

**A TEACHERS GUIDE FOR STUDENT REFLECTION AND
PERSONAL GROWTH THROUGH STORYTELLING.**

GRADES 7-12



Our goal, will remain to inspire, uplift and guide generations to come toward a life of character, empathy, compassion and love through content, through story telling through all things that put the human in humanity.



HOW DO WE REACH A GENERATION? BY MEETING THEM WHERE THEY ARE.

Letter from Founder

My heart is full to the point where my words tumble over themselves as I write.

Our mission at Kulture is to be different, do different and understand this generation so we can build them a bridge towards compassion, empathy, unity and character. The Kulture Team is invested in the youth and strives to create resources for the betterment of students and young adults worldwide.

In 2016, I founded Kulture, and that same year I embraced the honor of working as an Emergency Medical Technician in Hartford, CT, for the first black-owned ambulance company in the United States of America. For 1,460 days and counting, I've shared moments with thousands of people, many of whom were on their final ride. I've worked among other brave humans who give it their all to serve the community. My colleagues and I have seen more than our emotions could bear at times.

Working as an EMT, I quickly learned the most valuable medicine that brings the greatest peace is a conversation. It's the voice of truth and the ear of comfort and understanding that builds a connection during the moment preceded by the pain and struggle that troubles our world. Imagine providing compressions for a 56-year-old male, two weeks before the Christmas holiday, and as you look over at the monitor to see an asystole rhythm, a glance out the corner of your eye reveals the wife with tears in her own. Imagine riding with a high

school or middle school student who has contemplated suicide because they feel they exist in a world where their voice doesn't matter.

Situations such as these bring up the question of who I am in this moment and will be the moments to come. I tap into these moments and remember the messages, recount the observations, and package for a soul the valuable medicine we all need at times - a sympathetic ear, a comforting voice, and an eye that recognizes your soul.

I echo the spoken and unspoken thoughts of those who, like me, believed 2020 was a year of vision.

Yet, we walked into a year filled with uncertainty and a lack of clarity with social injustice, a pandemic, isolation, and more consuming our lives. The setbacks and personal obligations became a burden for many. During the days of quarantine, I spent much of my time thinking about life, thinking about your students, thinking about you. Those thoughts and my commitment to my Faith inspired *On The Car Ride Home*. Moments of reflection built a desire to share the words that have carried me through life. They were learned from encounters with patients, which shifted my perspective, providing quotes and questions that have helped me understand my place in this world. The preparation that stems back to my childhood days has proved invaluable in connecting with so many on my journey.

On The Car Ride Home is a conversation for all of us. I hope it sparks discussion about perspectives, motivation, and inspiration. I wish it to reveal a world defined by the moments when people collide and align with one another. *On The Car Ride Home* is full of moments to

share.

This project started as an eight-track audio series and soon developed into more and after receiving high praise from family, friends, strangers, this album now offers itself as a bridge for educators and students, exploring concepts of imposter syndrome, self love, and more, guiding students on a path toward self discovery and personal growth.

One might ask, “What is, *On the Car Ride Home*? Why was it created? Who is it for?” I will start by acknowledging that creating *On The Car Ride Home* revealed itself to me as a mental cruise control feature on my journey to “consciousness of life and self-discovery.” Let this project be the resources that gives you and your students comfort. Let this journey become an opportunity where your learn language of love is discovered.

With Love,

A. Valentine
Motivational Speaker | EMT | Founder of KultureMEDIA



To access Google Slides visit www.KultureMAG.com/OTCRH

For more information on Kulture, classroom resources, and curriculum visit:

www.KultureMAG.org

HOW TO USE THIS GUIDE

This guide can be used as a stand alone lesson or as supplemental material for an assignment.

THIS GUIDE IS SUPPORTED BY TWO ADDITIONAL COMPONENTS

1 ROAD MAP

2 STUDENT ROADMAP

Within this guide you will find the following:

Resources - Support resources are provided at the end of this guide. Support resources such as prompts, meditation scripts are provided as help to structure certain lessons within the units.

QR Codes - Each code when scanned provides access to the corresponding audio that leads each lesson.

Activities - Activities along with activity materials are presented. Activities do not need to be completed in tandem, though it is recommended that you scaffold students through the activities in the order in which they are presented.

Extensions - Extension activity ideas are discussed in brief as an opportunity for further learning. These extension ideas will give you a jumping off point as a parent or teacher to prepare more learning experiences for your students.

Reflection - Guided reflection for educators at the end of each unit, helping to document observations and learnings.

This guide is meant to be a door into deeper learning - The start of personal reflection. As the sole expert on your students, you should feel free to move fluidly through the resources and ideas presented in this guide and adapt any and all activities to best fit your students.

BEST PRACTICES FOR STUDENT-LED DISCUSSIONS

- Take yourself out of the equation. Avoid inserting yourself into the discussion and instead listen and lead from a distance.
- Discuss, model, and practice active listening and partner paraphrasing strategies.
- Provide response frames and sentences starters for civil, academic discourse.
- Use think-pair-share strategies.
- Provide brainstorming, writing, or thinking time before students are expected to respond to more difficult questions.
- Have the questions visibly available as an accommodation/ learning support.
- Rearrange desks into groupings that allow for face to face discussions, or get rid of the desks altogether.
- Incorporate movement as much as possible. Have students move frequently to different discussion stations and switch partners often.
- Incorporate nonverbal response strategies for formative assessment of understanding, as well as alternative response options as an accommodation/ learning support.

VIRTUAL DISCUSSIONS

- Allow students to respond nonverbally through chat features or through apps such as Padlet.
- Utilize nonverbal response strategies such as fists to five, sign language, etc. to formatively assess understanding before moving on.



