



GENEROUS LEADERSHIP[®] **CHALLENGE**

Unit 4: Seeing Work as Sacred

Week 14

My Attitude Towards Work

Purpose

Students are moving into the last lens of the Generous Leadership® Challenge: seeing their work as sacred, not ordinary. Provide space for students to celebrate their growth so far before introducing Lens 3.

Learning Objective

I can be honest about my future and what I want it to be.

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)

Needed Resources

- *Handout: Possible Check-In Activities*
- *Assignment: Lens 3 Mini Project*
- *Handout: Goal Setting*

Session Overview

Open Class with Check-In (15-20 min)

“You have come so far in your generous leadership® journey these last few months! I'm proud of you for continuing to persevere even when the work is challenging. This week we'll begin learning to see through the final lens of generous leadership®: seeing your work as sacred rather than ordinary. We'll start today with a check-in and then we'll dive into this third and last lens.”

- Suggested: Because students will begin learning what it means to see their work as “sacred,” it would set the stage well if you did a check-in activity that encourages students to call out and celebrate instances of meaningful work that they or others have done.
 - Sharing acts of kindness
 - Have students share with the class acts of kindness that they did or saw someone else do.
 - As each student shares, ask them to also share how they felt while doing, witnessing, or receiving the act of kindness.
- If you would like to check-in another way, you can choose a check-in activity from the Possible Check-In Activities resource.

Introduce Lens 3! (15 min):

- Ask students to define “work” in their own terms.
- Write students’ answers down on the board as they list them off.
 - Typical answers:
 - A job
 - What you do for money
 - Fulfilling responsibilities
 - Answering to a boss

“When we think of work, we typically think of having a job and making money. But work is so much more than what you do for a living. What if we think about work in broader terms as everything that you do throughout your day. So whether you have a paying job or not, you do work all the time.”

- Work includes:
 - All of the activities students participate in: home, school, with friends, by themselves
 - How students prepare for their future
 - How students interact with others
 - How students communicate
 - How students treat themselves
- Work can include small actions like:
 - Giving a compliment
 - Helping a friend in need
 - Creating something
 - Completing schoolwork
 - Cleaning tables at a restaurant
 - Doing the dishes at home
- Everything that we do has some impact (whether direct or indirect) on people and the world around us. Because we know that we are valuable (Lens 1) and people are people worthy of respect (Lens 2), then every action that we do matters. Our work is sacred, not ordinary.
 - Ask students to define the word “sacred” in their own words. This is not a common word in students’ vocabulary, so they may be completely unfamiliar with the word. Some may think it is only a religious word.
 - If we remove the religious association of the word ‘sacred’ it can be defined as: “Anything worthy of respect, highly valuable and important, set apart for a unique and special purpose.”
- Seeing your work as sacred, not ordinary, is the third and final lens of Generous Leadership®, and it’s what students will be practicing for the remaining few weeks of the GLC.

Overview of Lens 3 Mini Project (10-15 min):

- Handout the *Lens 3 Mini Project* assignment to students.
- Explain that for this project, students will write one SMART goal like they did in Lens 1, but this SMART goal will focus on changing their attitude toward work (and “work” could mean a job, schoolwork, a role in their home, how they interact with others or actions they take or don’t yet take in an area of their life that they want to improve).
- Just like in Lens 1, students get to choose how they want to grow in this area.
- Handout the *Goal Setting* handout again and briefly review the 5 components of a SMART Goal.

- Students will reflect every week on what actions they've taken towards their goal and what they're learning from their project actions.
- At the end of the unit, students will reflect on the actions they took towards their goal and what they learned from the Lens 3 mini project in a 1-2 page paper.
- Use any remaining time to answer students' questions about the Lens 3 mini project.

My Work Matters

Purpose

Students often struggle to connect their current work (at school, at their job, at home) with a purpose for their life. This content will help students understand how their work today affects their future self and will give them practical ways to value their work today.

Learning Objective

I can understand that my work matters.

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 **My Work Matters**.
- 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.

