



GENEROUS LEADERSHIP[®] **CHALLENGE**

Unit 4: Seeing Work as Sacred

Week 16

Considering My Growth

Purpose

As students wrap up their Lens 3 mini projects and their GLC experience as a whole, it's important that students reflect on what they've done and what they learned. This session will give students space to reflect on their experience with their peers.

Learning Objective

I can reflect on the past semester and my growth.

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: *Check-In Activities*
- Handout: *How Do You See School?* survey
- Assignment: Students' **completed** 'How Do You See School?' surveys from Week 1

Session Overview

Open Class with Check-In (20-25 min)

“You have all come so far since the start of the semester! In order to for you to walk away from this experience with relevant life lessons and skills that you’ll use in the future, it’s important that we spend some time reflecting on your GLC experience: what did you do, and what did you learn? Today’s session will give you space to begin reflecting on your experience with your peers.”

- Suggested Check-In:
 - Provide each student with a blank piece of printer paper and colored pencils or markers.
 - Students will also need a sticky note on their desk to start this activity.
 - Once students are settled in, ask students to write on the sticky note one word that describes/ encompasses their experience participating in the GLC this semester.
 - Once students have written a word, they can stick their sticky note to the board.
 - When all students have added their note to the board, take a quick glance and make sure they are all appropriate.
 - Invite students to go up to the board one at a time and choose a word that they relate to that is not their own.

Note: This activity works best when there are a lot of words to choose from, so if your class is smaller than 15 students, have students write two or three words instead of one.

- Once all students have chosen a sticky note, have students write the word they chose in large lettering in the center of their blank piece of paper.
- Students will spend the next 10 minutes or so drawing a visual representation of the word they chose and how it relates to their experience. Example:
 - Word: Refreshing
 - Visual Representation: a wave
- If students don't enjoy drawing, allow students to use another creative medium to represent the word they chose and how it relates to their experience. Examples:
 - a word tree
 - a poem
 - a short story
- Allow students to use their full creativity and create some beautiful pieces that can be hung up in the room as reminders of their Generous Leadership® journeys.
- If you would like to check-in another way, you can choose a check-in activity from the *Check-In Activities* resource.

Circling Back To How You See School (10-15min)

- Invite students to think back to the beginning of the semester. How did they see school then versus now?
- Hand out the *How Do You See School?* survey from Week 1 and have students fill it out again, this time answering how they see school now.
- If you still have the surveys students filled out on Week 1, hand these back to students and invite students to compare how they saw school in the beginning of the GLC compared to now.
- Ask students the following questions once they've had a couple of minutes to compare their two surveys:
 - What was the biggest change from your first survey to your second?
 - Are you surprised by any of the differences?
 - What area(s) do you still want to grow in?

What Advice Would You Give? (5 min)

- Hand each student a notecard and ask them to write down a piece of advice for a future GLC student, as well as something a future GLC student can look forward to:
 - What do you wish you would have known when you first started the GLC?
 - What would you do differently if you were to take the GLC again?
 - What was the best part about the GLC?

Brainstorming (remainder of class)

- If there is any time remaining, allow students to continue brainstorming for their final presentations.
- Encourage students to practice elements of their presentation with you or their peers.

Finding Value in My Schoolwork

Purpose

As students wrap up their GLC experience, they will need actionable steps toward finding value in school so that they can continue to see their work as sacred even when they're outside of the GLC class environment. This content will provide students with practical ways they can find more purpose in their schoolwork.

Learning Objective

I can see my work as sacred.

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 **Finding Value in My Schoolwork**.
- 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 16 Content Slides*
- Handout: *Redefining School* worksheet

Recommended Resources to Prepare for this Lesson:

- [Do Kids Value Their Education?](#)
- [Learning Is A Journey, Not A Destination](#)
- [Putting Students In Charge of Their Learning](#)

Content Summary

Shifting My Mindset Towards School

- Students may naturally enjoy some parts of school, but chances are most of them find much of their schoolwork to be irrelevant and pointless.
- Hopefully students have grown to enjoy the work they've done during the GLC:
 - Setting their own learning goals
 - Practicing what they've learned in the real world
 - Engaging in life-relevant discussions

- Focusing on improving themselves and helping others
- But most classes in school don't operate like the GLC. Most classes involve listening to a teacher lecture, reading a textbook, and regurgitating the information on a test or in a paper.
- Students unfortunately cannot control how their other classes operate, but they can control how they decide to engage with their learning. Students can choose to see their schoolwork as sacred, no matter what work is put in front of them.