UNIT I

2-4 CLASS PERIODS

Lesson I, Drive Time 5

Lesson II, The Imposter 7

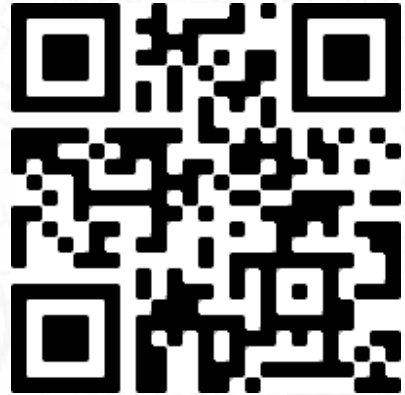
Objective

Students will be able to identify their goals, steps to achieve their goals, and potential obstacles. They will be able to define imposter syndrome and collaborate with peers to combat how it shows up in their lives.

SCAN QR -> SELECT STREAMING SERVICE -> PLAY ALOUD



AUDIO ONE



AUDIO TWO

LESSON I - DRIVE TIME

30 - 60 minutes

OBJECTIVE

Through a guided meditation, the students will be able to identify their goals, steps to achieve their goals, and potential obstacles.

MATERIALS

- Student roadmap (*physical copy*)
- Google slides presentation, includes links to *Audio #1*
Guided Meditation Script (pg 26)

LESSON PROGRESSION

➤ Part 1 (:00-5:00)

Teacher displays **slide 3** of the Google Slides presentation to introduce *On the Car Ride Home*, VLNTNE, and the unit purpose (the teacher should make the slides available to the students through their LMS or email). The teacher then distributes physical student road maps.

➤ Part 2 (5:00 -15:00)

Teacher moves to **slide 4** and explains the purpose of a guided meditation and that anyone can participate, regardless of their experience with meditation. The teacher can then move to **slide 5**, dim the lights and play a looped version of audio #1 (Drive Time), guiding students in meditation using the guided meditation script on **page 26**.

➤ Part 3 (15:00-30:00)

The teacher moves to **slide 6** and assists students in writing specific, elaborate responses for the questions in pages 1-2 of their student roadmaps.

➤ Part 4 (30:00-40:00)

Students get into small groups of 3-4 members and share their details with each other, then discuss what they think their details might mean about their lives and identities.

Extension Activity

Students draw or digitally design a roadmap to their future on **page 4** of their student roadmaps (directions on page 3 of student roadmap).

GOOGLE SLIDES



"I want to do something different. I want to be a vessel, give back to the world, water and plant seeds that will bear fruit in my life the lives of others."

TONY VALENTINE AKA VLNTNE

OBSERVANT, CREATIVE, PASSIONATE, INSPIRING

EMT (EMERGENCY MEDICAL TECHNICIAN) FOR THE FIRST MINORITY-OWNED AMBULANCE COMPANY IN THE UNITED STATES

CREATOR OF 'ON THE CAR RIDE HOME' AND ONE WHO HOPES THE EXPERIENCE OF LISTENING WILL TAKE YOU ON A DRIVE THAT REVEALS WHERE HOME AND HEART ARE

THANKFUL THAT YOU ARE ALONG FOR THE RIDE.

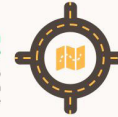
SLIDE 3

GUIDED MEDITATION

Objective: Through a guided meditation, students will be able to identify their goals, steps to achieve their goals, and potential obstacles.

How is meditation performed?

Uses different techniques to help a person achieve a meditative state



What are the benefits of meditating?

You can reduce stress, control anxiety, lengthen attention span, improve sleep, and fight addictions.

What does it feel like?

When you are in a meditative state, you are relaxed and undistracted. You may be focused on the present, on your breath, or on a particular intention.

SLIDE 4

ROAD MAP

THE JOURNEY



to be...

THIS ROADMAP BELONGS TO:

STUDENT ROADMAP

GUIDED MEDITATION

WRITE YOUR RESPONSES IN THE SPACE BELOW. DON'T WORRY ABOUT CORRECT ANSWERS. JUST LET YOUR WORDS FLOW.

01. WHAT TIME OF DAY IS IT? WHAT MONTH OR SEASON ARE YOU IN? IS TODAY A SPECIAL EVENT OR JUST AN ORDINARY DAY?

02. DESCRIBE THE VEHICLE YOU ARE IN. IS IT RUNNING STEADY, OR HAVING ISSUES? IF SO, WHAT KIND?

03. WHO IS DRIVING? HOW IS THEIR DRIVING?

04. IS THERE ANYONE ELSE INSIDE THE VEHICLE WITH YOU? IF SO, WHO?

ROADMAP TO YOUR FUTURE

USE THE SPACE ON THE NEXT PAGE TO DRAW THE ROADMAP TO YOUR FUTURE.

YOUR MAP SHOULD INCLUDE THE FOLLOWING:

- A STARTING POINT (WHERE ARE YOU NOW?)
- A DESTINATION (WHERE YOU WANT TO END UP)
- AT LEAST 3 GOALS YOU WILL NEED TO ACCOMPLISH IN ORDER TO REACH YOUR DESTINATION
- AT LEAST 3 OBSTACLES THAT MIGHT PREVENT YOU OR SET YOU BACK FROM REACHING YOUR DESTINATION
- AT LEAST 3 PEOPLE IN YOUR LIFE YOU CAN RELY ON TO HELP YOU MEET YOUR GOALS AND REACH YOUR DESTINATION
- DIRECTIONS/PATHWAYS
- WORDS ASSOCIATED WITH THE TYPE OF LIFE YOU ENVISION FOR YOURSELF
- A TITLE
- YOUR NAME

PART 3

EXTENSION

LESSON II - THE IMPOSTER

45 - 60 minutes

OBJECTIVE

The students will be able to define imposter syndrome and collaborate with peers to combat how it shows up in their lives.

