



# Curriculum

## About

Give As We Grow® aims to educate the next generation about giving. This curriculum, developed by educators utilizing best-practice social-emotional learning frameworks and methodology, is the basis of our app-based game. In this curriculum, children will explore generosity, look for ways to identify needs, and then consider the ways they can share time, treasures, talent, and ties. This process ultimately leads to reflecting and understanding the impact and influence that service and philanthropy can have on a personal and community level. Ideal for parents and school-aged children, this curriculum can be taught in a variety of settings.

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# Lesson 1

## Elements of Generosity & Ways to Demonstrate It

### Overview

In this foundational lesson, children dive into the heart of generosity, discovering how it connects to their own well-being and that of others. Generosity isn't just about giving things—it's also about dedicating time, understanding emotions, and offering support. Generosity is fueled by two essential elements: care and empathy. While care motivates us to show concern for ourselves and the world around us, empathy enables us to step into another's shoes, fostering a deeper connection. Children will develop the tools to understand and express concepts of care, empathy, and generosity.

### Key Concepts

- **Well-being:** A balance of physical and mental health. Acts of kindness and generosity can elevate personal well-being and that of others.
- **Care:** A genuine concern for the welfare of others, be it humans, animals, or the environment. It's an essential stepping stone to developing generosity.
- **Empathy:** More than just acknowledging others' feelings, it involves truly understanding and sharing those emotions. It's the bridge between caring for someone and taking actionable steps to support them.
- **Generosity:** An act of giving without expecting in return. It can manifest in many forms, from sharing a toy to offering help with tasks.

### Desired Real-World Outcomes

Children will begin to recognize and express their feelings, showcase care, and understand others through empathy. They will seek opportunities to demonstrate generosity in everyday life.

## Learning Sequence

**MOTIVATION** How do we engage children with discussion and preview the topic?

**GOAL** Children will become familiar with emotions by identifying various emotions and understanding their meaning.

Begin by telling your child that caring and supporting others often starts with understanding how people are feeling. We often do this through understanding the emotions and feelings that people have. Discuss the many types of emotions we can feel throughout the day and what they can mean.

For example:

“On days when we are feeling \_\_\_\_\_, what do you think that means?”

- Nervous - being worried or afraid of what might happen
- Anxious - feeling nervous or afraid about something uncertain
- Overwhelmed - feeling smothered by thoughts or feelings
- Annoyed - feeling angry or irritated
- Angry - a strong feeling of displeasure
- Jealous - a feeling of wanting what someone else has or can do
- Disappointed - feeling unhappy because what was hoped for did not happen
- Rejected - feeling not accepted or given approval by others
- Sad - feeling unhappy and without joy
- Depressed - feeling sad or very low in spirits, without joy
- Embarrassed - feeling uncomfortable because of shame or too much attention
- Lonely - feeling sad from being alone
- Confident - being sure about your abilities
- Optimistic - being hopeful that things will work out
- Hopeful - a feeling that something will work out the way you want it to
- Excited - having a greater amount of energy and eagerness
- Energetic - feeling active
- Playful - feeling cheerful with gentle humor
- Calm - feeling free from excitement, undisturbed
- Satisfied - feeling pleased with what has been experienced or received
- Content - feeling satisfied with what you have

**INPUT**

What information do we provide children about the topic?

**GOAL**

Children will be able to apply their understanding of emotions to themselves and others to classify different states of well-being and build empathy.

**STEP 1**

Make the connection between emotions and well-being, the ability to be happy, healthy, and safe. Present the idea that the emotions and feelings we have are directly connected to our well-being. When we have more positive emotions, we develop a more positive state of well-being, which benefits ourselves and those around us. It will also help us care for and support others when we observe that they are experiencing emotions that lead to a negative state of well-being, physically or emotionally.

**STEP 2**

Present the following list of scenarios and have your child select the emotions the person may be feeling and whether or not it impacts their physical or mental well-being.

- Your friend slept through their alarm and arrived 45 minutes late to school.
  - Options: Embarrassed, Calm, Confident
  - State of Well-being: Positive or Negative
- You ran for a student council position but lost in the election.
  - Options: Disappointed, Nervous, Excited
  - State of Well-being: Positive or Negative
- Your friend finally nailed a skateboarding trick that they have been practicing for weeks.
  - Options: Excited, Sad, Embarrassed
  - State of Well-being: Positive or Negative
- You are finally feeling better after a sports injury and can go back to soccer practice this week.
  - Options: Optimistic, Angry, Regretful
  - State of Well-being: Positive or Negative
- You are a new student and it's your first day going to a new school.
  - Options: Anxious, Calm, Optimistic
  - State of Well-being: Positive or Negative

**OUTPUT**

How can children express their understanding of the topic?