Choosing To See My Work As Sacred

- Students get what they put in when it comes to learning.
 - Students may struggle to believe this, but they do have the power to affect their learning in a positive way.
 - Students can continue seeing their schoolwork as pointless and irrelevant, but if they do, they'll just continue to feel frustrated and unmotivated, and chances are they won't do very well in school with this attitude.
 - OR students can choose to see their schoolwork as sacred and meaningful, give their best effort, and find ways to make their learning fun, resulting in a much more enjoyable and useful school experience.
- Some things for students to consider as they think about what it means to see their schoolwork as sacred:
 - School is a training ground for life.
 - Just like there are difficult, frustrating, and boring parts of school, there are difficult, frustrating, and boring parts of life after school.
 - Students may feel that a poor grade will ruin their future, but it won't! The grading system is broken in many ways, but students can still use grades to understand what areas they excel in and what areas they can improve (think practice > perfection). This is true in life, too. Practice is the best way to learn.
 - Students only have access to this valuable training ground for a little while longer. How will they use it?
- Students are forming their lifelong mindsets and habits in school.
 - Students are in a key developmental stage where they are figuring out what kind of person they want to be. Their brains are actually forming neural (brain) pathways that will affect how they see and interact with the world in the future.
 - Students can practice unproductive and unhealthy habits in school, but these will carry with them into adulthood. Unproductive habits may include:
 - Procrastination
 - Focusing on the negative
 - Speaking poorly of others
 - Quitting when things get tough
 - OR students can be intentional with their time in school, creating healthy habits that will enable them to lead happy and successful lives after high school, such as:
 - Staying organized
 - Focusing on the positive
 - Speaking respectfully about others
 - Practicing perseverance when things get tough

Practical Ways to Find Meaning In School

- Personalize School
 - Students can't control most of the subjects they have to take in school, but they can get creative with assignments by:
 - Asking questions to get clarity and understand the purpose of the work
 - Basing the assignment off a personal interest (with permission from their teacher).
Examples:
 - Writing a research paper on a historic figure they find inspirational
 - Personalizing a math problem by imagining it in terms of people, activities, or money
 - Identifying one way that this assignment prepares them for their future. Students may need to think hard on this one, but every assignment can contribute towards their future – even just by strengthening their resiliency.
 - Students can also join clubs, sports, and friend groups that align with their personal passions and interests.
- Focus on Helping and Learning from Others
 - Students can make it their personal mission to positively impact one person a day or learn one life lesson from another person every day. This could include their friends, students who are “outcasts,” and even teachers.
 - There is always someone in school that's in need of encouragement or support. And every person has life wisdom to share, no matter their age.
 - If students are on mission to help or learn from someone every day, then they still have a purpose for being at school each day even if they don't find their schoolwork meaningful.
- Stay Future-Focused & Positive
 - Students should remind themselves of their “why” statement: Why do they get out of bed each morning? Who do they want to be in 5, 10, or 15 years? Students should let their “why” propel them to push through difficult/boring schoolwork.
 - Students would also do well to check their attitude. Seeing work as sacred is a choice, not a natural mindset. If students are getting stuck in a negative loop, they should pause, take a breath, and remind themselves of why their schoolwork matters to them.
 - Practicing gratitude also helps students keep a positive attitude. It's a privilege to receive 13 years of free education even if students don't always enjoy school. Students should identify people, lessons, and opportunities from school that they are grateful for.
- Students have the power to take their education into their hands and prepare themselves for a future they want. Will they **choose** to see their schoolwork as sacred?

