

Share with Someone

 grades 4-5

 30 minutes

“The time you shared today is the time you will remember tomorrow.”
– Nishan Panwar

Lesson Summary

Students consider the differences and similarities between sharing and giving and brainstorm the kinds of things (tangible and intangible) that they can share with others. Guide them to understand that sharing intangible things like time, compassion, and ideas are all meaningful gifts.

Students will Examine

- The differences and similarities between giving and sharing.
- How sharing oneself can brighten someone’s day.
- How sharing can create more inclusive and welcoming communities.

Pre-Activity Prep

- (Optional) On the whiteboard, prepare two columns: TANGIBLE and INTANGIBLE (THINK.GIVE section).
- Preview the excerpt from Save Me a Seat ([PDF](#)) (THINK.GIVE section).
- (Optional) Print or digitally share an Exit Ticket ([PDF](#) | [Google](#)) (1/student) (CONNECT + CLOSE section).

MATERIALS

ThinkGive Journals
Student Journal Guide ([PDF](#))
Novel excerpt: Save Me a Seat ([PDF](#))
Exit Ticket ([PDF](#) | [Google](#))

MEDIA TO PREP

Slides: [Share with someone](#)

SHARE

Suggested time: 5 minutes

Group Share

Students form small groups and share their experiences showing their gratitude to someone in their school or larger community and actions they saw posted on the Team Page.

Discuss:

- Who noticed an action that might have required bravery?
- Who read about an action that they were able to connect with? Did it give you an idea of an action you can take?

TEACHER TIP

If students feel dissatisfied with their actions or have yet to act, remind them that small, consistent actions help develop kindness muscles (ThinkGive Three), so keep trying!

THINK • GIVE

Suggested time: 15 minutes

Giving + Sharing

Explain: Our focus today is on sharing. We can share two kinds of things: tangible things (you can see and touch) and intangible things (you can't see or touch). We will focus on sharing intangible things (or sharing yourself), which can be very impactful. You connect with someone and perhaps brighten their sky when you share yourself.

Discuss:

- What are the similarities between giving and sharing? What are the differences?
- What kinds of things can we share with others?

Record responses on the board/whiteboard or in ThinkGive journals, sorting gifts into two columns: Tangible and Intangible. Suggest intangible gifts like sharing one's time, ideas, perspective, and stories if needed.

Read: [Save Me a Seat \(PDF\)](#), a novel excerpt by Gita Varadarajan and Sarah Weeks. Read from the last line on page 5 to the end for a shorter excerpt. The novel is about being new and fitting in, but this excerpt shows how sharing a smile makes the main character feel welcomed. As we learn about people with different cultural backgrounds, it's important to remember that every person is unique.

Discuss:

- How do you think Ravi feels about his new classmates and teacher? What evidence do you have?
- What assumptions does the teacher make about Ravi? How do you know? Was the teacher being inclusive?
- How could the teacher have acted differently? What impact might that have had on the situation?
- Does Ravi seem accepting of Dillon (the only classmate who shares his heritage)? What evidence do you have?
- What did Dillon share with Ravi, and what effect did it have?
- What are some reasons Dillon may have smiled at Ravi?

DIGGING DEEPER

- How does this story relate to social justice? How can being inclusive or non-judgmental help strengthen our communities?



VOCAB

Tangible: adj.; perceptible by touch.

Intangible: adj.; unable to be touched or grasped; not having a physical presence.

★ DIGITAL CITIZENSHIP

Video: [Private vs. Personal Information \(1:36\)](#). This video helps explain the difference between personal and private information when sharing online.

Discuss: When is it okay to share personal things about yourself and others online? What is okay to share online? Why is it important to consider others' feelings when you share something online?



CONNECTION

Students fold a piece of blank paper in half. On the top half, they draw how they imagine Ravi's experience looked and felt before Dillon smiled. They draw how they think Ravi felt after the shared smile in the bottom half. Students leave their papers on their desks and hold a gallery walk. Discuss: How can you relate to this story? How does sharing impact our community? How does sharing create more welcoming and inclusive environments?

REFLECT

Suggested time: 10 minutes

Sharing Ourselves

Students form partners or small groups. Read one of the scenarios listed below (or create your own). Each group brainstorms how to share something intangible with the person in the scenario. One spokesperson from each group shares their ideas.

