



GENEROUS LEADERSHIP[®] **CHALLENGE**

Unit 2: Seeing Myself as Valuable

Week 6

Taking Charge of My Actions

Purpose

Build class culture by taking time to see where students are at and help ground them for the week ahead.

Learning Objective

I can define my intent.

Standards

- Analyze a complex set of ideas. (CCSS: RI.11-12.1)
- Determine the meaning of words and phrases. (CCSS: RI.11-12.4)
- Initiate and participate effectively in a range of collaborative discussions. (CCSS: SL.11-12.1)

Needed Resources

- Teacher Resource: *Possible Check-In Activities*
- *Lens 1 Final Reflection Paper* assignment

Session Overview

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

“Now that we’ve started building habits to improve our physical, mental, and emotional well-being, it’s time to explore the final component of our well-being: our will. It is also known as our determination, our self-control, or our purposeful action. This week we’ll learn why this last component of our well-being is so crucial to the way we see ourselves. Today we’re starting with a Check-In activity and then we will define and discuss the ‘will’ together.”

- **Suggested:** Because this week is focused on helping students be more intentional in their “doing,” it would set the stage well if you did a check-in activity that reinforced their value and/or helped them think more intentionally about their lives.
 - **Option 1:** Mirror in a Box (This is a good activity to end Lens 1 because you can see how students react and if they are truly starting to believe they are valuable.)
 - 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 and then 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
- **Option 2: 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 the song “Tell Me Something Good” as students are writing.
- If you would like to check-in another way, you can choose a check-in activity from the Possible Check-In Activities resource.

Exploring Will Poster Activity (10 – 15 min)

- The ‘will’ can be a difficult concept for students to grasp, so this activity will help students define this concept in their own words.
 - **Before class:** Set up sticky note posters with markers around the room with one single word on each at the top:
 - Power
 - Awareness
 - Choice
 - Others: Drive, Intent, Force... etc.
 - **During Class:** Have students walk around the room to each poster and either write or draw a small picture that comes to mind when they think of each word.

Teacher tip: If online, introduce one synonym of “will” at a time and have students type in the chat box the words that come to mind when they hear each synonym. Students could also draw a picture and show it on their webcam.

- Once all students have gotten to write/draw on all of the posters, go around and look at student answers.
 - Read student responses out loud and ask students to elaborate on what they wrote or drew.

Wrap Up with a Discussion and A Reminder that This is The Last Week of Lens 1 (15-20min)

- Have students discuss the following questions:
 - “So what does it mean when a person has a ‘will’?”
 - “They have determination”
 - “They know what they want and they go for it”
 - “They’re in control of their actions”
 - Do you know what you want in your life? What are you going after?
- Reminder: This is the last week of Lens 1, so students will be submitting their unit reflection papers at the end of the week *instead of turning in a weekly reflection*.
- Handout the *Lens 1 Final Reflection Paper* assignment so that students can begin working on their reflection paper.
- If you have time, invite students to share out their two goals for Lens 1 and how they’ve been doing with their two goals. (This can help students begin reflecting on their Lens 1 experience as a whole in preparation for their unit reflection paper).

The Victim vs. The Hero

Purpose

A pivotal part of growing up and becoming a generous leader is learning that you can't always control your circumstances, but you can always control your response to your circumstances – this is the hero mindset. When students don't know that they have a 'will' or how to use it, they can fall into the victim mindset – letting their circumstances wreak havoc on their plans and their lives. This content will show students how to distinguish between the victim and hero mindsets so that they can take charge of their lives.

Learning Objective

I will become my own hero.

Recommended Resources to Prepare for this Lesson:

- [Victim Mentality](#)
- [Be Your Own Hero](#)

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 6 Content Slides
- Handout: *Finding My Will* worksheet

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 Victim vs. The Hero**.
- 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.

Content Summary

Your Super Power

- Describe to students that every superhero has a super power, and their super power is what allows them to get the upper hand on their enemies.
 - The Hulk: super-human strength
 - Spiderman: amazing spider-like abilities
 - Thor: super-human strength, speed, and endurance
- While students don't have any super-human abilities like The Hulk, Spiderman, or Thor, they do have a power that allows them to get the upper hand on whatever problems come their way.
- No matter what comes their way, they have the ability to respond and affect change. They are not a victim to life, like a ship in the middle of a storm, tossed to and fro. Instead they can choose to take deliberate action to move in the direction they think is best. This superpower is their ability to decide and act when life's circumstances come their way. This is called their will.
- This doesn't mean they can literally do anything they want to do – there are natural boundaries to what we humans can do – but they can always use their will to take actions that improve their situation and the situations of others.

