



GENEROUS LEADERSHIP[®] **CHALLENGE**

Unit 3: Seeing People as People

Week 8

Overcoming My Fears

Purpose

Students are venturing into what is likely the “scariest” part of the Generous Leadership® Challenge: interviewing someone and planning a project based around the interview. Continue to build a positive and safe classroom culture by intentionally checking in with students.

Learning Objective

I can overcome my fear of talking to others.

Standards

- Initiate and participate effectively in a range of collaborative discussions. (CCSS: SL.11-12.1)
- 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)

Needed Resources

- Handout: *Possible Check-In Activities*
- Handout: *Interview Tips*

Session Overview

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

“Last week you began your journey towards seeing people as people by identifying someone you’re going to interview and planning out how you will conduct the interview. You may be feeling overwhelmed or terrified at the thought of having to interview someone, and that’s totally ok. It’s completely normal to feel overwhelmed when you’re about to do something you’ve never done before. Today we’ll start with a check-in because I want to hear how you’re all doing, and then we’ll discuss some ways you can overcome any fear you may be feeling.”

- **Suggested:** Students are likely feeling overwhelmed and scared, and these feelings are probably taking away from their excitement to do something good for others. It would help if you spend time checking in as well as sharing some acts of kindness that inspire all of you.
 - Have students write down either an act of kindness that they did or one that they saw someone else do.
 - Once they have written it down, allow students to share with the class.
 - Model this for students by sharing an act of kindness that you have done or an act of kindness that you witnessed.
 - Discuss with students:
 - How they feel when they see or hear about an act of kindness
 - How they feel when someone does an act of kindness for them
 - How they feel when they do an act of kindness themselves

Teacher Tip: Play an act of kindness video to close and challenge students to complete acts of kindness whenever they get the chance.

- Write on the board: “In a world where you can be anything, be kind.”
- If you would like to check-in another way, you can choose a check-in activity from the *Possible Check-In Activities* resource.

An Open Conversation About Interviewing (15-20min)

- Many students will struggle to initiate interviews because they’re afraid to talk to others (especially adults) and they don’t know what to say/ask. Spend the rest of the session helping students understand the task at hand and solidify their interview plan. Hand out the *Interview Tips* Handout so that students can reference helpful interview tips if they need them.
- Students may be too afraid to ask questions so here are some good questions to cover together:
 - How do I ask to interview someone, especially someone I don’t know very well?
 - See the ‘Reaching Out’ section of the *Interview Tips* Handout.
 - What do I ask the person I’m interviewing?
 - See the ‘Create Questions’ section of the *Interview Tips* Handout.
 - How do I remember what they said after the interview is over?
 - See the ‘Planning Out the Interview’ section of the *Interview Tips Handout* for tips on recording the interview.
- Rather than answering all of these questions for the students or simply referring them to the *Interview Tips* Handout, encourage other students to offer their ideas and advice. Write their advice on the board as they share.

Wrap Up (5-10min)

- With any time remaining, have students send their “reach out communication” to the person they want to interview if they haven’t already done so. You can make a game of this by having the class cheer every time someone presses send on an email or text to their potential interviewee.
- Encourage students to practice interviewing a friend if they’re still feeling nervous about the interview process.
- Students can also run their interview questions and any email communication by you if they’d like.

Understanding the Perspective of Others

Purpose

Students are conducting their interviews this week, but what do they do with the information they glean from the interview? This content will help students understand how to take information about a person and a problem they're facing and turn it into a Point of View Statement that will inspire and inform their Lens 2 project.

Learning Objective

I can plan ahead for my Lens 2 mini project.

Recommended Resources to Prepare for this Lesson:

- [3 Counter Intuitive Ways to Take on Another's Person's Point of View](#)
- [How Qualitative and Quantitative Data Work Together](#)

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 **Understanding the Perspective of Others**.
- Hold a live zoom class session to go through content.
- Create a blended option by incorporating slides, video and additional resources as you see fit.
- Create a short quiz to test if students watched or read the content.
- Make a point to tell students that there is an assignment at the end that will serve as their "entry ticket" for the next session together.

