



GENEROUS LEADERSHIP® **CHALLENGE**

Unit 1 – Welcome to the GLC

Week 2

Prioritizing Relationships

Purpose

Strengthen class culture by showing students that you value them enough to make time to check-in with them. Invite students to define how they could personally benefit from the GLC.

Learning Objective

I can see how I can grow through the GLC.

Standards

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS W.11-12.2)

Needed Resources

- Resource: *Possible Check-In Activities*
- Handout: *GLC Overview*

Session Overview

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

“Today we will start with a Check-In activity and then we will go over more details about what you can expect this semester doing the GLC.”

- Choose a check-in activity from the Possible Check-In Activities resource.

Optional: What is Generous Leadership® in your own words? (5-10 min)

- Ask students to write down for two min what they think being a generous leader is and examples of generous leaders in their lives. Then share out as a class.
- Before you end, share your definition of generous leadership®.
- Share the official definition: “Generous Leadership® is abundantly giving of yourself so that others may be better people who do better work.”

“Generous leadership® is a way of leading that calls out your best and others’ best. These are the sorts of leaders who change lives and communities for the better. I believe you can become a generous leader because I believe you have more potential for leadership inside of you than you realize. To learn to lead this way we all have to work on the way that we see and understand ourselves and the world around us.”

Review the GLC Overview (10 min)

- Pass out the GLC Overview again, if needed
- Answer any questions the students have. Point out a few areas to emphasize:
 - Each week includes doing activities that help them reach the goals that they set for their own growth. They set their bar, but we as a class will help each other stay on track and reach higher.
 - The most important tool for learning that will be used is regular and frequent reflection: written, video, and verbal.

- Every week they will be asked to learn about a topic relevant to the Generous Leadership® lens, think deeply through Socratic discussions, and relate with the topic personally. The weekly cadence remains the same all semester: Check-In, Content, Explore, Relate, Submit.
- Each lens is a mini-project that concludes with final deliverables.
- The final presentation is for them to share authentically.
- Grading for the GLC is competency-based. The class is rigorous, but in a different way from other classes. You don't have to study and memorize. You have to do what you say you will do. And hopefully seek to learn.

Personalize the final outcomes (15 min)

- Ask students to take three minutes to answer on a scratch paper: "How do you think you might grow by doing the GLC?"
- Have students share with a partner and then discuss as a class.

Close with an invitation (5 min)

- Finish by pointing out that this is a unique opportunity for school to become a place of learning and personal growth like they articulated last week. Point out that they will need to shift their thinking to actually take an active role as a learner.

"It is easy to worry only about ourselves when life gets overwhelming, we all are guilty of that. But when we take a step back and shift our priority to remember to be alongside one another through a journey of growth, we will find purpose, friendship and success."

- Before you leave, consider inviting your students to accept the invitation to embrace the GLC. You can do a formal agreement by having them sign their names on a paper at the front of the room, raise their hand or stand up next to their seat.

The Power of a Paradigm

Purpose

Introduce the concept of paradigm and how it affects how people understand, and therefore behave.

Learning Objective

I can identify a paradigm in my own life.

Recommended Resources to Prepare for this Lesson:

- [6.2 Paradigms, theories, and how they shape a researcher's approach](#)
- [What is paradigm?](#) (video)
- [Change your paradigm](#) (video)

Needed Resources

- Handout: *The Power of a Paradigm*
- GLC Student Testimonials and Examples of Work
- Week 2 Content Slides

Content Summary

The Power of a Paradigm

What do students say about the GLC?

- Share about what past GLC students said about the class. You may share examples of their work or wait to share these examples as you get to each lens.

Your reaction to their growth

- Restate some of the testimonials from the first three slides or give new ones from former GLC students.
- Create a google form to link to this slide. Ask three questions:
 - What was your initial reaction to what students said?
 - How did the GLC shape the way students saw themselves, others or the meaning of their work?

Standards

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

Ideas for Customizing Your Content Delivery

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

- What is a question you would ask a GLC student?

What is a paradigm?

- “A paradigm means a set of overarching and interconnected assumptions about the nature of reality.”
– Masud Chand
- In other words: A paradigm is a standard, perspective, or set of ideas, a way of looking at something that interprets reality around you.

Examples of paradigms

- Schoolwork isn't important for life.
- I'm always right.
- Sleep is unnecessary.
- Those type of people don't belong.
- If the media says it, it must be true.
- People won't like me if ____.
- I am not responsible for the quality of my education.
- People must earn the right to be honored.
- The earth is flat.
- We evolved from monkeys.
- Suffering and challenge is bad.

Can a paradigm shift?

- Yes! Old paradigms are challenged when new information or understanding is introduced that conflicts with the old understanding. When you change paradigms, you're changing how you think about or understand something. Moving from the old paradigm to the new paradigm can be hard and contested at first.

