



GENEROUS LEADERSHIP[®] **CHALLENGE**

Unit 1 – Welcome to the GLC

Week 1

Setting the Tone

Purpose

Begin building relationships to set a welcoming and safe class culture. Introduce the GLC by providing a general overview of the semester.

Learning Objective

I can build relationships with those in my class and understand the purpose behind the GLC.

Standards

- Initiate and participate effectively in a range of collaborative discussions. (CCSS: SL.11-12.1)
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1b)

Needed Resources

- Teacher Resource: *Teacher Hot Seat*
- Handout: *GLC Overview*

Session Overview

Welcome (10 min)

- Classroom culture based on strong relationships is vital for the success of the GLC. Model accessibility by inviting students to get to know you.
 - See Suggested Activity: *Teacher Hot Seat*

Authentic Check-In (20 min)

- Continue cultivating strong relationships through real conversations and reflections with students through check-in.

“Last semester was HARD! It was unplanned, chaotic and disappointing. What one word comes to mind that describes how last semester felt for you?”

- Let students share their word and allow for brief explanation and conversation.
- To control flow, tell students that you will limit answers to 30 seconds or less. Keep time on your phone.
 - Have students grab a scratch piece of paper to answer the following questions, if time permits:
 - How are you feeling about school heading into this year?
 - What are you bringing with you into this classroom right now?
 - What would make this semester better?
 - Let students share out briefly and allow for conversation

Briefly introduce the purpose of the Generous Leadership® Challenge (20 min)

“This semester will look different than a general class because in this class you have the chance to work on yourself and grow in your ability to lead others. We will explore the paradigm of Generous Leadership® by working on personal growth, acting for others and reflecting on the meaning of your work.”

- Hand out the *GLC Overview* and discuss
- Briefly explore skills they will gain, by first asking students,

“What do you think you might learn from this project?”

- Different ways of communication
 - Real effective communication takes time and practice. You can’t learn it in a book.
 - You will be communicating with each other, your teacher, other leaders, business people, neighbors.
 - Verbal communication: like interviewing others and sharing your vision. Written communication: like drafting goals and writing meaningful reflections.
- Learn to learn (and fail)
 - School makes it seem like there is only one right answer to problems, and that if you don’t produce that one answer, you have failed. This isn’t a successful mindset, nor how the real world works.
 - Success isn’t getting the best grade. Success is learning. And learning happens through struggle and failure. Because when you fail, you learn what doesn’t work, and you learn to think, problem solve and grow.
 - Most importantly, you learn how to overcome and pick yourself back up when things in life don’t go the way you want at first.
- How to reflect
 - Reflection is crucial for growth. You have to recognize and then articulate what you learned in order to move forward.
 - Weekly reflections will help students grow in generous leadership® by slightly shifting the way they think about things

Tip: If you run out of time for this last section, have students read the Overview on their own and submit their answer to the question: “What do you think you might learn from this project?”

Education vs. Learning

Purpose

Guide students to think critically about their education journey.

Learning Objective

I can critically assess how “doing” school can improve.

Recommended Resources to Prepare for this Lesson:

- [“How America is Breaking Education” by Ethan Siegel](#)
- [“How to Escape Education’s Death Valley” Sir Ken Robinson \(TED TALK\)](#)
- [“Learning vs Education: Three Important Skills You Can Learn Outside of the Classroom” by Shuyler Horn](#)
- [“Not Just the Facts: Why Teaching Skills is Better for Students and Educators” by ASCD In Service](#)

Needed Resources

- Handout: *How Do You See School?* Survey
- Week 1 Content Slides

Standards

- Analyze a complex set of ideas. (CCSS: RI.11-12.1)
- Predict the impact an informational text will have on an audience and justify the prediction. (CCSS: RI.11-12.2)
- Determine how ideas interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
- Determine the meaning of words and phrases. (CCSS: RI.11-12.4)

Ideas for Customizing Your Content Delivery

- Create a simple video for students to watch based on the content below.
- Direct students to go through the GLC slides for **Education vs. Learning** on their own.
- Create a blended option by incorporating slides, video, zoom and additional resources as you see fit.
- Create a short quiz to test if students watched or read the content.
- Make a point to tell students that there is an assignment at the end that will serve as their “entry ticket” for the next session together.

Content Summary

Education vs. Learning: What is the Difference?

