<i>Build a bridge of sparks with someone younger than you. Remember, younger children look up to older kids like you, so choose an action that shows them the power of kindness and helps build a positive connection!</i>	Social awareness: Perspective-taking Relationship skills: Effective communication Relationship skills: Positive relationship-building
New People, New Sparks	Students brainstorm who they'd like to get to know better and explore ways to connect through simple gestures and words. They watch a video about a middle school student who holds the door for his classmates each morning—a small but meaningful action. Students then practice getting to know one another by asking questions.	- People they could get to know better. - Actions they can take to positively impact those they don't know well—or at all. - How asking someone about themselves is a caring action.	<i>Connect with someone you don't know well (or at all) by showing curiosity and kindness.</i>	Relationship skills: Effective communication Self-management: Risk-taking Responsible decision-making: Curiosity
Sparks in Your Community	Students begin by using a Community Map to explore the different communities they belong to. They share their experiences in small groups and learn more about each other's unique communities. Afterward, they participate in a full group discussion about how they can take positive action to impact someone or something within one of their communities, as well as how they can collaborate to create change.	- The meaning of "community" and what it includes. - The different communities they belong to. - Actions they can take to care for and strengthen their communities.	<i>Take action to positively impact someone or something in one of your communities. Spark kindness and make a difference!</i>	Relationship skills: Social engagement Relationship skills: Cultural competency Responsible decision-making: Curiosity
Your Words Matter	Students explore the impact of words by reflecting on how different phrases make them feel. They discuss how emotions can be shared or experienced differently by individuals. Finally, they recognize the power of compliments as a positive action and practice giving them to one another.	- How different words make them feel. - How can emotions vary from person to person? - How can using positive words support and uplift others?	<i>Compliment someone about a character trait, action, or skill. You can say your positive words aloud or write them on a note.</i>	Self-awareness: Identifying emotions Relationship skills: Effective communication Relationship skills: Positive relationship-building
Sparks for the Earth	In this lesson, students explore the many ways the Earth cares for them and how they can give back. They watch a read-aloud about a child taking action to protect the Earth in her community. Through a hands-on yarn web activity, students visualize the interconnectedness of all living things and the importance of caring for the Earth. To conclude, students can sign a pledge to be stewards and protectors of the Earth.	- The many ways the Earth provides for us and sustains life. - All things on Earth—humans, animals, plants, land, water, and air—are interconnected. - What actions can they take to appreciate and give back to the Earth?	<i>Take action to care for the Earth. The Earth provides us with so much. Let's show her how much we appreciate her!</i>	Social awareness: Gratitude Responsible decision-making: Critical thinking Responsible decision-making: Advocacy
Wrap-Up	In this lesson, students reflect on the positive actions they have taken throughout ThinkGive, identifying their favorite spark, their bravest spark, and one key takeaway. They assess their personal growth and the progress of their group. After watching a video of teenagers discussing the meaning of kindness, students consider how their definition of kindness has evolved. Finally, they explore the "So What?" (why ThinkGive matters) and the "Now What?" (how can they continue making a positive impact).	- How has their understanding of kindness evolved? - What were their favorite and bravest actions, and what did they learn from them? - How can they continue to carry the spirit of ThinkGive forward?	<i>Take a moment to appreciate all the small, true, and brave actions you've taken throughout ThinkGive. Every action—no matter how small—sparks kindness and bravery. Let's continue making a difference, one action at a time!</i>	Self-awareness: Confidence Self-management: Goal setting Responsible decision-making: Critical thinking