MATERIALS

- Student roadmap (*physical copy*)
- Google slides presentation, includes links to *Audio #2*
Our Deepest Fear Poem
- Padlet: What makes me feel like an imposter?

LESSON PROGRESSION

▶ Part 1 (:00-5:00)

Teacher displays **slide 7** of the Google Slides presentation to introduce the lesson objective. Students access their roadmaps and go to **page 6**, where they can find “**Our Deepest Fear**” by Marianne Williamson. (*The teacher can select a student or group of students to read the poem out loud.*)

▶ Part 2 (5:00 -10:00)

The teacher displays a Padlet on the smartboard (*which can be accessed through the hyperlink on slide 7*). Each student submits a response that answers the question: **What makes you feel like an imposter?** The student can attach their name to the response or submit it anonymously. As the board updates in real time, the teacher can read the responses out loud.

▶ Part 3 (10:00-20:00)

The teacher moves to **slide 8** and prepares to play **Audio #2**. Before playing **Audio #2** (*The Imposter*), the teacher directs students to go to **page 7** of their student roadmaps. The teacher instructs students to write down lyrics or words from **Audio #2** that capture their attention, make them wonder, or evoke a strong emotion. They will use at least one of these lines in the next part of the lesson.

Students get into small groups of 3-4 members and share their details with each other, then discuss what they think their details might mean about their lives and identities.

Objective: You will be able to define imposter syndrome and collaborate with peers to combat how imposter syndrome shows up in your life.

Today, we will start on **page 6** of your student roadmaps. **Scan the QR code** below to access the Padlet..



SLIDE 7

OUR DEEPEST FEAR

BY MARIANNE WILLIAMSON

Our deepest fear is
not that we are inadequate.
Our deepest fear
is that we are powerful beyond measure.

It is our light, not our darkness, that most frightens us.
We ask ourselves, who am I to be brilliant?
ingenious?
talented?
fabulous?



Actually, who are you not to be?

You are a child of God.
Your playing small does not serve the world.
There is nothing enlightening about shrinking
so that other people won't feel unsure around you.

We are all meant to shine, as children do.
We were born to make manifest the glory of God that is within us.
It's not just in some of us, it's in everyone.

And as we let our own light shine
we unconsciously give other people permission to do the same.
As we are liberated from our own fear
our presence automatically liberates others.

6

PART 1

TURN TO PAGES 7-8 OF YOUR STUDENT ROADMAP

WHAT IS THE DEFINITION OF IMPOSTER SYNDROME?
AS YOU LISTEN TO AUDIO 02 – THE IMPOSTER – USE
THE BLANK SPACE ON PAGE 8 TO WRITE DOWN ANY
WORDS OR PHRASES THAT:

- CAPTURE YOUR ATTENTION
- MAKE YOU WONDER
- EVOKE A STRONG EMOTION
- YOU WANT TO DISCUSS WITH OTHERS

YOU WILL USE AT LEAST ONE OF YOUR CHOSEN
LINES IN THE NEXT PART OF THE ACTIVITY

SLIDE 8

IMPOSTER SYNDROME

noun

[im-pos-ter sin-droh-m]

A PSYCHOLOGICAL PATTERN IN WHICH A PERSON DOUBTS THEIR
SKILLS, TALENTS, OR ACCOMPLISHMENTS AND HAS A PERSISTENT
FEAR OF BEING EXPOSED AS A FRAUD.

AS YOU LISTEN TO AUDIO 02 FROM 'ON THE CAR
RIDE HOME,' USE THE NEXT PAGE TO WRITE DOWN
ANY WORDS OR PHRASES THAT:

- CAPTURE YOUR ATTENTION
- MAKE YOU WONDER
- EVOKE A STRONG EMOTION
- YOU WANT TO DISCUSS WITH OTHERS

YOU WILL USE AT LEAST ONE OF YOUR CHOSEN LINES
IN THE NEXT PART OF THE ACTIVITY.

7

PART 3

► *Part 4 (20:00-45:00)* —

The teacher will divide the class into groups of 4-6 students and explain the round robin activity on **slide 9**.

- **Student 1** will share a poignant line from Audio #2, explain why they chose it, and relate it to the concept of imposter syndrome.

- **Student 2** will respond to student 1 by asking a question, making a comment, or relating personally. They will then share their poignant line from Audio 2, explain why they chose it, and relate it to the concept of imposter syndrome.

The remaining students will repeat the process from above, acknowledging the response from the previous student, sharing their own poignant lines, explaining their reasoning for choosing the lines, and relating them to imposter syndrome.

Once all students have shared, they will open their physical student roadmaps to **page 9** and complete the activity, which resembles a Padlet, and is titled ‘Who am I not to ____.’ In this activity, each student will write their response in their own book, and their group members’ books.

Each group will choose a representative to display their page to the class and read the responses, to which other students can comment on or ask questions for clarification.

Extension Activity

Using sidewalk chalk, the students and teacher will walk to an outdoor common area where they are approved to write messages that help their schoolmates “walk in audacity.” Another alternative is to write the messages on an approved bulletin board in a prominent area of the school, where their fellow students can view the empowering messages. The students can draw favorite lines from **audio #2** or share insights from their group discussions.

