

KULTURE

MAG

A TEACHER'S GUIDE TO SOCIAL AND EMOTIONAL LEARNING WITH KULTUREMAG



WITH CURRICULUM | LESSON PLANS/RESOURCES | AND MORE...

Letter from the Founder

The Kulture mission

I'd like to begin this message by sharing my thanks for the work that you do. We are in a period of history where society can often forget the value and importance of our administrators, teachers and educational system, I'd like to share my appreciation for your time, your commitment and dedication to our students. Stay encouraged and be kind, because our students are depending on you.

Low self-esteem, lack of direction and social-emotional stagnation are just a few of the conditions with which today's scholars are continually grappling. And although many feel that this is an impossible problem to address, there are resolutions. KultureMAG is helping reshape how educators connect with their students by providing culturally relevant content for youth. But in order to achieve our goal and build character, empathy, and establish the social and emotional resilience within schools across the country, we must work together.

Sitting in the back of the ambulance on a patient transfer from the Children's Hospital to a mental health facility, I listen while she recounts the situation that brought her here. In this moment I become her therapist. Her dream is to become a social worker. She is a sixteen-year-old high school scholar, in an educational community where she feels her voice is ignored; in a school of many where she feels she is one of few. She then shares her desire to commit suicide. The year is 2018.

Two months later, we cross paths again. She is now in a behavioral unit, and this encounter is different from our first. There is a smile that radiates from her face; a glow that survived the depression of her past. She calls out, noticing me before I notice her. "I am doing so much better," she says, "Thank you for everything!" The "everything" I had done, was simply to listen to her, to see her. That is what matters.

After working on the ambulance for three years in an inner city following the completion of my biology degree. Conversations like this are no longer foreign to me. Every second I spend with scholars from different walks of life, or different cultural, racial, and ethnic backgrounds, confirms for me the void that they feel; that this same girl felt in 2018. This is a reflection of the large, yet reversible, social and emotional void in our society and the culture within our schools.

A scholar who is academically nurtured without being fed socially is a scholar who will fail to thrive. As our world changes in many ways, our scholars continue to feel its daily impact and their self-esteem stagnates. This deficit in self-esteem will jeopardize the success of any scholar, regardless of district or background. The question of "what is my purpose?" is a question that we have to explore for ourselves. It is a question that directs the course of our life and validates our efforts as educators, influencer, community organizations and organizers. KultureMAG has become a serviceable resource for educators to help increase scholar growth and character development. It is a valuable resource for both content-driven classrooms as well as character and socio-emotional-driven advisories.

We at Kulture are looking to provide scholars with a token of hope; a resource that will not only uplift them, but will provide them with the tools they need in order to build character, develop social and emotional resilience and intelligence while grooming them to become productive young adults for our world. Thank you for taking the Kulture initiative.

With love,

Valentine

Founder of KultureMAG

89.3% OF
OUR STUDENTS

believe KultureMAG is a need for
their generation

87% OF
OUR STUDENTS

believe KultureMAG should be
provided for the students at their
high school

**KL
TR**
MEDIA.

OVERVIEW

CONSISTENCY

A message will only become life changing when that message is consistent. Scholars need a message that is consistent. KultureMAG provides the consistency with a print publication that is accompanied with lessons plans and curriculum that align with common core standards for general studies classrooms and advisory periods. Kulture is here to enforce a classroom culture that encourages honest classroom discussion, student growth and academic development.

WHAT IS KULTUREMAG?

KultureMAG is an educational lifestyle print publication launched in 2017 with the purpose of informing, guiding and encouraging the high school audience. It assists in developing leadership attributes, self-confidence, and self-empowerment through original content (art, poetry, articles) and other artistic creations, both linguistic and visual. KultureMAG was created with the intention of inspiring and engaging through culturally relevant and aesthetically progressive content that aligns with youth culture and appeals to our audience. The content is supported with lessons plans created for classroom use that align with common core standards. KultureMAG itself is inspired by the youth, created with the purpose of fostering interactions between scholars, the art of the magazine, and the content of a class. Its ultimate goal is the breaking down of arbitrary societal limitations such as race, sex, and socioeconomic status.

