

LESSON 5: Your Giving Project



TOTAL TIME:
3-4 HOURS

Across
sessions
(flexible)

Objectives

Students will be able to:

- Execute at least one planned action aligned with their project goal and document the process in real time.
- Demonstrate at least one instance of adaptive leadership, adjusting their approach based on what they observe or encounter.
- Recruit at least one peer, community member, or organization to participate and reflect on what that experience taught them about collective action.
- Evaluate both the outward and inward impact of their project using a structured reflection framework and evidence from their experience.
- Identify the gap between their intended and actual impact and propose a specific adjustment for a future iteration.
- Articulate a concrete next step that connects this project to a longer-term commitment to generosity or social change.

Guiding Questions

- What does leadership actually look like when things don't go according to plan?
- What is the difference between what you intended and what actually happened — and what does that gap tell you?
- How have you changed as a result of this work, and what does that mean for what you do next?

Materials

- Project plan from Lesson 4
- Impact Inventory worksheet
- Generosity Vision Statement worksheet

Differentiation Strategies

For students who need more support:

- Provide structured check-in prompts for each implementation session.
- Pair students with a more experienced peer or community mentor during implementation.
- Allow students to present their reflection orally in a small group rather than in writing.

For advanced learners:

- Ask students to write a real-time adaptive leadership log: each time they change course, document the decision, the reasoning, and the outcome.
- Have students write a formal project retrospective: what they set out to do, what they actually did, what the evidence shows, and what a second iteration would look like.
- Have students explore what it would take to turn their project into a GivingTuesdaySpark chapter.

Extension

- Students submit a report-back to GivingTuesdaySpark.org, sharing their project outcomes, photos, and number of participants — joining the global record of what young people built this year.
- Students share their Generosity Vision Statement with a community member, mentor, or family member and ask for accountability: “Check in with me in six months. Ask me what I’ve done.”
- Students research whether there is an existing GivingTuesdaySpark chapter in their community and, if so, reach out to collaborate. If not, explore what starting one would require.

Where could this fit?

- ELA: Real-time narrative documentation and reflective writing; the intent vs. impact framework as an analytical lens.
- Social Studies / Leadership: Adaptive leadership; what does it mean to lead without certainty?
- Advisory/SEL: Resilience, self-regulation, identity, and the social-emotional experience of doing hard things over time.
- After-school/At home: Share your Generosity Vision Statement with a family member. Ask them: What’s your version of this? What have you kept giving to over the years?

SESSION 1: Launch Your Project

TOTAL TIME:
45–60
MINUTES

Introduction

- Share that today students will start actually working on their projects. They have done a lot of great planning, and now it’s time to start doing.
- Ask students to briefly share how they feel about starting their projects.



Launch check-in

- Have each student or group review their project plans.
- Ask students the following questions:
Note: *Some of the questions refer to outreach students will have done or will be doing outside of class.*
 - What is your goal for today?
 - Who are you serving, and have you been in contact with them? [outside class]
 - Who have you personally invited to join, and have they committed? [outside class]
 - What will you document today — and how?
- Circulate and ensure each team has a concrete, executable first action.



SESSION 1 continued on pg 3

Continued from pg 2

Implementation



25-30
minutes

- Support students to carry out their first planned action. Some of these will happen in class today; others will need to be initiated here and continued outside of class. This may include:
 - Executing a service event, collection drive, or community project [primarily outside class — use in-class time to finalize logistics and confirm roles]
 - Launching a peer outreach or awareness campaign [can begin in class; most outreach happens outside class]
 - Holding a community conversation or organizing a meeting [outside class — use in-class time to plan agenda and assign roles]
 - Beginning a content or advocacy artifact (video, campaign, written report) [in class — students can make meaningful progress during this session]
- When students encounter obstacles, respond with questions:
 - What's working that you didn't expect?
 - What's not working? What's one adjustment you could make right now?
 - Who else could help with this? Who in your Ties could you call on?"

Real-Time Documentation



10
minutes

- Have students pause to complete their documentation log:
 - What did I do today?
 - What happened as a result?
 - What did I change, and why?
 - What did I observe about the people I'm working with or for?
 - What do I want to do differently in the next session?

WRAP-UP: Quick Share



5
minutes

- Invite students to share their work with the class using an optional frame:
- Today I _____ and it surprised me that _____.