Standards

- 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)
- 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 8 Content Slides
- Handout: *Mock Interview and Interpretation Activity*

Content Summary

Why Point of View Matters

- At this point in the project, students have either already conducted their interview or they're about to, so they need to understand what to do with the information that they collect from the interviews.
- The point of completing this interview is to connect with a person and learn about an issue they face from their point of view so that students can come up with a mini project that truly helps another person.
- If students skip this step and go straight to planning out their project, they may spend all of their time doing a project that doesn't actually meet the need of the person, which would be a waste of the student's time and theirs.
- Seeing things from another's point of view is a crucial life skill. It allows students to:
 - Work through conflict with people (because they can understand both sides of a conflict)
 - Be more influential with people (because they are able to speak in a way that is more relevant and convincing to others)
 - Be more successful at work (because they're able to understand what their boss/customers need and therefore do a better job of meeting that need)
 - Make genuine connections with people (because they understand and appreciate other people's unique perspectives they will likely be better understood and appreciated by others too)

Understanding Someone Else's Point of View

- Understanding someone's point of view requires students to:
 - Set aside their own ideas/perspectives temporarily.
 - Imagine what the other person is thinking and feeling based on what they've seen and heard from them.
 - Respect their perspective (even if it's not the same as theirs).
- Like everything we've introduced so far, this takes practice!

Breaking Down Information from the Interview

- After students complete their interview, they will need to know what to do with the information they've gathered.
 - Students will use some interview information for context (understanding the scope and nature of the problem from the person's point of view)
 - Students will use some interview information for potential solutions (understanding what would help solve the problem from the person's point of view)
 - Later, when they've begun implementing their project, students will collect new information to determine their effectiveness (understanding how their project helped solve the problem).
- The information students gather is either qualitative or quantitative data, so it's important that students understand the differences between qualitative and quantitative data and when each is used.

Qualitative vs. Quantitative Data

- **Qualitative Data:** Information that describes the subjective or personal quality of something; this includes personal experiences, preferences, and opinions.
 - Examples:
 - A quote from someone who has a learning disability

- A survey response where someone identifies that their favorite way to relax is by playing video games
- A product review
- Uses for Qualitative Data:
 - Understanding a “real life” human experience
 - Offering different points of view
 - Portraying emotions and stories in a compelling way that helps others connect with an issue
- **Quantitative Data:** Information that can be measured and described with numbers; this includes amounts, time, percentages, etc.
 - Examples:
 - Number of people in the U.S who have a learning disability
 - The average amount of time that someone spends playing video games per day
 - Number of people who’ve bought a specific product
 - Uses for Quantitative Data:
 - Describing the size/magnitude of an issue
 - Evaluating change over time
 - Providing evidence for one’s interpretation
- Because students’ interviews are centered on people’s personal life experiences, the information they gather will likely all be qualitative data (focused on personal experiences, opinions, and preferences and used to understand someone’s personal experience).

Reviewing Your Interview Notes

- After students complete their interview, they’ll need to capture the main pieces of information that came from the interview. Students should listen to their interview recording or read through the notes they took and consider these qualitative questions:
 - What does this person’s life feel like on a day-to-day basis? What does a “good” day look like? What does a “bad” day look like for this person?
 - What struggles does this person face?
 - What might help this person?
- Students might have to dig into their interviewee’s responses to understand what they’re really communicating, especially if the person they interviewed is an optimist because optimists don’t like to focus on problems.
 - Consider the person’s tone of voice, facial expression, and body language – did they look upset or uncomfortable when they mentioned a certain aspect of their life? If so, could this be an area they’d like help with?
- Remind students to not jump to a solution yet. They can start brainstorming, but the focus this week is understanding the problem a person is facing from their point of view.
- After students complete their interview and review their interview notes, they will write a Point of View Statement.