LET'S GET INTO GROUPS OF 4-6 PEOPLE IN EACH GROUP, THERE MUST BE AT LEAST 2 PEOPLE WHOM YOU DO NOT KNOW WELL

HERE'S HOW THIS IS GOING TO WORK:

1. The first person will share a significant line from **Audio 02**. Explain why you chose it. Then, explain how you think it relates to imposter syndrome.
2. The second person will respond to the first person by asking a question, making a comment, or relating personally. They will then share their line from **Audio 02**, explain why they chose it, and explain how they think it relates to imposter syndrome.
3. The remaining group members will repeat the process from above, acknowledging the from the previous student, sharing their own poignant lines, explaining their reasoning for choosing the lines, and relating them to imposter syndrome.



SLIDE 9

WHO AM I NOT TO...

LET'S CRUISE AHEAD TO PAGE 9 OF YOUR STUDENT ROADMAP

WHO AM I NOT TO _____?

- FILL IN THE BLANK ON YOUR ROADMAP.
- THEN, WRITE YOUR RESPONSE IN EACH OF YOUR GROUP MEMBERS' ROADMAPS ON PAGE 9.
- EVERYONE'S ROADMAP SHOULD HAVE EVERY GROUP MEMBER'S RESPONSE WRITTEN ON PAGE 9.
- EACH GROUP WILL CHOOSE SOMEONE TO DISPLAY THEIR PAGE 9 AND READ EACH RESPONSE.



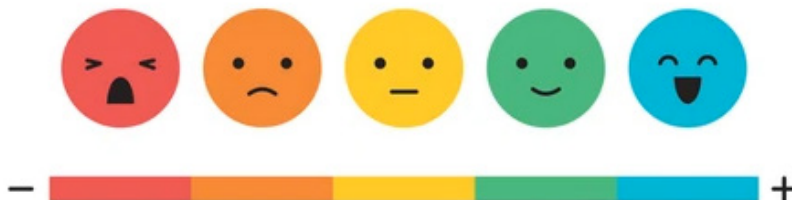
SLIDE 10

PART 4

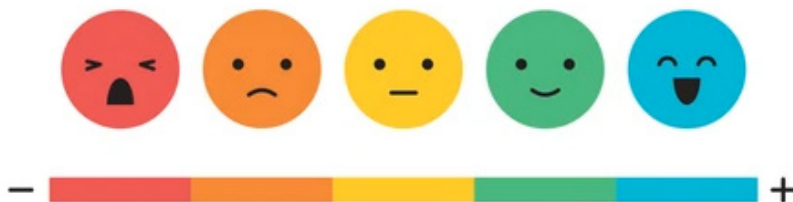
9

ONE REFLECTION

Students social & emotional response to Lesson I



Students social & emotional response to Lesson II



What did you learn about your students? (individually, as a whole)

What connections were students able to make between their own lives and others?

Did you notice any changes in student behavior or classroom culture?

What observations were made?

Additional Notes

UNIT II

2-4 CLASS PERIODS

Lesson III, Missed Call 15

Lesson IV, Journey 2 Luv 17

Objective

The students will be able to identify their values and make decisions that move toward their values and what they want, versus moving toward what they don't want or away from what they fear. Students will be able to identify their primary love languages and create specific ways to show love to themselves.

SCAN QR -> SELECT STREAMING SERVICE -> PLAY ALOUD



AUDIO THREE



AUDIO FOUR

LESSON III - MISSED CALL

30 - 35 minutes

OBJECTIVE

The students will be able to identify their values and make decisions that move toward their values and what they want, versus moving toward what they don't want or away from what they fear.

MATERIALS

- Student road map (*physical copy*)
- Google slides presentation, includes links to *Audio #3*
Corner labels (1-4) & prompts (pg 31)

LESSON PROGRESSION

▶ Part 1 (:00-10:00)

Teacher displays **slide 12** of the Google Slides presentation to introduce the lesson objective. Students access their roadmaps and go to **page 11**, where they will journal a response to the following prompt:

“Describe a time when you experienced rejection or when you sabotaged your own dream to avoid rejection. How did that experience impact your identity and life today?”

▶ Part 2 (10:00 -13:00)

The teacher plays **Audio #3** (Missed Call), while students listen.

▶ Part 3 (13:00-35:00)

The teacher will prompt the students to stand up and explain the **4 Corners activity** on **slide 13**. The teacher will read a series of prompts with four choices. The students will move to the corner that resonates most with their choice. The teacher can ask students in each corner to explain their reasoning. At the end of the activity, the teacher displays **slide 14**, which asks what the significance of the 4 corners were. Students may guess, then the teacher can reveal the answer (language reflects whether you're moving toward your goals, away from fears, or toward fears).

TURN TO PAGE 11 OF YOUR STUDENT ROADMAP

OBJECTIVE: You will be able to identify your values and make decisions that move toward your values and what you want in life.

ON PAGE 11, RESPOND TO THE FOLLOWING PROMPT:

"Describe a time when you experienced rejection or when you sabotaged your own dream to avoid rejection. How did that experience impact your identity and life today?"



SLIDE 12

4 CORNERS

STEP 1

The teacher will read a question out loud.

STEP 2

The teacher will read four possible responses – A, B, C, or D.



STEP 3

Go to the corner of the room that matches your response to each question.

STEP 4

At some point in the activity, step up to explain your reasoning for choosing your corner.

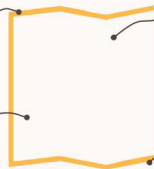
SLIDE 13

CORNER A

Corner A reveal that you are moving toward what you want. You are focused on the positive, on your values, your dreams, and goals.