**GOAL**

Children will be encouraged to practice care, empathy, and generosity through various scenarios with themselves and others.

**PRACTICING CARE**

Discuss with your child that it's important to show care to yourself and others to build and promote positive well-being. Go through the following elaboration of the student council election scenario from above:

- "Think about the student council election scenario we just talked about. I'll give you some options of what you can do to care for yourself and your emotions. We call that self-care.

What would you choose?"

- Self-Care Options: Bake a cake, go to a friend's house, spend some time alone

**PRACTICING EMPATHY** Discuss with your child that it's important to show empathy towards others to build and promote positive well-being. Empathy is when you share another person's feelings and try to help them. Go through the following elaboration of the late-for-school scenario from above:

- "Think about the scenario where your friend was late to school. I'll give you some options of what you can say to show empathy towards your friend. What would you choose?"
  - "Why are you so late?" vs. **"I'm glad you made it to school."**
  - **"Don't worry about it, I've been late before too."** vs. "Well somebody forgot to set their alarm last night..."
  - **"I hope you have a great rest of your day."** vs. "That's a rough start to the day."
  - "Why don't you just go to bed earlier?" vs. **"How have you been sleeping lately?"**

**PRACTICING GENEROSITY** Discuss with your child that showing generosity is another important way to help others and improve their well-being. Generosity is not just giving people what they want, but giving things to others or helping them without expecting anything in return. We can use our time and talents to show generosity towards others. Go through the following elaboration of the first day at a new school scenario from above:

- "Think about the scenario where it was a student's first day at a new school. I'll give you some options with your time and talents of how you can show generosity and you can select between the two."
  - Time Options:
    - Sit with the new student at lunch
    - Play with the new student during recess
  - Talent options:
    - You are strong at math and offer to help the new student after school
    - You are familiar with the school and offer to give the new student a tour after lunch and introduce them to other students

# Lesson 2

## Identifying Needs Around You

### Overview

Children will dive into basic physical needs: things like clean air, water, food, shelter, restful sleep, and clothes. Exploring these must-haves connects to feeling good mentally. For example, it can be to learn when you're super hungry or really tired. They'll also get better at walking in someone else's shoes or developing perspective by tackling big ideas like discerning the difference between everyone getting the same thing (equality) and everyone getting what they need (fairness). With their growing kindness and understanding, they'll start spotting when someone might not have what they need and think about ways to help, whether it's sharing a snack, lending a hand, or just being there to listen.

### Key Concepts

- **Physical Needs:** Central to our overall well-being are our physical needs, which are things that are necessary for survival, such as food, water, clothing, and shelter. By meeting these, we have space to care for our mental health, understanding that both are connected but also distinct.
- **Perspectives:** Seeing things from another person's point of view helps children appreciate the ways people might approach or feel about a situation. This leads to more informed, empathetic choices.
- **Equality vs. Fairness:** While everyone might not have the same things (equality), everyone deserves a fair opportunity to have their basic needs met. Differentiating between situations that are unequal and those that are genuinely unfair is a part of developing perspective.
- **Empathy:** The ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation. With empathy, children can recognize unmet physical needs in others and be motivated to act, whether through sharing, offering support, or simply understanding and acknowledging.

### Desired Real-World Outcomes

Children will begin to spot the gaps in the world around them, understanding the needs of others. They should also feel empowered to take action when recognizing when someone's needs are not being met.

## Learning Sequence

**MOTIVATION** How do we engage children with discussion and preview the topic?

**GOAL** Children will be able to understand physical needs (air, water, food, shelter, sleep, clothing) and the difference between physical and mental well-being.

Practice daily check-ins to assess your child's physical and mental well-being. Ask them to differentiate between physical and mental needs.

For example:

- Before a meal: Parent: "How do you feel?" Child: "I'm hungry." Parent: "Is that a physical or mental need?"
- When a child is upset: Parent: "How are you feeling?" Child: "I'm (sad/lonely/depressed etc.)" Parent: "Is that a physical or mental need?" Child: "Mental." Parent: "What can we do to improve your mental well-being?"

**INPUT** What information do we provide children about the topic?

**GOAL** Children will be able to identify when they or others are missing certain physical needs. They'll relate this to equality vs. fairness and understand the impact that meeting physical needs can have on their own well-being and the well-being of others.

Take time for intentional conversations with children that include greater degrees of probing and reflecting.