Taking Ownership of Your Will

- As teenagers, they are in a vital life stage where they're figuring out what path they want to take and who they really are. They can allow life to happen to them, or they can make an active choice to own their superhero ability by exercising their will: taking deliberate and intentional action.
- In other words, students are becoming aware of their choices in life and they are invited to make purposeful decisions about how you will respond to those situations.
- Taking ownership of their will is similar to how students have been taking ownership of their physical, mental, and emotional well-being these last few weeks. Ownership is realizing their personal responsibility and ability to act. Only they own their will. Only they can make decisions for themselves: what they will think, how they will feel, and what they will do. Their will is being intentional about who they want to be and what they want to do.

Your Choice

- If students don't take ownership for their will, other people or circumstances will – and this can set them on a life path that leads them away from where they really want to go.
- They have a choice to make today and every day from here on out:
 - Will you just glide along and let other people's actions and thoughts control your thoughts, behaviors, and ultimately your life?
 - Or, will you take ownership of your thoughts, behaviors, and life by setting intent for what you will think, feel and do so that YOU are in control of your life?
- "Life has many ways of testing a person's will, either by having nothing happen at all or by having everything happen all at once." – Paulo Coelho
- When everything happens all at once, which often times it does, what will they choose? To be a victim of their circumstances or rise up and become their own hero?

Defining the Victim

- Definition of a victim:
 - "one that is acted on and usually adversely affected by a force or agent"
 - "one that is subjected to oppression, hardship, or mistreatment"

- “one that is tricked or duped”
- These definitions all have key words to pay attention to
 - “acted on”
 - “adversely affected”
 - “force”
 - “oppression”
 - “tricked”
 - “duped”

Being Victimized vs Becoming the Victim

- It is important to validate that people can be victimized, meaning that they can be a victim of a crime like physical or sexual assault. In this case, the person experienced a truly terrible thing that was out of their control and not their fault at all.
- The difference between being victimized and “becoming the victim” is that people who become “the victim” are choosing to not take back control of their mindset and their actions, even after they’ve been victimized.
- Someone who chooses to become the victim has essentially “duped” themselves into believing that they are still completely subject to outside force and oppression when they’re not. They can still make change for themselves.
- What happens when we let ourselves become the victim?

The Consequences of Becoming the Victim

- So how does this relate to students right now? Do small day-to-day actions matter in the long run? Absolutely!
- Just as there are long term consequences for physical, mental, and emotional health if people don’t take care of their body, mind, and heart now, there are also long-term consequences for a person’s life if they don’t practice setting intent now.
- Start by being more aware of the choices they are making right now and take ownership for those choices. If they can do this, they’ll be more prepared for life and work beyond high school than many of their peers who aren’t intentional with their choices right now.

The Victim Mindset in High School

- Not taking responsibility for one’s actions
 - Example: Your classmate bumps into your desk and knocks over your water bottle. She immediately says “Well you shouldn’t have put your water bottle near the edge. It’s not my fault!”
 - Breaking down the victim mindset: There would have been no consequences if she had simply owned up to her mistake and apologized, but now there is tension between the two of you because she didn’t take ownership of her action and instead blamed you.
- Letting negative emotions take the lead
 - Example: Your friend flunked a math test and is secretly angry and embarrassed because everyone else passed, but he laughs it off and says he’s just going to sleep through math for the rest of the semester because it’s a “waste of his time anyways.”
 - Breaking down the victim mindset: Your friend is acting like he doesn’t care about flunking the test, but he actually cares quite a bit, enough to give up on math entirely. If he saw himself as valuable despite his math score, he wouldn’t be ruled by his feelings of embarrassment and anger. He’d be able to see the value in investing more time into improving his math skills and he’d be able to overcome this challenge instead of being a victim to it.
- Not knowing what you want or who you want to be

- Do you struggle to think about what you want your future to look like?
- Do you feel like you'll only have a good future if it's dropped into your lap? Like winning the lottery?
- Striving for other people's approval
 - Do you spend a lot of time trying to get the perfect selfie?
 - Do you spend all of your money on brands of clothing and shoes that your peers will be jealous of?
- We all fall into these victim behaviors at times, but when we do, we are putting our self-worth and ultimately our future into the hands of unpredictable people and circumstances. We will always feel behind, and we will always fear losing our status in the world.

“When you complain, you make yourself a victim. Leave the situation, change the situation or accept it. All else is madness.” – Eckhart Tolle

Are you ready?

- Ask students the following questions:
 - Are you ready to take ownership for your life? For your thoughts, actions, words, and plans?
 - Are you ready to embrace failures as opportunities to learn and grow stronger?
 - Are you ready to take the more challenging road in order to get to where you really want to be?
 - Are you ready to shut down the voice of the Critic who's telling you that you are a victim of your circumstances and you always will be?
 - If so, you are taking on the role of the Hero in your life.

