



GENEROUS LEADERSHIP[®] **CHALLENGE**

Unit 3: Seeing People as People

Week 12

Considering My Story

Purpose

As students enter the final weeks of their Lens 2 Mini Project, they'll need to start thinking about the impact their project made and how to share that story with others. Take intentional time to check-in with students so that they know that their well-being is always more important than the work they produce for others.

Learning Objective

I can be proud of my work.

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)
- Evaluate a speaker's point of view. (CCSS: SL.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: W.11-12.3)

Needed Resources

- Teacher Resource: *Possible Check-In Activities*

Session Overview

Open Class with Check-In (10-15 min)

“You are wrapping up your Lens 2 projects in the next couple of weeks and you’re likely starting to see the impact your projects are making in other people’s lives. This week we’ll discuss how you can gather your results and tell a good story, but before we jump in, we’re going to take some time to check in with each other because your well-being is always more important than the results you produce.”

- Suggested Check-In: Students are likely feeling tired and a bit stressed about their projects at this point, so it would set the stage well to do a check-in activity that encourages students and reminds them why it’s worth it to push through to the finish line.
 - Write Thank you Notes
 - Practice gratitude by having students write someone a note of thanks.
 - It would be impactful for students to write thank you notes to those they were able to help during this project.
 - Or this could be a teacher, parent, coach, friend, classmate, sibling, etc.
 - Give students the opportunity to read their note aloud if they’d like.

- If you would like to check-in another way, you can choose a check-in activity from the *Possible Check-In Activities* resource.

Creating a Story Activity (30 min):

- To help students see that they are able to communicate through story, invite students to practice writing a story in a fun interactive way.
- Before class, find an image that you think is inspirational or could generate a fun back story.
- Have students get out a sheet of paper and a writing utensil.
- Explain to students that you will put a picture on the board and that they will be writing a story inspired by the picture. The story can be about anything. They have full creative freedom as long as their story is appropriate and pertains to what is happening in the picture on the board.
- Give students 2-3 minutes to write and then abruptly stop them. Have students put down their pencils and pass their papers to the person next to them.
- Quietly to themselves, students will read what the other person wrote and continue writing the other person's story, taking the story in whatever direction they want.
- Repeat this process every 2-3 minutes, rotating papers a total of 4-5 times.
- After the last round of story-writing, invite a few students to read their story aloud.
- These stories will be silly, but notice how focused students are when they listen to each story.
- Reflect with students on the story-writing experience:
 - How did you feel when you first began writing your story? Did it feel natural?
 - What influenced you to write what you wrote?
 - Which story was your favorite? What made it a good story?

Teacher Tip: If online, have students type their stories in a separate document. When it's time to switch, have students copy and paste their story into a private Zoom message to the person whose first name is directly after theirs alphabetically. Make sure students include the earlier parts of each story when they pass the story onto the next person.

Expressing Impact through Story (5 min)

- Ask students the following question:
 - Which sounds better?
 - “For my project I helped my mom around the house because she works a lot.” OR
 - “I knew my mom was struggling to keep up with everything, especially when school started and she had to balance two jobs. She works so hard for all of us, so I wondered what I could do so that she could get a break while at home.”
- As students start to process their results and measure their impact from their projects, they need to consider how they are going to tell their story to others.
 - What was the purpose of their project?
 - What roadblocks did they face? (Roadblocks actually make for more interesting stories!)
 - What qualitative or quantitative data can they use to show the impact of their project?
- Remind students that they have tracked their progress these last few weeks with their weekly project reflections, and they can use these weekly reflections to help write their story of impact.
- Let students know that they'll have time later this week to practice sharing their story with others to get a head start on writing their Lens 2 Reflection Paper next week.

Reporting My Results

Purpose

Students likely haven't thought deeply about how they are going to express their Lens 2 Mini Project results through a story. This content will give students practical ways to reflect on their project impact and tell a compelling story.

Learning Objective

I can gather my results into a meaningful story that displays the impact I made on others.