Its content is specifically designed to:

- Recount inspirational narratives of young adults who have used their talents to make a positive impact on the world
- Incorporate vibrant and catchy photographs, graphic imagery and short quotes to appeal to the millennial age group's social media preferences
- Present stories that celebrate individuality, self-expression and self-worth
- Publicize resources that youth can use to develop their own talents and knowledge base
- Expose readers to the wide variety of elements of "Kulture"
- Be non-partisan, non-judgmental and objective

PUSH THE KULTURE FORWARD

In two years, we've reached thousands of scholars through a combination of speaking presentations and introductions to schools via our print publication for classroom use. These scholars represent a range of heterogeneous and homogeneous demographics, and populate public, magnet, independent, middle and high schools in New Jersey, Connecticut, Massachusetts, Rhode Island, New York and New Hampshire with plans for expansion.

With KultureMAG, we are bridging the gap and doing our part to welcome a more diverse and innovative future. We look to provide scholars with a token of hope, a resource that will not only uplift them and inspire, but also give them the tools they need to build character, empathy, and establish the social and emotional resilience and intelligence that will lead them towards success. Through KultureMAG, scholars are given stories that serve as a lesson, and show what it means to demonstrate leadership qualities in their communities.

Thank you for joining us in the journey to a more self-aware scholar one who will be a positive contributor to not only their community but to the world.



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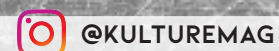
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TEACHER'S GUIDE

The Classroom Guide has been developed with the knowledge that there are teachers with little teaching experience, as well as teachers with many years of experience. It offers a step-by-step outline for how to work through every lesson. Therefore, the primary aim of the Classroom Guide is to provide teachers, whatever their background, with guidance and suggestions so that they can create successful lesson plans that fulfill their students' needs. In this way, even the least experienced teacher can teach each lesson successfully, and more experienced teachers can make use of those activities in the guide that are suitable to their context, with the freedom to deviate from the Teacher's Guide as they see fit.

In order for you to be able to evaluate your students at any stage of the month, we have included photocopiable Evaluation Instrument pages with suggestions on how to assess your students' performance. You can use the suggested aspects to evaluate a few selected students.

When using the assessments, follow these steps:

1. Make a copy of the assessment for every student.
2. Read all the instructions out loud and make sure everyone understands what they have to do.
3. Get students to work on the assessment individually.

Apart from formal written assessments, you can evaluate your students' progress in a variety of ways:

- careful analysis of their work, including homework
- informal oral evaluation as students are working
- observation and systematic record-keeping of learners during everyday classroom activities
- self-assessment by learners

HOW TO USE KULTUREMAG

Kulture can be used as a stand-alone lesson or as supplemental material for an assignment. It can be used in core classes, clubs, advisory, extension activities, etc

Use as needed even with or without pre-made lesson plans

RESULTS + GOALS

- Use to build interdisciplinary + non-academic connections
- Gain information from multi perspectives + build empathy/relationships through lessons
- Use lessons to create change through actionable plans (goal setting + communication building)
- Create a longstanding partnership between school and Kulture to address student needs

STEPS FOR CLASSROOM USE

STEP 1: Teacher acquires magazines + lessons

STEP 2: Teacher reviews subject curriculum for connections + where to use lessons/materials

STEP 3: Through unit (or after) teacher uses KultureMAG as an assignment example/supplemental activity

STEP 4: The teacher continues with the unit + final assignment using Kulture model/rubrics

OPTIONAL: Have students extend learning by identifying their own connections between Mag, class, and life.

EXAMPLES OF LESSONS

ACTIVITY: *Interview*

SOCIAL STUDIES/SCIENCE

Interview overlooked members of your community/ local history

ENGLISH

Through the perspective of Journalism/Expository or narrative writing

FOREIGN LANGUAGES/ELECTIVES

Overlooked people in the field/demographic

GOAL SETTING

Academic Goals:

- Standardized testing growth
- Student learning objectives

(Tracked by teachers in class, yearly)

Personal Goals:

- College/Career planning
- Social/emotional growth
- Increasing school pride and ownership

(Tracked through self assessment and teacher assessment)

CURRICULUM OVERVIEW

With an emphasis on social-emotional learning and health and wellness, this curriculum provides classroom teachers with tools and activities to be used in conjunction with the magazine.

