



GENEROUS LEADERSHIP® **CHALLENGE**

Unit 4: Seeing Work as Sacred

Week 15

Considering My “Why”

Purpose

For students to see their work as sacred, it is helpful for them to understand their “why” behind their work. Every person’s “why” is unique to them, so this session will help students begin to process their personal “why” with their peers.

Learning Objective

I can share my passions with my peers.

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: Final Presentation*

Session Overview

Open Class with Check-In (10 min)

“You’ve begun to practice seeing your work as sacred, but in order for you to truly shift your attitude towards your work, you need to know your personal “why”: What gets you out of bed every morning? Why do you keep moving forward in life even when it’s tough? This week we’ll discuss the topic of finding your “why.” We’ll start with a check-in activity and then jump into an activity that will help you begin thinking about your why.”

- Suggested: Students are often less than excited to discuss their goals for their future because they feel like they have to pick their life path now and stick with it – which would certainly be an overwhelming and unfair task, and it is not what this lesson will address. In order to energize students for a conversation around their passions, it would set the stage well if you did a check-in activity that raises students’ energy level.
 - Physical Exercises: Choose some physical exercises to get the students up and moving.
 - Jumping Jacks
 - Lunges
 - Push ups
 - Squats

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

Sharing What I Care About (My Values) (30-40min)

- Direct students to get out a scratch piece of paper and a pen.
- Have students answer the following questions (can be bullet points):
 - What is something you do that you care a lot about? In other words, what is something that you could spend all day doing without even thinking?
 - Why is this activity so special to you?
 - You may need to ask students “why” a few times to get to a deeper answer. This activity helps students identify a value they hold.
 - What are you doing right now to live out this ‘why’?
- Model this thinking for students by writing your own responses on the board.
- Give students about 5 minutes to write down their answers. When students are finished, have students get out computers and create a 1 minute Google Slide presentation with pictures describing what their passion is, why they’re passionate about it, and what they’re doing to make it a reality. Give students 10 minutes to compile their short presentation (it’s ok if they don’t finish the presentation completely).

Note: This activity gives students the opportunity to practice creating a picture-based storytelling presentation similar to the one they’ll be doing at the end of the semester.

- Once students finish preparing their presentations, split the class into two groups and have each student give their short presentation to their group. Use a 1-minute timer so that students can practice sticking to a time limit.
- Students should be excited to talk about the thing they like to do and why!
- When each student finishes their presentation, give them one specific praise for their presentation (this builds students’ confidence in preparation for their final presentation).

Teacher Tip: If you are meeting virtually, you can still have students create a fast presentation and then separate students into break out rooms to present.

Brainstorming (5-10 min)

- If there is still time remaining, invite students to start brainstorming for their final presentation:
 - Where their journey began
 - What they did for each lens
 - What they struggled with during their projects
 - What they learned from the GLC experience
- Students can reference the *Final Presentation* assignment to help them brainstorm.

Defining My “Why”

Purpose

This content will help students understand why their “why” matters, guide them through the process of articulating their “why,” and challenge them to begin taking steps to align their work with their “why.”

Learning Objective

I can start taking small steps toward my future.

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 **Defining My “Why”**.
- 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 15 Content Slides*
- *Handout: Finding My Why worksheet*

Recommended Resources to Prepare for this Lesson:

- [Finding Your “Why” – Simon Sinek](#)
- [4 Questions to Find Your Purpose](#)

Content Summary

Why “Why” Matters

- Whether students realize it or not, there is a purpose or a “why” behind every action that they take. Examples:
 - Students may hang out with certain friends and not others because some friends are more fun to hang out with than others.
 - Students may procrastinate on an assignment because they are feeling stressed out by the assignment or they think other things are more important to do, so they do those other things first.