For example:

- Ask a child "How are you feeling?", "How are you feeling physically?", "How are you feeling mentally?"
- Continue to open up a dialogue and help them identify their needs, and make a plan to improve their well-being.
- Ask if they know or have seen others express similar needs, and how they may have responded.

**OUTPUT** How can children express their understanding of the topic?

**GOAL** Children will be able to identify ways, make decisions, and take action to improve the physical well-being of themselves and others.

Share various scenarios to your child that show examples of unfairness, or someone not getting their needs met. Ask how they would respond to the situation.

For example:

- Imagine: You and your best friend are in line at the cafeteria to buy lunch. While you look at your tray with pizza, juice, an apple, and a cookie for dessert, they realize that they didn't get money from their parents before school and can't buy anything for lunch. What would you do?



# Lesson 3

## Service

### Overview

Children will begin to understand the concept of service and see what a difference simple acts of kindness can make. Helping one person can touch many lives, and in turn, improve our own well-being. They'll discover that giving their time, making friends in the community, and using their special talents to show care for others can develop their spirit of generosity. Examples, like kids using their art for charity events or rallying their friends to help a cause, show just how far-reaching acts of service can be. Using your time, talents and ties can be a powerful way to take action and show that even small gestures can make a huge splash in the world around them.

### Key Concepts

- **Self, Social, & Community Awareness:** Understanding causes within a community and recognizing when others require support. Reflecting on one's strengths and aligning them with causes.
- **Service:** Work done or help provided, especially for the public or for a person or an organization. This improves the well-being of others and the environment around them.
- **Time:** Volunteering your hours to help with tasks. Dedicating your time to service can form valuable bonds in many ways. This is one of the 4 T's of philanthropy.
- **Ties:** A way of giving back that involves mobilizing your social network to support the causes you care about. Also one of the 4 T's of philanthropy, for children, relates to their relationship with others and to their community.
- **Talents:** A way of giving back that leverages your professional [and personal] skills and expertise to help non-profit organizations achieve their mission. For example: using musical talent for fundraisers or artistic skills for awareness campaigns. Another one of the 4 T's of philanthropy.

### Desired Real-World Outcomes

Children will realize how their time, friendships, and unique skills can make a difference – like using their creative talents for community events or introducing friends to important causes. They'll continue to build empathy and perspective, but also learn to take action, spotting ways they can help in their own backyards and get their friends on board with acts of service.

## Learning Sequence

**MOTIVATION** How do we engage children with discussion and preview the topic?

**GOAL** Children will be able to explain what service means. They will understand that a lack of fair opportunity to meet physical and mental needs can lead to causes and taking action.

**OPPORTUNITY 1** In a discussion, define service by sharing detailed accounts of times you have performed an act of service for an organization and/or individual. After sharing the story ask:

- “What service did I perform?”
- “How did I impact, or affect others?”
- “How do you think I felt after?”
- “Do you feel like serving others was a valuable use of my time? Why or why not?”

**OPPORTUNITY 2** While out with your child, you may notice an individual or group that is not having their mental or physical needs met. Take a moment to ask:

- “What does/do \_\_\_ need to improve their well-being?” “What type of service do you think could help them?”

**INPUT** What information do we provide children about the topic?

**GOAL** Children will be able to recognize different types of service and how they can use their time, ties, and talents to select certain causes and serve others to support their well-being.

Help your child reflect on and identify their specific talents and ties to then choose a social or community cause that they connect with to donate their time to. Take some time to ask the following questions:

- “What are your interests?”, “What do you like to do/participate in?”
- “What are your talents?”, “What are some things you feel like you are really good at?”
- “How can we use our interests and talents to serve those in need?”

**OUTPUT** How can children express their understanding of the topic?

**GOAL** Children will be able to understand the importance of service. They'll understand how taking action through service can positively impact the well-being of others, the community, and society as a whole, along with the impact service can have on their own gratification.

**OPTION 1** If possible, provide your child with an opportunity to support a real-world cause that aligns with their ties and talents. After their experience, ask the following questions to help them process and reflect:

- "How do you feel?"
- "How do you think your actions impacted, or affected others?"
- "Do you feel like serving others was a valuable use of your time? Why or why not?"

**OPTION 2** If a hands-on or virtual service opportunity is not an option, present your child with a hypothetical service scenario to discuss:

- "If you could provide service to a cause, which cause would you choose and why?"
- "How would providing your time to this cause impact, or affect others?"
- "Imagine you volunteer with that organization once a week for 8 weeks. How do you think you would feel afterward? Do you think it would be a valuable use of your time? Why or why not?"

