



GENEROUS LEADERSHIP[®] **CHALLENGE**

Unit 2: Seeing Myself as Valuable

Week 3

People First, Students Second

Purpose

Provide the space and example for students to be open about their emotions so that they feel seen and valued as people first, students second. This empowers them to do their best work.

Learning Objective

I can be honest with myself and others about how I'm feeling.

Standards

- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS W.11-12.3a)
- Initiate and participate effectively in a range of collaborative discussions. (CCSS: SL.11-12.1)

Needed Resources

- Teacher Resource: *Possible Check-In Activities*
- Handout: *List of Emotions*

Session Overview

Open Class with Check-In (20-30 minutes)

“Often school can seem more about the grades you get than about you and your learning. I want you to know that in this class, I prioritize you. I want to know you and I want you to be known to your peers. That’s why we do weekly check-ins first. Your health, your emotions, your personal success are important to us all.”

- Check-in using the following activity or choose a deeper form of check-in activity from the *Possible Check-In Activities* resource. Take a lot of time to connect and listen this week. It’s important that you make this activity feel authentic, not forced or transactional. Give time to see and validate students as they share.
 - Hand out to students the *List of Emotions*.
 - Give students 2-3 minutes to read through the list and circle the emotions that they would use to describe themselves right now.
 - Students should then find a partner, and tell them they will have 3 minutes each (6 minutes total) to share with their partners how they are feeling right now, and why. Model this for them first.
 - Call students back. Ask some students to share out to the entire class and say that each student who chooses to share will get about 20-30 seconds each. Go around for a while until you’ve run out of time. Draw their names from a jar or call on students if no one volunteers. But still give them the right to decline if they are still uncomfortable.

Introducing Lens 1! (10 minutes)

“The first two weeks we have looked at what you can expect in the GLC and how you hope to learn and grow. Through the last few weeks we’ve also practiced what a typical week looks like. This week we get to start lens 1: how you see yourself!”

- Remind students about paradigms: the glasses through which we see and understand reality. Our experiences, wounds, relationships, and much more shape how we see.
- How we see ourselves is no different. We often see through borrowed glasses from our parents, friends, media, bullies, teammates and many more.
- Mention briefly why how they see themselves matters:
 - The decisions you make, how you treat others, what you do and don’t accomplish are all impacted by how you see yourself.
 - This first lens is the foundation for the other two: seeing others and seeing meaning in your work.

What Makes You Awesome? (5-10 minutes)

- Pass out an index card
- Invite students to take 5 minutes to reflect on what they have or who they already are, that is awesome. Write their answers on the card anonymously. Provide the following prompts:
 - What characteristics are uniquely you that you appreciate? (Examples: kind, gentle, funny, honest, etc.)
 - What talents or skills do you naturally have that you enjoy or use to help others?
- Collect their note cards as they leave the class

Tip: If you have to lead this session online, have students send their reflection to you on a google doc or create a google form.

Ways of Seeing Myself

Purpose

Introduce students to the lens of seeing self and the different aspects that are included: body, mind, heart, and will.

Learning Objective

I can create goals to start my journey to see myself as valuable.

Needed Resources

- Week 3 Content Slides
- Handout: *Goal Setting*
- Handout: *Lens 1 Mini Project Assignment*
- Handout: *Ways of Seeing Myself*

Recommended Resources to Prepare for this Lesson:

- [“Taking Good Care of Yourself”](#)
- [Physical health](#)
- [Emotional health](#)
- [Mental health and wellbeing](#)
- [Practical guide for intentional doing](#)
- [Fictional Socratic dialogue about Socrates’ “free will”](#)

Content Summary

Ways of Seeing Yourself

You Get to Work on YOU

- In average classrooms, students are told to focus on accomplishing tasks. The next few weeks may be the first time they are invited to focus on themselves.

