



Allyship Spotlight Middle School: At a glance

Welcome to ThinkGive!

This packet of materials is designed to give you an overview of our Allyship Spotlight Middle School (6th–8th grades). Students will learn about the many different ways we can act as allies, including amplifying someone's voice, taking a stand, and challenging a stereotype. Then they will apply what they learned to their own lives by taking action as allies in their communities.

Included in this packet:

- Scope + Sequence (5 lessons)
- Sample Lesson Plan (Introduction)
- Program Overview

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Questions? info@thinkgiveproject.org

We look forward to connecting with you!
- The ThinkGive Team

**Scope + Sequence: Allyship Spotlight Middle School
(recommended for 6th-8th grades)**

Students will learn about the many different ways we can act as allies, including amplifying someone's voice, taking a stand, and challenging a stereotype. Then they will apply what they learned to their own lives by taking action as allies in their communities.

Lesson name	Lesson Summary	Students will Examine	Central Quote	Themes
Introduction	Students will think about their own identity, both from their perspective and from the perspective of others. First, they will make an Identity Web with visible and invisible parts of their identity. The students will begin to recognize that they have things in common with each other while also understanding the different traits they possess to help support others.	<ul style="list-style-type: none"> - Their identity, both from their perspective and the perspective of others. - The parts of their identity tend to be invisible to others. - Opportunities to use their parts of their identity to support others. 	<i>"Allyship is standing beside us when we need support, standing behind us when we need back up, and stepping in front when we need protection."</i> – Emma Cusdin	Identity Self-awareness
Amplify someone's voice	In this lesson, students will use the Identity Web that they built in the Introduction to find traits that they can use to act as allies. Then in small groups, they will learn about young allies and identify common traits that they share with them. By the end of the lesson, they will have a plan in place to amplify someone's voice.	<ul style="list-style-type: none"> - The definition of allyship. - How everyone's voice deserves to be heard. - The many ways they can amplify someone's voice. 	<i>"Privilege is having a brighter light. Allyship is shining that light in the darkness."</i> – A. Krause	Perspectives Social awareness
Take a stand	This lesson will help students understand that they can take a stand when they witness unkindness, or proactively to support a social issue they care about. The opening video about a trip to the grocery store will help heighten their awareness of various situations. Then the activity will help them consider how they might handle different scenarios, and the different ways they can take a stand. By the end of the lesson, students will understand the importance of taking a stand, and productive ways to do so.	<ul style="list-style-type: none"> - Ways to take a stand. - How bravery is usually required in order to take a stand. - The impact taking a stand has on others. 	<i>"I have learned you are never too small to make a difference."</i> – Greta Thunberg	Social courage
Challenge a stereotype	This lesson will help students first recognize labels and stereotypes, and consider how they affect individuals and groups. The peanut butter and jelly video should help students understand how some labels that we give to others are ingrained through the media and society at large. In order to prepare students to be able to challenge a stereotype, spend time on how they can challenge and change an internal stereotype they hold or take action as an ally to challenge a broadly-held stereotype in society.	<ul style="list-style-type: none"> - How stereotypes and implicit bias exist in many areas of our lives. - How stereotypes can hinder people from experiencing certain things. - How allies not only recognize society's stereotypes but also their own – and act to make a change. 	<i>"The problem with labels is that they lead to stereotypes and stereotypes lead to generalizations and generalizations lead to assumptions and assumptions lead back to stereotypes."</i> – Ellen Degeneres	Diversity Social courage
Wrap-up	This wrap-up is intended to have students think about how they can continue to use their understanding of allyship to engage with the world using kindness, empathy, and inclusion. They have connected with different people during the program, and now is the time for them to reflect on their impact and brainstorm what they can do both as a group and individually to keep ThinkGive going.	<ul style="list-style-type: none"> - What they learned about allyship. - Ways to continue acting as an ally. - How allyship is about action not just words. 	<i>"True allyship demands that it moves from conversation to action."</i> – Emmanuel Acho	Kindness Inclusion

Allyship Spotlight Introduction



grades 6-8



30 minutes

“Allyship is standing beside us when we need support, standing behind us when we need back up, and stepping in front when we need protection.”
– Emma Cusdin

Lesson Summary

Students will consider their own identity by charting the visible and invisible parts of their identity on an Identity Web. They will begin to recognize that they have things in common with each other while also understanding the traits they possess that might help them support others.