CORNER C

The language in responses that correspond to **Corner B** reveal that you are moving away from what you do not want. You may think you are going in the correct direction, but you are really just cutting off one direction. You are still focused on the negative and what could go wrong, instead of what could go right.



CORNER C

The language in responses that correspond to **Corner C** reveal that you are moving toward what you do not want. If your goals and dreams are north, then you are headed south. It may be worth it to ask yourself why you are focused on the negative.

CORNER D

The language in responses that correspond to **Corner D** reveal that you may not know what you want. You may not be able to focus, have a difficult time focusing, or feel lost. You may feel pulled in multiple directions.

REJECTION

Describe a time when you experienced rejection, or a time when you sabotaged your own goal in order to avoid feeling rejected by someone else.

How did that experience impact your identity and your life up until this point?

11

PART 1

LESSON IV-JOURNEY 2 LUV

45 - 90 minutes

OBJECTIVE

Students will be able to identify their primary love languages and create specific ways to show love to themselves.

MATERIALS

- Student road map (*physical copy*)
- Love Language 1-Pager
- Google slides presentation, includes links to *Audio #4*

LESSON PROGRESSION

► Part 1 (:00-15:00)

Teacher displays **slide 15** of the Google Slides presentation to introduce the lesson objective. Students access their roadmaps and go to **page 13**, where they will take the 5 love languages quiz.

► Part 2 (15:00 -30:00)

Teacher plays **Audio #4 (Journey 2 Luv)** on **Slide 16** while students write down words and phrases of significance that they might draw from to share in the following group activity.

► Part 3 (30:00-40:00)

The teacher will divide the class into love language groups and explain the 'Give 1 Get 1' activity on **slide 17** -- their goal is to have at least one conversation with a person who represents each of the five love languages.

► Part 4 (40:00-45:00)

Teacher leads brief discussion asking students if they changed their minds at all and why.

Extension Activity

Students will complete a 5 love languages one pager, where they use words, images, and color to include:

- *Words of affirmation for themselves*
- *Gifts for themselves*
- *Acts of service they will perform for themselves*
- *Quality time they'll spend for themselves*
- *Physical touch*

TURN TO PAGE 13 OF YOUR STUDENT ROADMAP

OBJECTIVE: You will be able to identify your primary love language(s) and create specific ways to demonstrate self-love

ON PAGE 13, YOU CAN SEE THE 5 LOVE LANGUAGES. LET'S HEAR SOME THOUGHTS. WHAT ARE SOME EXAMPLES OF EACH THAT COME TO MIND?

Go to <https://www.5lovelanguages.com/quizzes/love-language>



SLIDE 15

Give 1 Get 1

In Give 1 Get 1, (Page 16) two partners share insights with each other and reflect upon what each other shares, to see how it changes your thinking.

Your goal is to speak/listen to five people — one from each love language category.

Summarize your five partners' insights below:

1. Physical Touch:
2. Words of Affirmation:
3. Quality Time:
4. Acts of Service:
5. Gifts:

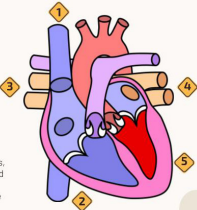


SLIDE 17

5 Love Languages 1-Pager

Use the space on page 18 of your student roadmap to define and illustrate your love languages — how you create self-love and prefer to be treated by others. Your 1-Pager should include the following:

- ◆ Words of affirmation
- ◆ Gifts
- ◆ Acts of service
- ◆ Quality time
- ◆ Physical touch
- ◆ Title
- ◆ Your name
- ◆ Use of color
- ◆ Words and images
- ◆ Examples of friendships, family relationships, and other important relationships in your life



SLIDE 18

THE FIVE LOVE LANGUAGES



Physical Touch



Words of Affirmation



Acts of Service



Quality Time



Receiving Gifts

Today, you will take the 5 Love Languages Quiz, which will show you which love languages you prefer to receive, and treat yourself with, from most to least preferred.

Go to <https://www.5lovelanguages.com/quizzes/love-language> to take the quiz. Rank your love languages below:

1. _____
2. _____
3. _____
4. _____
5. _____

PART 1

13

14

JOURNEY 2 LUV

AS YOU LISTEN TO AUDIO 04 FROM 'ON THE CAR RIDE HOME,' USE THE NEXT PAGE TO WRITE DOWN ANY WORDS OR PHRASES THAT:

- CAPTURE YOUR ATTENTION
- MAKE YOU WONDER
- EVOKE A STRONG EMOTION
- YOU WANT TO DISCUSS WITH OTHERS

YOU WILL USE AT LEAST ONE OF YOUR CHOSEN LINES IN THE NEXT PART OF THE ACTIVITY.

PART 2

GIVE 1 GET 1

- 1.
- 2.
- 3.
- 4.
- 5.