# Lesson 4

## Demonstrating Philanthropy

### Overview

Children will expand on the concept of generosity to include the 4 "T's" of philanthropy: time, treasure, talent, and ties. From this, they will understand that service is a significant form of philanthropy aimed at aiding others or charitable causes. Children will reflect on their own roles and resources, identifying how their unique set of time, talents, treasures, and ties can serve the wider community. They will recognize and take opportunities to impact the well-being of people, the environment, animals, and their community, demonstrating a continued development of care, empathy, and perspective.

### Key Concepts

- Philanthropy: Encompassing acts like sharing treasures (monetary or items), time, talent, and community ties to benefit others.
- Service: An integral part of philanthropy, denoting direct, hands-on actions to uplift others or improve environments.
- Treasures: Charitable donations either in the form of money or personal items.
- Time & Talents: Devoting one's time and/or using personal skills for community upliftment, and the ability to experience value and personal gratification.
- Ties: Using social connections to impact community development and create meaningful links with charitable causes.

### Desired Real-World Outcomes

Children will be skilled at spotting different ways to give back, whether it's sharing treasured belongings or rolling up their sleeves in the community. They'll recognize the true value of their time, directing it towards meaningful actions that bring joy to others and themselves. As they think about their own special talents, they'll find creative ways to help out, encouraging friends and family to join in and make their kind efforts and acts of service even bigger.

## Learning Sequence

**MOTIVATION** How do we engage children with discussion and preview the topic?

**GOAL** Children will be able to understand the meaning of philanthropy and how it is used by charitable organizations to help those in need.

**STEP 1** Illustrate the concept of philanthropy to your child by asking the following questions:

- “What does the word benefit mean? (Something that is helpful or produces well-being) How can using your time, talent, treasures, and ties benefit people in our community?”
- “Can you name some charitable organizations in our community?”

**STEP 2** Next, give the definition of philanthropy and how it benefits charitable causes/organizations:

- “Charitable organizations are closely connected to the idea of philanthropy. This means using our time, talents, treasures, and ties for those in need. Why do you think these types of philanthropy are important to charitable organizations? How does it benefit those in need?”

**INPUT** What information do we provide children about the topic?

**GOAL** Children will be able to distinguish the difference between the 4 “T’s” and how they can provide acts of service to charitable causes/organizations with their time and talents as well as contribute with treasures and ties.

**STEP 1** Discuss how the 4 “T’s” comprise acts of service and philanthropy:

- “We talked about the concept of philanthropy, which means taking action to benefit others. This can be through acts of service that go hand in hand with philanthropy like volunteering your time or using your talents to help others or to help charitable causes/organizations. We can also use our treasures by donating money or personal items and even our ties, which is the connection we have to our friends and family.”

**STEP 2** Then discuss how the 4 T’s can be exemplified through both service and philanthropy:

For example:

- “Think about our local Thanksgiving food drive. How could we show philanthropy towards this charitable cause? What are some examples of our talents and treasures we could provide? How can we contribute with our time or ties?”

**OUTPUT** How can children express their understanding of the topic?

**GOAL** Children will be able to utilize their ties, along with time, talent, and treasures to involve others in philanthropy and service opportunities.

Talk about issues or charitable causes you and your child see within your local school and community and make a list. Next, ask your child to list potential friends and family members to invite to take part in a philanthropic opportunity based on their friends' and families' interests.

# Lesson 5

## The Impact of Philanthropy

### Overview

Children will build their awareness of how the actions they take, through the context of philanthropy, help others and can give them a sense of satisfaction too. They'll develop a deeper understanding that their kind acts, big or small, can create positive waves in their community and beyond. Children will discover that "community" isn't just about where we live—it's also about the people we connect with and they'll realize that every choice they make touches lives, whether it's close friends, family, or neighbors in the broader community.

### Key Concepts

- Impact: This concept revolves around the effects of one's actions.
  - Outward impact: How one's actions can benefit the broader community.
  - Inward impact: Personal feelings of positivity and satisfaction that come from philanthropic actions.
- Caring for Community: Recognizing the different types of communities one belongs to, whether they're relational or geographical.
- Caring for People: Actions that specifically benefit people, utilizing one's time, talents, treasures, and ties.
- Caring for Environment: Efforts that help the immediate and broader environment, including places, animals, and natural resources.

### Desired Real-World Outcomes

Children will grow more aware of how they can impact the world around them. They'll see how their philanthropic activities uplift the communities they are a part of along with providing them with a personal sense of satisfaction. As a result, they'll be better equipped to identify individuals and environmental elements that could benefit from their philanthropic efforts. They'll understand that their role extends beyond their immediate circles, fostering a sense of responsibility towards broader communities and the environment.