Seeing Like a Leader

- Generous Leadership® is a paradigm, or way of seeing and understanding the world around you, that enables you to be and do your best so that you can empower other people to be and do their best.
 - The paradigm is made up of three lenses: seeing yourself as valuable, seeing people as people and seeing your work as sacred

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 student to go through the GLC slides for **Ways of Seeing Myself**
- 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

Belief Leads to Behavior

- For personal change one must change their beliefs. Beliefs determine behavior (not vice versa).
 - People can try to pick up certain habits or ways of doing, but when times are challenging or stressful, no matter how hard they try to do what they know they should do, they often cave in and do something else.
 - Why? Because they didn't really believe what they said they believed. Actions, especially in hard times, are determined by what people really believe.
 - For example: You believe that your health is critical to your wellbeing and happiness. You also believe that your health tomorrow is directly linked to the food that you eat today. You are committed to being the best version of yourself, to have energy, a clear mind, and a trim, strong body, so you choose to eat clean food and lots of vegetables. When you are under stress and someone tries to convince you to eat a meal of cheesy puffs, ice cream and french fries, you don't cave in because you truly believe that when you eat junk food, you feel terrible and you are setting yourself back. The temptation isn't very tempting because it isn't worth it to you. Your beliefs determine what you do.

Seeing through Lens 1

- Present the dichotomy of this Generous Leadership® lens: You are valuable vs. worthless. (Dichotomies are powerful tools for comprehension as we compare one concept against its opposite.)
 - “Valuable” can be substituted for words like: enough, worthy, important, prized, treasured, sufficient, worthwhile, needed.
 - “Worthless” can be substituted for words like: unimportant, mediocre, useless, insignificant, disregarded, not enough, overlooked, unneeded.
- We must start with the premise that all people are inherently valuable, worthy of honor and respect. Apart from what anyone does, being human makes them valuable.
- **Questions to ponder:**
 - Do you believe that all humans are inherently valuable? If not, what does that say about what you believe about yourself?
 - Does what you believe about yourself set you up for a fulfilling and happy life?
- Would it be too much to try to change what you believe so that you can live a fulfilling and happy life?

Expect Lifelong Learning, Not a Quick Fix

- Some students may think they already believe they are valuable in every way, that they don't have anything to learn. “Maybe you think you already have this. You already think you are valuable, or you know that you are enough.”
- This way of seeing can be harder than it seems. We never arrive or see perfectly. Being aware and changing our character is an ongoing pursuit.
- Everyone can learn to value themselves better, in many different ways. Here are just two examples:
 - You come across as arrogant to your friends, never listening to what they suggest. In reality, you believe you're only liked because you come up with the fun ideas. You believe that if you don't have the ideas, then you aren't good enough for your friends to hang out with.
 - You are constantly posting selfies and positive messages on social media, confident in who you are. But when someone leaves an offensive comment about you, your thoughts won't stop racing. You realize that you aren't as confident as you thought, but that you change your behavior according to what others think of you.

The 4 Distinct Parts of Self

- Personal wellbeing is determined by four parts: body, mind, heart and will. Or in other words: physical, mental, emotional, and intentional doing.

- For the next three weeks you will go into detail about these four parts of yourself.
- All of these parts overlap and impact one another. For example: if your emotions are unhealthy, that will impact your body, mind and your ability to take purposeful action in your life.
- For now, give a very high-level overview of each part to guide students to decide which goals they would like to take on for their Lens 1 Project.

Your Body

- Students hear this a lot, but they have to see their bodies as valuable, just as much as their hearts and minds. It can be easy to forget about their physical health or self-concept when they are stressed.
- The body is not just our mode of movement and transportation, bodies are incredible machines! When people learn to appreciate their body and all that it can do for them, then they can change the way they treat their body from day to day.
- Why Take Care of Your Body?
 - Some facts about why your body's health matters:
 - Exercise makes people happier. Physical activity also reduces the risk of dying prematurely, developing diabetes, high blood pressure and many more chronic diseases.
 - Sugar and processed foods actually cause disease, weight gain, moodiness and drop in energy. Diet is linked with inflammation which is a contributor to physical and mental health issues.
 - When you don't get enough quality sleep it affects how well you can focus and process thoughts, your ability to control your emotions, and your body's metabolism.
- 4 Ways to Value Your Body More:
 - Enjoy your health, don't overlook it
 - Practice gratitude for your body and what it does/can do for you
 - Avoid comparisons to others
 - Practice self-care