OBJECTIVE

- To inspire and empower students to be their best selves while refining skills in reading and writing.

ESSENTIAL QUESTIONS

- How do my choices affect the world around me?
- Why do I matter?
- How can my choices lead to positive changes in my community?
- How am I influenced by others?
- How can I positively influence others to be their best selves?

THE COMMON CORE ELA STANDARD

The following lessons offer opportunities to connect Common Core ELA standards to material written by and for students. Each lesson focuses on a particular article, piece of art, or series of art within a specific issue of the magazine. Lessons serve as a guide for teachers to provide a unique opportunity for students to connect with material that is accessible and meaningful. Each lesson has a social-emotional or health and wellness focus, with underlying skills focused on analysis, reading comprehension, and writing skills. Each lesson identifies the standards addressed, and provides guidelines for teachers to administer and evaluate the activity.

ISSUE 1: **VICE**

ISSUE 2: **UNTITLED**

Standards:

The following standards reflect the general sentiment of this material.

Reading: Informational Text

Craft and Structure:

CCSS.ELA-LITERACY.RI.9-10.4; CCSS.ELA-LITERACY.RI.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a four opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.RI.11-12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or

her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Reading: Informational Text

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.9-10.7 - Analyze various accounts of a subject told in different mediums (e.g. a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing:

CCSS.ELA-LITERACY.W.9-10.2; CCSS.ELA-LITERACY.W.11-12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.3 (A - E); CCSS.ELA-LITERACY.W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.3.A
Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.9-10.3.B; CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C; CCSS.ELA-LITERACY.W.11-12.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. CCSS.ELA-LITERACY.W.9-10.3.D; CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.E; CCSS.ELA-LITERACY.W.11-12.3.E

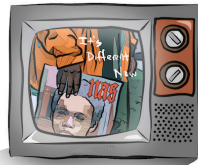
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Critical Thinking, Communication, and Awareness Rubric

Indicators The scholar...	Target	Developing	Beginning
1. Describes the Problem and Asks Relevant Questions	<ul style="list-style-type: none"> Asks relevant questions that address the meaning, purpose, and process of the inquiry. Identifies multiple and varied possible points of view on the situation. 	<ul style="list-style-type: none"> Asks relevant questions but may not address the meaning, purpose, and/or process of the inquiry. Identifies few points of view on the situation. 	<ul style="list-style-type: none"> Asks irrelevant questions or needs substantial assistance to ask questions. Identifies only one point of view on the situation.
2. Establishes and maintains a clear purpose.	<ul style="list-style-type: none"> Engages and orients the audience by setting out a problem, situation, or observation. 	<ul style="list-style-type: none"> Somewhat defines the problem, situation, or observation. 	<ul style="list-style-type: none"> Does not define the problem, situation, or observation.
3. Communicates with clarity and precision	<ul style="list-style-type: none"> Use an effective line of reasoning to articulate a set of connected thoughts. 	<ul style="list-style-type: none"> Uses reasoning that lacks clear connections between thoughts. 	<ul style="list-style-type: none"> Uses thoughts and idea that are random, disconnected, or vague.
4. Supports communication with clear and complete evidence	<ul style="list-style-type: none"> Draws on facts and/or experiences to support a perspective or substantiate a claim. 	<ul style="list-style-type: none"> Supplies limited facts and/or experiences to support a perspective. 	<ul style="list-style-type: none"> Supplies no facts and/or experiences, to support a perspective.
5. Enhances communication with style, language, and strategic use of media	<ul style="list-style-type: none"> Employs a style that is appropriate to purpose and audience. Uses precise language in the presentation of ideas. Makes strategic use of appropriate media. 	<ul style="list-style-type: none"> Employs a style that is somewhat appropriate to purpose and audience. Uses some vague or unclear language in the presentation of ideas. Uses media that are somewhat appropriate for the situation. 	<ul style="list-style-type: none"> Employs a style that is inappropriate to purpose and audience. Uses vague language in the presentation of ideas. Uses inappropriate media.
6. Demonstrates self and social awareness	<ul style="list-style-type: none"> Reflection documenting growth of self or social awareness is clear and insightful. Clearly details catalyst or reason for change in self or social awareness. 	<ul style="list-style-type: none"> Reflection documenting growth of self or social awareness is clear. Briefly mentions catalyst or reason for change in self or social awareness. 	<ul style="list-style-type: none"> Reflection documenting growth of self or social awareness is unclear or missing. Does not explain catalyst or reason for change in self or social awareness.