Recommended Resources to Prepare for this Lesson:

- [How to Tell a Great Story](#)
- [Telling a Complete Story with Qualitative and Mixed Methods Research](#)
- [Why Story Matters](#)

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)

Needed Resources

- Week 12 Content Slides
- Handout: *Telling My Story* assignment

Ideas for Customizing Your Content Delivery

- Create a simple video for students to watch based on the content below.
- Direct student to go through the GLC slides for **Reporting My Results**.
- Hold a live zoom class session to go through content.
- Create a blended option by incorporating slides, video 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

Story Examples

- Read the following short story to students:

***“A man and a dog were hiking in the desert. Suddenly there came a dry, shrill whistling rattle that instantly paralyzed the man and the dog. Like the fingers of a sudden death, this sound seemed to touch the man at the nape of the neck, at the top of the spine, and change him to a statue of listening horror, surprise, rage. The dog, too, stood crouched and quivering. Slowly the man moved his hands toward the bushes, and his fingers, unguided, sought for a stick of weight and strength. He grasped a weighty stick and approached the snake. The man attempted to sweep up the snake with the stick, but the snake rallied swiftly, agilely, and coiled to attack.*”**

The man then gripped the stick with both hands and moved at twice the speed, sweeping up the snake and flinging it far from the path and into the bushes. The man then stood in silence, listening with anticipation for another whistling rattle. The dog stretched his nose forward, sniffing for a sign that the snake was returning, but the snake must have slithered on because the dog’s fur relaxed. The man resumed his march along the path, and the dog walked calmly at his master’s heels.”
(adapted from ‘The Snake’ by Stephen Crane).

- Then read this other version of the story:

“A man and a dog were hiking in the desert. They heard a rattle and realized a snake was nearby. The man grabbed a stick and used the stick to fling the snake far from the path. Then the man and the dog continued hiking.”

- Ask students to consider the differences between these two versions of the story:
 - Which version of the story did you find more interesting? Why?
 - What story-telling elements made one story more interesting than the other?
 - Which version of the story made you feel more connected to the man and the dog as they encountered the snake?

The Value of Story

- Stories have the power to capture people’s attention, engage their emotions, and help them see a situation in a whole new light.
- Stories can bring seemingly boring or inconsequential things to life.
- Good stories can also help us feel connected to the people in the story.

Elements of a Good Story

- The way a person tells a story matters more than the specific events in the story. Looking back at the two example stories, both had the same events (the man and the dog hear the snake, the man grabs a stick and flings the snake, and then the man and dog continue hiking), but the two stories are told in very different ways.
- The first version of the story was more compelling because:
 - **It described the characters’ emotions** so that the reader could empathize with the man and the dog’s fear as they faced the snake.
 - “a dry, shrill whistling rattle that instantly paralyzed the man and the dog”

- “like the fingers of a sudden death, this sound seemed to touch the man at the nape of the neck”
- **It built anticipation by highlighting smaller moments** that led to the climax of the story.
 - “Slowly the man moved his hands toward the bushes, and his fingers, unguided, sought for a stick of weight and strength.”
 - “The man attempted to sweep up the snake with the stick, but the snake rallied swiftly, agilely, and coiled to attack.”
- **It tied the events of the story into a journey** instead of simply listing off what happened.
 - “Suddenly there came a dry, shrill whistling rattle...”
 - “The man then stood in silence, listening with anticipation for another whistling rattle.”

Relating Back to Your Story

- As students share about their Lens 2 Mini Project experience in their upcoming Lens 2 Reflection Paper, and later when they share their whole experience with the Generous Leadership® Challenge during their final presentation, students will use stories to not only explain their experience, but also to help others connect with their experience on a deeper level.
- Students’ stories can actually help others see people as people too!
- As students consider the main events within their Lens 2 Mini Project (what they did, how it went, obstacles they encountered, etc.), encourage them to also identify:
 - The emotions they experienced, as well as the emotions of the people they helped
 - The smaller moments that led to the big events in their experience
 - How each part of their experience tied into their larger Generous Leadership® journey

Story is a Tool, Not a Trophy

- Students will naturally compare their impact to others and perhaps compete with their peers to prove that they did the “most” or “best” project work, but this is not Generous Leadership®.
- Remind students that generous leaders “give abundantly of themselves so that others may be better people who do better work,” so the purpose of students’ work is to empower other people, not to make themselves look good.
- The purpose of telling their story is to reflect on the hard work they did and to inspire other people to be generous leaders too.
- Telling their story will also build students’ confidence in their leadership ability, which will inspire them to continue their generous leadership® journey throughout life.

