

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,



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



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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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 thorough self assessment and teacher assessment)

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LEAD DESIGNER : ANTHONY VALENTINE

COVER DESIGN: SAMPSON

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.

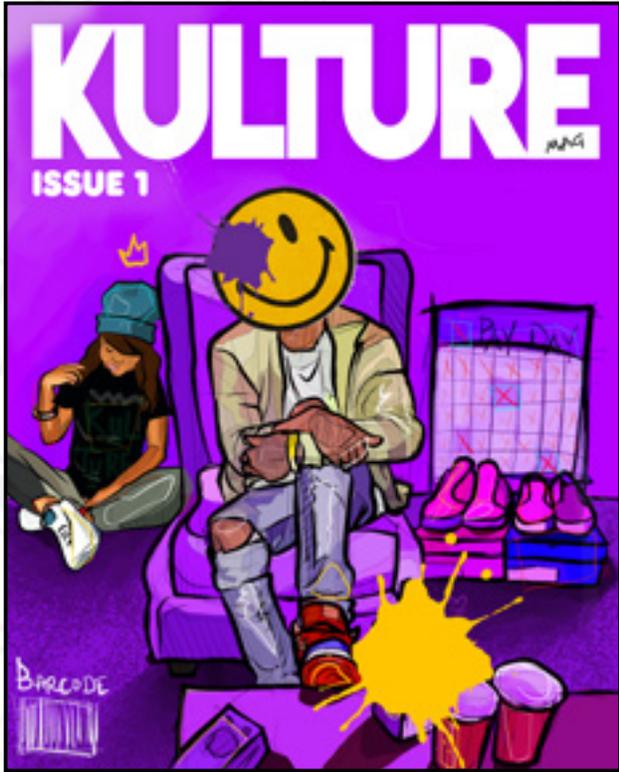
CCSS.ELA-LITERACY.W.9-10.3.C; CCSS.ELA-LITERACY.W.11-12.3.C

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.



KULTUREMAG
ISSUE ONE
THEME: VICE

ISSUE 1: VICE

INTERVIEW ASSESSMENT AND RUBRIC

ESSENTIAL QUESTION

What does it mean to be successful? How do my choices affect the world around me?

LESSON OVERVIEW

Lessons can be completed over 4 classes.

This assessment focuses on self and social awareness, how we define success in our world, and ends with a reflection. This assessment can be used in any Social Studies, Journalism, or writing course, in an advisory setting, or through a school club.

RESOURCES:

- Pre Assessment
- How Much A Dollar Cost? Found in KultureMAG
- Interview template
- Reflection and Personal Portrait
- Assessment rubric (below)

ASSIGNED TASK

Read “How Much a Dollar Cost?” by Johnny Guillmete, in which he profiles an interesting individual in an interesting way. Choose someone in your life who may be “overlooked” in day to day life. This could be a grandparent, elderly neighbor, or family friend. Conduct an interview, reflect, and write a brief personal portrait of the individual. Use Guillmete’s essay as a guide.

(CLASS 1) DISTRIBUTE PRE ASSESSMENT, LOOK THROUGH THE MAGAZINE FOR EXAMPLES/DEFINITIONS OF SUCCESS

- What are the differences between these definitions of success? What makes them the same? Are they all valid? Why or why not?
- Come to a consensus that the definition of success varies between individuals and cultures.

(CLASS 2) READ THE INTERVIEW AND DISCUSS

- Who is interviewed and what types of questions are asked?
- If you were able to interview someone in your community, who would it be and why?
- In the end, how is success defined?



Photo above: Screenshot from page 20
Article: “How Much a Dollar Cost?”

(CLASS 2 / INDEPENDENT) PLAN OWN INTERVIEW USING THE TEMPLATE

- Who will you interview? why?
- What questions will you ask?
- What do you hope to gain from this experience?

(CLASS 3/ INDEPENDENT) EXECUTE INTERVIEW

- Document interview in a format similar to Johnny Guillmete (Personal Portrait).