Students will Examine

- The various characteristics and traits that make up their identity.
- The visible and invisible parts of their identities.
- Opportunities to use the parts of their identity to support others.



MATERIALS

Blank paper (8.5x11 or larger)
(1/student)
Identity Web sample ([PDF](#))
Worksheet: Identity Web ([Google](#))
Exit Ticket ([PDF](#) | [Google](#))



MEDIA TO PREP

Slides: [Introduction](#)



TEACHER TIP

The ThinkGive giving philosophy ([PDF](#)), the ThinkGive Three, guides students toward giving in a meaningful, impactful way.

SHARE

Nothing for the Introduction, no gifts to share yet!

THINK • GIVE

Our Identities

Understanding our own identity is an important first step to acting as an ally. As we begin to know ourselves, it allows us to learn about others and see how we are all connected. Building identity webs and sharing them will make us more prepared as allies.

Note: Before students make their own identity web, use our Identity Web sample ([PDF](#)) for Justine (or make your own) to help students start thinking about their own web and how to include both visible and invisible traits.

Visible Traits

Ask students to identify Justine's visible traits (those they could identify about her by looking at her).

Invisible Traits

Ask students to identify invisible traits (those they couldn't identify about her just by looking at her).

Identity Characteristics

As a class, brainstorm identity characteristics, or different ways people identify themselves; these can include phrases, words, nationalities, categories, interests, and traits (e.g., gender, ethnicity, race, religion, socioeconomic status, language, marital/relationship status, parent or childless, family size and composition, sexual orientation, education, career). Underline the characteristics that are invisible.



CONNECTION

Video: [What Would You Do?](#) (9:47). Highlights the need for sensitivity around invisible parts of our identity, and how our experiences can impact our identities.

REFLECT

Build your own Identity Web

Give each student a large piece of blank paper, or use this Worksheet: Identity Web ([Google](#)). Continue with the following steps:

- Students write their name in the center box.
- Students add as many traits as they would like (minimum 6-8). Encourage them to include both visible and invisible parts of their identity.

Students gather in pairs or small groups and share their webs. Discuss:

- What similarities do you have with your partner? What differences?
- What parts of your identity can you use to help support other people?
- What parts of your identity have been recognized by others? How did that make you feel?
- How can learning about visible and invisible identities help a community grow stronger?
- What are the challenges of sharing certain parts of your identity?

COLLECT STUDENT IDENTITY WEBS TO USE IN THE NEXT LESSON.

CONNECT + CLOSE

Take Action

Explain: Now that you've thought about your own identity and the invisible connections you might have with others, find an opportunity to support someone. This can be someone you don't even know. It might take bravery, but most important things do.

Things to Consider

- Opportunities to support others can be small, so be sure to notice!
- We all have traits that can be used to support others.
- You can support others with your words, your presence, and your actions.

Closing Quote

Use this quote to close out the lesson. The reflective questions could serve as an Exit Ticket ([PDF](#) | [Google](#)).

"Allyship is standing beside us when we need support, standing behind us when we need back up, and stepping in front when we need protection." – Emma Cusdin

- What do you take away from this quote?
-

★ THINK.GIVE THREE

1. True: be authentic
2. Small: small is all! (simple actions have a big impact)
3. Brave: step into your courage zone

Reflection Questions

- What parts of your identity are you most proud of?
 - What parts of your identity can you use to help support other people?
 - Who are some people in your life who have supported you? How did they support you?
-

Student Journal Questions

- What are the times and places when certain parts of your identity really shine through? Explain.
- Write about a time when you've seen someone's invisible identity surprise a group of people?

Allyship Spotlight: Middle School

Schedule, Curriculum Overview + Web Training



WEEK 1

THINK: Lesson #1: Introduction (30 minutes)

Students will examine:

- Their identity, both from their perspective and the perspective of others.
- The parts of their identity tend to be invisible to others.
- Opportunities to use their parts of their identity to support others.

REFLECT + SHARE: Students – and teachers – answer reflection questions on the ThinkGive website. Then collaborate with peers on the Team Page.