Why explore this dichotomy?

- It is important for students to practice recognizing the paradigm (or the pattern of beliefs and behaviors) they’ve been immersed in for up to 12 years of their life: the education system. This will help them grow in awareness, critical thinking, analysis and the formation of personal opinion as they explore the difference between education and learning during the week.

What is Education?

- Webster's definition of education:

"The knowledge and development resulting from the process of being educated"

- Education can be said to be the process by which a party passes information, values, and skills on to another party. It is systematized, formalized, and comes from the intent and motivations of others. Education is what's done to you (it is mostly inherently passive).

Education in America

- In America, education is a system that is standardized, which means that it is based on the idea that **to be successful** all students should be able to accomplish certain skills or know certain pieces of information.
- Education comes from an institution that provides resources to reach the stated goals.
- Key words: structured, conformity, teacher-driven, content-driven, discipline, information, instruction, study, knowing

Note: Words help students contextualize the content and the dichotomy of education vs. learning

I wonder...

- Questions for students to think about as they explore the topic:
 - What has your education looked like, sounded like, felt like?
 - Have you received from your education what you hoped to receive?
 - Has your education given you the ability to find what you are uniquely great at?
 - Has your education prepared you for the future you want?

What is Learning?

- Webster's definition of learning:

"to gain knowledge or understanding of or a skill in by study, instruction, or experience; to come to be able; to come to realize"

- Learning is something that you take an active role to do; it isn't done to you. Learning is driven by a personal desire to know, to master, to become, to do. It includes your personal motivation and passion and it is characterized by curiosity, growth, resiliency, and often a sense of personal fulfillment.

You were born to learn

- Learning often comes from individuals and communities and experiences (not institutions)
- Every human is born with an innate desire to learn. Babies and small children are curious, creative and imaginative.
- Key words: discovery, curiosity, social, passion, desire, motivation, development, growth, creativity, imagination, fulfillment, application of knowledge, wisdom, doing

Note: These words are a direct contrast to the words in the education slide

I wonder...

- Questions for students to think about:
 - What does learning feel like to you?
 - What is the purpose of school? To learn or to be educated?
 - Are you curious to learn about anything or to learn how to do something? What?
 - What troubles you about school?

How Do You See School? Survey

- Explain that students will receive a worksheet with different indicators about school. The purpose of this survey is for students to begin honestly reflecting about school so that they can have a meaningful Socratic conversation next session.
- Quickly mention the directions:
 - With each question students need to decide where they stand on the scale: Strongly agree, agree, disagree, or strongly disagree
 - Give your answer and then expand by answering, “why?”
- The completed survey will be the students’ “entry ticket” for the first socratic discussion so it is important to have this completed for the next session.

Teacher Tip: If students will struggle with reflecting on the questions in the assignment, have them phone a friend and discuss the questions together before answering the questions on their own. They do not need to copy each other, but it may help students to hear from their peers to come up with their own opinions.

Education vs. Learning Socratic

Purpose

Students will discuss with their peers the value of education vs. the value of learning and how their experience with school aligns with what they value most.

Learning Objective

I will speak about what I have experienced and what I hope for.

Standards

- Initiate and participate effectively in a range of collaborative discussions. (CCSS: SL.11-12.1)
- Come to discussions prepared to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.11-12.1a)
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1b)
- Evaluate a speaker's point of view. (CCSS: SL.11-12.1b)

Needed Resources

- Handout: *Socratic Rubric*

Socratic Discussion Rules (posted for students to see)

1. Students speak and the teacher listens
2. Follow the Socratic leader who will:
 - Set up the discussion by summarizing context and then pose the question to be discussed.
 - Ensure peers hold to the discussion rules
 - Keep the discussion on track and flowing
3. Come prepared.
4. Be concise and do not repeat a point someone already made.
5. Provide evidence and reasoning with your opinion.
6. Listen with an open mind and heart; consider new ideas - As the teacher it is easy to interject, but allow students to work through silences, disagreements, etc. You may need to guide a little more in the beginning as Socratic Leaders learn to lead.
7. Don't raise hands; take turns speaking.

Teacher Tips

1. Require *How Do You See School* worksheet as an entry ticket.
2. As the teacher it is easy to interject, but allow students to work through silences, disagreements, etc. You may need to guide a little more in the beginning as Socratic Leaders learn to lead.
3. Use the Socratic Rubric for GLC or mix it up by having students grade themselves at the end of the discussion.
4. Review the Socratic rules every time.
5. If needed, allow for small group conversations before starting.