16

PART 3

LOVE LANGUAGES 1-PAGER

USE THE SPACE ON THE NEXT PAGE TO DEFINE AND ILLUSTRATE YOUR LOVE LANGUAGES -- HOW YOU LIKE TO TREAT YOURSELF, AND HOW YOU LIKE TO BE TREATED BY OTHERS

YOUR 1-PAGER SHOULD INCLUDE THE FOLLOWING:

- WORDS OF AFFIRMATION
- GIFTS
- ACTS OF SERVICE
- QUALITY TIME
- PHYSICAL TOUCH
- EXAMPLES FOR FRIENDSHIPS, FAMILY RELATIONSHIPS, AND OTHER IMPORTANT RELATIONSHIPS IN YOUR LIFE
- A TITLE
- YOUR NAME
- COLOR
- WORDS & IMAGES

17

EXTENSION

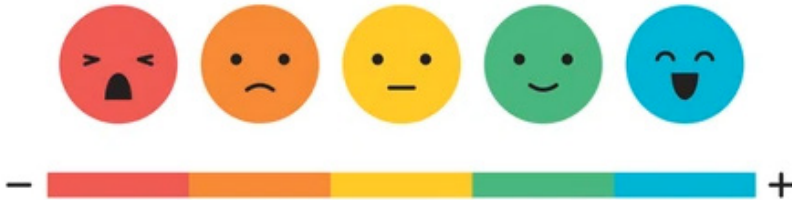
TWO

REFLECTION

Students social & emotional response to Lesson III



Students social & emotional response to Lesson IV



What did you learn about your students? (individually, as a whole)

What connections were students able to make between their own lives and others?

Did you notice any changes in student behavior or classroom culture?

What observations were made?

Additional Notes

UNIT III

1-2 CLASS PERIODS

Lesson V, Her Story 23

Objective

Students will be able to explain how to turn moments of pain into possibility and identify real examples from their lives.

SCAN QR -> SELECT STREAMING SERVICE -> PLAY ALOUD



AUDIO FIVE

LESSON V- HER STORY

45 - 90 minutes

OBJECTIVE

Students will be able to explain how to turn moments of pain into possibility and identify real examples from their lives.

MATERIALS

- Student road map (Physical copy)
- Google slides presentation, includes links to *Audio #5*

LESSON PROGRESSION

➤ *Part 1 (:00-15:00)*

Teacher displays **slide 19** of the Google Slides presentation to introduce the lesson objective. Students access their road map and go to **page 20**, where they will tell a story about a moment of pain and how it created challenges in their lives.

➤ *Part 2 (15:00 -30:00)*

Teacher plays **Audio #5 (Her Story)** on **Slide 20** while students write down words and phrases of significance on **page 21** of their student road map.

➤ *Part 3 (30:00-45:00)*

On **page 22** of their student road map, students rephrase their moments of pain into moments of possibility.

Extension Activity

Students complete a 3-sided representation using the instructions on **page 23** of their student road map, and displayed on **slide 22**. Using a piece of paper folded into three equal parts, the student will write/draw the following on each side:

- Side 1 → Summarize and include illustrations of your moment of pain.
- Side 2 → Summarize and include illustrations of your moment of possibility.
- Side 3 → Draw a representation of yourself and your life. You can draw both from the outlook of having possibility, or draw yourself including elements from both pain and possibility.

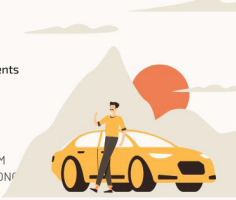
TURN TO PAGE 20 OF YOUR STUDENT ROADMAP

OBJECTIVE: You will be able to explain how to turn moments of pain into moments of possibility, and identify real examples from your life.

ON PAGE 20, YOU WILL SEE A PROMPT. PLEASE TAKE THE NEXT 10 MINUTES TO:

TELL THE STORY OF A SIGNIFICANT MOMENT OF PAIN FROM YOUR LIFE. IT COULD BE CURRENT, RECENT, OR FROM A LONG TIME AGO. IT COULD BE ABOUT PHYSICAL, MENTAL, EMOTIONAL, OR SOME OTHER FORM OF PAIN.

AFTER YOU DESCRIBE THAT MOMENT, EXPLAIN HOW IT CREATED CHALLENGES IN YOUR LIFE.



3-SIDED REPRESENTATION

Side 1

PAIN

Summarize and include illustrations or symbols of your moment of pain.

Side 2

POSSIBILITY

Summarize and include illustrations or symbols of your moment of possibility.

Side 3

YOU

Draw a representation of yourself and your life. You can draw it through the outlook of 'pain v. possibility' or possibility alone.

When you are done, staple, tape, or glue the 1st and 3rd columns together to form a standing 3-sided representation.

SLIDE 19

SLIDE 22

AUDIO V

HER STORY

A MOMENT OF PAIN

On this page, tell the story of a significant moment of pain from your life. It could be recent or from a long time ago. It could be about physical, mental, emotional, or other kinds of pain.

After you describe that moment, explain how it created challenges in your life.

HER STORY

AS YOU LISTEN TO AUDIO OR FROM 'ON THE CAR RIDE HOME,' USE THE BOTTOM HALF OF THE PAGE TO WRITE DOWN ANY WORDS OR PHRASES THAT:

- CAPTURE YOUR ATTENTION
- MAKE YOU WONDER
- EVOKE A STRONG EMOTION
- CAUSES YOU TO RETHINK THE IDEA OF PAIN

PART 2

PART 1

3-SIDED REPRESENTATION

USING A BLANK PIECE OF PAPER FOLDED INTO THREE EQUAL PARTS, WRITE/DRAW THE FOLLOWING INFORMATION ON EACH SIDE:

- **SIDE 1** --> SUMMARIZE AND INCLUDE ILLUSTRATIONS OR SYMBOLS OF YOUR MOMENT OF PAIN
- **SIDE 2** --> SUMMARIZE AND INCLUDE ILLUSTRATIONS OR SYMBOLS OF YOUR MOMENT OF

POSSIBILITY OF YOUR YOU CAN DRAW THEM FROM VS. POSSIBILITY OR ALONE.

FILE, TAPES, OR GLUE THE PAPER TO FORM A REPRESENTATION.

A MOMENT OF POSSIBILITY

On this page, you will rephrase your moment of pain in order to turn it into a moment of possibility.