- Students may spend hours playing video games because they enjoy playing video games alongside their friends.
- Students may respond angrily to their parents because they feel like their parents don't trust them.
- If students don't see the purpose in a particular activity, and feel they are being "made to do it," they won't continue giving their best effort to the activity. Examples:
 - If students don't see the point of school, they will struggle to attend and engage in class topics.
 - If students don't see the point of their fast food job, they won't put much effort in and their colleagues will notice, which can affect their relationships at work and their professional recommendations moving forward.
 - If students don't believe their relationship with their sibling matters, they won't treat their sibling very well.
- "Why" matters because students' personal "why" determines what they spend their energy doing and how their actions will contribute to their future. If students don't have a personal purpose behind the work they do, they won't put much time or energy into doing the work well and producing work they're proud of.

The Power of "Why"

- "Why" magnifies our "what." In other words, our reason for doing something fuels the action we are doing.
 - Work without "why" is pretty bland:
 - "I repair cars."
 - "I make videos."
 - "I go to school."
 - "I do chores at home."
 - Work with "why" connects to your heart and motivation:
 - "I repair cars because I want to keep drivers and passengers safe."
 - "I make videos because I enjoy expressing myself creatively."
 - "I go to school because I want to learn the skills I will need to be a leader."
 - "I do chores at home because I care about my family and I want to make life a little easier for my parents."
- Having a purpose also equips students to stick to their "what" when times inevitably get tough.
 - It's easy to do good work when the work is easy, but what happens when the work becomes difficult or boring?
 - Without a clear purpose, it's easy to lose motivation and give up.

"He who has a why to live for can bear almost any how." - Friedrich Nietzsche

Creating My "Why"

- Students will be writing personal "why" statements at the end of the week. Encourage students to think through the following elements of a "why" statement:
 - Their strengths
 - "What is something that you know you are good at?"
 - "What is a positive trait or skill that you have?"

- What gets them out of bed every morning
 - Students likely believe that they only get out of bed each morning because they have to. Challenge students to consider what makes them excited to get out of bed in the morning.
 - “What do you start your day thinking about?”
 - “What makes you excited to start your day?”
- What they value
 - Family/Relationships
 - Being healthy/fit
 - Expressing themselves creatively
 - Having fun
 - Helping others
- Their legacy
 - “What do you want to be known for?”
 - “What do you want your life to be measured by?”
- Encourage students to watch this [recommended video](#) from Simon Sinek if they’re having trouble understanding why statements.

Example “Why” Statements

- It’s helpful for students to see examples of “why” statements before they draft their own. You can follow these statements up by asking students to guess what the authors’ values are.
- Examples of other people’s “why” statements:
 - “To inspire people to do the things that inspire them so that, together, we can change our world.” – Simon Sinek
 - “To empower and educate people everywhere so that they can improve their lives and achieve their goals.” – Dean Bokhari
- Many companies create “why” statements (or slogans) to show the public their purpose.
 - “To connect millions of people in real life all over the world, through a community marketplace – so that you can belong anywhere.” – Airbnb
 - “We connect people to what’s important in their lives through friendly air travel.” – Southwest Airlines
- Give students the following template/sentence starter for their “why” statement:
 - (My life goal is) To _____ (action) _____ so that _____ (outcome) _____ .
 - This is a good way to create structure for students so that their “why” statements are clear and purposeful.

Putting My “Why” Into Action Now

- “Why” statements are powerful, but a “why” statement without action means nothing.
- One of the ways to see our work as sacred is to align our work to our “why.” This means:
 - Identifying specific ways our work is accomplishing our “why” right now.
 - Finding new ways to personalize our work to make it more meaningful.
 - Mapping out what kind of work we want to be doing in 5, 10, or 15 years and taking steps toward those goals today.
- Not all of our “work” will directly align with our “why” in an obvious way, but we can find aspects of our values in any work we do.

- Students may think their ultimate life goal is out of reach right now while they're in high school, but it's not. Students can take small steps right now to get them closer to their purpose.
- Some practical things students can do right now to contribute towards their "why":
 - Give their best effort in every activity/assignment
 - Practicing excellence now will prepare students to do excellent work in the future.
 - Take care of their well-being
 - Students won't be able to carry out their "why" in the future if they're struggling with unresolved physical, mental, or emotional health needs. Remind them that part of leadership and healthy living is to see themselves as valuable, and treat themselves accordingly.
 - Practice listening to and caring for people now
 - Nearly every endeavor students pursue in the future will require them to work well with other people, so it's in students' best interest to practice these skills now.
 - Consider every new task or challenge to be an opportunity to practice living out their "why"
 - Life is what you make it. Students can either complain about the tasks and challenges ahead of them OR choose to see these as opportunities to grow in their purpose.