Your Mind and Heart

- For the GLC, when we mention the mind we are referring to thoughts and psychological health. When we mention the heart we are referring to emotions.
- Both of these parts constantly overlap in day-to-day interactions with others, activities one does, and overall well-being. The mind and heart combined are what many experts mean when they use the term "mental health."
- What sets those who are mentally healthy apart from those who aren't healthy? Oftentimes it's how they view themselves and deal with stressful situations that come their way.
- What exactly do healthy people do that others don't?
 - They like themselves
 - They take care of themselves
 - They accept their mistakes, take responsibility
 - They are optimistic and resilient, seeing mess-ups as opportunities not set backs
 - They have empathy for others
 - They control their stress, anger, hate, tension and anxiety
 - They can work alone and with others equally well
- 4 Ways to Value Your Mind and Heart More
 - Surround yourself with positive, healthy people

- Give yourself a break
- Prioritize what really matters to you
- Help others around you or volunteer

Your Will

- The definition of will is “the faculty of conscious and deliberate choice of action”
- Other words used to describe “will”: personal choice, intention, decision, resolve, volition, purposeful action, self-control, determination
- A person’s will is their ability to make a decision, to set their intent, and to act according to what they want to do. Without a healthy will, someone is tossed about by the whims of others or by life circumstances.
- Victim vs. Hero
 - Another way to look the will is the difference between being a victim or being a hero
 - A victim is at the mercy of external circumstances. They refuse to take responsibility; they blame others and let negative emotions lead them. A victim doesn’t know what they want or who they want to be. Instead they focus on what they don’t want to happen or what feels good in the moment. A victim lacks the courage to own where their life will go, especially in the hard times.
 - A hero is someone who sees their part in a bigger story and chooses to embrace the harder road with courage in order to learn, grow and overcome. A hero knows what they want and they take the steps to get there, especially in the hard times, because difficulty leads to growth which leads to greatness.
- 4 Ways to Value Your Will More
 - Know who you are and what you want
 - Discover your choices
 - Forgive and move on
 - Be okay with imperfection

Your Lens 1 Project

- Students will need to write two goals that will help them learn to value themselves more: one for their body health and one for their mind, emotions or will.
- Every day students should take an action toward accomplishing their goal.
- Their weekly reflection will include what actions they took, why, and what they learned.
- Tell students to reference the *Goal Setting* handout. Make sure that their goals include all the components of a SMART goal: specific, measurable, achievable, relevant and time-bound.
- Provide students with the *Lens 1 Mini Project assignment* to get them thinking about what they would want to do (there are project ideas listed on the assignment overview).
- Their goals will be due at the end of the week, along with their reflection.

Preparing for Your Socratic

- Explain that students will receive a worksheet to fill out about Lens 1 and the parts of their personal health called *Ways of Seeing Myself*. The purpose of this worksheet is for students to begin honestly reflecting so that they can have a meaningful Socratic discussion next session.

Ways of Seeing Myself Socratic

Purpose

Some students may have a hard time getting out of the passive victim mindset because it is what they have been immersed in for a long time. Through this discussion they will talk with their peers about hard truths and lies that influence their everyday lives so that in the next lesson they will be able to relate this to their own lives.

Learning Objective

I can formulate an opinion about the inherent value of people.

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)

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 *Ways of Seeing Myself* 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 3

The Value of People

Provide Context

- Summarize the content from the last session about the dichotomy of valuable vs. worthless. Share the contrasting words again to build comprehension. Mention that the foundational premise needed for this Lens is the belief that all people are inherently valuable, worthy of honor and respect. Apart from what anyone does, being human makes people valuable.

Possible Questions

- Do you believe that all humans are inherently valuable?
 - If not, what does that say about what you believe about yourself?
 - Does what you believe about yourself set you up for a fulfilling and happy life?
 - Would it be too much to try to change what you believe so that you can live a fulfilling and happy life?
- How do we overcome the lies we tell ourselves about who we are or aren't?