You Made a Greater Impact Than You Think

- Students may feel like they did an inadequate job if their impact wasn’t as big as their peers’, but impact is so much more than outward results.
- Remind students of the point of their Lens 2 Mini Projects: to practice seeing people as people, not to solve the world’s problems.
- The true measure of success for a Lens 2 Mini Project is not how much visible impact a student made. Why? Because if a student made a large impact over the last three weeks but did not actually grow to see people as people, then they didn’t grow in their generous leadership® mindset.
 - What good is helping 50 people through a project if the student will not continue leading generously in life?
 - A student who helps 1 person during the project and learns to see people as people will likely help countless people in the future because the student’s perspective toward others has changed.

- It's encouraging and inspiring to see the impact students make in people's lives in a short amount of time, but what lifelong lessons are students walking away with? And did they inspire others to be generous leaders too?

Measuring Impact

- There are a variety of ways that students can evaluate and communicate their impact.
- Remind students of the differences between qualitative and quantitative data from Week 8:
 - **Qualitative Data:** Information that describes the subjective or personal quality of something. This includes personal experiences, preferences, and opinions. Uses for qualitative data include:
 - Understanding a “real life” human experience
 - Offering different points of view
 - Portraying emotions and stories in a compelling way that helps others connect with an issue
 - **Quantitative Data:** Information that can be measured and described with numbers; this includes amounts, time, percentage, etc. Uses for quantitative data include
 - Describing the size/magnitude of an issue
 - Evaluating change over time
 - Providing evidence for one's interpretation
- Because students only worked with one or a few people over the last few weeks, they likely won't have huge quantitative (numerical) results. However, they can still use numbers to explain the work they did and the impact it made.
 - Examples:
 - *My brother was struggling with math and getting really frustrated. I tutored him for a total of six hours over the last three weeks and his math grade went up from a “D+” to a “B.”*
 - *My elderly neighbor felt sad and lonely because she lives by herself and doesn't have any visitors. I spent a total of four hours hanging out with her over the last three weeks and we had a great time. I even helped her organize six boxes of old photos.*
- The greatest impacts students will see from their work will likely be qualitative (experiential and subjective). Students can use this experiential and subjective data to tell a compelling story.
 - Examples:
 - *My brother was struggling with math and getting really frustrated. He used to stare at his homework for a while and then crumple it up and throw it in the trash. Since I started tutoring my brother over the last three weeks, he's seemed calmer while doing his math homework. He even told me that he kind of enjoys math now.*
 - *My elderly neighbor felt sad and lonely because she lives by herself and doesn't have any visitors. She told me that she didn't feel like getting out of bed most days because she didn't see the point. Since I have been spending time with her, I've noticed that she seems to have a lot more energy. She told what seemed like 20 stories of “the good ol' days” while we were organizing pictures.*
- Students' weekly reflections from the last few weeks will be a huge asset to them because they can review how their project and their perspective changed over time. Chances are they experienced some hardships during the project, and they can remember these hardships and how they overcame them by looking back at their weekly reflections.
- If students want, they can show their impact through a graph, statistic, or even a piece of art they create.

Elements to Consider While Gathering Results

- **What was your intent starting out?**

- Have students think about their original intent for the project. This helps students set the context for their story.
 - Why did they want to help a particular person?
 - What was the driving factor behind choosing their project?
 - What did students hope to accomplish through their projects?
- **What went well?**
 - Encourage students to reflect on the project elements that went relatively smoothly. This helps students identify and appreciate the small “wins” within their projects.
 - Did interviewing go better than expected?
 - Did students form a good relationship with the person they were trying to help?
 - Were students surprised by anything that they learned about the person they were helping?
 - Did this experience change the way they see and interact with others? How so?
- **What didn't go well?**
 - Encourage students to spend time thinking about the obstacles they faced in their project. Every good story has trial and error, so their story is actually better if it doesn't go smoothly!
 - Did students struggle in the interview process? How so?
 - Did students struggle to come up with a project idea? How did they eventually come up with a project idea?
 - What fears did students face during the project? How did they overcome these fears?
 - What mistakes did students make? How will they learn from these mistakes?
- **Overall reflection**
 - Encourage students to think about what life skills and lessons they are taking away from this project.
 - Where did students experience the most growth?
 - What skills did they learn or grow in?
 - Did students face any fears?
 - How did students grow to see people as people?
 - What will students do differently as a result of their Lens 2 Mini Project?
 - Did this project spark a passion for them? How so?

