



# GENEROUS LEADERSHIP<sup>®</sup> **CHALLENGE**

Unit 3: Seeing People as People

## **Week 7**

### Relating with My Peers

#### Purpose

Now that students have begun seeing themselves as valuable instead of worthless, they are ready to begin learning to see people as people instead of objects. The purpose of this session is to help students see that their classmates face day-to-day struggles just like they do.

#### Learning Objective

I can identify something I wish others knew about me and be able to see my peers as people with real struggles.

#### Standards

- Initiate and participate effectively in a range of collaborative discussions. (CCSS: SL.11-12.1)
- Analyze a complex set of ideas. (CCSS: RI.11-12.1)
- Evaluate a speaker's point of view. (CCSS: SL.11-12.1)

#### Needed Resources

- Teacher Resource: *Possible Check-In Activities*
- Handout: *Lens 2 Mini Project Assignment*

## Session Overview

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

***“We’ve spent the last few weeks learning to see ourselves as valuable rather than worthless, the first lens of the Generous Leadership® Paradigm. This week we’ll begin learning to see through the second lens: seeing people as people rather than objects. We’ll start today with a check in activity first and then dive into Lens 2: Seeing People as People.”***

- **Suggested:** In order to set the tone for “seeing people as people,” we recommend that you give students the opportunity begin seeing their classmates as people with real struggles just like them:
  - Give each student a notecard.
  - Tell students to NOT put any identifying information on the card.
  - For about 1 min or so, have students write down one thing they wish other people knew about the before they judged them.
  - **It is important that you model vulnerability and authenticity for students by participating in this activity yourself.**
  - Once students are done writing on their card, have them fold up their card and hand it to you.
  - Once you’ve collected all of the cards, randomly pass them back out to students (making sure students don’t receive their own original card).
  - Have students stand up and form a circle and one by one to read aloud what is written on the card they received.

**Teacher Tip:** This is a powerful and often times emotional moment for students. Make sure to give the space and time needed. If you as the teacher would feel more comfortable you are welcome to read cards in advance.

- Once everyone has shared, collect cards again (to maintain student privacy).
- Open a discussion about what students felt as cards were being read aloud.
  - How did it feel to hear the cards read aloud?
  - Did you notice similar themes between cards?
  - Did this activity change the assumptions you typically make about your classmates (“They’ve got it all together”, “their life is so perfect,” “no one here understands what I’m going through,” etc.)? How so?
  - Do you think you’ll think about and treat your classmates differently after hearing these things? How so?

**Teacher Tip:** If you’re checking in online, create an anonymous Google form where students submit one thing they wish other people knew about them before they judged them. Post the answers anonymously in a shared Google Doc and facilitate the conversation around the statements listed on the document.

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

## Introduce Lens 2! (10 min)

***“The check-in activity we just did is an example of what you’ll be practicing and reflecting upon for the next 7 weeks: seeing people as people, not objects. This is a tough lens, especially when we’re considering people who annoy us or disagree with us. It’s easy to dismiss, insult, or hate people who are different than us, but generous leaders choose to see people as people no matter what.”***

- Give students an analogy:
  - ***“How do you feel when someone cuts your off while you are driving?”***
  - Typical Answers:
    - Angry
    - Pissed off
    - Impatient
    - Annoyed
  - Pause and ask students:
    - “Would your feelings change if you knew that it was a frantic father driving an expectant mother to the hospital because she is in labor? (Allow time for response).
    - “What if someone speeds past you, not because they want to show off their nice car, but because they are racing to say goodbye one last time to their parents who were in an unexpected accident?” (Allow time for response).
    - “What if someone flips you off, but it turns out they’re a single parent who just lost their job that day and they’re stressed about paying their bills, and you just happened to be in their way?” (Allow time for response).
  - Discuss with students how and why their perspectives change for these situations.
  - Explain the analogy: “We are all in different “cars” in different conditions, driving down the same “highway” of life together. If you choose to see that person who sped by you not as

some rude driver, but instead as a grieving son or a stressed out single parent, then you might feel compassion for them. We don't know what is going on in another person's life. We must remember that they are people, just like you and I."

### Overview of Lens 2 Mini Project (20min)

- Go over the *Lens 2 Mini Project Assignment* with the class so that students know the trajectory of their mini project, but be sure to emphasize that students should not rush the process by planning their project now. They will be planning their project in Week 9 (two weeks away). Students will not get much out of the project (or do as well on the project) if they rush to plan their projects out now.
- During this lens, students will get the opportunity to create their own "mini" project to help someone else and, in the process, change the way they see other people.
- Through this process, students will explore the importance of empathy for success in life, how to honor all types of people, and they will get to practice real-world skills such as:
  - Communicating their opinions
  - Interviewing strangers
  - Problem solving for meaningful human impact
  - Project planning for who, what, where, when
  - Implementing their ideas and gathering real results
- The mini project will include:
  - learning about another person through a short interview
  - planning out a way to help a person or group
  - implementing their plan
  - reflecting on how their project work changes the way they see people.
- Encourage students that, while this may sound like a lot of work, this mini project is meant to help them practice, not perfect, their leadership skills, and they'll have plenty of support and time to implement their mini-project over the next 7 weeks.
- Let students know that they'll learn about the first step in their project (interviewing someone) during the Content session tomorrow.