Point of View Statement:

- **Purpose:** The POV statement is a **1-sentence** description of the problem written from the person’s point of view. The purpose of this statement is to help students empathize with the person they’re helping.
- **Examples:**

- If a student wants to help their elderly neighbor, Fred, who feels lonely at home and wants to share his stories with others, a POV statement for Fred could be:
 - *I feel lonely because I can't leave the house and I rarely get visitors; I have so many stories to share but no one to share them with.*
 - Notice that this example POV statement is written in Fred's voice – it's his point of view.
- If a student wants to help their mom, Sarah, who is exhausted and stressed because she works two jobs, cares for three children, and doesn't have time to take care of herself, a POV statement for Sarah could be:
 - *I feel exhausted and stressed because I work two jobs, care for three kids, and don't have time to care for myself.*

Preparing for Next Session

- Typically students would complete a worksheet tonight to prepare for a Socratic discussion next session, but they'll be spending their next session doing mock (practice) interviews and writing a mock Point of View Statement.
- Students' assignment for next session is to read over the *Mock Interview and Interpretation Activity Handout* so that they're prepared to practice next session.

Purpose

In lieu of a Socratic discussion this week, students will practice interviewing their peers and creating a Point of View Statement so that they feel more confident interviewing people for their Lens 2 mini projects.

Learning Objective

I will conduct an interview with a peer.

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: *Mock Interview and Interpretation Activity*
- *Mock Interview and Interpretation Rubric*

Mock Interview Rules (posted for students to see)

1. Students will be assigned partners
2. Students will act as if this is a real interview (acting respectful and professional).
3. Once interviews are finished students will individually practice writing a Point of View Statement based off of their mock interview.

Teacher Tips

1. Move around the room while students are interviewing so that you can gauge student engagement.
2. Make suggestions as needed.
3. Jot down notes on the *Mock Interview and Interpretation Rubric* as you walk around so that you can give students specific feedback at the end.
4. Save at least 5 minutes at the end so that you can provide the class with feedback.

Owning the Process

Purpose

Provide students with accountability by checking in on their interview progress and giving them space to reflect on what they're learning.

Learning Objective

I can show my progress in my interview process.

Standards

- 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)

Needed Resources

- Assignment: *My Interview Progress Update*

Progress Update Overview

- Students will give an interview progress update through a written reflection.
- Students should be making progress on their interview (either already completing it or having a plan to complete the interview by the end of the week) so that they can stay on track with their Lens 2 mini project. Students may be struggling to initiate or plan their interview, so it is important that you check in on their progress and offer help as needed.
- Communicate to students the guidelines for formatting
 - 12pt; Times New Roman
 - Double Spaced
 - Correct Heading
 - 1-2 paragraphs

Progress Update Questions:

- Have you completed your interview?
 - If yes, what were your big takeaways from the interview? What did you learn about the person you interviewed?
 - If no, what is your plan? Do you have an interview scheduled? If not, who will you reach out to today to set one up?
- What is burdening you right now? What can I help you with?

Submit

Week 8

Weekly Deliverables

Deliverables Due This Week:

- Assignment: *Mock interview and Interpretation Activity Worksheet*
- Assignment: *My Interview Progress Update*

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 8

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 8

- [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.

Interviewing Tips

It can be intimidating to reach out to someone for an interview, but this is a key part of learning how to get to know other people's stories and seeing them as people. Use these tips to help you prepare for your interview.

BEFORE

• Reaching Out

- Make sure to reach out as soon as you can so that the person you want to interview has time to respond.
- Be clear in your intentions (“I’m reaching out because I’d like to interview you to learn more about _____”).
- If you’re interviewing someone you’re close with, you can either ask them in person or call them to ask for an interview.

Here is an example email you can use if you’re reaching out to someone who’s not in your household or neighborhood:

Subject: Request for Informational Interview

Dear Mr./Mrs./Ms. _____,

My name is _____ and I am a student at _____ High School. I am in a class that’s participating in The Generous Leadership® Challenge. As part of the Generous Leadership® Challenge, I am supposed to practice seeing people as people by interviewing someone about an issue they’re facing in their life and then brainstorming ways to help solve the issue.