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 14 Content Slides*
- Handout: *How I See Work*
- Assignment: *Final Presentation*

Recommended Resources to Prepare for this Lesson:

- [The Connection to Purpose: Why Work Matters](#)
- [Don't Follow Your Passion](#)
- [Know Your Why](#)

Content Summary

Seeing Work as Sacred

- Remind students of the reasoning behind seeing their work as sacred: We are valuable and so are all people. Since we do work that will impact us and others, then our work (defined as everything we do) is sacred (highly valuable and set apart for a unique purpose).

Follow Your Passion

- Students may not know what they want to do after high school, but they can likely identify things that they're passionate about.
 - Common interests may include:
 - Sports
 - Music
 - Video Games
 - YouTube
 - Art
 - Friends
 - Being rich
 - Having fun
- Students can easily identify their interests, but they often struggle to identify their values and how their values can lead them toward fulfilling work.
- Students also often believe that they must follow their passions in order to find meaning and satisfaction in their work – but this isn't true. (See the recommended Resource "Don't Follow Your Passion.")
- The reality is that passion doesn't have to drive the work people do, passion can become a result of work and values coming together over time.
- **A person can become passionate about any work that they do if they choose to see their work as sacred or meaningful.**
- Examples:
 - A plumber can become passionate about his work by recognizing that his work helps people (his customers) and supports his family, two very worthy causes.
 - A caretaker in a senior living home can become passionate about her work by recognizing that her work makes life better for her clients and helps her gain valuable experience for her future work as a nurse.
 - A high school student can become passionate about his schoolwork even when it's boring because he recognizes that completing high school will allow him to enter into the business world and reach his financial goals later on.
- It's good to have passions, but passion alone will not suffice because passions easily fade.

Lens 3: How To See Work As Sacred

- There are TWO ways we can change our ability to see our work as sacred:
 - Change our attitude toward our work.
 - Better align what we do with our values and our 'why'.
- This week's focus, and the focus of the Lens 3 mini project, is changing our attitude toward work. Next week we'll dive into how we can better align what we do to our "why" or passion.

Why Attitude Matters

- Attitude is a conscious or unconscious expression of a person's core beliefs about a situation or another person.
- Remind students of what they learned in Week 3: belief determines behavior.
 - Students have been working over the last few months to change their beliefs about themselves and others so that they can lead themselves and each other generously.

- If students didn't take the time to practice seeing themselves as valuable and people as people, they wouldn't be able lead generously for long because they wouldn't have a belief motivating or driving their actions even when things get difficult.
- Students' attitude toward work illuminates what they believe about their work and determines how they will carry out their work.
- If students don't believe their work matters, they won't invest much time and energy into it, and they likely won't produce work they're proud of.
- But if students choose to believe their work matters even when it's not always enjoyable, they'll be able to persevere, put in their best effort, and produce work that matters to them.

Helpful and Unhelpful Attitudes Toward Work

- The key to changing our attitude toward work is recognizing that negative attitudes toward work don't help us succeed or overcome difficult situations; they make us feel more frustrated and unmotivated to continue working.
 - Examples of negative, unhelpful attitudes we may have toward work:
 - “This assignment is so stupid. What's the point of finishing it?”
 - “I have better things to do with my time than cleaning the kitchen.”
 - “My boss never notices me; it's pointless to work hard.”
 - The more negative our attitude toward work, the slower, more frustrating, and less valuable the work appears to us.
- Having a positive attitude toward work doesn't necessarily make the work enjoyable, but it gives us a reason to keep going (and it often makes the work go faster too).
 - Examples of positive, helpful attitudes we can have toward work:
 - “This assignment may not be fun, but it's one more step toward my future.”
 - “Even though I don't enjoy cleaning, I know it makes my home a better place for myself and my family.”
 - “Even though I'm not recognized, I can still learn valuable skills while I'm here.”
- Embracing a positive attitude toward work isn't easy – it requires will and practice – but it's worth it because it empowers us to not only persevere, but also find meaning in our day-to-day tasks.

So Where Do We Begin?