## Who Does Objectification Hurt?

### Purpose

Introduce students to the lens of seeing people as people by first helping students understand how they may be objectifying others and how they can begin to practice empathy instead of objectification.

### Learning Objective

I can understand how I objectify others.

### Recommended Resources to Prepare for this Lesson:

- [The Human Connection](#)
- [What is Objectification?](#)
- [The Power of Kindness](#)

### 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 7 Content Slides
- Handout: *Becoming Human Centered* worksheet
- Handout: *Interview Plan* Assignment

### 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 **Who Does Objectification Hurt?**
- 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

## How Do We Treat Objects?

- Discuss with students how they view and treat objects.
  - If students had unlimited money, how would they decide which shoes to buy first?
    - Answers may include: “I’d read reviews,” “I’d pick ones I like,” “I’d pick shoes that look cool,” “I’d pick shoes that are popular,” etc.
  - What would students do when their shoes wore out?
    - Students will likely answer “Throw them away and get new shoes.”
  - If students had unlimited money, how would they choose which car to buy first?
    - Answers may include: “I’d pick the car that goes the fastest,” “I’d pick a car that looks cool,” “I’d pick a car that I can drive all my friends in,” etc.
  - What would students do if their car broke down?
    - Students will likely answer “fix the car” or “get another car”
- We tend to pick objects by how they look, how they function, and how they make us look. And when an object isn’t working the way we need it to, we naturally fix it or throw it away and get a new one.

## What About People and Relationships?

- Ask students the following questions:
  - What do you notice first when you see people?
    - Answers may include: “how they look,” “how old they are,” “if they seem nice or mean,” etc.
  - When you encounter someone who annoys you, someone who disagrees with you, or someone who’s rude to you, do you want to “fix” them or just leave them and find other people to hang out with?
- Explain to students that when we see people like objects (evaluating them by their appearance and attributes) or we treat them like objects (trying to “fix” or ditch them if they don’t act the way we want them to), we are objectifying people.

## Objectification

- Objectification is the act of seeing and treating someone like an object, not a human being, and we ALL do it.
- As humans, it’s natural for us to use our senses (like seeing and hearing) and our will (our actions) to evaluate and work with other people. But, when the primary way we value people is by how they look and act, we are objectifying people.
- Objectification can look like:
  - Labelling people (calling people “losers,” “ugly,” “dumb,” etc.)
  - Stereotyping people (reducing people down to a specific category like “nerds,” “jocks,” “chicks,” “bros,” etc.)
  - Judging people (making value statements about people based on their beliefs, behaviors, or affiliations like “all Republicans are \_\_\_\_\_,” “all Muslims are \_\_\_\_\_,” “all criminals deserve \_\_\_\_\_,” etc.)

## What Causes Us to Objectify People?

- Students are influenced by the culture and media around them:
  - Students may grow up hearing their family talk negatively about a person or group of people.

- Students often immerse themselves for hours in social media, ‘liking’, ‘disliking’, and comparing themselves to the other faces on the screen.
- Students watch TV and movies that shamelessly use stereotypes to get more laughs.
- Students want to fit in with their friends, so they go along with objectifying comments and jokes even if they don’t agree with them.
- Students often think they’ll feel better about themselves (their weaknesses and insecurities) if they put other people down.

### Objectification Hurts You Too

- Help students understand that, in the moment, it may feel better to put someone down or make an objectifying joke that gets laughs from their friends, but ultimately students end up losing just as much as the person or group they are putting down because:
  - They are feeding their Inner Critic (both through guilt and a negative attitude), so they will be pulled farther and farther away from the hero’s path.
  - They are telling themselves that treating others this way is okay. The more they do this, the more they influence their own character, worldview, values and passions. Objectifying others ultimately chips at their own sense of identity and worth.
  - They are encouraging those around them to objectify people too, and they may end up being objectified by their friends later.
  - They lose the opportunity to connect with and learn from the person or group they objectified – they could be losing great potential friends and allies.

### The Opposite of Objectification: Humanization

- Humanization means seeing people as people first and foremost.
- Humanization means remembering that people are more like us than different from us because we all have hurts, hopes, dreams, fears, needs and life circumstances that shape how we see the world.
- Humanization takes practice and a daily commitment to seeing people as people first. Students can:
  - Identify situations where they’re more likely to objectify people.
    - While driving
    - When hanging out with critical friends
    - When they’ve been insulted
  - Practice catching themselves when they begin to think or say something that objectifies people.
  - Take a breath and think about what that other person might be going through.
  - Choose to respond in kindness and grace, even if it’s not deserved.
    - Students will likely benefit even more than the other person when they respond this way because they won’t carry frustration and guilt. They are being the “bigger person.”