Scenarios:

- A classmate is sitting alone at lunch and seems upset.
- You are walking in the neighborhood, and you see an older boy from school walking his dog towards you.
- The mail delivery person is sorting mail in your apartment complex.
- The school custodian is mopping the cafeteria at the end of the day.

After a few scenarios, ask students if they noticed any patterns in what groups came up with. If not mentioned, point out how different intangible gifts can apply in the same scenario.



TEACHER TIP

Students can act out the intangible gift they come up with as a group.

CONNECT + CLOSE

Take Action

Explain: Before our next ThinkGive session on [give date], share yourself in some intangible way with someone at school and/or in other communities.

Brainstorm

Students might be unable to plan this action; this could be an excellent opportunity to practice giving spontaneously. However, they can still think about ways they can share. Remind students that they don't have to take the actions they have brainstormed.

Things to Consider

- When you share, focus on being True (authentic). You might also need bravery, so step into your courage zone!
- Does sharing with someone feel different than giving to someone?
- Can you brighten someone's day by sharing yourself with them?

Closing Quote

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

"The time you shared today is the time you will remember tomorrow." –
Nishan Panwar

- What does this quote mean to you?



THINKGIVE THREE

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



VOCAB

Spontaneous: adj.; acting on impulse; unplanned.






CONNECTION

Nishan Panwar is an Indian thinker and writer. His goal is to share inspiring ideas to brighten people's days.

Sample Actions

- In class, we talked about family traditions. I usually stay quiet because my family is unlike everyone else's, but I decided to share today. After class, a boy told me his family is like mine. We now have this special connection.
- I decided to wear a kurta to a friend's birthday party that I got when I visited my family in India. I know it's not "cool," but I like it and feel like I'm sharing who I am.
- My little brother always wants to play, but I usually tell him I'm busy. Today, I said okay and had a great time. I felt grateful for my brother.

Student Journal Questions

-  Write about a time someone shared something intangible with you.
-  How can feeling included encourage someone to share?
-  How do you feel when you share something with someone?

Extensions

DO

Personal Artifact Sharing

Read through the Edutopia article: "Updating an Age-old Class Activity" ([PDF](#)) on how to make 'show-and-tell' a culturally responsive and inclusive classroom activity. Prompt students to bring in and share artifacts (or photos of artifacts) representing their culture.

Sharing Art

Students create art for both prompts, or you can divide them.

- DRAW SCENE 1: Imagine if nobody shared. What would the world look like? What are their expressions? What colors do you see in this image?
- DRAW SCENE 2: Imagine if everyone shared. What would this world look like? What are their expressions now? What colors do you see?

Discuss:

- What do you notice about the two scenes?
- How does sharing impact our community?

WATCH

Video: [Kid President Makes a New Friend](#) (4:03). Sometimes meeting new people can be scary. What if they're too different and we don't get along? What if things get awkward? Well, Kid President says, embrace the AWKWARD!

Discuss:

- What did Donna and Kid President share to help each other feel more comfortable?
- Why does Kid President encourage you to "get awkward with it?"

Extensions

READ/LISTEN

Read-aloud book: [Drawn Together](#) (9:32) by Minh Le. This story is about connecting across generational and language differences; it shows that sometimes you don't need words to find common ground.

Discuss:

- How were the grandson and grandfather different from one another? What could they share despite these differences?
- How can sharing with someone despite differences help build a stronger relationship?
- Describe when you shared something about yourself with someone and found a meaningful connection you didn't know existed.

Article: "How Cliques Make Kids Feel Left Out" ([PDF](#) | [audio](#)) by KidsHealth. Read the article aloud, have students read by themselves or with a partner, or jigsaw the article in small groups.

Discuss/journal:

- What are your thoughts about the article?
- Have you experienced cliques at school, during extracurricular activities, on sports teams, or at other times? Describe your experience. Were you on the inside or outside? How did that feel?
- Which ideas in the 'What You Can Do' section would most effectively address cliques?
- List the tangible and intangible things shared between circles of friends. How can sharing create more inclusive communities and reduce the possibility of harmful cliques forming?

Read-aloud book: [A Helping Hand](#) (13:10) by Payal Dhar, a story told through a progression of letters about a student's changing feelings towards a new student with a prosthetic arm.

Discuss:

- How does the author/mentor initially feel about the new student? How and why does the author change?
- How does the mentor start to have empathy for the new student?