Socratic Theme for Week 1

Education vs. Learning

Provide Context

- Summarize the content from the last session, but state it as a matter of fact without personal opinion

Possible Questions

- What is more important for life, getting an education or learning? Are they mutually exclusive? What is the purpose of school?
- What does this quote from Mark Twain mean? "Education consists mainly of what we have unlearned."
- What is the best context for learning?

Making Education Personal Reflection

Purpose

Students have explored and discussed the shortcomings of school and now they have the opportunity to communicate their opinions and analysis in writing.

Learning Objective

I can articulate what I want school to be like.

Standards

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.11-12.3)
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.11-12.3e)
- Use a style guide to follow the conventions of Modern Language Association (MLA)

Needed Resources

- Handout: *Written Reflection Rubric*
- Assignment: *Making Education Personal*

Reflection Overview

- Students each week will debrief and apply the week's content through a written reflection
- Communicate to students the guidelines for formatting
 - 12pt; Times New Roman
 - Double Spaced
 - Correct Heading
 - 1-2 Paragraphs
- Share the competency goals from the Written Reflection Rubric

Reflection Question(s):

- What would the perfect class look like to you?
- What components would it have?
- What skills would you walk away with?
- What would you do?

Submit

Week 1

Weekly Deliverables

Deliverables Due This Week:

- Assignment: *How Do You See School? Survey* (if they haven't turned it in yet)
- Assignment: *Making Education Personal Reflection*

Teacher Hot Seat

Overview

Students actually do care about who their teachers are and when you open up to them they feel like they are invited into a welcoming culture that celebrates relationships. This activity serves as an effective ice breaker if there is time at the start or end of class.

Directions

Before class:

- On a slide, come up with at least 5 general questions about you that you will quiz students on later such as:
 - What is my favorite color?
 - What is my favorite animal?
 - What is my favorite food?
 - Where did I go to college?
 - What is my favorite band?

Note: Students will not see this slide until it is time to quiz them.

During Class:

- Group students together in 3-4 people per group
- Have each group come up with three questions they want to ask you to get to know you.
 - Make sure to tell them to keep it appropriate, but to also think outside of the box. Variety is fun!
 - Give students about 5 min
- Go around the room and allow students to ask their questions while you sit in the hot seat. Keep your answers brief so you can get to as many questions as possible. Make sure to integrate the answers to your final “quiz” questions as you go.
- Tell students to pay attention and write down what they hear
- When you are finished, post your Quiz slide and each student will take the “quiz”
- Briefly provide your answers and call out the students who got the most right

GLC Overview

**The Generous Leadership® Challenge is your opportunity.
It is time to take control of your learning.**

This semester you will work on **valuing yourself, helping others, and seeing your work as important.** This is your journey to becoming a Generous Leader.

Becoming a Generous Leader doesn't happen overnight. During this journey you will be expected to fail, but learn to get right back up and try again. Often times we jump to conclusions about situations or others and rarely do we take the time to look in on ourselves before taking the leap to help others. You will learn to slow down and reflect and let your classmates challenge your ideas through discussion. This is your opportunity to learn in a new way with you at the center. Will you accept the invitation?

Semester Overview					
Weeks 1-2	Weeks 3-6	Weeks 7-13	Weeks 14-16	Week 17	Week 18
Unit 1: Welcome to the GLC	Unit 2: Lens 1 – Seeing Self	Unit 3: Lens 2 – Seeing Others	Unit 4: Lens 3 – Seeing Work	Presentation Prep	Final Presentations

Week Overview				
Monday	Tuesday	Wednesday	Thursday	Friday
Check in Setting the tone	Content	Explore Socratic	Relate Reflection	Turn in weekly deliverables

Overview of GLC Lenses:

Lens 1: Seeing yourself as valuable not worthless.

Through this lens you will be learning how to work on yourself and see that you have value to bring to the table. In order to lead others and exemplify kindness through our actions, we must start with ourselves. During these weeks you will take action on goals for your body, mind, heart and will. Each build on one another by the end you will have a new appreciation for yourself.

Each week you work towards a goal, you will submit a weekly reflection video to tell about the actions you took that week. In the video you will answer these questions:

- What was your action for the week?
- Why did you choose this action?
- What were your results?