KULTURE

ISSUE 2



BARCODE


SENIOR CLASS PHOTOS

www.kulturemag.com



HIPSTORY doesn't talk about politics, it talks about generation Y.

"I often find myself wondering about the difference between my generation and the great leaders of modern history. About their belief system, the way they thought and what motivated them to act for change. Compared to our more self-centered generation which in my opinion is in a constant chase after fashion, style and trends as a way of self-expression while steering away from the big ideologies and meanings. I wanted HIPSTORY to re-imagine the great leaders of modern history and place them in a different time and culture str... out. I wanted to create a sort of mirror, a mirror that on the one hand is supposed to make one smile, and on the other to make him think. As I see it criticism doesn't always have to be poignant it can simply be a method to arouse discussion and show things under a certain light".

- Amit Shimoni

www.dimon-illustration.com | Instagram: Ameshimoni | hipstoryart@gmail.com

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HIPSTORY BY AMIT SHIMONI

LETTER TO A GENERATION

In a world where everything is based on instant gratification,
We often forget the value of patience.

Patience to listen,
Patience to understand other perspectives,
Patience to understand ourselves.

Patience has been exchanged for conclusion, jumping perspectives that
only hinder our efforts to be united.

Compassion has been replaced by ego, lacking self-confidence, who see
their insecurities as hormones to the hate that burns within.

Ears that listen replaced by mouths & quick-temper fingers fighting to silence
who they see as the opposition.

We have forgotten to love ourselves in this day and age, with many falling prey
to the false ideas of love & beauty.

Each of us were created to be unique, that right there is beauty in itself.

Remember,

From self love comes the ability to love others.

We often forget the most essential part of the journey is the journey itself &
not the destination — the experiences found during the course of your
travels set the stage for how you will perceive your destination once you
arrive.

IVE. OVE. UVA. HIM

Ike Abakah

IKE ABAKAH PHOTOGRAPHY

KULTURE | 43



@KEEMAR.ANTHONY | KEEMAR WINDT

KULTUREMAG
ISSUE TWO
THEME: UNTITLED

ISSUE 2: UNTITLED

PERSONAL DEVELOPMENT PLAN

OBJECTIVE

The scholars will use a variety of sources to create and track a personal development plan.

LESSON OVERVIEW

All of the young people interviewed for the issue have achieved some level of success because they set goals for themselves. A personal development plan with SMART goals can help students to achieve goals they envision.

RESOURCES:

- Personal development plan worksheet
- TED Talk & PragerU video ([Youtube Search](#))
- Personal development template
- Smart Goal outline & Assessment rubric
- Personal goal setting article: mindtools.com/page6.html

ASSIGNED TASK

Read the following article Personal Goal Setting and view the John Bowers TED talk, as well as the PragerU video “Don’t Compare Yourself to Others”. Create a Personal Development Plan, in which you create at least five personal goals for this year, along with strategies to complete them and a deadline for each. You can use the Personal Development Plan template to begin and the PDP Monitoring Document to track progress.

Use the rubric on page 26 to assess the PDP. The PDP Monitoring Document will show scholar growth and progress.