## Learning Sequence

**MOTIVATION** How do we engage children with discussion and preview the topic?

**GOAL** Children will be able to recognize that their actions have an impact and understand that their actions can benefit others (outward impact) and themselves (inward impact).

**OUTWARD IMPACT** When your child performs an action that benefits others, you can explicitly state how that action affected them or others.

For example:

- “Thank you for taking out the trash. I appreciate you taking the time to help me.”
- “I bet Johnny is really grateful that you helped him catch up on the work he was missing while he was sick.”
- “When you took the time to plant trees last week at the park, not only did the trees benefit, but humans and animals as well because trees emit oxygen which helps them breathe and they provide shade.”
- “I know the families that you volunteered to help build houses for are very thankful for their improved homes.”

**INWARD IMPACT** When your child performs an action that benefits themselves, ask and inquire about how that action affected them personally or made them feel.

For example:

- “Thank you for taking out the trash. How does it make you feel knowing that you took the time to really help out around the house?”
- “I noticed you took the time to help Johnny catch up on his missing work when he was sick. How does it make you feel to share your talents in science with others?”
- “You spent quite a while planting trees in the park. I’m sure you feel good about helping the environment, but how do you feel knowing your efforts provide shade for people and animals? Or that your efforts contribute to creating oxygen for us to breathe?”
- “You and some friends used your Saturday to help build houses for others with Habitat for Humanity. How did it make you feel to give your time and social ties to that cause?”



**INPUT** What information do we provide children about the topic?

**GOAL** Children will be able to identify communities they are a part of and understand how their actions can impact their community, including the people around them and their surrounding environment.

Ask your child the following questions about the communities they are a part of to have them recognize that they are a part of many social and locational groups:

“Who are the people that you spend time with? What are the places you spend time in? What communities do you consider yourself a part of?”

**CARING FOR PEOPLE** While their immediate friend group is part of the children’s community, you can elicit responses to dig deeper into how your child can care for people in the wider community:

- “Who are other people in the community that could benefit from our help?”

**CARING FOR ENVIRONMENT** While their immediate environment (home, school, pet(s)) is part of a child’s community, you can elicit responses to dig deeper into how your child can care for the wider environment:

- “Everything that surrounds us is included in our environment: people, places, animals, and even plants. Other than school, home, and the pets we have, what are some other parts of your environment?”

**OUTPUT** How can children express their understanding of the topic?

**GOAL** Children will be able to utilize their time, talents, treasures, and ties to find opportunities to participate in philanthropy to care for their community, including the people around them and their surrounding environment.

**CARING FOR PEOPLE** Research to find ways to help your child find philanthropic ways to benefit people in the community:

- “How can we benefit people in our community? What philanthropy and service opportunities can we take part in to help them?”

**CARING FOR ENVIRONMENT** Research to find ways to help your child find philanthropic ways to benefit other aspects of their environment, or a wider scope of their surroundings:

- “How can we benefit these wider parts of our environment? What philanthropy and service opportunities can we take part in to help?”

# Lesson 6

## Caring for School

### Overview

Children will channel their philanthropic spirit into meaningful actions that impact their immediate school community. Within this community, they will learn how individual gestures can resonate deeply, touching both peers and the environment around them. Additionally, they will see the value of active involvement, and inspire others around them to spearhead acts of service and weave their social connections into shared endeavors.

### Key Concepts

- **School Community:** An ecosystem made of people (students, educators, staff, and parents) and the environment (various physical spaces such as classrooms, playgrounds, and offices).
- **Acts of Service:** Actions at school, both big and small can make a marked difference in the experiences of peers, educators, and staff. These acts also influence various physical spaces, promoting a positive, safe, and nurturing environment.
- **Influence & Leadership:** Children can use their peer ties to promote broader change within the school community. This concept highlights the interplay of leading and following, underscoring that each student has a role to play in fostering a nurturing school environment.

### Desired Real-World Outcomes

Children will recognize and articulate the various elements and stakeholders within their school community. They'll be able to identify areas of need within the school and engage in acts of service, whether they are individual gestures or group initiatives. This will help them understand the symbiotic nature of giving and receiving within a community. Lastly, they will build a sense of leadership and initiative, to participate in existing service opportunities and new ones that benefit both the school's population and its environment.

## Learning Sequence

**MOTIVATION** How do we engage children with discussion and preview the topic?

**GOAL** Children will be able to recognize that their actions have an impact and understand that their actions can benefit others (outward impact) and themselves (inward impact).