Lens 2: Seeing people as people, not objects

This lens will give you the opportunity to go outside yourself and practice empathy and become human centered. You have spent time working on yourself, now it's time to show others kindness and see others as people with real struggles.

During this lens you will have the opportunity to do a mini project that allows you to practice skills such as:

- Communication –listen to others, not to respond, but to hear their stories and struggles

Handout - Week 1

- Interviewing – learn to set up and conduct interviews. Along with gathering data from your conversation
- Identify the problem – based on the qualitative data what is the person's needs?
- Create a timeline – planning is everything in a project, identify the who, what, when, how
- Take action – Once you gather what the persons needs are, you will take action to help them and gather more data; qualitative and quantitative. What was your impact?

Lens 3: Seeing work as sacred, not ordinary

When you hear “work” what comes to mind? Homework? Long? Tedious? Not worth your time? This lens is catered to show you that the work you do now has a huge impact on your future. You don't always slow down and think about the moves you make and what the effect will be down the line, but what if you did? What if we saw our work as sacred and reflected about how we are getting to our futures?

Each week you work towards a goal, you will submit a weekly reflection video to tell about the actions you took that week. In the video you will answer these questions:

- What was your action for the week?
- Why did you choose this action?
- What were your results?

Weekly Content:

Content days are built in in order to give more information on the week's topics. You will be provided with slides and on your own or with teacher guidance you will be expected to go through and explore them. This will help you going into your Socratic discussions the coming day.

Weekly Written Reflections:

Each week you will write a couple paragraph reflection. Written reflections are designed to build on the themes explored in the weekly Socratics. An assignment sheet will be given weekly with the prompt questions and formatting requirements.

Weekly Socratics:

Socratics are designed to let you have your voice and practice communicating with your peers. Each week you will have questions to answer that will act as your entry ticket for discussion. These will stem from content days. Note that Socratics are led by you, the student. Socratics are meant to be open and honest. Your teacher wants to hear what you have to say. You will be graded on your discussion, see Socratic Rubric for competency standards.

Final Presentation: Time to Show Your Transformation

Not only will you see and feel a transformation in yourself during this semester, you will present a final speech to your classmates to demonstrate your Generous Leadership® Journey. Your views on Generous Leadership® will propel you to hit the ground running for your Big Idea Project.

This speech is called a PechaKucha. This type of speech is a way of digital storytelling. In order to keep this speech as authentic and professional as possible your speech will be perfectly timed and practiced. This speech requires discipline and timing, but when done right, it is immensely powerful. Examples of this will be shown in class and there will be practice days built into work days.

- 20X20 approach = 20 slides, 20 seconds per slide (about 6 ½ min)
- Each slide is nothing but a picture or collage of pictures to represent or amplify what you are talking about

How Do You See School?

Directions

Answer questions honestly and thoroughly. After choosing whether you agree or disagree with the statement, explain why.

1. I am able to do work each day in school that is important to me?

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

Why?

4. I will be prepared to find a good job after I graduate high school.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

Why?

2. School makes learning fun.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

Why?

5. School has taught me to overcome obstacles and solve life-relevant problems.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

Why?

3. I can see how my schoolwork is important for my future.

- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

Why?

Written Reflection Rubric

	Exceeding	Advanced	Proficient	Approaching	Needs Practice
<p>Critical Thinking and Depth of Reflection</p> <ul style="list-style-type: none"> Clearly reflects on given prompt Proof of deep thinking and consideration Strongly demonstrates understanding of topic and opinion 					
<p>Communication</p> <ul style="list-style-type: none"> Writing is clear and uses proper grammar with no errors Follows assignment formatting 					
<p>Prepared and Professional</p> <ul style="list-style-type: none"> Turned in on time 					

Reflection

Making Education Personal

Directions

Reflect on the week's theme/topic by reflecting on the given prompt in 1-2 paragraph(s). Make sure to be detailed and refer to the week's content and discussions to help you think deeply about your answer to the prompt.

Formatting

- Times New Roman
- 12 Pt. Font
- Double Spaced
- Correct Heading (upper left hand corner)
 - Name
 - Teacher
 - Class
 - Date
- 1-2 paragraphs

Reflection Prompt

What would the perfect class look like to you? What components would it have? What skills would you walk away with? What would you do?