Explain how that moment of pain created possibilities in your life. Did you take advantage of any of them? What positive effects came or could have come from viewing your pain through a lens of possibility?

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PART 3

23

EXTENSION



RESOURCES

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GUIDED MEDITATION SCRIPT

Sitting comfortably or lying down with your eyes closed, let's begin by becoming aware of your breath...

Feel the breath as it enters your lungs with a cool feeling...

And then warming as it gently travels down into the lungs...

Fill your lungs with a deep inhale, bringing in energy...

As you exhale, feel your body releasing any toxins...

Any stress...

Any negativity that has accumulated...

Stay with this breath, focusing on the feeling of deep peace as you inhale energy...

And exhale that which does not serve you, envisioning it escape from your mouth and disappear into the air...

As we go on this guided meditation, do your best to focus on your breath...

When distracting thoughts come knocking, choose not to answer the door...

Know that it is okay if you struggle at first...

The benefits of meditation come through the struggle...

Are you still breathing?

Are you still paying attention to the vibration of energy that runs from the top of your head...

Down into your face and neck...

Traveling down your shoulders...

Down the arms and all the way down to your fingers...

As you continue to breathe in and out I want you to use your imagination to transport yourself to a vehicle...

Whatever vehicle comes to mind...

It could be a car...

Or a truck...

Or a motorcycle...

Or a bus...

A train...

A plane...

A spaceship...

As you continue to breathe in and out, go ahead and get settled in the vehicle that first emerges in your

mind...

I'm going to ask you a series of questions, and as I ask them, I want you to do two things:

First, I want you to imagine the answer to the question by doing your best to visualize every little detail as it would show up in real life.

Second, I want you to remember to breathe...

In for four seconds...

Hold for two seconds...

Out for four seconds...

I want you to first envision the vehicle you are riding in...

Does it have a make or model?

How old is it? What color is it?

Are there any special details that make it stand out from others like it?

How is it running?

Does it run smoothly?

Does it need some maintenance?

Is it struggling to operate?

Imagine the details and function of your vehicle as you breathe in...

Hold...

And breathe out...

[Pause for 10 seconds]

Now I want you to look outside of the window of the vehicle and gaze at your surroundings...

What time of day is it?

What time of the year is it?

How do you know?

What is the temperature outside?

What is the temperature inside?

Imagine the climate that envelopes your vehicle as you breathe in...

Hold...

And breathe out...

[Pause for 10 seconds]

Now, imagine the person in the driver's seat...

Is it you?

Is it someone you know?

Is it a stranger?

How are they driving?

How do they appear?

What do you think they are thinking about?

Imagine what they look like, sound like, and feel like as you breathe in...

Hold...

And breathe out...

[Pause for 10 seconds]

Is there anyone else with you inside the vehicle?

If so, who?

How do you feel about the people who are with you?

If you are alone in the vehicle, how do you feel about that?

Look outside of the window again...

Can you see any people outside?

Are they also in vehicles?

Or standing on the side of the road?

Or crossing the street?

Imagine any people who might occupy your surroundings as you breathe in...

Hold...

And breathe out...

[Pause for 10 seconds]

If there are people around you, describe the mood they are in.

What does their mood look like, sound like, and feel like...

If you are alone, what mood are you in?

Why?

Focus on how the mood of the vehicle makes you feel as you breathe in...

Hold...

And breathe out...

[Pause for 10 seconds]

Speaking of people around you...

Are there other vehicles nearby?

How's the traffic?

What speed is your vehicle driving at?

Is it below the speed limit?

Above the speed limit?

Or right at the speed limit?

Is there no speed limit where you're traveling?

Imagine the speed at which you're cruising as you breathe in...

Hold...

And breathe out...

[Pause for 10 seconds]

Now I want you to imagine the rear view mirror of the vehicle...

And I want you to look into it...

And tell me where you are coming from...

How long have you been traveling?

Why did you leave your place of origin?

Envision the place you came from as you breathe in...

Hold...

And breathe out...

[Pause for 10 seconds]

Now I want you to look straight ahead on whatever road you are traveling...

Do you know where you are going?

If so, where?

Why are you going there?

Imagine your destination as you breathe in...

Hold...

And breathe out...

Breathe in...

Hold...

And breathe out...

Breathe in...

Hold...

And breathe out...

Breathe in...

Hold...

And breathe out...

Imagine yourself approaching a traffic signal

It is currently green

As you breathe in...

Hold...

And breathe out...

As you approach it, it is going to turn yellow,

But it is not yellow yet....

It is still green...

As you breathe in...

Hold...

And breathe out...

Once it turns yellow...

You will start to slow down...

Because you know what comes next...

As you breathe in...

Hold...

And breathe out...

You know that after the light turns yellow...

It will turn red...

And when it turns red...

You will wake up from your meditation...

But it is not red yet...

It is not yellow yet...

It is still green...

And breathe out...

Breathe in...

Hold...

And breathe out...

Notice the light turn to yellow...

And start to slow your vehicle down...

Breathe in...

Hold...

And breathe out...

Breathe in...

Hold...

And breathe out...

Imagine your vehicle slowing down

Slower...

Slower...

Until the light turns red...

You come to a full stop...

You take on last inhale...

You hold for one last time...

And you end your journey with one final exhale...

4

CORNERS ACTIVITY

INSTRUCTIONS:

- The facilitator will read 10 questions out loud.
- Each question will have 4 responses -- A, B, C, and D -- which the facilitator will also read out loud.
- Students will move to the corner of the room that best corresponds with their response.
- The facilitator can call on students from each corner to explain their rationale for selecting that corner for that question.

