

LESSON 5: Your Giving Project



TOTAL TIME:
3-4 HOURS

Across
sessions
(flexible)

Objectives

Students will be able to:

- Design a project plan with a clear goal, target audience, and at least two of the 4 T's
- Anticipate obstacles and identify strategies to address them
- Execute at least one planned action aligned with project goals
- Document the process and adjust based on observations
- Recruit at least one peer or community member to participate

Guiding Questions

- What does it take to turn a good intention into an effective project?
- How do you know if your giving is making a difference?
- What does this project reveal about who you are as a giver?

Materials

- Project Planning Worksheet
- Impact Documentation Log
- Independent Reflection Questions

Differentiation Strategies

For students who need more support:

- Provide a simplified Project Planning Worksheet with sentence starters.
- Allow students to work in pairs or small groups for planning and implementation.
- Offer a facilitator-guided group project option (see single-session version).

For advanced learners:

- Ask students to compare two possible project approaches: what trade-offs does each involve?
- Have students write a formal project proposal before Session 2, including a theory of change.
- Encourage students to recruit community partners or mentors beyond the classroom.

Extension

- Students present their completed project and reflection to a family member, community group, or school community.
- Students turn their Giving Identity Statement into a creative artifact: a short film, illustrated poster, or podcast episode.
- Students design a version of this project for a younger grade and serve as peer facilitators.

Where could this fit?

- ELA: Practice argumentative and reflective writing; document a real-world process as nonfiction narrative.
- Social Studies: Connect student projects to civic participation, local community needs, and systems of change.
- Advisory/SEL: Use the project arc as a vehicle for goal-setting, resilience, and identity development.
- Afterschool / At-home: Share your Giving Identity Statement with a family member and ask: What cause would you add?



PART 1: From Cause to Question



10
minutes

- Ask students to identify a cause they care about — a problem in the world that bothers them or a group of people they want to help.
- Suggest students use these sentence frames to write about their cause:
- “My cause is _____. One problem related to this cause is _____. One thing I could do to help with that problem is _____.”
- Give students 5 minutes to complete this individually, then pair-share. If working in groups, facilitate a brief discussion to align on a shared direction.

SESSION 1: Design Your Project

TOTAL TIME:
45–60
MINUTES

Introduction

- Open with this prompt:
 - “Today you’re going to build your own giving project from start to finish. You’ll begin by figuring out what cause matters to you, and end with an actual plan for doing something about it.”
- Remind students: the best projects start small and specific. A great giving project doesn’t need to go viral. It just needs to be intentional and genuinely helpful.



5
minutes

PART 2: Build Your Project Plan



25
minutes

- Distribute or display the Project Planning Worksheet below. Students complete each section independently or collaboratively for group projects.

PART 3: Anticipate Obstacles

- Introduce the “What could go wrong?” exercise. Ask students: “If everything went wrong, what would the project be like? Now what would you do?”
- Invite students to identify two potential obstacles and one strategy for each. Share out a few examples as a group.



10
minutes

Continued from pg 2

WRAP-UP: Peer Feedback

- Have students share their draft plans with a partner.
- Encourage partners give one piece of encouragement and one question using:
 - I noticed...
 - I wonder...
- Ask students to revise their plans based on feedback before Session 2.



SESSION 2: Implement Your Project

TOTAL TIME:
45–60
MINUTES

Note: This is the session where students actually carry out their giving projects. They may need more than one day or time outside of school to work on their project. Use **Session 3** as needed for additional support.

Introduction

- Say, “Planning is thinking about giving. Today we actually give. It won’t be perfect, and that’s the point. Pay attention to what’s harder than you expected, what surprises you, and what feels good.”



PART 1: Launch Check-In

- Before beginning, students do a quick review of their project plan:
 - What is your goal for today?
 - What’s your first action step?
 - Who, if anyone, are you working with?
- Circulate and confirm that each student or group has a clear, executable first step.



PART 2: Implementation



- Support students to carry out their project actions. This may look different for each student or group:
 - Running a small collection drive or sign-up table
 - Drafting a letter or social media post for a cause
 - Beginning a service commitment or event preparation
 - Creating an artifact (video, flyer, care package) tied to their cause
- Prompt students with questions rather than solutions:
 - What’s working?
 - What do you need to adjust?
 - Who else could help with this part?

PART 3: Documentation



- Students pause to complete their Impact Documentation Log:
 - What did I do today?
 - What happened as a result?
 - What did I notice about the problem, other people, and myself?
 - What do I want to do differently next time?

