

LESSON 3: The Impact of Giving Back



TOTAL TIME:
45–60 minutes

Objectives



Students will be able to:

- Define all four T's (Time, Talent, Treasure, Ties) with personal examples.
- Recognize opportunities to be generous in everyday life.
- Identify at least two communities they belong to.
- Describe the outward and inward impact of one giving action.
- Plan one generous act using at least two of their T's that benefits both others and themselves.

Guiding Questions

- How does giving something away affect the person who gives it?
- What does it mean to create a "ripple", and how far can one act of giving travel?

Materials



- Whiteboard or chart paper and markers
- Concentric Circle handout

Differentiation Strategies

For younger learners (K-2):

- Use a physical ripple demonstration with water, it is highly memorable and makes the abstract concrete.
- Ground the inward impact in body language: "After you help someone, where in your body do you feel it?"

For older learners (3-5):

- Challenge students to calculate collective impact: "If 25 people did this action, what would the total effect be?"
- Ask students to identify potential unintended consequences of a giving action. Ask, "Can a ripple ever be negative?"

For students who need additional support:

- Review the four T's using a simple anchor chart and icons (clock, star, coin, heart).
- Offer a completed example of the ripple circle drawing before students begin their own.
- Pair students for the planning task so they can share ideas.

Extension

- Ask students to write or draw a "ripple story", starting with one small act of generosity and tracing every person it might touch.
- Students can research a real GivingTuesday campaign and map its ripples: who benefited directly, who benefited indirectly, and how the campaign inspired others.
- Invite students to interview a family member about a time they gave something, money, time, or talent, and ask: "How did it feel? Did anything unexpected happen?"

Where could this fit?



- Science: Use the physical ripple demonstration to introduce cause and effect in natural systems.
- Math: Calculate collective impact as a class exercise. Start with one person, then ten, then the whole school.
- ELA: Read or share a story where one small act has unexpected consequences. Connect the narrative arc to the ripple effect.
- At Home: Invite families to try the ripple exercise together: each person names one kind thing they did recently and traces who else it might have affected. This works well as a dinner table conversation and helps children see philanthropy as a natural part of daily family life.
- After-school: Make connections to what students are learning during the school day.
- At home: Connect with people in the community to hear their stories of service.

Introduction

- Tell students: "Today we're going to talk about what happens after you give: what happens to the person you helped, and what happens to you."
- For younger learners: bring a shallow tub of water and small stones. Drop a stone and watch the ripples. Ask: "What happened when the stone dropped?" Drop several. "Now what do the ripples do?" Connect: "When you do something kind, it's like dropping a stone. The kindness ripples out, to the person you helped, to people around them, to people you'll never even meet."
- Give pairs a giving action: food drive donation, tutoring a classmate, planting trees, writing to seniors. Pairs map all the outward impacts they can think of, going as many layers deep as possible. They also map the inward impacts on the giver. Share maps. Ask: "Which action has the most surprising or far-reaching ripple?"
- Ask: "Has a kindness someone showed YOU ever made you kind to someone else? That's a ripple. What started it?"



Direct Instruction

- Say: "In our last lesson, we talked about Time, Talent, Treasure, and Ties."
- Write all four T's on the board. Ask students to give one personal example for each.
- Tell a brief story to show T's working together: "Last year, a group of students loved art. They painted a mural (Talent) and spent three Saturdays doing it (Time). Their art teacher connected them with a local shelter that needed it (Ties). They also bought the paint with the money they raised (Treasure). That's all four T's, and those are some of the different ways you can be generous."



Identifying Communities

- Explain: “Generosity affects whole communities, not just one person. And we each belong to many communities at once.”
- Each student draws a simple concentric circle diagram. Center: “ME.” Second ring: “My family and closest friends.” Third ring: “My school and neighborhood.” Outer ring: “My wider community and world.”
- Students draw or write two things in each ring that they care about or are connected to. Ask: “Which ring is hardest to care for? Which is easiest? Why?”
- Connect: “Generosity can reach all four rings, starting small and growing outward, like a ripple.”

Guided Practice



15
minutes

- Revisit the ripple concept. Say: “Every giving action has two kinds of impact: outward (what changes for others) and inward (what changes for you).”
- Distribute the Concentric Circle handout. In the center, students should draw or write one kind thing they did or plan to do. In Ring 1, they can add who they helped directly and in ring 2, they can add who else might have benefitted. In Ring 3, they can add how they felt inside.
- After students fill out the handout, ask, “Which ring surprised you most when you thought about it?”
- Debrief: “Is it possible for a giving action to have a negative ripple? Can you think of an example? How do you avoid that?”

Independent/ Group Practice



10
minutes

- Say: “Now I want you to think about a way that you can give back to your community, one that uses at least two of your T’s and creates both an outward and an inward ripple.”
- Ask students to respond to the prompt below in writing or drawing.
- Invite 2–3 students to share responses. Affirm any example where students connect T’s to both outward and inward impact.
- For older learners: have pairs exchange prompts and calculate one collective impact number together. Share with the class.

Reflection



5
minutes

- Bring the group together. Ask: “What’s the difference between an outward ripple and an inward ripple?” Listen for students to articulate that giving affects both the receiver and the giver.
- Ask: “Which of the four T’s creates the biggest ripple for someone your age, and why?” Invite 2–3 students to share.
- Reinforce the core idea: “Generosity doesn’t require wealth. Every person in this room has something to give, and every act of giving creates a ripple that travels further than you can see.”
- Preview the next lesson: “Next time, we’ll put everything together, planning and running a real mini Giving Day where YOU are in charge.”
- **Optional closing challenge:** *Before our next session, try one act of giving using a T you don’t usually use, and notice how it feels both for you and for the person you helped.*

Handouts



- **Concentric Circle Worksheet**



Moment of Generosity

Concentric Circle Facilitation Guide

What it is

A simple reflection activity where kids think about one kind thing they did (or could do) and explore how that action ripples outward.

Works for

Any age that can draw or write.
Takes about 10-15 minutes.

How to use it

1. **Set it up.** Ask the kid to think of one kind thing they did recently — or something they'd like to do. It doesn't have to be big. Held the door? Shared a snack? That counts.
2. **Start in the center.** Have them draw or write their kind action in the small circle. Drawing is totally fine, especially for younger kids.
3. **Move outward, one ring at a time. Talk through each ring together:**
 - **Ring 1** — *Who I helped directly:* Who noticed your action right away? Who received it?
 - **Ring 2** — *Who else might have benefited:* Did anyone else feel the effect, even indirectly? (The friend who saw it? The whole classroom? A family member?)
 - **Ring 3** — *How I felt inside:* What did it feel like to do something kind?
4. **Talk about it.** When they're done, ask one simple question: "Does anything surprise you about how far your action reached?"

Tips

- There are no wrong answers. The goal is noticing, not performing.
- For younger kids, do it together out loud before writing anything down.

Template on pg 2



My Moment of Generosity

Think about one kind thing you did. Then fill in the circles.

Name: _____

Date: _____

How I felt inside

Who else might have benefited

Who I helped directly

My kind action:
Draw or write it