(CLASS 4/ INDEPENDENT) REFLECT ON EXPERIENCE (USING REFLECTION AND PERSONAL PORTRAIT DOCUMENT)

PRESENT AND ASSESS USING RUBRIC ON PAGE 8

Interview template/planning document (Rubric Indicators 1, 2, 3)
Reflection template and questions (Rubric Indicators 2, 3, 4, 5, 6)
Documentation of interview (Rubric Indicators 2, 3, 5)

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.

Use this document to plan your interview. When the interview is taking place you should video or audio record responses for accuracy.

Interviewer: _____

Date: _____

What is the purpose of this interview?:

Who do you plan to interview? Why?:

What questions will you ask? Generate a list of at least 10 questions:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

What new knowledge or understanding do you hope to gain from this experience?

ISSUE ONE: VICE

ESSAYS ON THE DEFINITION OF SUCCESS
(PERSUASIVE ESSAY OR ARGUMENT WRITING)

ESSENTIAL QUESTIONS

- What does it mean to be successful?
- How do my choices affect the world around me?

MATERIALS:

- Writing surface and appropriate writing tool
 - Copies of KultureMAG, Issue 1: Vice for each student or small group
 - Paper and pencil or Tablet (for each small group)
- For independent writing project: paper and pencils or computer/tablet for each student

Note to teacher: This lesson can be framed as a persuasive writing task or an argument writing task. That decision is yours. Be sure to review essential components of each type of writing where indicated.

Standards:

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.11-12.7 - 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.

CCSS.ELA-LITERACY.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

LESSON OVERVIEW

SESSION 1: INTRODUCTION

Prior to reading KultureMAG, Issue 1: Vice, Ask students as a whole group to define success in their own words. Record responses where they can be seen by everyone.

SMALL GROUPS:

Read KultureMAG, Issue 1: Vice. During reading, each group generates a list of ways that success is defined within any article or art in the magazine.

DISCUSSION:

After reading KultureMAG, Issue 1: Vice, ask students if there are additional definitions of success that should be added to the list.

Select 2-5 distinct definitions for discussion.

ASK:

What are the differences between these definitions of success? What makes them the same? Are they all valid? Why or why not?

Ask additional questions applicable to responses, and to continue discussion.

Discussion goal: Develop understanding that success is a relative term, and may be defined differently by distinct groups, individuals, or cultures.

SESSION 2: INTRODUCE INDEPENDENT WRITING PROJECT

Explain to students that they will be writing a persuasive essay / argument about success. Review the project description.

Project Description:

Write an argument or persuasive essay that addresses the following questions:

- How do you define success? What interview, quote, or piece of art from KultureMAG, Issue 1: Vice, most resonates with your definition of success? What counterarguments can be made for your definition of success? How can a person measure their success based on your definition?

Review/Mini Lesson:

Discuss and review essential components of writing for a persuasive essay or argument, including: tone, language, and structure. Distribute planning sheets, or other tools you wish to use.

(For additional resources for teaching persuasive essay writing or argumentative essay writing, please consult readwritethink.org.)

SESSION 3: PRESENTATION: GALLERY WALK/PRESENTATION/SMALL GROUP SHARE & REFLECTION

When students have completed their final drafts, have students present the source of their inspiration (article or piece of art) and their essay. (Suggested options below)

GALLERY WALK

Hang student essays next to their source of information on the wall around the room. Students can move about the room to look at the work of their peers.

PRESENTATION

Each student presents their essay and inspiration to the whole group. Small Group Share: Divide students into groups of 4-6. Within each group, students present their inspiration and essay. Each group member should ask one question of each presenter.

REFLECTION / EXIT TICKET

Write a short paragraph on a slip of paper or in a journal addressing the following question:

- After reading KultureMAG and listening to your peers, has your vision of success changed?
- If so, how?
- If not, do you think that the word success may have more than one meaning? Explain.