Preparing for Your Socratic

- Explain that students will receive a worksheet to fill out for next session called *How Finding My Why*. The purpose of this worksheet is to help students reflect on their personal "why" so that they can have a meaningful Socratic discussion next session.

Making My Way Towards My Future

Purpose

Give students space to think critically about how they can live out their “why” now and help others do the same.

Learning Objective

I can explore ways to move toward my future.

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: *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 *Finding My Why* 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 15

Making My Way Towards My Future

Provide Context

- Summarize the content from the last session about the concept of a personal “why,” namely that someone’s personal “why” determines what they spend their energy doing and how their actions bring meaning to their life and to others.

Possible Questions

- Is it better to be successful or to follow your passion?
- Why does “why” matter?
- How does a person find their “why?”
- How can someone start living into their “why” while in high school?

Expressing My “Why”

Purpose

Give students space to reflect on what their “why” statement is, as well as space to reflect on how their Lens 3 mini project actions are affecting the way they see their work.

Learning Objective

I can define my why.

Needed Resources

- Assignment: *Week 15 Project Actions & Reflection*

Standards

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1)
- 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)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.11-12.4)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)
- 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
- 2 sections included on the same paper
 - 1 paragraph answering the Part 1 questions
 - Student’s personal “why” statement (1-2 sentences).
- Share the competency goals from the *Written Reflection Rubric*.

Reflection Directions and Questions:

This assignment has two sections submitted on the same paper.

1. Reflect on the actions you took this week for your Lens 3 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. Draft your personal “why” statement (1-2 sentences).

- You can use these questions to help you:
 - Why do you get out of bed in the morning?
 - What matters to you most in life?
 - If you didn't have to think about daily worries or challenges, what do you see yourself doing?

Weekly Deliverables

Deliverables Due This Week:

- *Assignment: Finding My Why worksheet*
- *Assignment: Week 15 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 15

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 15

- [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.

Finding My Why

1. What would it feel like to not have a purpose in your life?

2. Why does a person's "why" matter?

3. What are you passionate about? What do you think your "why" in life might be?

4. How does your "why" affect your work right now?

5. What steps are you taking to do work that aligns with your "why"?

Levels of mastery:

- Exceeding: 5
- Advanced: 4
- Proficient: 3
- Approaching: 2
- Needs Practice: 1

[illegible]

Teacher Resource - Week 15

Student Name	Inquiry and Curiosity <ul style="list-style-type: none">Asks a questionClarifies/verifies“What about?” or “I wonder” or “What if?” language	Collaboration <ul style="list-style-type: none">Expands on an ideaRemains open-mindedEncourages others to stay on track	Communication <ul style="list-style-type: none">Takes turnsConcise commentsSpeaks up so others understand	Critical Thinking <ul style="list-style-type: none">Novel thinkingProvides evidence and reasoning with opinion	Prepared and Professional <ul style="list-style-type: none">Brings pre-workFocusedEncourages others to stay focused

Week 15 Project Actions & Reflection

Formatting

- Times New Roman
- 12 Pt. Font
- Double Spaced
- Correct Heading (upper left hand corner)
 - Name
 - Teacher
 - Class
 - Date
- 2 sections included on the same paper
 - 1 paragraph answering the Part 1 questions
 - Your personal “why” statement (1-2 sentences).

Reflection Directions and Questions:

This assignment has two sections submitted on the same paper.

1. Reflect on the actions you took this week for your Lens 3 mini project (1 paragraph).
 - What did you do?
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 - 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. Draft your personal “why” statement (1-2 sentences).
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 - What matters to you most in life?
 - If you didn't have to think about daily worries or challenges, what do you see yourself doing?