Examples of paradigm shifts

- Schoolwork isn't important for life > what I do in school sets the trajectory for my next 10 years.
- I'm always right > I'm open to changing my opinion.
- Sleep is unnecessary > Sleep is necessary for my health and happiness.
- Those type of people don't belong > Everyone belongs.
- If the media says it, it must be true > Sources of information can be biased.
- People won't like me if ____ > My worth is not determined by what people think of me.
- I am not responsible for the quality of my education > I can learn in any context.
- People must earn the right to be honored > People are inherently valuable.
- The earth is flat > The earth is round.
- We evolved from monkeys > We could have evolved from monkeys.
- Suffering and challenge is bad > On the other side of suffering, I always find that I've grown.

Your paradigms

- Paradigms effect how a person sees and interprets reality (whether they are accurate or not). Think of a paradigm like a pair of glasses that you wear to understand what you see.
- Paradigms are formed by experiences, beliefs, trauma, lies, other people, circumstances, facts... all coming together in a way that is unique to the person.

- People are often unaware of the paradigms they see through or how they developed them.
- Question to ponder:
 - Just because you see something a certain way, is it true?

For example...

- Imagine that when you were three years-old the neighbor your family trusted betrayed your family by breaking into your home and stealing some of your most cherished things. He was arrested, but the incident shook up your family. How could this experience shape your understanding of all neighbors later in life?
 - What if another neighbor later in life is kind and generous, but you've learned to see him as unsafe? How you see isn't reality. Is how you see fair to him?

Identify part of your paradigm

- It is good for students to recognize the paradigms they interact with every day and reflect on those. Try identifying a few:
 - How do you see school?
 - How do you see your parents?
 - How do you see yourself?

Can we create a paradigm shift?

- Yes! When one recognizes a new belief that impacts how they see the world around them, or they suspect that an old belief is false, they can change it.
- How? By being brave and trying to practice something outside of their comfort zone that will help them better understand from a different perspective.

The Generous Leadership® paradigm

- The Generous Leadership® paradigm is defined by the belief that true leadership comes from a humble leader who gives generously to others, for their sake. Generous Leaders understand that leadership is never about them. Leadership is about others, leading with kindness, empathy and confidence.
 - Leading generously isn't something someone can just do because they decide to. It must come from a correct way of seeing. Behavior always follows beliefs. Change your beliefs and you change your behavior.
 - The three lenses of Generous Leadership® are:
 - Seeing yourself as valuable, worthy, enough—all of the time, in all ways
 - Seeing people as people worthy of honor who are similar to you, not objects you can judge or classify or objectify
 - Seeing your work and the things you do as sacred and filled with meaning, not ordinary, unneeded, and overlooked

Good leaders see accurately...

- ...but they never arrive at perfection. Life is about continually growing, getting better and better.
- Every student has leadership potential. The GLC is their chance to begin shaping their leadership paradigm that will take them far in life and work, giving them purpose, health and positive impact.

The other benefits of GLC (besides leadership)

- Learn to lead yourself and love yourself
- Learn how your work today influences your future

- Learn real-world relevant skills you would never get in a regular class
 - How to write goals
 - How to interview someone
 - How to talk to others you don't know
 - How to find a small problem and solve it
 - How to put your ideas into action
 - How to help your peers be successful
 - How to use deep reflection for life-long learning

Preparing for your Socratic

- Explain that students will receive a worksheet to fill out about paradigms called *The Power of a Paradigm*. The purpose of this worksheet is for students to begin honestly reflecting so that they can have a meaningful Socratic discussion next session.

The Power of a Paradigm Socratic

Purpose

Practice thinking critically about the role paradigms play in our lives, how paradigms can mask or reveal what's really real, and what students can do to learn to see differently.

Learning Objective

I can explore the concept of paradigms and how I can start making a shift.

Needed Resources

- Handout: *Socratic Rubric*
- Socratic Discussion Rules Posted

Standards

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

Needed Resources

- Handout: *Socratic Rubric*

Socratic Discussion Rules (posted for students to see)

1. Students speak and the teacher listens.
2. Follow the Socratic leader who will:
 - Set up the discussion by summarizing context and then pose the question to be discussed.
 - Ensure peers hold to the discussion rules
 - Keep the discussion on track and flowing
3. Come prepared.
4. Be concise and do not repeat a point someone already made.
5. Provide evidence and reasoning with your opinion.
6. Listen with an open mind and heart; consider new ideas.
7. Don't raise hands; take turns speaking.

Teacher Tips

1. Require *Power of a Paradigm* 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 2

The Power of Paradigm

Provide Context

- Summarize the content from the last session about paradigms. What are they, how are they formed, how they impact us without us even knowing it.

Possible Questions

- Is it possible to have a paradigm that distorts what's really real?
- How can we help one another change our paradigms?
- Now that you know that everyone has a paradigm (just like you do), does this change how you judge or interact with others who are different or hold conflicting opinions?

Personalizing Paradigms

Purpose

Give students the space to apply their thoughts about paradigm shifts to their own personal experience in order to set them up for the rest of the GLC.

Learning Objective

I can write actionable goals.