How to use the ThinkGive Portal

1

LOGIN: Go to www.thinkgiveproject.org. Click LOGIN button, top right. Enter your username and password. Bookmark the page!

2

EDIT PROFILE: You will land on your MY PAGE. This is where you will record your gifts. Personalize your page. Click EDIT PROFILE to upload a profile image, write something about yourself and pick your ThinkGive page color.

3

POST YOUR GIFT: Click on POST A GIFT. Answer the reflective questions and SUBMIT.

WEEK 2

THINK: Lesson #2: Amplify someone's voice (30 minutes)

Students will examine:

- The definition of allyship.
- How everyone's voice deserves to be heard.
- The many ways they can amplify someone's voice.

GIVE: Students take action!

REFLECT + SHARE: Students – and teachers – record gifts on the ThinkGive website. Then collaborate with peers on the Team Page.



WEEK 3

THINK: Lesson #3: Take a stand (30 minutes)

Students will examine:

- Ways to take a stand.
- How bravery is usually required in order to take a stand.
- The impact taking a stand has on others.

GIVE: Students take action!

REFLECT + SHARE: Students – and teachers – record gifts on the ThinkGive website. Then collaborate with peers on the Team Page.

Week 4

THINK: Lesson #4: Challenge a stereotype (30 minutes)

Students will examine:

- How stereotypes and implicit bias exist in many areas of our lives.
- How stereotypes can hinder people from experiencing certain things.
- How allies not only recognize society's stereotypes but also their own – and act to make a change.

GIVE: Students take action!

REFLECT + SHARE: Students – and teachers – record gifts on the ThinkGive website. Then collaborate with peers on the Team Page.

WEEK 5

THINK: Lesson #5: Wrap-Up (30 minutes)

Students will examine:

- What they learned about allyship.
- Ways to continue acting as an ally.
- How allyship is about action not just words.

REFLECT + SHARE: Students – and teachers – answer reflection questions on the ThinkGive website. Then collaborate with peers on the Team Page.



The Student Experience

1



IN-CLASS CURRICULUM

Teachers introduce a giving prompt and lead discussions and activities guided by ThinkGive's curriculum. The class explores concepts like empathy and social justice, and they think about who they are and who they want to be.

2

STUDENTS GIVE

Each student decides how to give and who to give to inspired by the in-class prompt. They experience the impact their words and actions have on others, and discover how good it feels to be kind.



3



RECORD + REFLECT

Students record their gift on the ThinkGive portal. Reflective questions help them connect their individual actions to the broader concepts discussed in class.

4

ENGAGE + SHARE

Students visit their Team Page to engage with, share with, and learn from their peers. This collaborative component promotes digital citizenship in a secure teacher-monitored space.



5

DISCUSSION + COLLABORATION

Collaboration comes alive in the classroom with group discussion and reflection. The student experience comes full circle as they capture key learnings before setting out on the next giving prompt.





How to Maximize Program Impact



The ThinkGive cycle is designed to make the program manageable for you and predictable for students. You'll cycle through all four components with each lesson so that students can discuss important ideas take brave action to affect change.

Promote Student Agency

ThinkGive is all about empowering youth to own their actions. With each action, students decide what to give and who to give to. They realize that their words matter, their choices matter, and they matter.

Students will also experience the topics covered in our lessons differently. We encourage you to give students options in how they wish to participate. Directives within lessons should feel to students like an invitation to join a discussion / activity; should they wish to share their their knowledge and learning with their classmates in different ways, great!

The Journey is the Destination

ThinkGive isn't about the gifts; it's about the journey taken while giving. Students explore their own capacity for change, connect with others unlike themselves, learn about compassion and empathy, and consider what kind of person they want to be.

The ThinkGive Three

ThinkGive isn't about the gifts; it's about the journey taken while giving. Students empathize with other perspectives, explore their own capacity for affecting change, and consider what kind of person they want to be. The ThinkGive Three provides a framework for students to use when taking action. Be sure to reinforce these as you go!

- 1 TRUE.** Be your authentic self in your actions and words.
- 2 SMALL.** Small is all! Everything we do and say matters, and everything we do and say has an impact—no matter how small.
- 3 BRAVE.** Step into your courage zone; challenge yourself to be brave with your actions and words.