SMART GOAL OVERVIEW

SMART is an acronym that you can use to guide your goal setting. To make sure your goals are clear and reachable, each one should be:

- Specific (simple, sensible, significant)
- Measurable (meaningful, motivating)
- Achievable (agreed, attainable)
- Relevant (reasonable, realistic and, results-based)
- Time bound (time-based, time limited, time-sensitive)

HOW TO USE SMART

1. SPECIFIC

Your goal should be clear and specific, otherwise you won’t be able to focus your efforts or feel truly motivated to

achieve it. When drafting your goal, try to answer the five “W” questions:

- What do I want to accomplish?
- Why is this goal important?
- Who is involved?
- Where is it located?
- Which resources or limits are involved?

2. MEASURABLE

It’s important to have measurable goals, so that you can track your progress and stay motivated. Assessing progress helps you to stay focused, meet your deadlines, and feel the excitement of getting closer to achieving your goal.

A measurable goal should address questions such as:

- How much? How many?
- How will I know when it is accomplished?

3. ACHIEVABLE

Your goal also needs to be realistic and attainable to be successful. In other words, it should stretch your abilities but still remain possible. When you set an achievable goal, you may be able to identify previously overlooked opportunities or resources that can bring you closer to it.

An achievable goal will usually answer questions such as:

- How can I accomplish this goal?
- How realistic is the goal, based on other constraints, such as financial factors?

4. RELEVANT

This step is about ensuring that your goal matters to you, and that it also aligns with other relevant goals. We all need support and assistance in achieving our goals, but it’s important to retain control over them. So, make sure that your plans drive everyone forward, but that you’re still responsible for achieving your own goal.

A relevant goal can answer “yes” to these questions:

- Does this seem worthwhile? Is this the right time?
- Does this match our other efforts/needs?
- Am I the right person to reach this goal?
- Is it applicable in the current socio-economic environment?

5. TIME-BOUND

Every goal needs a target date, so that you have a deadline to focus on and something to work toward. This part of the SMART goal criteria helps to prevent everyday tasks from taking priority over your longer-term goals.

A time-bound goal will usually answer these questions:

- When? What can I do today?
- What can I do six months from now?
- What can I do six weeks from now?

Personal Development Plan

For your Personal Development Plan, you will create and track five personal goals along with strategies to complete them and a deadline for each.

Briefly list the five goals you have for yourself this year:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

In order to reach your goals, they need to be S.M.A.R.T. Use the outline below to create a plan for each of your goals. There will be check-ins every other week to monitor progress and adjust plans as needed.

Planning begins on the next page.

Goal #: _____

Write today's date in the box that coincides with your current progress. Below, provide an explanation as to why you marked that and your next step moving forward on **two** of the check-in days of your choice.

	Attempting/ Beginning	Strong Effort	Meeting Self-Expectations	Exceeding Self-Expectations
Am I following the action steps I outlined in my Personal Development Plan?				

Date: _____

Where did you rate yourself? Why? _____

What changes will you make going forward? What are your next steps? _____

Date: _____

Where did you rate yourself? Why? _____

What changes will you make going forward? What are your next steps? _____

Goal # _____

Date Created: _____

What's the goal you have in mind?	
<hr/> <hr/> <hr/> <hr/>	
S Specific	What do you want to accomplish? Who needs to be included?
	<hr/> <hr/> <hr/>
M Measurable	How can you measure progress and know if you're successfully meeting your goal?
	<hr/> <hr/> <hr/>
A Achievable	What are the steps you will need to take to meet this goal? What will you do if you encounter a barrier along the way?
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
R Relevant	Why are you setting this goal now? Does it compliment or interfere with your other goals?
	<hr/> <hr/> <hr/>
T Timely	What is the deadline for this goal? Is this realistic?
	<hr/> <hr/> <hr/>

Use the rubric below to assess the PDP. The PDP Monitoring Document will show scholar growth and progress.