At the end of the activity, the facilitator will ask the student what they believe the significance of the 4 corners were.

CORNER SIGNIFICANCE

Explain to students that their language and thoughts and actions represent the direction they're headed in -- toward what they want, away from what they don't want, toward what they do not want, or all over the place/nowhere at all.

A

Corner A reveal that you are moving toward what you want. You are focused on the positive, on your values, your dreams, and goals.

B

The language in responses that correspond to **Corner B** reveal that you are moving away from what you do not want. You may think you are going in the correct direction, but you are really just cutting off one direction. You are still focused on the negative and what could go wrong, instead of what could go right.

The language in responses that correspond to **Corner C** reveal that you are moving toward what you do not want. If your goals and dreams are north, then you are headed south. It may be worth it to ask yourself why you are focused on the negative.

C

The language in responses that correspond to **Corner D** reveal that you may not know what you want. You may not be able to focus, have a difficult time focusing, or feel lost. You may feel pulled in multiple directions.

D

You've been practicing all summer to try out for the school volleyball/basketball/football/chess/etc team. You're feeling confident in your growth and your friends, who are also trying out, agree that you've for sure got a spot on the team. After three long days of tryouts, the results are posted on the front of the gym the following day. You go up to the list and start to scroll down the column of names. Your name isn't on the list. What do you do?

- a. You are bummed for a bit, not gonna lie. But you decide to get curious. You ask the coach how you might get better, and then seek out other opportunities outside of school to continue improving.
- b. You feel rejected, and it hurts. When your friends attempt to console you, you withdraw. When people ask you how the tryouts went, you avoid the topic, and you're not sure if you'll continue pursuing volleyball anymore. Come to think about it, you're hesitant about pursuing anything where there's a chance you won't be accepted.
- c. You are outraged. This list doesn't make sense. You resent other people who made the team, knowing they didn't practice as hard as you did. You decide to confront the coaches and tell them exactly why you think they made the wrong decision to leave you off of the roster.
- d. Whatever. It doesn't matter. Who cares?

PROMPT I

You're having a heated conversation in the school hallway with one of your 'friends' who seems to always bring the drama. You let a cuss word slip and an administrator walking by looks at you and says, "I expect more from a you."

- a. Initially, you want to lash out. But instead, you pause. You breathe in and out. You ask yourself, "Could I be a better version of myself right now?" The echo from your soul says, "Yes." You think of how the conversation is serving you and either continue with language that reflect your feelings, or step aside.
- b. Why does everyone have a target on your back? They don't know what you're going through right now. You bite your tongue and hold your breath while you wait for the administrator to walk out of sight, then roll your eyes and continue your heated conversation.
- c. "I know this woman is not talking to me," you say out loud for the administrator to hear. "Excuse me?" she says. "You heard me," you respond, and continue to unleash more expletives. The situation escalates. Before you know it, you and your friend are in a yelling match with the administrator, who is calling for a student concern specialist.

PROMPT II

- d. Whatever. It doesn't matter. Who cares?

You're the new kid in a new school...again. You've been the new kid a few times. Sometimes it has worked out... other times, not so much. It's lunchtime and in a sea of hundreds of students, you don't know anyone. You make your way through the lunch line and then scan the cafeteria for a place to sit.

a. You recognize a group of students from one of your previous classes. They seem like an eclectic bunch – tight-knit, but eclectic. You decide to approach them and attempt to join their conversation. They seem nice enough, and you imagine that at least one of the members of the group will be kind.

b. Honestly, you'd rather sit alone in a bathroom stall than walk up to a group of strangers and be rejected. You don't want to be that new kid who gets embarrassed by the wrong crowd on the first day of school, so to the bathroom, you go...

c. You see a group of students walk out of the cafeteria and head down the hallway toward the bathroom. Maybe you're being judgmental, but it looks like they might be up to something. You used to hang with that kind of crowd at your previous school, and you know what it takes to fit in. You decide to follow them down the hall, even though you know it's probably not the best idea.

PROMPT III

d. Whatever. It doesn't matter. Who cares?

Your teacher announces that the class will be participating in group projects, with preassigned groups. You get placed into a group of students that you don't know very well. They don't look like you, they don't hang with the crowd you hang with, and they aren't in any of your other classes. What's the first thing you do?

a. You introduce yourself and start brainstorming ideas and getting to know your groupmates so that you can delegate responsibilities. They look like they don't know anyone in the group either, so you figure it's an opportunity to get to know new people and work well together.

b. You don't feel comfortable in this group. You don't feel like you can trust any of the members to do their part because you've never paid them any attention. From the looks of it, there's not much you'll have in common with them. You approach the teacher at the end of class and ask if there's a way for you to switch groups or complete the project independently.

c. You're upset about your group placement, so you sit quietly with a look on your face that screams 'Don't talk to me' while the rest of your group members figure out what to do. You decide to complete the project on your own, without their help. You know it will cause your grade to suffer, but you're not about to put your grade into some group of stranger's hands.

PROMPT IV

d. Whatever. It doesn't matter. Who cares?

ANTHONY VALENTINE

At 29 years old, after obtaining a biology degree and pivoting his career from medicine to establishing himself as a social entrepreneur, Valentine is a creative director/consultant, motivational speaker, television producer, and the founder of KultureMAG, an urban elegance publication created to feed the interests, hunger and knowledge bank of high school and college-aged students. Valentine is here to bring Kulture to the world through the discipline of an educational lifestyle brand that will motivate, inspire and provide intellectual and social and emotional resources for both the current generation and for the future generations to come.

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