**DISCUSSION 1** Ask your child about their interactions with other members of their school community:

- “Which classmates did you spend time with today? How did you spend time with them?”
- “Which teachers did you see today?”
- “Which staff members did you interact with today? How did you interact with them?”

**DISCUSSION 2** Ask your child about their learning environment:

- “What parts of school do you enjoy spending time in the most? Why?”
- “Where do you learn best at school? Why do you think that’s the case?”
- “What’s your favorite room to visit at school? Why?”

**INPUT** What information do we provide children about the topic?

**GOAL** Children will be able to identify the needs of people at school or in their school environment. When participating in informal acts of service they will understand that being generous with their time and talents benefits the well-being of others, the school environment, and themselves.

Follow up with your child and extend the previously asked questions to inquire about how they have participated in informal acts of service throughout their time at school:

- “Have you noticed any classmates that need help or are struggling? How do you think you could help them? Do you have a particular talent that would benefit them?”
- “What do you think your teacher(s) needs help with? How do you think you could use your time to help them?”
- “Which staff members seem like they need help? How do you think you could use your time or talents to help them?”
- “What’s an area at school that you notice is disorganized or could benefit from some time and care? How could you use your time or talents to create a safer/more inviting space?”

**OUTPUT** How can children express their understanding of the topic?

**GOAL** Children will be able to take initiative at their school by performing formal acts of service that benefit the well-being of other people and the school environment and utilize their ties to influence others to participate in acts of service together.

**DISCUSSION 1** Ask your child about organized ways to give back to the people in their school and local community. These can be service opportunities that already exist at school, or they can step up as leaders to start their own. Next, you can ask them to list potential friends and school staff members that want to work with on their charitable endeavor.

For example:

- Starting or supporting the following: school supplies drive, canned food drive, clothing drive, Thanksgiving food drive, holiday toy drive, etc.

**DISCUSSION 2** Ask your child about organized ways to give back to the school environment. These can be service opportunities that already exist at school, or they can step up as leaders to start their own. Next, parents can ask them to list potential friends and school staff members that they want to work with on their service endeavor.

For example:

- Starting or supporting a: composting program, recycling program, reusable water bottle initiative, or school beautification campaign

# Lesson 7

## Caring for Community

### Overview

Children are invited on a journey to explore the special connection between people, our natural world, and the animals that inhabit these spaces. All are part of their community, and every community has its own special set of needs. Children will be able to see these areas of need close to home—whether in their school, neighborhood, or town—and develop thoughtful strategies and take the initiative to address them. It isn't just about doing good or acts of service on your own; it's about the amazing things that happen when we all come together to help out in our community.

### Key Concepts

- **Community & Community Needs:** The features of a community include the connection of people, the local environment, and the animals within that space. People interact with different places like schools and grocery stores. The environment can include parks, beaches, and recycling centers. Animals, both domestic and wild, interact with spaces ranging from dog parks to sanctuaries. Each of these community features may face unique challenges and needs.
- **Acts of Service:** Actions taken to address the needs of a community can significantly impact its human, environmental, and animal features. Maintaining a safe and well-functioning community relies on positive personal actions and interactions between people and the environment.
- **Initiative:** Taking proactive steps and actions to benefit a community. By using your ties (personal/social network) you can encourage others to participate in service to the community and create a larger-scale social impact.

### Desired Real-World Outcomes

Children will understand the layers that make up their local community, including its human, environmental, and animal features. To complement their familiarity with the features of their community, they'll sharpen their skill in spotting urgent community needs and, with guidance, will start to take the lead in service initiatives addressing these areas. Furthermore, encouraging children to include their peers in their service efforts can magnify the beneficial imprint on the community.

## Learning Sequence

**MOTIVATION** How do we engage children with discussion and preview the topic?

**GOAL** Children will be able to recognize their local community is made up of different people, environments, and even animals. They have a place within this local community and their actions affect these different aspects of their community.

**STEP 1** Begin by asking your child questions about the different people, environmental, and animal features that they notice within their community.

For example:

- When driving or walking, ask children to identify different community features: “What different types of people do you notice in our community? What are the different places/locations that exist in our community? What animals do you notice or see in our community?”

**STEP 2** Ask your child about their interactions with people, environmental, and animal features within the community to better understand their place within the community.

For example:

- Asking about the places and people they go to and see the most within their local community
- Having children make a map of their community to show the people, environmental, and animal features that they interact with most

**INPUT** What information do we provide children about the topic?

**GOAL** Children will be able to identify needs within their local community associated with people, environmental, and animal features and describe/enact solutions that involve using their ties, talents, treasures, and time.