The Hero

- The Hero takes ownership of their life because they see themselves as valuable no matter what. They don't need to please anyone because they're confident in who they are, regardless of how well they perform.
- Living with this perspective frees people up to serve others and be generous because Heroes are not preoccupied with themselves and their problems all the time.
- The Hero knows where they want to go, and they understand that they play a vital role in their own success. They know there will be times of hardship and there will be failure, but they're not deterred because they know they'll only come out of hardship and failure stronger and wiser than before, if they persevere.
- The Hero shuts down the voice of the Critic because the Critic is only hindering, not helping their journey.

“Heroes are always the ones that win. They are the ones that lose, sometimes. But they keep fighting, they keep coming back. They don't give up. That's what makes them heroes.” – Cassandra Clare

Becoming the Hero

- The Hero's path is not easy. Being a victim is MUCH easier in the moment.. But the Hero's path is SO worth the extra effort and intentionality because it leads to freedom, opportunity, and success.
- Practice these steps, and students will be on their way to becoming the Hero of their story:
 - Know what they really want out of life, and take steps towards it.
 - Understand and appreciate who they really are.

- Accept failures and learn from them.
- Forgive and move on, don't let anger hold them down.
- Take ownership for their choices, even when it's difficult.

Preparing for Socratic:

- Explain that students will receive a worksheet to fill out about the victim and the hero mindsets called *Finding My Will*. The purpose of this worksheet is to help students honestly reflect on the victim and hero mindsets so that they can have a meaningful Socratic conversation next session.

Becoming the Hero of My Story Socratic

Purpose

Create space for students to think critically about the beliefs and behaviors associated with the victim mindset and alternatively the beliefs and behaviors needed to be the hero in their story. Hopefully students will come away from the discussion inspired to take on a hero mindset and will have actionable steps to do so.

Learning Objective

I can explore how a victim mentality is detrimental to my journey.

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

Teacher Tips

1. Require *Finding My Will* 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 6

The Victim vs. The Hero

Provide Context

- Summarize the content from the last session about the Victim vs the Hero mindset. Briefly define what the victim mindset looks like. Do the same for the hero mindset. The primary difference between the victim and hero mindset is whether or not you take ownership for your thoughts, feelings, behaviors and plans. The hero's path is more difficult than the victim's because the hero has to take ownership of their efforts and mistakes, but the hero's path ultimately leads to freedom, opportunity, and ultimately success. Consider telling a personal story to make the concept more accessible.

Possible Questions

- Why do we choose to become the victim sometimes?
- How does the victim mindset affect our ability to help others?
- Which leads to a better life: being comfortable or being intentional?
- What steps can we take to start shifting from the victim to the hero?
- What are you going to change right now in order to become your own hero?

Seeing Myself as Valuable

Purpose

Give students the opportunity to reflect on their three weeks of Lens 1 actions and how they have grown to see themselves as valuable through the experience.

Learning Objective

I can reflect on my learning and actions for Lens 1.

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: *Written Reflection Rubric*
- Assignment: *Lens 1 Final Reflection Paper*

Reflection Overview

- Communicate to students the guidelines for formatting
 - 12pt; Times New Roman
 - Double Spaced
 - Correct Heading
 - **Final reflection paper will be 1-2 pages**
- Share the competency goals from the *Written Reflection Rubric*.

Reflection Directions and Prompts:

- Answer the Reflection Prompts in a 1-2 page reflection paper:
 - What were your two goals for Lens 1?
 - How do you feel after working toward your goals for the last three weeks? What, if anything, has changed about you? (mindset, attitude, actions)
 - What do you want your future self to be like? Talk about your character, values and self-perception, not your tasks or occupation.
 - How will a healthier, more engaged and joyful you be able to impact others?

Submit

Week 6

Weekly Deliverables

Deliverables Due This Week:

- Assignment: *Finding My Will* worksheet
- Assignment: *Lens 1 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 6

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 6

- [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 Will

1. How does society convince us to be victims?

2. What happens when we live in the state of being a victim for too long?

3. What steps can you take today to help yourself get out of a victim mindset?

4. When have you seen someone use a victim mindset? How did it go for them?

5. Who is a hero in your life and how are they a hero for themselves?

6. When you have control of your will, what can you accomplish?

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	Collaboration	Communication	Critical Thinking	Prepared and Professional

Teacher Resource - Week 6

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 1 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 were your two goals for Lens 1?
- How do you feel after working toward your goals for the last three weeks? What, if anything, has changed about you? (mindset, attitude, actions)
- What do you want your future self to be like? (Talk about your character, values and self-perception, not your tasks or occupation).
- How will a healthier, more engaged and joyful you be able to impact others?