I thought of you for this interview assignment because _____. Would you be willing to meet with me sometime this week for a 15-20min interview in person or over the phone?

Please let me know if this would be possible and what date and times would work best for you. Thank you so much for your time and I look forward to hearing from you.

Sincerely,

• Planning Out the Interview

- What is your goal for doing this interview? What do you want to learn about this person?
- Where will you conduct this interview? In-person, over Zoom, or over the phone?
- How will you record the interview?
 - Ask if you can record the interview so that you can easily listen to the interview later (you can record on your phone or on Zoom).
 - If you aren’t able to record the interview, be sure to bring a notebook and pen so that you can write down key pieces of information that you’ll use for your project plan later.

• Create Questions

- Again think about your goal. What is the “why” behind your interview? What do you want to learn from the interview?
- For this interview’s purpose it is important to keep your questions open-ended
 - “What is your ideal...?”
 - “Tell me about...”

Handout - Week 8

- *“Can you tell me more about...?”*
- *“How did you learn about...?”*
- *“How would you explain...?”*
- *“What experiences led you to this thinking?”*
- *“Is there anything else you want to share?”*

THE DAY OF

- **Come Prepared**

- Make sure you have your questions ready.
- Dress nicely to show respect for their time.
- Double check before starting the interview that you are allowed to record the interview.

- **Be Authentic**

- Make sure your body language conveys interest in what the other person is saying. Sit up and smile while they are talking. Do not let your phone distract you. Put it on silent during this time.
- Allow conversation to flow. Don't get too caught up if there are silences or long answers, this is okay!

AFTER

- **Review, Reflect, and Capture**

- Review the recording/notes that you took during the interview.
- Reflect on what you gathered during your interview and how it pertains to your Lens 2 project.
 - What is the overall takeaway?
 - What insights did you gather?
 - What was surprising?
 - What conclusions can you draw?
 - What are 2-3 things you are still wondering about?

- **Send a Thank You**

- A hand written thank you card or a nice email shows your interviewee how much it meant to you that you were able to talk with them.

Mock Interview and Interpretation Activity

Part 1: Mock Interview

Directions: Once you are paired up with a classmate, take turns interviewing each other using the questions below. Be respectful and professional during the mock interview – you will be graded on these things. Also, be sure to take notes on what your interviewee is saying so that you can write a Point of View Statement about your interviewee afterwards.

1. What are your favorite hobbies and why?

2. What do you want to be known for in life and why?

3. What do you want your future to look like and why?

4. What scares you?

5. What stops you from following your dreams?

6. What could help you be everything you want to be or to accomplish your dreams?

Part 2: Practice Writing a Point of View Statement

Directions: Once you and your partner have finished interviewing each other, take some time individually to write a practice Point of View Statement for your partner based on the information they shared in their interview.

Point of View Statement (1 sentence written in 1st person “I” describing the problem this person is facing):

Mock Interview and Interpretation Rubric

1. Student acted respectfully and professionally during the Mock Interview ____ / 10

Comments:

2. Student was conversational during interview ____ / 10

Comments:

3. Student answered questions genuinely ____ / 10

Comments:

4. Student said thank you at the end of the conversation ____ / 5

Comment:

5. POV statement was truly based off of evidence gathered during interview ____ / 15

Comments:

My Interview Progress Update

Formatting

- 12pt; Times New Roman
- Double Spaced
- Correct Heading
 - Name
 - Teacher
 - Class
 - Date
- 1-2 paragraphs

Directions and Progress Update Questions

Answer the following questions honestly and in paragraph form so that I can understand where you are in the interview process and I help you with the process.

- Have you completed your interview?
 - If yes, what were your big takeaways from the interview? What did you learn about the person you interviewed?
 - If no, what is your plan? Do you have an interview scheduled? If not, who will you reach out to today to set one up?
- What is burdening you right now? What can I help you with?