Go back to the community map to have your child learn more about their local community by determining areas of need for people, animals, and the environment, and then identify resources or ways to support these community needs.

**OUTPUT** How can children express their understanding of the topic?

**GOAL** Children will be able to take initiative in their local community by performing acts of service and utilizing their ties to encourage others to participate in service which can have larger scale change.

Assist your children with creating or participating in an existing service project in your local community. Encourage them to include other friends and family to join them.

For example:

- Volunteering for environmental clean ups, collecting items to donate to shelters or other organizations, participating in food drives or food service, fostering animals or volunteering at animal shelters, etc.

# Lesson 8

## Caring for People

### Overview

Children will understand that meeting basic human needs, both physical and emotional, is tied to a person's overall well-being. Through this lens, they'll understand the significance of "giving back" through philanthropy and acts of service and how those efforts work to ensure that everyone's fundamental needs are met. Participating in these actions continues to build children's sense of empathy, perspective, and care for others. With this awareness, they're better equipped to actively participate in acts of service that can make a positive direct or indirect impact on those in need.

### Key Concepts

- People have various needs:
  - Physical needs such as air, water, food, shelter, and clothing can directly impact our physical well-being.
  - Emotional needs which are crucial for mental well-being.
  - The connection between physical and emotional well-being: Meeting physical needs creates an environment conducive to mental growth.
- Locations for Service/Philanthropy that benefit people:
  - Places like schools, community centers, senior centers, and hospitals that provide opportunities to serve different groups of people.
- Positive Impact:
  - Direct impact: Observable benefits from acts of service (e.g., volunteering at a library)
  - Indirect impact: Acts of service that benefit the community in the long run (e.g., donating books to a library).

### Desired Real-World Outcomes

Children will become adept at identifying both physical and emotional needs in people around them, from family to community members. They will be empowered to recognize and act upon opportunities for service and philanthropy in various community locations. Moreover, they will understand how their time, treasures, talents, and ties can be channeled to directly or indirectly improve others' well-being and understand the ripple effect of collective positive actions.



## Learning Sequence

**MOTIVATION** How do we engage children with discussion and preview the topic?

**GOAL** Children will be able to differentiate between people's physical and emotional needs and how those relate to the overall well-being of individuals within their community.

**STEP 1** Start with a discussion about the difference between the physical (air, water, food, shelter, sleep, clothing) and emotional needs (security, safety) that a person may generally have and how meeting those needs impacts an individual's well-being.

**STEP 2** Then, ask if they have noticed people within the community who have the needs they just identified.

For example:

- Noticing that a home has been severely damaged after a natural disaster and the family has been relocated to a shelter for the time being = physical (shelter) and emotional (safety/security) needs not being met
- Noticing an unhoused person waiting in line at a food pantry or on the street with a sign asking for food = physical (food) and emotional (safety/security) needs not being met

**INPUT** What information do we provide children about the topic?

**GOAL** Children will be able to identify people's needs in their local community and then determine which locations or organizations/nonprofits help individuals with these needs. They'll recognize that performing acts of service at these locations will have a direct or indirect impact on individuals in need in their community.

**DISCUSSION 1** Ask your child to recall the different needs of people within their local community they previously mentioned. Have them think about where in the community people may go for help when their physical and/or emotional needs are not being met (location, organization/nonprofit)

For example:

- "What are some physical or emotional needs that are not being met for people within our community?" (child responds) "Thank you for sharing. Now, where might these people go to get help? Which locations or organizations can we go to to help support these people in need?"

**DISCUSSION 2** Talk with your child about locations where they could perform acts of service and whether or not that would have a direct or indirect impact on those in need.

For example:

- Food insecurity (physical need)
  - Direct impact = Volunteering time and serving food at a food pantry
  - Indirect impact = Donating food to a food bank
- Lack of adequate shelter (physical need)
  - Direct impact = Volunteering to assist with temporary housing for individuals affected by a natural disaster at a community center
  - Indirect impact = Helping build or improve a home for a displaced family or raise money to support a displaced family
- Feeling disconnected (emotional need)
  - Direct impact = Reading to seniors at a senior center
  - Indirect impact = Writing holiday cards that get delivered to seniors at a senior center

**OUTPUT** How can children express their understanding of the topic?

**GOAL** Children will be able to utilize their time, treasures, talents, and ties to perform acts of service and participate in philanthropy, and then reflect on whether those actions had a direct or indirect impact on individuals in the community.

Find opportunities to support individuals in your local community who are not getting their physical or emotional needs met. Help your child use their time, treasures, talents, or ties as acts of service.