EVALUATION NOTE TO TEACHERS

Use a rubric of your choice that addresses both clarity of content and writing and language conventions. It is suggested to use a process of outlining, drafting, and creating a final piece for continued exposure to the writing process. Essays and arguments must adhere to standard English language, and use appropriate conventions, such as paragraphs, transition words, opening, and conclusion.

ISSUE ONE: VICE

SOCIAL STUDIES/ SOCIOLOGY

OBJECTIVE

- The student will use magazine articles, as well as outside sources to discuss a broader theme.
- The student will use outside sources to create a personal gratitude journal.

MATERIALS

- Writing surface and appropriate writing tool
- Copies of KultureMAG, Issue 1: Vice for each student or small group
- Paper and pencil or Tablet (for each small group)
- Personal Journal
- PragerU and Randy Pausch video (Online)

DISCUSSING A BROADER THEME

Time needed: One class period

Read “11 Ways to Make Your Dreams Reality” and view the following videos: Don’t Follow Your Passion by PragerU and Really Achieving Your Childhood Dreams by Randy Pausch. Create a list of your own, which contains the best 11 ways to make your own dreams come true.



Photo above: Screenshot from page 17

Article: ANoyd Interview

JOURNAL ENTRY

Time needed: One month (daily class writings)

Keep a gratitude journal for one month, being sure to write in it daily. At the end of the month, write a reflection on how your attitude has changed (or not) during this period of time.

ANTHONY VALENTINE

"In each and every one of us sits a seed, and when we allow our light to shine, develop the belief ourself and build strategies that will help us grow, only then will those seeds sprout and blossom into the flower we are meant to be." - A. Valentine

From selling custom T-shirts outside of his grandmother's residence to American recording artist Kendrick Lamar sporting one of Anthony's custom-made denim vests to modeling with New Balance, Valentine (as most of his friends and supporters call him) has always explored his interests, constantly developing his talents and desire to bring positive impact on the world. At the age of 14 Valentine worked picking tobacco, a long family tradition believed to instill respect, hard work, and persistence. At the age of 21, Valentine co-founded C.H.A.N.G.E (Carrying Humanity as New Generations Emerge) - an organization at Central Connecticut State University with a mission to pair middle school and elementary school students with mentors from the college community.

Now, at 26 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.



AS SEEN IN!

edCircuit



PBS

Forbes

Hartford
Courant

new balance

“Mr. Valentine was excellent...His content was engaging and students felt an instant connection with him... If you are looking for a speaker that can successfully engage a very apathetic campus community then he is the right fit for you.

As a school that struggles with addressing mean behavior, empathy, respect, and its connection to diversity, Mr. Valentine did an amazing job of connecting all these areas and did in a way that felt organic. I would highly recommend him!”



Independent School/ MA 2019'

“The Garfield Middle School (Revere, MA) was fortunate to bring in Anthony to speak with our students this past week. His message was relatable, uplifting, and inspiring to our kids. We look forward to continuing our relationship with him and Kulture magazine. I highly recommend Anthony.”



Garfield Middle School/Revere, MA 2019

“Valentine was INSPIRING! He was the keynote speaker for the Be the Change club, Youth Leadership Summit. He spent the day with a diverse group of 100 high school students and inspired them to leave a legacy. Every single student in their final evaluations said things like “Valentine was the best, inspiring speaker.” “Bring Valentine back.” “More Valentine.”

He was punctual, organized, warm, engaging and participated in the other activities throughout the day. He did the wrap up session at the end of the day with the same enthusiasm as he did the keynote in the beginning of the day! A true professional!



Concord High School/Concord, NH.

SPEAKING THEMES

LEGACY

We will all leave a legacy, so how do you want to be remembered?

The Marathon

Run your race and pace your self. There was a reason why the tortoise won the race.

My Story

The journey that made me

Other topics:

Diversity, Encouragement, Self-Love, Anti-Bullying, Self-Esteem, Passion, Overcoming obstacles, Emotional resilience.

OVER
40

HIGH/MIDDLE SCHOOL VISITS

OVER
13K

STUDENTS
THROUGHOUT NEW ENGLAND