<p>Personal Goal Identification</p>	<ul style="list-style-type: none"> • The goal is personal and addresses areas of weakness as identified by the scholar. • The goal is detailed and focuses on specific skills, behaviors, and/or knowledge strategic to goal achievement. 	<ul style="list-style-type: none"> • The goal is personal and addresses areas of weakness as identified by the scholar. • There is a lack of focus and detail regarding the specific skills, behavior, and/or knowledge strategic to goal achievement. 	<ul style="list-style-type: none"> • The goal is personal and addresses areas of weakness as identified by the scholar. • Details are not provided regarding the specific skills, behavior, and/or knowledge strategic to goal achievement. 	<ul style="list-style-type: none"> • The goal is unrelated to personal growth and does not address areas of weakness as identified by the scholar. • The goal displays no specificity as it is general and vague.
<p>Personal Development Plan</p>	<ul style="list-style-type: none"> • Develops a specific and attainable plan of action that details realistic tactics to reach success 	<ul style="list-style-type: none"> • Develops a specific and attainable plan of action that introduces a realistic tactics to reach success 	<ul style="list-style-type: none"> • Action plan detailed may be nonspecific or may include unattainable or unrealistic tactics 	<ul style="list-style-type: none"> • Plan of action may be vague, confusing, or under-developed

ISSUE TWO: UNTITLED

ENGLISH/ LANGUAGE ARTS

OBJECTIVES

- The student will make real-life connections between their own lives and the information discussed in the article. (Reading Informational Texts)
- The student analyze a piece of visual art and make a connection by writing about the art.
- The student will make support a thesis using evidence from informational articles.
- The student will compare contrast the subjects of two informational articles and establish and defend an overall theme for both pieces.
- The student will write a poem modeled after a selected poem.
- The student will practice interview skills and personal essay writing, while modeling an existing personal essay.

MATERIALS:

- Writing surface and appropriate writing tool
- Copies of KultureMAG, Issue 2: Untitled for each student or small group
- Paper and pencil or Tablet (for each small group)
- Discussion questions worksheet
- Angela Duckworth article & TED talk (Online)

ASSIGNED TASKS

DISCUSSION QUESTIONS (HUNTER LYON)

Time needed: One class period

1. In the Hunter Lyon article, Hunter says that he feels that today's generation is "lost"? What reasons does he give? Why do you agree or disagree with him?
2. Hunter discusses the biggest lesson he has learned in life? What is the biggest lesson you have learned in your life? Who taught you this lesson? How has it impacted your life today?
3. One thing that Hunter attributes to his success is the ability to set goals. On a scale of 1-5 (5 being very successful) how would you rate your ability to make and achieve goals? Analyze this rating.

JOURNAL PROMPT

Time needed: 15 minutes

- 1) Look carefully at the photograph on page 23 taken by visual artist Romel Findley and respond to the following questions:



Photo above: Screenshot from page 43

Article: A letter to a generation by Ike Ibakah

- What is happening in the picture?
- How does the picture make you feel?

MAKING CONNECTIONS

Time needed: One class period

Choose one of the quotes on page 38 and write a well-organized essay of 250 words in which you argue for or against this quote. Use at least two of the articles in this issue to support your thesis.

Compare and contrast Hunter Lyon and Nycole Hartfield, based on the interviews in this issue. How are they similar? How are they different? What is the overall theme found in both stories?

MAKING CONNECTIONS

Time needed: 30 minutes

Read "Letter to a Generation" on page 43. Write your own "Letter to My Generation."

DISCUSS A BROADER THEME

Time needed: One class period

Read "Letter to a Generation." Read the following article "Why Millennials Struggle for Success" by Angela Duckworth and view the TED Talk she gives on the same topic. What role does society play in the success or failings of this generation? What can society do to ensure the success of its members?

Name: _____

Date: _____

Discussion Questions (Hunter Lyon Article)

1. In the Hunter Lyon article, Hunter says that he feels that today's generation is "lost"? What reasons does he give? Why do you agree or disagree with him?

2. Hunter discusses the biggest lesson he has learned in life? What is the biggest lesson you have learned in your life? Who taught you this lesson? How has it impacted your life today?

3. One thing that Hunter attributes to his success is the ability to set goals. On a scale of 1-5 (5 being very successful) how would you rate your ability to make and achieve goals? Analyze this rating.



INTERESTED IN ISSUES THREE & FOUR?

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**BRING
KULTURE**
2 YOUR SCHOOL