

# LESSON 5: Running a Mini Giving Day



TOTAL TIME:  
45-60 minutes

Plus  
multi-day  
campaign  
period

## Objectives

Students will be able to:

- Plan and execute a small-scale class or school Giving Day using all four T's.
- Name at least one social or emotional challenge that can come with doing good.
- Identify two strategies for sustaining convictions when facing resistance.
- Reflect on what they would do differently to grow the impact of their campaign.

## Guiding Questions

- What does it take to organize people around a cause you care about?
- What happens when the people around you don't share your values, and how do you keep going?
- How do you know if your Giving Day made a difference?

## Materials

- Whiteboard or chart paper and markers
- Case studies
- Campaign Plan template
- Read-aloud book about perseverance or peer pressure (e.g., "The Recess Queen," "Each Kindness")

## Differentiation Strategies

### For younger learners (K-2):

- Choose one cause together as a class using a simple vote with picture cards.
- Each child contributes one T, a drawing, a coin, a kind note, or recruiting a friend.
- Keep the Giving Day simple and contained to one day within the classroom.
- Hold a brief "celebration of giving" at the end to mark the achievement.

### For older learners (3-5):

- Small groups each plan a micro Giving Day for a different cause, then the class votes on which one to implement.
- The winning group leads the campaign, with support from others.
- Push students to write a real recruitment message, something they'd actually send to a classmate or family member.
- Complete a full debrief using an impact reflection template.

### For students who need additional support:

- Assign roles within the campaign group: recruiter, organizer, communicator, celebrator.
- Focus the resilience discussion on a familiar read-aloud story rather than personal experience.

### Where could this fit?



- **ELA:** Students draft a real recruitment message for their campaign, applying persuasive writing skills in an authentic context.
- **Math:** Set and track a measurable campaign goal (e.g., collect 50 books, raise \$20, recruit 15 participants). Calculate progress.
- **Social Studies:** Discuss how real-world social movements and Giving Day campaigns like GivingTuesday organize collective action.
- **At Home:** Families can run their own mini Giving Day at home. Each family member chooses one T to contribute toward a shared cause, sets a one-week goal, and reports back. Parents and caregivers can model this by sharing their own giving story alongside their child's.
- **After-School:** This capstone project is well-suited to after-school and youth development settings where participants have more time and flexibility. Program staff can help young people identify a cause connected to their program's community, set a real goal, and run an actual campaign, making the learning immediately applicable.

### Extension

- After the campaign, invite students to write a short "Impact Story", what happened, who was helped, and what surprised them.
- Students can design a "next time" plan: if they ran this campaign again, what would they do differently?
- Connect to the real GivingTuesday: challenge students to plan something for the actual global Giving Day event in November.

### Introduction

- Explain: "A Giving Day is a coordinated campaign where many people give together around a shared cause, amplifying individual impact through collective action. GivingTuesday is the biggest Giving Day in the world. Today, YOU are going to plan and run your own."
- Review some of the case studies.
- Discuss: "What made this campaign work? What would have made it stronger?"
- Ask: "Why does it feel different to give *with* other people instead of alone?"



### Direct Instruction


- Tell students: "Every great Giving Day has four things: a cause, a goal, a plan, and a recruitment message. Let's build all four."
- For younger learners: create a simple class plan on chart paper with four sections: What we're doing, Who we're helping, What each person will contribute, and When. Fill in each section together. Assign each child a specific role.
- For learners: small groups complete a Campaign Plan template. Each group fills in: The cause and why it matters; the specific, measurable goal (not "help people," but "collect 30 canned goods"); the T's they'll use and how; who they'll recruit and what they'll say.



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- Groups draft a short recruitment message: "If you were actually launching this, what would you send to classmates or families?"
- Groups present their plans in two minutes each. Class gives feedback: "One thing I think is really strong... One question I have..." Class votes on one plan to implement together.

## Guided Practice

- Say: "Here's something real about doing good in the world: sometimes it's hard. People might not notice, or they might not care, or they might even tease you. Today we're going to talk about that." 
- For younger learners: read aloud a picture book about doing the right thing despite peer pressure (e.g., "The Recess Queen," "Each Kindness," or "One"). Pause twice: "What is the character feeling right now? Why is it hard to do the right thing here?" After reading: "Has anyone ever felt alone for doing something kind? What happened?" Role-play kind responses to peer pressure together.
- For older learners: students write anonymously on a card one challenge they've faced or might face for "doing good" (e.g., embarrassment, friends not caring, feeling like it won't matter). Collect, shuffle, and read aloud without names. Class identifies patterns in the challenges and brainstorms strategies together.
- Introduce the concept of a "values community": "Finding even one person who shares your convictions makes it far easier to keep going."
- Ask: "Who is someone in your life who makes you feel brave enough to do something kind?"

## Independent/ Group Practice



**10  
minutes**  
then  
campaign  
runs over  
multiple  
days

- For older learners: each child brings or contributes their T as planned. Gather all contributions in a central space, count them together, and celebrate. Ask: "Look at what we did together. Could any one of us have done this alone?"
- Share reflections in small groups. Identify common themes. Encourage students to share how they felt when working on their campaign.

## Reflection



**5  
minutes**

- Bring the group together. Ask: "What's the difference between planning to give and actually giving?" Invite students to share what they noticed about the gap between intention and action.
- Ask: "What made the hardest moment of this project worth it?" Listen for students to articulate both outward and inward impact.
- Reinforce the core idea: "You just ran a real philanthropy campaign. That is something most adults have never done. You proved that it doesn't take age, wealth, or permission to make a difference."
- **Optional closing challenge:** Write down one thing you want to remember from this experience, something you'll take with you long after this class is over.

## Handouts



- Campaign Plan Template



# Campaign Plan Template

Answers the following questions to plan your campaign.

What is the cause? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why does it matter? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Share your specific, measurable goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What T's will you use? How? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who will you recruit? What will you say? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_