The Power of Testimony

- Quotes and testimonials are powerful storytelling tools, especially when they come from the people we have helped.
- Testimonials can be as simple as asking people:
 - “How has your life been improved by my project?”
 - “What problem did I help solve for you?”
- Students can share these testimonials directly in their Lens 2 Reflection Paper using quotation marks and a reference (ie. my mom said, “_____” or my neighbor told me that my project “_____”).

Preparing for Next Session

- Typically students would complete a worksheet tonight to prepare for a Socratic discussion next session, but instead students will get the chance to practice storytelling with their peers.
- Students' assignment for next session is to fill out about a worksheet called *Telling My Story* so that they're prepared to share their project story out loud.

Purpose

In lieu of a Socratic discussion this week, students will practice telling their Lens 2 Mini Project stories with their peers so that they feel more confident in their ability to articulate their Lens 2 Mini Project story next week.

Learning Objective

I can share my story of impact with my peers.

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.11-12.3)

Needed Resources

- Handout: *Storytelling Rubric*

Socratic Discussion Rules (posted for students to see)

1. Students will be assigned partners.
2. Students will act respectfully and professionally as they tell their story and listen to their partner's story.
3. Once students finish telling their stories, they will give each other feedback on how their partner could make their story better.

Teacher Tips

1. Require the *Telling My Story* worksheet as an entry ticket.
2. Move around the room while students are telling their stories so that you can gauge student engagement.
3. Make suggestions as needed.
4. Jot down notes on the Storytelling Rubric as you walk around so that you can give students specific feedback at the end.
5. Save at least 5-10 minutes at the end so that you can provide the class with feedback.

Socratic Theme for Week 12

Telling My Story

Provide Context

- Summarize the content from last session about the power of stories and how students can measure their project impact.
- Students should have completed the Telling My Story worksheet before class, but they are welcome to change/amend their story in the moment if they think of a more compelling way to tell their story.
- Remind students that authenticity and personal growth are more important than how much impact they made with their project.

Possible Debrief Questions

- How did it feel to share your project story with your partner?
- What do you think went well?
- What do you think you could improve on?
- What was the coolest thing that you learned from your partner about their experience?

Weekly Project Actions & Reflection

Purpose

Give students space to reflect on how their Lens 2 Mini Project story is developing and how they are learning to see themselves and others in this process.

Learning Objective

I can gather results to show the impact of my project.

Needed Resources

- Assignment: *Week 12 Project Actions & Reflection*

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)

Reflection Overview

- Each week students 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
 - 3 paragraphs
- Share the competency goals from the *Written Reflection Rubric*.

Reflection Directions and Questions:

This assignment has three sections submitted on the same paper.

1. Reflect on the actions you took this week for your Lens 2 mini project.
 - What did you do?
 - How is it going?
 - What are you stuck on?
 - What do you need help with?
 - What is going well?
 - What are you learning about generous leadership® so far?
2. How do you feel like your Lens 2 Mini Project story is progressing? What qualitative and quantitative data have you collected that will help you tell your story? (1 paragraph)
3. Which stories from your peers stood out to you? Why? (1 paragraph)

Submit

Week 12

Weekly Deliverables

Deliverables Due This Week:

- Assignment: *Telling My Story* worksheet
- Assignment: *Week 12 Project Actions & Reflection*

Possible Check-In Activities

Gratitude circle (starting with positivity!)

- On a notecard have students write what they are thankful for that day. "Today I am thankful for _____ because _____."
- In a circle, each student will share what they wrote on their card.

Tell Me Something Good

- Have students write down one good thing that has happened to them this week.
- Allow students to share (those who want to).
- Optional: Play "Tell Me Something Good" as students are writing.

Create a mental health check in on a Google Form

- Example Questions:
 - How are you feeling today?
 - Is there anything going on either in or outside of school that you would like me to know that is effecting you personally or effecting school and getting work done for you?
 - Is there anyone that you are concerned about currently and why?
 - Any other questions or comments for me?

How are you on a Scale of 1-10

- Go around the room and have students share how they are doing that day by selecting a number (1 is horrible and 10 is awesome) and also sharing a few words on why. This can be the best way to check-in but it can also take the longest amount of time, so watch the time closely.