WRAP-UP: Quick Share

- Popcorn share: Have each student complete one sentence aloud:
 - “Today I _____ and I noticed _____.”



SESSION 3: Continue & Adjust (optional)

TOTAL TIME:
30–45
MINUTES

Note: This is the session where students actually carry out their giving projects. Use this session if students need additional implementation time or if the project spans multiple days.

- Open with a check-in using the documentation log from Session 2. Students share one adjustment they made or plan to make. Allow continued implementation time, with facilitator coaching throughout.
- Close by asking students to update their action steps and confirm whether their goal has been met or what remains. Use this moment to preview Session 4 and encourage students to bring specific evidence of their project's impact.



SESSION 4: Reflect & Commit

TOTAL TIME:
45–60
MINUTES

Introduction

- Share that, during this session, students will reflect on what they learned from their projects.
- Invite students to share any initial reflections/learnings.



PART 1: Impact Inventory

- Have students complete a two-column reflection:



Outward Impact	Inward Impact
What changed in the world because of your project? (Even if it was small.)	What changed in you? What did you learn, feel, or discover?

- Invite students to share with a partner first, then have 2–3 volunteers share with the full group.

PART 2: What Would I Do Differently?

- Ask students to write a short paragraph or bullet list responding to:
 - “If I did this project again, one thing I would change is _____ because _____. Here’s what I learned from what didn’t go as planned: _____.”



Continued from pg 4

PART 3: My Giving Identity Statement



- Invite students to write or record a short personal statement (3–5 sentences) that addresses:
- What kind of giver am I?
- What cause(s) will I keep showing up for, and why?
- What is one specific thing I will do in the next 30 days to continue giving?
- You can decide to have students share these in a closing circle, post them in the room, or keep them privately

WRAP-UP: Closing Ceremony



- Invite students to complete the Independent Reflection Questions.
- End with a collective moment of acknowledgment. Choose one option:
 - Wall of Impact: Have students post one word or image that represents what their project created.
 - Giving Circle: Each student passes an object and completes: “I gave _____. I’m taking with me _____.”
 - Letter to a Future Giver: Students write two sentences of advice to a younger student about why giving matters.

FACILITATOR NOTES

- Collective vs. Individual Pathways: This project supports both. For groups working on a shared cause, the planning and reflection tools can be adapted so that goals, audiences, and action steps are defined together. Collective projects often generate richer peer learning; individual projects allow for deeper personal ownership. Consider offering both as options and letting students choose.
- Abbreviated Single-Session Version: For facilitators who need a grab-and-go option, a condensed version of this project is available separately. In that version, the facilitator guides the full class through a single shared project with a pre-selected

Handouts



- Project Planning Worksheet
- Impact Documentation Log
- Independent Reflection Questions

cause and simplified planning steps, designed to deliver the core experience within one class period.

- Assessment: This project is best assessed through three artifacts that together trace the student’s full journey: the Project Planning Worksheet, the Impact Documentation Log, and the Reflection Questions Together they show not just what a student did, but how they thought, adapted, and grew.

Icons:: SBTS; Flowicon; Gendis Studio; ARIPATUT DASUKI, Selot Lo from the Noun Project



Project Planning Worksheet

Project Goal — Write one clear sentence describing what your project will do.

e.g., "I will collect and donate 50 books to a local elementary school library."

Target Audience — Who will benefit? Be specific.

e.g., "Students at Lincoln Elementary, especially kids in grades K-2 who don't have books at home."

Your 4 T's — Identify at least two.

☐ Time	What will you contribute?
☐ Talent	What will you contribute?
☐ Treasure	What will you contribute?
☐ Ties	What will you contribute?

Action Steps — Who does what and by when?

Step 1:

Step 2:

Step 3:

Who can I bring in?

Name at least one person

How will you ask them?



Impact Documentation Log

Answer the following questions to reflect on your project.

What did I do today? _____

What happened as a result? _____

What did I notice about the problem, other people, and myself? _____

What do I want to do differently next time? _____



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What did I notice about the problem, other people, and myself? _____

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Independent Reflection Questions

Reflect on your experience with this project by answering these questions.

Which part of your project are you most proud of, and why? Be specific about what you did and what it created. _____

What quality did this project ask you to develop? Did you? What's the evidence? _____

Make the case: Does a giving project need to create large-scale change to matter? Use evidence from your own experience to support your argument. _____



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