



Allyship Spotlight 6th–8th grades: At a glance

Welcome to ThinkGive!

This packet of materials is designed to give you an overview of our 6th–8th grade Allyship Spotlight. 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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We look forward to connecting with you!
– The ThinkGive Team

Scope + Sequence: Allyship Spotlight (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 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.

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.



MATERIALS

Blank paper (8.5x11+) (1/student)
Identity Web example ([PDF](#) | [website](#))
Identity Web ([Google](#))
Worksheet: Invisible Identity ([PDF](#))
Exit Ticket ([PDF](#) | [Google](#))



MEDIA TO PREP

Slides: [Introduction](#)



TEACHER TIP

The ThinkGive 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

Identity Web

Ask students to think about different ways people identify themselves; these can include phrases, words, nationalities, categories, and traits. These parts of their identity can be visible or invisible to others, meaning that others might know about some and not know about others.

Share out as a class and record the ideas on the board.

Students build their own Identity Webs, referring to this Facing History example ([PDF](#) | [website](#)). Give each student a large piece of blank paper (or digital format: [Google](#)). Continue with the following steps:

- Students write their name in a box in the center.
- Around the box, they write words that they use to identify themselves as well as words that others might use to identify them. Encourage them to consider both visible and invisible parts of their identity.
- They draw a line connecting their name with each identity statement. For words that they use to identify themselves, they make the arrow point outward. For words that others might use to identify them, they make the arrow point to their name.

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

- What similarities and differences do you have with your partner?
 - 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?
-



CONNECTION

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

REFLECT

Our Invisible Identity

Explain that parts of our identities are visible to others (e.g. athlete, funny, female), however other parts often remain hidden until people get to know us.

Hand out slips from the Worksheet: Invisible Identity ([PDF](#)). Students look over their Identity Web and write one or two meaningful parts of their invisible identity on their slip.

Note: let students know that you'll be reading these aloud.

Collect the slips and choose 5-8 to read aloud. Choose examples that might resonate with at least a few students.

Note: The intention of this exercise is to uncover commonalities among students, and to understand that we are more alike than we are different.

As you read each example, students should put a star next to words on their Identity Web that they feel are connected to each. Ask student volunteers to share any statements they chose to star.

Discuss/journal:

- What is the most important part of your identity that you wrote on your Identity Web? Why?
- What parts of your identity are you most proud of?
- What parts of your identity have changed since you were in third grade? Why? What part(s) have stayed the same?

COLLECT STUDENT IDENTITY WEBS TO USE IN THE NEXT LESSON.

CONNECT + CLOSE

Take Action

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

Things to Consider

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

★ 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

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?
-

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 (6th–8th)

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.

Our Giving Philosophy



The ThinkGive Three

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 provides as a framework students can use when taking action around each prompt. Be sure to reinforce these as you go!

- 1 TRUE.** Be authentic. Make your actions thoughtful and true to you.
- 2 SMALL.** Giving is more about the intention behind the action rather than the gift itself. Small and true gifts matter a great deal!
- 3 BRAVE.** Step into your courage zone with every action. This looks different to everyone; what's important is that you push yourself a little more with every gift to take action instead of turning away.

