## Welcome to ThinkGive!

This collection of resources offers a complete introduction to our Allyship Spotlight: Middle School program, which is recommended for students in grades 6–8. Students will learn ways to act as allies, including amplifying someone's voice, taking a stand, and challenging a stereotype. Along the way, they apply what they learn by taking action to act 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 Middle School
### (recommended for grades 6-8)

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 | SEL Core Competencies |
|---|---|---|---|---|
| Introduction | Students consider who they are by charting their identity's visible and invisible parts on an Identity Web. In this way, they can recognize and understand all they have in common and the character traits they possess that might help them support others. | - The various characteristics and traits that make up their identity. <br> - What are the visible and invisible parts of their identities and the identities of their peers? <br> - What opportunities do they have to use parts of their identity to support others? | *"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."* <br> – Emma Cusdin | Self-awareness: Identifying emotions <br> Self-awareness: Accurate self-perception <br> Social awareness: Empathy |
| Amplify someone's voice | In this lesson, students unpack the terms "allyship" and "ally." They use their Identity Webs from the Introduction to find traits they can use to act as allies and reflect on how they might realistically and authentically amplify someone's voice. By the end of the lesson, they will better understand how to be an ally that ultimately advocates for others and themselves. | - The definitions of ally and allyship. <br> - There are many ways they can amplify someone's voice. <br> - How does allyship lift and amplify more than just someone's voice? | *"Privilege is having a brighter light. Allyship is shining that light in the darkness."* <br> – A. Krause | Social awareness: Perspective-taking <br> Relationship skills: Allyship <br> Relationship skills: Interdependence |
| Take a stand | This lesson will help students understand that they can take a stand when they witness unkindness or support a social issue they care about. The opening video will heighten their awareness of situations where they could take a stand. The activity will help them consider how they can take a stand in different scenarios. By the end of the lesson, students will understand the importance of taking a stand and will have identified productive ways to do so. | - Ways to take a stand. <br> - They will likely need to use bravery to take a stand. <br> - The impact taking a stand has on others. | *"I have learned you are never too small to make a difference."* <br> – Greta Thunberg | Self-management: Personal agency <br> Relationship skills: Allyship <br> Responsible decision-making: Advocacy |
| Challenge a stereotype | This lesson will help students recognize labels and stereotypes and consider how they affect individuals and groups. The peanut butter and jelly video helps students understand how the media and society engrains some labels we give to others. To prepare students to take action, discuss how they can challenge an internal stereotype they hold or act as an ally to challenge a broadly held societal stereotype. | - How stereotypes and implicit bias exist in many areas of our lives. <br> - How can stereotypes hinder people from experiencing things? <br> - How allies recognize society's stereotypes and their own—and act to make a change. | *"The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."* <br> – Chimamanda Ngozi Adichie | Self-awareness: Examining biases <br> Social awareness: Perspective-taking <br> Social awareness: Empathy <br> Relationship skills: Positive relationship-building |
| Wrap-up | This wrap-up has students consider all they have learned about allyship and how they can continue using their understanding of allyship to engage with the world through kindness, empathy, and inclusion. They have connected with different people during the program; now is the time for them to reflect on their impact and brainstorm what they can do individually and collectively to continue to act as allies. | - What they learned about allyship. <br> - What are ways they can continue acting as an ally? <br> - Allyship is about action, not just words. | *"True allyship demands that it moves from conversation to action."* <br> – Emmanuel Acho | Social awareness: Perspective-taking <br> Relationship skills: Allyship <br> Self-management: Personal agency |

# THINK GIVE

# 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 consider who they are by charting their identity's visible and invisible parts on an Identity Web. In this way, they can recognize and understand all they have in common and the character traits they possess that might help them support others.

## Students will Examine

- The various characteristics and traits that make up their identity.
- What are the visible and invisible parts of their identities and the identities of their peers?
- What opportunities do they have to use parts of their identity to support others?

## Pre-Activity Prep

- Prepare to project the Identity Web sample (PDF) (THINK.GIVE section).
- Print or digitally share the Worksheet: Identity Web (PDF | Google) (1/student) (REFLECT section).
- (Optional) Print or digitally share the Exit Ticket (PDF | Google) (CONNECT + CLOSE section).

### 📷 MATERIALS

ThinkGive Journals
Student Journal Guide (PDF)
Blank paper (8.5x11 or larger) (1/student)
Identity Web sample (PDF)
Worksheet: Identity Web (PDF | Google)
Exit Ticket (PDF | Google)

### 🎥 MEDIA TO PREP

Slides: Introduction
Video: What Would You Do? (9:47)

# SHARE

Nothing for the Introduction, no actions to share yet!

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# THINK·GIVE

### Our Identities

Explain: Understanding our identity is an important first step to acting as an ally. Knowing ourselves allows us to authentically learn about others and discover how we are all connected. Building and sharing our identity webs will make us more prepared to take action as allies.

Project the Identity Web sample (PDF) (or create your own) to help students consider how to include visible and invisible character traits on their web.

### Discuss:

- What are Justine's visible character traits (those we can identify about her by looking at her)?
- What are Justine's invisible character traits (those we can't identify about her just by looking at her)?

As a class, brainstorm identity characteristics or different ways people identify themselves. These can include phrases, words, categories, interests, and traits (e.g., gender, ethnicity, race, religion, socioeconomic status, language, family size and composition, sexual orientation, etc.). Underline the invisible characteristics.