- Students can start seeing their work as sacred by...
 - Reflecting on who their work will affect and how it will affect them
 - Remind students again of the root 'why' behind this lens: We are valuable and so are all people. Since we do work that will impact us and others, then our work (defined as everything we do) is sacred (highly valuable and set apart for a unique purpose).
 - Students likely don't see how mundane tasks like homework and chores affect themselves or others, so this requires intentional and forward thinking: What is this task accomplishing? Who could this task help now or in the future?
 - When students recognize who is affected by their work and how they are affected, students will be more motivated to see even their more mundane work as sacred.
 - Taking the time to create work that they're proud of
 - Students don't need to be a genius in every subject, but they should aim to give their best effort in order to learn and grow.
 - Even outside of school, how can students create work they are proud of?
 - Looking for additional opportunities to learn

- Seeing work as sacred means finding value in every endeavor, even “failed” endeavors. Students should strive to find a lesson in every failure – something they can take with them and apply to future situations.
- Students should also never assume that they’re done learning. Even the most accomplished leaders have something to learn each day.
- Taking time to intentionally set goals for their future and working toward their goals daily
 - If students avoid making a plan for themselves, they can expect nothing different to happen.
 - Example 1: If students want a professional career as an athlete but never train harder than the best athletes around them, they won’t become a professional athlete.
 - Example 2: If students want to become a YouTube influencer but do not take risks to put themselves “out there” through video, they won’t learn the skills necessary to be a YouTube influencer.
 - Example 3: If students want to help people but never take the time to discover what people need and then give generously to help those people, they won’t set a pattern for serving others in the future.
- The worst thing students could do for themselves is to do absolutely nothing to change their mindset around work.

“In any moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing.” - Theodore Roosevelt

Overview of the Final Project

- In three weeks students will complete their Lens 3 mini projects and will be compiling their final presentations. Hand out the *Final Presentation* assignment. Students do not need to do anything for the presentations now, but students would be wise to begin brainstorming for their final presentations.
- The purpose of these presentations is for students to share with others what they learned, how they learned what they learned (what they did), and how they want to take their learning forward in life. Students shouldn’t stress over these presentations (that would take away from the purpose of the presentations), but students will need to put thought and some practice into their presentation delivery.
- Explain the basic presentation format to students:
 - Each student will present for about 6 minutes to the class.
 - The style of presentation will be PechaKucha, in which the presenter uses only picture slides to share their story.
 - Show students the following [example of a PechaKucha presentation](#). Let students know their PechaKucha will focus on telling the story of their Generous Leadership® journey. (Students don’t need to watch the whole presentation, just enough to get an idea of the PechaKucha presentation style).
- Direct students to read through the *Final Presentation* assignment this week and write down any questions they have so that they can bring their questions to the next class session.

Preparing for Your Socratic

- Explain that students will receive a worksheet to fill out for next session called *How I See Work*. The purpose of this worksheet is to help students reflect on why their attitude toward work matters so that they can have a meaningful Socratic discussion next session.
- Encourage students to start thinking about how they want to improve their attitude towards their work, whether it be schoolwork, their job, their role at home, or any other area they want to improve.

Exploring My Purpose

Purpose

Create space for students to process with their peers why their attitude toward work matters.

Learning Objective

I can help others change their attitude toward work.

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.11-12.1)

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.
7. Don't raise hands; take turns speaking.

Teacher Tips

1. Require *How I See Work* 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* 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 14

How I See Work

Provide Context

- Summarize the content from the last session about seeing work as sacred, namely that there are two ways to strengthen our ability to see our work as sacred: to change our attitude or align our work better with our values. Both are needed at various times throughout our life. This Socratic will explore how we can change our attitude toward our work, believing that our work is set apart for a special purpose.

Possible Questions

- What is the difference between doing what you love and loving what you do?
- How does a person's attitude affect the way they work?
- Can a person purposefully change what they're passionate about? How so?
- What steps can we take to change our attitude towards work?

My Work Has Purpose

Purpose

In order for students to practice seeing their work as sacred, they will need to decide how they want their attitude towards work to change and what steps they will take to get there. This will be the focus of their Lens 3 mini project. This session will allow students to think deeper about the purpose behind their work and lead them to set a goal for improving their attitude towards their work.