SESSION 2: Continue & Adapt

TOTAL TIME:
30-45
MINUTES

- Open with a documentation log check-in. Have students share one adjustment they made or plan to make, and name one person they have recruited or will recruit to join the work. [Recruiting happens

outside class — students should come with a name or a plan for who to ask].

- Allow continued implementation with coaching. Close with students updating their logic model: have your outputs changed? Have you learned anything that shifts your theory of change? Confirm next steps and timeline before Session 3.



30-45
minutes

SESSION 3: Continue & Adjust (optional)

TOTAL TIME:
30–45
MINUTES

- 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.
- Give students work time, then close by asking students to confirm whether their goal has been met or what remains.
- Preview Session 4 and encourage students to bring specific evidence of their project's impact — photos, numbers, observations, quotes from people they worked with, etc. [Gathering this evidence happens outside class, between now and Session 4]



30-45
minutes

SESSION 4: Reflect & Commit

TOTAL TIME:
45–60
MINUTES

Introduction

- Share that students will use this session to reflect on their project and commit to next steps.



5
minutes

PART 1: Impact Inventory



15
minutes

- Briefly review intent vs. impact. Share that students will reflect on their intent (before doing the project) and their impact (after doing the project).
- Pass out the Impact Inventory worksheets and have students complete it, then share their responses with a partner.

PART 2: What Would I Do Differently?



10
minutes

- Invite students to write a short paragraph responding to this prompt:
 - *“The gap between what I intended and what actually happened was _____. What it teaches me is _____. If I ran this project again, the one thing I would change is _____ because _____.”*

PART 3: Generosity Vision Statement



15
minutes

- Ask students to draft their Generosity Vision Statement on the Generosity Vision Statement worksheet.
- Invite 2–3 students to share their vision statement before the closing.

Continued from pg 4

WRAP-UP: Closing Ceremony

- End with a collective moment of acknowledgment. Choose one option:
 - **Witness Circle:** Each student reads aloud their one concrete next step. The class witnesses it together without commentary.
 - **Generosity Wall:** Students post one word or image that represents what their project created — outward and inward.
 - **Letter to a Future Giver:** Students write two sentences of advice to a younger student about what they now know about doing this kind of work.



Handouts

- Project plan from Lesson 4
- Impact Inventory worksheet
- Generosity Vision Statement worksheet



FACILITATOR NOTES

- **Collective vs. Individual Pathways:** This project supports both. For groups working on a shared cause, all planning and reflection tools can be adapted for collective goals. 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 is available separately. In that version, the facilitator guides the full class through a single shared project with a pre-selected cause and simplified planning steps.
- **Spark Chapters:** For students who want to continue, share information about starting or joining a GivingTuesdaySpark chapter at GivingTuesdaySpark.org. A chapter provides a formal structure for ongoing youth-led generosity, connects students to a global network, and offers resources for sustaining projects beyond a single school term.
- **Assessment:** This project is best assessed through three artifacts that together trace the student's full journey: the Project Plan from Lesson 4, the Real-Time Documentation Log, and the Generosity Vision Statement. 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



Theory of Change & Project Plan

Explore a potential cause to work towards by completing the following prompts.

The problem I am trying to address is _____

This problem exists because (root cause) _____

My intervention is _____

I believe this will address the root cause because _____

My output (what I will directly produce or do) is _____

My outcome (what will change as a result) is: _____

My long-term impact goal is _____

My key assumption is _____

I will test this by _____

I will know my project is working when _____



Impact Inventory

Intent	Impact
What you set out to do _____ _____	What actually happened _____ _____
Who you planned to reach _____ _____	Who you actually reached _____ _____
The change you hoped to create _____ _____	The change you can evidence _____ _____
How you thought people would respond _____ _____	How they actually responded _____ _____
Outward Impact	Inward Impact
What changed in the world because of your project? What can you count or observe? _____ _____ _____ _____	What changed in you? What did you learn about yourself as a leader and a giver? _____ _____ _____ _____



Generosity Vision Statement

Reflect on your project by writing your generosity vision statement.

This project taught me that I am capable of _____

_____.

The cause I am committed to for the long term is _____,

because _____

_____.

My next concrete step — within the next 30 days — is _____

_____.

The person I am inviting to join me in that next step is _____,

because _____.

My longer-term vision — what I want to have built or contributed to in five years — is

_____.

_____.