

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 will learn that sharing oneself can be a gift. They consider the differences and similarities between sharing and giving, and brainstorm the kinds of things (both 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. The reading passage provides an opportunity to discuss inclusion and compassion. The ThinkGive Three focus is on True.



MATERIALS

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

Students will Examine

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



MEDIA TO PREP

Slides: [Share with someone](#)
Jamboard: [Sharing](#)

SHARE

Suggested time: 5 minutes

Group Share

Students form small groups. Share out about their experiences giving as well as 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

Some students may feel dissatisfied with an action or may not have taken an action. Remind them that ThinkGive is all about building a habit of kindness and empathy—and this can feel challenging. Just keep trying.

THINK • GIVE

Suggested time: 15 minutes

Giving + Sharing

Explain: Today the focus is on sharing. There are two kinds of things we can share: tangible things (you can see and touch) and intangible things (you can't see or touch). We're going to focus on sharing intangible things, because this kind of sharing can be very impactful. When you share something intangible, you are sharing yourself. You are connecting with someone and perhaps brightening their sky.

Discuss:

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

Record responses in ThinkGive Journals or on a whiteboard/Jamboard: Sharing, sorting gifts into two columns: Tangible and Intangible. If needed, suggest intangible gifts like sharing one's time, ideas, and perspectives.

Read: Save Me a Seat (PDF), a novel excerpt by Gita Varadarajan and Sarah Weeks. For a shorter excerpt, read from the last line on page 5 to the end. 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? Is Ravi's assumption fair?
- What did Dillon share with Ravi, and what effect did it seem to 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 physical presence.

★ DIGITAL CITIZENSHIP

Video: Private vs. Personal Information (1:36). When is it okay to share personal things about yourself and other people on the Internet? What do you think is okay to share online? Why is it important to consider the feelings of others when you share something online?



CONNECTION

Students fold a piece of blank paper in half. Top half: they draw how they imagine Ravi's experience looked and felt before Dillon smiled. Bottom half: they draw how they think Ravi felt after the shared smile. Discuss: In what ways can you relate to this story or activity? 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/small groups. Read one of the scenarios listed below (or create your own). Each group comes up with how they might share something intangible with the person mentioned in the scenario. One spokesperson from each group shares out their ideas.

Scenarios:

- A classmate seems upset and is sitting by themselves at lunch.
- You are taking a walk 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 floor after school.

After going through a few scenarios, ask students what they noticed about what the groups came up with and if they noticed any patterns. If not mentioned, point out various ways intangible gifts can be given for the same scenario.



TEACHER TIP

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

CONNECT + CLOSE

Take Action

Explain: For this prompt, share yourself in some intangible way with someone in the school and/or your larger communities.

Brainstorm

Students might not be able to plan this gift, in fact this could be a great opportunity to practice giving spontaneously. However they can still think about ways they might be able and willing to share. Remind students that they don't have to give the gifts they have brainstormed.

Things to Consider

- When you share, focus on being True (authentic).
- Does sharing with someone feel different than giving to someone?
- Think about the impact of your gift. 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 (in your actions and words)
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 Gifts

- In class we were talking about family traditions, and I usually stay quiet because my family structure is so different from everyone else's. But today, I decided to share. After class, a boy that I barely know came up to me to tell me he had a similar story, and then he shared it! We now have this special connection and it feels nice.
- I decided to wear a kurta I got when I visited my family in India to a friends' birthday party. I know it's not "cool" but I like it and feel like I'm sharing who I really am with everyone.
- My little brother always wants to play but I usually tell him I'm busy. Today, I decided to say yes. I actually had a really great time with him and at the end of the night, my brother unexpectedly gave me a big hug goodnight. At that moment, I felt really grateful for my brother.

Student Journal Questions

-  Write about a time someone shared something intangible with you.
-  How can feeling included encourage someone and/or yourself to share?
-  How do you feel when you share something with someone? Explain why.

Extensions

DO

Personal Artifact Sharing

Read through the Edutopia article: "Updating an Age-old Class Activity" ([PDF](#))—the description, benefits, and logistics of 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) that represent their culture and who they are.

Sharing Art

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

- 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 really, really awkward? Well, Kid President says, embrace the AWKWARD!

Discuss:

- What did Donna and Kid President share in order 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, about connecting across generational and language differences, shows that sometimes you don't need words to find common ground.

Discuss:

- Name a few ways the grandson and grandfather were different from one another. Despite these differences, what were they able to share with one another?
- How can sharing with someone despite differences help build a stronger relationship?
- Describe a time 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. Options: read it aloud as a class, have students read by themselves or with a partner, or jigsaw the article in small groups.

Discuss/journal:

- What are your thoughts and feelings about the article?
- Have you ever experienced cliques at school, during extracurricular activities, on sports teams, or at other times? Describe your experience with them. Were you on the inside or outside? How did that feel?
- Which of the ideas in the 'What You Can Do' section do you think would be the most effective in addressing cliques? Explain.
- Make a list of the tangible and intangible things that are 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 feel about the new student at the beginning? How and why does the author change?
- How does the mentor start to have empathy for the new student?