For example:

- Volunteering time and serving food at a food pantry or donating food to a food bank and then identifying if their act of service had a direct or indirect impact on individuals in the community
- Volunteering to assist with temporary housing for individuals affected by a natural disaster or helping build or improve a home for a displaced family and then identifying if their act of service had a direct or indirect impact on individuals in the community

# Lesson 9

## Caring for the Environment

### Overview

Children will understand the importance of caring for the environment, its natural resources, the protection of animals, and the collective responsibility humans have in these areas. Just like people and communities, our environment can also benefit from "giving back" through philanthropy and acts of service to help maintain a balanced and healthy place for all to share. Children will develop a sense of agency and build leadership skills by using their time, treasures, talents, and especially ties within their immediate circles to learn the power of collective action in preserving and enhancing our environment.

### Key Concepts

- The environment is made of many parts and all have needs:
  - The coexistence of living and nonliving factors contributes to a balanced ecosystem (physical locations, people, and animals that inhabit those spaces)
  - A healthy environment is important to both humans and animals.
- Locations for Service/Philanthropy that benefit the environment: Vital places such as homes, forests, beaches, recycling centers, parks, and more.
- Locations for Service/Philanthropy that benefit animals: Locations ranging from individual homes to wider spaces like sanctuaries, zoos, and farms.
- Inspiring Others to Act (Leveraging Ties):
  - The concept of connecting personal networks to environmental causes.
  - There is a ripple effect created by collective action and shared responsibility.

### Desired Real-World Outcomes

Children will develop a sense of spotting the needs of our environment and animals, both close to home and within the broader community. They'll understand that their household is the initial step for making eco-conscious choices and that the community at large presents numerous chances for impactful environmental and animal-focused actions. Knowing the significance of organizations and nonprofits in this sphere and the positive impacts they make will inspire them to reach out to influence their ties and they will see the ripple effect of joint efforts; when children get their peers to join in, they start a broader change throughout the community, enriching both our natural world and its many inhabitants.

# Learning Sequence

Lesson 9 • Learning Sequence

**MOTIVATION** How do we engage children with discussion and preview the topic?

**GOAL** Children will be able to recognize common environmental and animal locations within the local community and identify the needs of living and nonliving factors within the environment.

**STEP 1** Ask children to explain the difference between living and nonliving things.

For example:

- “What is the difference between living and nonliving things? What are some examples of living things in the environment? What are some examples of nonliving things in the environment?”

**STEP 2** Next discuss where living and nonliving things are within the community.

For example:

- “Where would you find different living things within our local community? Where would you find nonliving things within our local community?”

**STEP 3** After identifying where these living and nonliving things can be found in the community, ask children to identify their needs.

For example:

- “What do living things such as plants need to survive? What do living things such as animals need to survive? What do nonliving things such as water need to be healthy and keep the ecosystem balanced? How do nonliving things such as water impact the living things in the environment?”

Lesson 9 • Learning Sequence

**INPUT** What information do we provide children about the topic?

**GOAL** Children will be able to understand that their actions at home are the foundation of their environmental impact and these actions have implications for the whole community ecosystem.

**STEP 1** Take the time to sit down with your child to discuss the living and nonliving environmental factors that they interact with at home on a daily basis and how their environmental choices at home impact the greater community.

For example:

- Interactions with living factors: other members of the household, indoor plants, outdoor yard/garden, and/or pets
- Interactions with non-living factors: throwing out garbage, making meals and disposing of food waste, using water in many ways to cook and bathe

**STEP 2 (optional)** If desired, they can make a flow chart of various choices they make and their impact on the environment.

For example: Water conservation, electricity conservation, waste management, recycling, composting, taking care of pets, gardening

- Water conservation → leaves more water for living things in our community
- Waste management → protects the homes of living things within the environment

**OUTPUT** How can children express their understanding of the topic?

**GOAL** Children will be able to expand past their own homes to utilize their time and treasures to perform acts of service and participate in philanthropy that has a direct or indirect impact on the living and nonliving environmental factors within their larger community, and leverage their ties to have a greater environmental impact.

**STEP 1** Research to find opportunities for your child to support living and nonliving environmental factors in your local community that are not getting their physical or emotional needs met by using their time and treasures.

**STEP 2** Children can strengthen their ties by inviting others to participate with them in these various service and philanthropy opportunities.

For example:

- Volunteering time at an animal shelter
- Choosing environmental organizations to donate to
- Participating in a beach or park clean up
- Promoting the recycling program at school
- Planting trees in the community (park, forest, field)