Needed Resources

- Handout: *Written Reflection Rubric*
- Assignment: *Power of A Paradigm Reflection*
- 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
 - 12pt; Times New Roman
 - Double Spaced
 - Correct Heading
 - 3 Paragraphs
 - 2 Goals
- Share the competency goals from the *Written Reflection Rubric*

Reflection Directions and Questions:

This assignment has two parts

• Part One: Reflection Questions

- In light of what you learned this week about the power of paradigms and the purpose of GLC to shape how you see as a leader, answer the following three questions with one paragraph each:
 - What are you most excited about for this semester?
 - What are you nervous about?
 - How do you want to grow?

• Part Two: Write 2 goals

- Students will practice taking a practical step toward shifting their thinking by making goals for the semester ahead.
- Students will need guidance on how to set goals. Have students read the Goal Setting handout and practice writing SMART goals by distilling their answer to “How do you want to grow?” into 2 goals.

Weekly Deliverables

Deliverables Due This Week:

- Assignment: *The Power of a Paradigm* worksheet
- Assignment: *Personalizing Paradigms Reflection* (3 paragraphs plus 2 SMART goals)

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 2

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 2

- [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.

GLC Overview

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

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

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

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

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

Overview of GLC Lenses:

Lens 1: Seeing yourself as valuable not worthless.

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

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

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

Lens 2: Seeing people as people, not objects

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

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

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

Handout - Week 2

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

Lens 3: Seeing work as sacred, not ordinary

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

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

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

Weekly Content:

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

Weekly Written Reflections:

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

Weekly Socratics:

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

Final Presentation: Time to Show Your Transformation

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

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

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

The Power of a Paradigm

1. How does how your see impact what you do?

2. What is one paradigm that you can identify that you need to shift? Why?

3. What do paradigms create for us? What do they potentially steal from us?

4. How can we shift our views? Where do we start?

GLC Student Testimonials and Sample Work

What was different about doing the GLC for class?

- “It was different because it helped us focus on our mental health, which we never get taught to do.”
- “It was more up to you how and what you do which makes it more fun to customize it to you.”
- “The Generous Leadership® Challenge was really inspiring and definitely focused on improving ourselves and others. I think during this time it was especially important because of the situations everyone was in. To me, this project was really important and very much needed and didn't feel like the other busy work my other classes were assigning. I think this really provides a valuable experience and was a refresher in these times.”
- “I thought it was different because it was more for us than the teacher and we weren't just doing busy work. We were actually doing something to benefit us.”
- “It made class fun and interesting every week.”
- “It gave us a lot of freedom to choose what we wanted to try and also made it more personal. It makes me feel like I gained more because it was tailored to what I needed to do.”
- “I think it was a great way to wrap up the year because it taught us a lot about life and was not so demanding where it caused us stress during this crazy time. I think because it was so different made it an awesome experience.”
- “It allowed us to focus in on our personal goals instead of a class objective.”
- “It feels refreshing to know that we can do something to ACTUALLY improve our own lives and others' that doesn't involve hardcore school work. I found it to be awesome and took away a lot.”
- “It made me feel a lot better.”

What was your biggest takeaway?

- “I learned the importance of self-reflection and getting to know others on a deeper level.”
- “Being a leader can be difficult sometimes, but it is always worth it to understand in the future. “
- “It takes a lot of hard work and effort to lead others, and you must be able to lead yourself before you can lead others.”
- “It doesn't take a whole lot to get up and start making a change and start making some lives a bit better. Even if it's a simple little thing like picking up some groceries or spending more time with a family member. One small step can turn into a big, positive change.”
- “I learned a lot about myself and the areas I want to grow and improve and more about my values as a person.”
- “That anyone can be a leader with the right mindset and if they are willing to put in effort. “
- “I think my main takeaway from this project is that there's always a way to better yourself and help others. I think this time was a low point in many people's lives but it gave me the opportunity to really evaluate what was going on and what I could do with this time. It really helped show me that there's always a bright side to things and we are stronger when we're united.”

What's your definition of Generous Leadership®?

- “Valuing yourself in a way that you can lead those around you towards a greater good.”
- “My definition of Generous Leadership® is taking ownership in small obstacles and leading others to make good choices and check in with their own emotions.”
- “Someone who can lead themselves first and then can help others to become better versions of themselves.”
- “Spending time on bettering yourself and using those actions to better others.”
- “Leading with love.”
- “Generous Leadership® is going beyond yourself and trying to improve the lives of others by taking time to see the world from different perspectives.”

Sample Weekly Reflections (on Video)

- [Watch this example of a Weekly Reflection video.](#)

Student Produced Video about the Experience:

- [Check out this student's experience with the GLC!](#)

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 2

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 					

The Power of a Paradigm Reflection

Directions

Answer the following three questions with one paragraph each, then write your SMART goals for the semester.

Formatting

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

Reflection Prompts

1. What are you most excited about for this semester?
2. What are you nervous about?
3. How do you want to grow?

Write 2 SMART Goals

- Practice taking a practical step toward shifting your thinking by making goals for the semester ahead.
- Read the *Goal Setting* handout.
- Practice writing SMART goals by turning your answer to “How do you want to grow?” into two goals at the bottom of your reflection paper.

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.