Preparing for Your Socratic

- Explain that students will receive a worksheet to fill out about overcoming failure called *Redefining School*. This will be their preparation for their weekly Socratic discussion.

School Is Worth It

Purpose

Give students space to process with their peers the high and low points of school and collectively identify why their schoolwork is sacred.

Learning Objective

I can explore the role I play in making my future happen while in school.

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 *Redefining 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 16

School Is Worth It

Provide Context

- Summarize the content from the last session about seeing schoolwork as sacred, reminding students that they cannot control how their other classes operate, but they can control how they engage with their learning.

Possible Questions

- Are we more controlled by our circumstances or our attitude toward our circumstances?
- Why is it difficult to find meaning in schoolwork?
- How does your attitude toward school affect the way you work?
- What can you do to begin influencing your school community for the better?

Seeing My Work As Sacred

Purpose

In place of students' weekly reflection paper, they will write their Lens 3 Final Reflection Paper, reflecting specifically on what actions they took to see their work as sacred and how they've grown to see school differently.

Learning Objective

I can reflect on how I've grown to see school as sacred.

Needed Resources

- Handout: *Written Reflection Rubric*
- Assignment: *Lens 3 Final Reflection Paper*

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)
- 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
 - 1-2 Pages
- Share the competency goals from the *Written Reflection Rubric*.

Lens 3 Reflection Prompts (1-2 pages)

- What is one way you discovered that your work is “bigger than you”?
- How does your attitude influence the meaning of your work? How does your attitude influence your future?
- What is your personal “why” statement? (1-3 sentences)
- How did you decide on this “why” statement?
- How does your personal “why” intersect with school?

Submit

Week 16

Weekly Deliverables

Deliverables Due This Week:

- *Assignment: Redefining School worksheet*
- *Assignment: Lens 3 Final Reflection Paper*

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 16

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 16

- [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.

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?

Redefining School

1. Are we more controlled by our circumstances or our attitude toward our circumstances? Why?

2. What makes it difficult for you to see your schoolwork as sacred?

3. What is the most valuable lesson you have taken from school over the past 11-12 years?

4. How can you take control of your future in school today?

5. How can you influence your school community for the better?

Socratic Rubric

You will receive a score whenever you exemplify a competency by doing one of the actions listed during a Socratic discussion.

Levels of mastery:

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

Student Name	Inquiry and Curiosity <ul style="list-style-type: none">• Asks a question• Clarifies/verifies• “What about?” or “I wonder” or “What if?” language	Collaboration <ul style="list-style-type: none">• Expands on an idea• Remains open-minded• Encourages others to stay on track	Communication <ul style="list-style-type: none">• Takes turns• Concise comments• Speaks up so others understand	Critical Thinking <ul style="list-style-type: none">• Novel thinking• Provides evidence and reasoning with opinion	Prepared and Professional <ul style="list-style-type: none">• Brings pre-work• Focused• Encourages others to stay focused

Teacher Resource - Week 16

Student Name	Inquiry and Curiosity <ul style="list-style-type: none"> • Asks a question • Clarifies/verifies • “What about?” or “I wonder” or “What if?” language 	Collaboration <ul style="list-style-type: none"> • Expands on an idea • Remains open-minded • Encourages others to stay on track 	Communication <ul style="list-style-type: none"> • Takes turns • Concise comments • Speaks up so others understand 	Critical Thinking <ul style="list-style-type: none"> • Novel thinking • Provides evidence and reasoning with opinion 	Prepared and Professional <ul style="list-style-type: none"> • Brings pre-work • Focused • Encourages others to stay focused

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 Proof of completion of weekly actions toward personal goals 					

Lens 3 Final Reflection Paper

Formatting

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

Answer the Reflection Prompts (1-2 pages)

- What is one way you discovered that your work is “bigger than you”?
- How does your attitude influence the meaning of your work? How does your attitude influence your future?
- What is your personal “why” statement? (1-3 sentences)
- How did you decide on this “why” statement?
- How does your personal “why” intersect with school?