Choose one word to describe how you feel

- Post a list of adjectives on the board and ask students to choose a word that describes how they feel right now. Examples: anxious, exhausted, excited, frustrated, angry...
- Go around the room to share.

Personal Notes to Classmates

- This activity will work later in the semester as students get to know each other better.
- At the start of class have students draw classmates' names out of a hat as they come in the room.
- Once everyone has their classmate they will write a positive note to the classmate
 - Encouraging and affirming them
 - Sharing how they are doing
 - Telling them a story
 - More...
- Students will give this note to their classmate.

Write Thank you Notes

- Practice gratitude by having students write someone a note of thanks.
- This could be a teacher, parent, coach, friend, classmate, sibling, etc.

Teacher Resource - Week 12

Breathing exercises

- Students walk into class sometimes with a lot of stress, help them relieve this through breathing.
- Different breathing exercises can be found online or through certain apps on your phone.

Stretching

- Have students stand by their desk, take a deep breath, raise their arms above their heads, hold for a moment, and then deeply exhale through their mouth, releasing their arms back down and releasing tension in their shoulders and back.

Affirmation Circle

- Explain to students what it means to give affirmation. Affirmation is an acknowledgement of a permanent aspect of someone's character.
- Grab a ball or some object to toss around the circle. Tell students to state a classmate's name, affirm their classmate, and then pass the ball to him or her.

Physical Exercises

- Choose some exercises to get the students' up and moving.
 - Jumping Jacks
 - Lunges
 - Push ups
 - Squats
 - Running in place
 - If time: take a walk outside around the building

Mirror in a Box

- Get a deeper box and place a mirror at the bottom.
- Have students sit in a circle.
- Talk up the box
 - "I have something really cool in this box"
 - "What's in this box is extremely special"
 - "When you see what is in the box you will see just how special it is"
- One at a time, students will "look" inside then and pass the box to the next student.
 - Students are not allowed to say what it is, just pass it along
- Students will think it is funny, but the anticipation is key to this activity.
- You are telling them they are special and worthy by seeing themselves in the mirror at the bottom of the box.

Sharing acts of kindness

- Have students share out to the class acts of kindness they did or saw someone do.

Positive/funny videos

- Students are immersed in videos these days and sometimes it is a great way to get kids relaxed and ready for the day
- Suggested Videos
 - [Make Your Bed Change Your Life](#)

Teacher Resource - Week 12

- [A Simple Act of Kindness](#)
- [Inspirational Piano Player](#)
- Find your own

Journaling

- Allow students to write whatever is on their mind for 5-7 min.
- Play quiet music in the background to set the tone.

Telling My Story

In order to share your Lens 2 Mini Project story in a compelling way, it's helpful to write out the key elements of your story. Don't be afraid to be authentic during this activity. Whether your project made a huge visible impact or not, what matters is that you grew to see people as people through the experience. Answer the questions below so that you're ready to practice sharing your Lens 2 Mini Project story with your peers next session.

1. Share your journey through this project.

a. What was your purpose/ intent when starting this project?

b. How did the interview process go?

c. How did you settle on a solution to implement?

d. What were some successes from your project?

e. What were some obstacles/failures you faced? How did you overcome them?

2. What do you believe was the overall impact of your project on the person you were helping?

3. How have you grown as a generous leader through this project?

Storytelling Rubric

Student acted respectfully and professionally during the storytelling activity ____/10

Comments:

Student's story reflected prior planning and intent ____/10

Comment:

Student's story accurately depicted their project experience ____/5

Comments:

Student's story communicated impact through numbers and/or experience ____/10

Comments:

Student's story communicated personal impact from the project (how they grew to see people as people through the process) ____/15

Comments:

Week 12 Project Actions & Reflection

Formatting

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

Reflection Directions and Questions:

This assignment has three sections submitted on the same paper.

1. Reflect on the actions you took this week for your Lens 2 mini project (1 paragraph)

- What did you do?
- How is it going?
 - What are you stuck on?
 - What do you need help with?
 - What is going well?
 - What are you learning about generous leadership® so far?

2. How do you feel like your Lens 2 Mini Project story is progressing? What qualitative and quantitative data have you collected that will help you tell your story? (1 paragraph)

3. Which stories from your peers stood out to you? Why? (1 paragraph)