### DIGGING DEEPER

Watch: 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.

### Discuss:

- What assumptions did the waitress make about the man trying to order food?
- What would you do in this situation?
- Why is it important to treat everyone respectfully, even if we do not know them?

**CONNECTION**

TeacherVision.com offers a collection of traits if students need help generating examples.

**VOCAB**

Identity: noun; the distinguishing character or personality of an individual.

Character trait: individual parts of your personality and behavior that make up your personality and express who you are.

**TEACHER TIP**

Provide time for students to brainstorm identity characteristics in their ThinkGive journals before discussing them as a class.

# REFLECT

**Build your Identity Web**

Hand out the Worksheet: Identity Web (PDF | Google) (1/student) or a large piece of blank paper. Students can also use their ThinkGive Journals. Students write their name in the center box, then add as many character traits as they want (minimum 6-8). Students should add words they use to identify themselves (indicated by arrows pointing away from the center box) and words others may use to identify them (indicated by arrows pointing toward their name in the center box). Encourage students to include both visible and invisible parts of their identities.

Discuss/share webs (in pairs or small groups):
- What similarities do you have with your partner?
- What differences do you have with your partner?
- What parts of your identity might you be able to use to support others?
- What aspects of your identity have been recognized by others? How did that make you feel?
- How can learning about visible and invisible identities strengthen a community?
- What are the challenges of sharing certain parts of your identity?

**COLLECT STUDENT IDENTITY WEBS TO USE IN THE NEXT LESSON.**

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# CONNECT + CLOSE

**Take Action**

Explain: Before our next ThinkGive session [give date], use your words, actions, or presence to support someone. Your action might require bravery, but most important things do.

**Things to Consider**
- Be aware so you don't miss opportunities to support others!
- We all have character traits that we can use to support others.
- You can support others with your words, presence, and 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
- How can understanding our identity help us find the right time to stand beside, behind, or in front of someone who needs an ally?

⭐ **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

📹 **CONNECTION**

Emma Cusdin is the director of Global Butterfly. She has fought for LGBTQ+ rights in the workplace and business.

## Reflection Questions

💬 What action did you take to support someone?

💬 Which of your character traits did you use to support someone?

💬 Would you retake this action? Why or why not?

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## Student Journal Questions

💬 Think back to who you were five years ago. What parts of your identity have changed? What parts have stayed the same?

💬 What is the most important part of your identity on your Identity Web? Why?

💬 What parts of your identity are you most proud of?

💬 Who in your life has been an ally to you? How did they support you?

THINK
GIVE

## LESSON 1

**THINK:** Lesson: Introduction (30 minutes)

Students will examine:
- The various characteristics and traits that make up their identity.
- What are the visible and invisible parts of their identities and those of their peers?
- What opportunities do they have to use parts of their identity to support others?

**REFLECT + SHARE:** Students and educators post their actions on the ThinkGive website, respond to reflection questions, 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 actions. 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.

## LESSON 2

**THINK:** Lesson: Amplify someone's voice (30-45 minutes)

Students will examine:
- The definitions of ally and allyship.
- There are many ways they can amplify someone's voice.
- How allyship lifts and amplifies more than just someone's voice.

**GIVE:** Students take action!

**REFLECT + SHARE:** Students and educators post their actions on the ThinkGive website, respond to reflection questions, then collaborate with peers on the Team Page.

# LESSON 3

**THINK:** Lesson: Take a stand (35 minutes)

Students will examine:
- Ways to take a stand.
- They will likely need to use bravery to take a stand.
- The impact taking a stand has on others.

**GIVE:** Students take action!

**REFLECT + SHARE:** Students and educators post their actions on the ThinkGive website, respond to reflection questions, then collaborate with peers on the Team Page.

# LESSON 4

**THINK:** Lesson: Challenge a stereotype (35 minutes)

Students will examine:
- How stereotypes and implicit bias exist in many areas of our lives.
- How stereotypes can hinder people from experiencing things.
- How allies recognize society's stereotypes and their own—and act to make a change.

**GIVE:** Students take action!

**REFLECT + SHARE:** Students and educators post their actions on the ThinkGive website, respond to reflection questions, and then collaborate with peers on the Team Page.

# LESSON 5

**THINK:** Lesson: Wrap-Up (30 minutes)

Students will examine:
- What they learned about allyship.
- What are ways they can continue acting as an ally?
- Allyship is about action, not just words.

**REFLECT + SHARE:** Students and educators post their actions on the ThinkGive website, respond to reflection questions, and 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



**Share** — Peer-to-Peer Learning
Students share and comment on teammates gifts

**Think** — In-Class Curriculum
Teachers introduce giving themes and explore concepts

**Give** — Acts of Kindness
Students choose how to give and who to give to

**Reflect** — Self-Awareness
Students record their gift and reflect on the experience

THINK GIVE

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 and 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 like an invitation to join a discussion/activity with students; should they want to share their knowledge and learning with their classmates in different ways, great!

# Our Giving Philosophy

THINK
GIVE

## The ThinkGive Three

ThinkGive isn't about the gifts but the journey taken while giving. Students empathize with other perspectives, explore their 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.

Self     Family     School     Community

COMFORT ⟶ COURAGE

www.thinkgiveproject.org