Learning Objective

I will set intent for seeing my work as valuable for the next two weeks.

Needed Resources

- Assignment: *My Work Has Purpose* reflection
- Assignment: *Lens 3 Mini Project*
- Handout: *Goal Setting*

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

- Communicate to students the guidelines for formatting
 - Times New Roman
 - 12 Pt. Font
 - Double Spaced
 - Correct Heading
- 2 Sections included on the same paper.
 - 2 Paragraphs answering the Part 1 questions
 - 1 Goal for your Lens 3 Project

Directions and Questions:

This assignment has two sections submitted on the same paper.

1. Answer the Reflection Prompts (2 paragraphs)
 - What is one area of your work where you know your attitude is wrong (where you struggle to believe your work is sacred)? What is this attitude?
 - How does this area of work affect yourself and others?

- If you didn't do the work, what could happen? Would your work be missed by your future self or others?
- What are some practical things you could do to change your attitude toward this work to reflect it's sacred nature of being set apart for a unique and special purpose?

2. Write 1 SMART Goal

- What is your goal for the Lens 3 mini project that you will put into action for the next two weeks?
 - Remember, your goal should address what you will do to shift your attitude toward one area of your work such as school, a job, a role in your home or in an area of your life that you want to improve.
 - Use the *Goal Setting* handout to help you form your SMART goal, and see the *Lens 3 Mini Project* assignment for project ideas.

Submit

Week 14

Weekly Deliverables

Deliverables Due This Week:

- *Assignment: How I See Work worksheet*
- *Assignment: My Work Has Purpose 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 14

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 14

- [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.

My Work Has Purpose

Formatting

- Times New Roman
- 12 Pt. Font
- Double Spaced
- Correct Heading (upper left hand corner)
 - Name
 - Teacher
 - Class
 - Date
- Titled
- 2 Sections included on the same paper.
 - 2 Paragraphs answering the Part 1 questions
 - 1 Goal for your Lens 3 mini project

Directions and Questions

This assignment has two sections submitted on the same paper.

1. Answer the Reflection Prompts (2 paragraphs)
 - What is one area of your work where you know your attitude is wrong (where you struggle to believe your work is sacred)? What is this attitude?
 - How does this area of work affect yourself and others?
 - If you didn't do the work, what could happen? Would your work be missed by your future self or others?
 - What are some practical things you could do to change your attitude toward this work to reflect it's sacred nature—set apart for a unique and special purpose?
2. Write 1 SMART Goal
 - What is your goal for the Lens 3 mini project that you will put into action for the next two weeks?
 - Remember, your goal should address what you will do to **shift your attitude** toward one area of your work such as school, a job, a role in your home or in an area of your life that you want to improve.
 - Use the *Goal Setting* handout to help you form your SMART goal, and see the Lens 3 Mini Project assignment for project ideas.

Goal Setting

Why write good goals?

Sometimes we have good intentions, but we don't always have the follow-through. Well written goals that we personally care about help us follow through. If we choose to write a goal that matters to us by using the right language, we are already on our way to success!

What is goal language?

The best goals include all elements of a SMART goal. Follow the example and prompts below to create your own.

S – Specific

- What will be accomplished? What actions will you take? Be clear and specific so there's no room for confusion.
- Example: I will improve my effort in math.

M – Measurable

- How can the goal be measured: How much? How well?
- Example: I will spend an extra hour every day a week on math.

A – Achievable

- Is your goal do-able? Think about schedule, resources, and skills needed.
- Example: (Realizing that an extra hour every day isn't possible) I will spend an extra hour three days a week on math.

R – Relevant

- Is the goal important to you? What is the impact?
- Example: I will get better at math so that I can apply for an internship at an engineering firm.

T – Time-bound

- What is your timeframe for accomplishing the goal? How many weeks or what date?
- Example: I will get better at math so that I can apply for an internship in January.

Putting it all together to create a SMART goal!

I will spend an extra hour three days a week throughout the entire fall semester so that I can apply for an internship at an engineering firm by January.

Can you identify all five components of a SMART goal in the above example? When you write your own SMART goals, make them one sentence, to the point and include all five components.