### Who Do You Care About?

***“Often the best place to start practicing seeing people as people is right in your own home or neighborhood because you already know these people and you can build off of the relationship that you already have with them. So that is where you are going to implement your Lens 2 Mini-Project: in your home or neighborhood.”***

- Ask students to identify a person in their home or neighborhood who means a lot to them.
  - Allow students to list off people.
  - Invite students to share:

- Why this person means a lot to them
- What they admire about this person
- Some struggles they think this person is facing right now
- Ask students to identify a person in their home or neighborhood who they wish they had a better relationship with.
  - Again, allow students to list off people.
- Invite students to share:
  - Why this relationship is difficult for them or not where they want it to be
  - Why they want to improve the relationship
  - Some struggles they think this person is facing right now

**Note:** If students are passionate about an issue that isn't specific to their neighborhood and they have the means to connect with someone who is affected by that issue, students can branch outside of their home or neighborhood for this mini project.

## Starting Your Lens 2 Project

- For their Lens 2 Mini Project, students will be challenged to practice generous leadership® towards others by creating and implementing a mini project to help solve an issue for a person in their home, neighborhood, or beyond. Students are not expected to solve the world's largest problems, just to do something that helps meet a need of a person in their life.
- But before students can truly help someone, they need to learn what the person is struggling with in their own words (or else the student's project might not be all that helpful at all).
- The first step in authentic, person-centered problem-solving is to find out what problems a person is facing by interviewing them.

## Heading into Interviews

- For their Lens 2 project, students will interview 1 person in their home, neighborhood, or someone who is affected by an issue they're passionate about. This could be...
  - Someone they already know: a family member, friend, colleague, teammate, etc.
  - Someone they may not know, but is directly affected by a problem they are passionate about helping: an elderly neighbor, a neighbor who is a single parent, a nearby homeless shelter, a small business suffering due to COVID, etc.
- The purpose of the interview is to:
  - Learn about the issue faced by the person they're interviewing
  - Be able to define the problem from the person's point of view
  - Get ideas for how they can help them
  - Eventually make their project plan for how exactly they're going to help them
- Students will complete this interview and submit interview notes by the end of next week, so this week they'll focus on making a plan for their interview.

## Preparing for Your Socratic

- Explain that students will receive a worksheet to fill out for next session called *Becoming Human-Centered*. The purpose of this worksheet is to help students reflect on objectification and humanization so that they can have a meaningful Socratic discussion next session.
- Encourage students to start thinking about who you want to interview (this will be helpful for the Relate session).



### Overcoming Objectification to Lead with Humanization

#### Purpose

Practice thinking critically about becoming a more human-centered problem-solver.

#### Learning Objective

I can explore how to better see people.

#### 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 *Becoming Human Centered 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 7

Overcoming Objectification to Lead with Humanization

### Provide Context

- Summarize the content from the last session about the differences between objectification (seeing people as objects to be used, fixed or disregarded) and humanization (seeing people as people first, worthy of respect regardless of differences and conflict). When we see people as people, we recognize that they too have hurts, hopes, dreams, fears, needs and life circumstances that shape how they see the world.

### Possible Questions

- Is it better to be “right” or to understand someone?
- Do you believe all humans deserve respect regardless of their beliefs, behaviors, or affiliations?
  - If not, what does this say about the way you see yourself?
- How would our world be different if we walked around with descriptions above us telling others our struggles?

### Planning Out My Interview

#### Purpose

In order for students to truly begin seeing people as people, they need to practice talking with people and listening to their stories – their hurts, hopes, dreams, and fears. This session will set students up for their interview by encouraging them to plan out the Who, Why, How, and When of their interview.

#### Learning Objective

I can create my interview plan to begin my journey on becoming more human-centered.

#### Standards

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)
- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)

#### Needed Resources

- Assignment: *Interview Plan*

### Reflection Overview

- Students will draft an interview plan using the Interview Plan Assignment and then submit it to you for review so that you can verify that they're on track to complete a feasible interview and a feasible project later on.
- Remind students that their interview plan should be well thought-out and feasible to complete by the end of next week.

#### Interview Plan:

Students will answer the Who, Why, How and When for their Interview Plan. See the *Interview Plan* Assignment for more details.

# Submit

Week 7

## Weekly Deliverables

### Deliverables Due This Week:

- Assignment: *Becoming Human-Centered worksheet*
- Assignment: *Interview Plan*

# 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 7

### 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 7

- [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.

# Becoming Human-Centered

1. Why is it so easy to objectify people (talk about them or treat them like they're objects to be used, fixed, or disregarded)?

2. What is at the root of objectification?

3. How does understanding people help us see them as people first?

4. How can we practice being more human-centered?



# 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

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

## Teacher Resource - Week 7

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# Interview Plan

## Directions:

You will be interviewing one person in your home, neighborhood, or in the community next week in order to learn more about an issue that person faces and how you might be able to help them. Answer the questions below so that you feel confident and ready to interview this person.

**1. Who are you going to interview?**

**2. Why are you interviewing this person? What do you want to learn about them?**

**3. How are you going to reach out to this person? (Text, email, phone, knocking on their door?)**

**4. When are you going to interview this person next week? What day and time? (If you're not sure, pick two potential days/times that you can offer to this person).**

**5. What questions will you ask this person? (Remember, what do you want to learn from this person?)**