Putting Words to Your Value

Purpose

In order for students to see their personal worth they need to involve those around them (who they know will be positive and trustworthy!) to speak into their lives. This will encourage students to more willingly step into this journey.

Learning Objective

I can ask for and receive authentic feedback from those I trust about how they see me.

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)

Needed Resources

- Handout: *Reflection Rubric*
- Assignment: *Putting Words to Your Value Reflection*
- Handout: *Goal Setting*

Reflection Overview

- Communicate to students the guidelines for formatting
 - 12pt; Times New Roman
 - Double Spaced
 - Correct Heading
 - 9 Words About You (3 from you, 3 each from two other people)
 - 3 Paragraphs
 - 2 Goals
- Share the competency goals from the *Written Reflection Rubric*.

Reflection Directions and Questions:

This assignment has three sections, all submitted on the same paper.

- **Section 1: 9 Words**
 - Write three words you would use to describe yourself.
 - Seek out two people to tell you three words they would use to describe you and list those below your own. This can be with a parent, friend, neighbor, cousin, etc.

- **Section 2: 3 Paragraphs**

- Questions:

- Was it difficult to write the 3 words about yourself? Why? How did it feel to read the words written by 2 people close to you?
 - What does your victim voice say? What does your hero voice say?
 - How can you choose to let your hero voice speak as you work on you in the next three weeks?
 - Which parts of yourself do you want to focus on for the Lens 1 Project? Why?

- **Section 3: 2 Goals**

- What are your goals for the Lens 1 Project that you will put into action for the next three weeks? Remember, write:

- 1 goal for your body
 - 1 goal for your mind, heart or will

Weekly Deliverables

Deliverables Due This Week:

- Assignment: *Ways of Seeing Yourself* worksheet (if you haven't already turned it in)
- Assignment: *Putting Words to Your Value Reflection*
 - 9 words about you: 3 from you and 3 each from two other people
 - 3 reflection paragraphs
 - 2 Lens 1 Project 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 3

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 3

- [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.

List of Emotions

happiness	confused
love	stressed
relief	annoyed
contentment	frustrated
amusement	peevd
joy	bitter
pride	infuriated
excitement	irritated
peace	mad
satisfaction	vengeful
compassion	insulted
lonely	dislike
heartbroken	disapproving
gloomy	offended
disappointed	uncomfortable
hopeless	
grieved	
unhappy	
lost	
troubled	
miserable	
worried	
doubtful	
nervous	
anxious	
terrified	
panicked	
horrified	
desperate	

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.

Ways of Seeing Myself

Are all people inherently valuable? Why or why not?

How does your view of the value of people impact how you value yourself?

What is the power of truth?

What is the power of lies?

What are some lies you say about yourself?

What are some truths you say about yourself?

How can you shift your thinking?

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 3

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 					

Reflection: Putting Words to Your Value

Formatting

- Times New Roman
- 12 Pt. Font
- Double Spaced
- Correct Heading (upper left hand corner)
 - Name
 - Teacher
 - Class
 - Date
- 3 Sections included on the same paper
 - 9 Words About You (three from you and three each from two other people)
 - 3 Paragraphs answering the Part 2 questions
 - 2 Goals for your Lens 1 Project

Directions and Questions

This assignment has three sections submitted on the same paper.

9 Words

- Write three words you would use to describe yourself.
- Seek out two people to tell you three words they would use to describe you and list those below your own. This can be with a parent, friend, neighbor, cousin, etc.

Answer the Reflection Prompts (3 paragraphs)

- Questions:
 - Was it difficult to write the 3 words about yourself? Why? How did it feel to read the words written by 2 people close to you?
 - What does your victim voice say? What does your hero voice say?
 - How can you choose to let your hero voice speak as you work on you in the next three weeks?
 - Which parts of yourself do you want to focus on for the Lens 1 Project? Why?

Write 2 SMART Goals

- What are your two goals for the Lens 1 Project that you will put into action for the next three weeks? Remember, write:
 - 1 goal for your body
 - 1 goal for your mind, heart or will