Facilitator's Guide for Grab The Torch Online

Guide Contents

Introduction

About Grab The Torch Online

The Grab The Torch Online curriculum is meant to take teenage students on a journey to build knowledge and skills that help them to (1) better understand themselves, (2) learn how to become a leader, and (3) learn about the world's challenges to decide how they want to contribute to its betterment. The GTT Online Curriculum is a package that includes:

1. 12 Online modules each containing 3-5 chapters (that is, lessons)
2. This Facilitator's Guide with suggested complementary experiential and group-based activities and discussion topics to supplement the lessons in each module
3. "Key Ideas and Concepts" sheets for each module that cover its most important information
4. A downloadable portfolio for students that containing all reflections and work they submitted during their completion of each module
5. A downloadable report for facilitators that provides data about completion and responses of modules by each student and the group's level of successful responses to content-based questions throughout the module(s)

The GTT Online modules cover an array of topics intended to help prepare students to make the most out of their choices and actions in high school and beyond, such as, how to develop a sense of purpose, how to manage emotions, and how to choose causes in which to become involved that excite them. Each module, designed as a separate unit of study, is focused on one topic and contains several chapters. A module begins by presenting an introduction to its main topic and then works to build students' basic understanding with additional information, examples, and opportunities for students to reflect on their thoughts and feelings about the topic. Several modules also present scenarios that put the topic into real world contexts and ask students to choose between a series of choices within the scenario.

Combining Online Modules to Meet Goals

A module can stand alone if a facilitator (i.e., teacher, advisor, club sponsor) wants to integrate a particular concept to support specific goals of a council, club, class, or program (such as, advisory, social-emotional learning, leadership or service). Yet, combining specific modules or having students take modules in a particular order will benefit students' deeper learning about topics and help them utilize prior knowledge and self-reflection to make deeper connections to how they feel and actions they want to take.

We offer the following themed groups of modules that can help schools and organizations focus on building students' targeted skills and knowledge and encourage behaviors and mindsets for success in high school, college and life.

Three Themed Module Groups of GTT Online

Understanding Yourself: *Modules meant to help you understand (1) your perceptions of others and how to manage your emotions effectively; (2) your identity and character values; (3) how to seek guidance from others; and, (4) how to find a sense of purpose.*
1. Understanding Emotions module
2. Understanding Yourself module
3. Purpose module
4. Executive Functioning module

Developing as a Leader: *Modules to help you understand how to become a leader, how to use systems thinking, and how your values and logic can help to guide your actions and decision-making.*
5. Leadership module
6. Systems Thinking module
7. Fueling Values with Aspirations and Action module

Contributing to the Greater Good: *Modules to help you understand your community and world's challenges and solutions and explore how you want to contribute your time, talent and treasure for the greater good.*
8. The World We Want module
9. Introduction to Philanthropy module
10. Choosing a Cause module
11. Creating a Vision for Good module

12. Lessons Learned in Grab The Torch Online module: *A module that (1) sums up the most important concepts, definitions, and expert advice found in the Grab The Torch Online modules, and (2) provides opportunities to reflect on how you will apply what you learned into your life.*

Of course, a facilitator's top priority, in deciding the modules students will take, is to meet the class, group or program's goals. Some suggestions for complete themed module *groupings* that would naturally fit into specific types of programs or experiences follow in the table below. Though facilitators may decide to request that students complete multiple themed groupings or different combinations of individual modules that cross over the groupings above. For instance, if your high school wants its Student Council to help promote a school culture of kindness and inclusivity (but members don't have much time to spend on the curriculum), they may be asked to complete only two modules – Understanding Emotions and Executive Functioning – and then design and lead a workshop around the lessons they find most important in the modules. The Understanding Emotions module would teach students awareness of their emotions and how to master them, while helping them understand how "fundamental attribution error" can lead them to react negatively toward others because of assumptions and misperceptions. In the Executive Functioning module, students will learn about the importance of working memory and mental flexibility, and how to learn self-control, and effective strategies to help them navigate challenges in life.

Sample groupings of modules for particular uses in schools

Type of Program / Area	Related Module Theme Group(s)
Advisory and SEL Programs	Understanding Yourself module group
Leadership Programs, Councils or Camps	Developing as a Leader module group and/or Understanding Yourself module group
Service or Service Learning Councils, Clubs or Boards	Contributing to the Greater Good module group
High School Orientation Programs or Retreats	Understanding Yourself module group and/or Developing as a Leader module group
Student Government and Student Councils	Developing as a Leader module group and/or Contributing to the Greater Good module group
Philanthropy Courses or Student Philanthropy Councils	Contributing to the Greater Good module group

How to Use this Facilitator's Guide

This Guide provides experiential individual and group activities to complement the content of each Grab The Torch Online module. *Before students begin* a GTT Online module, facilitators should: (1) review the module and the "Key Ideas and Concepts" sheet for the module; (2) review the corresponding Facilitator's Guide section; (3) determine which Guide activities they want to incorporate to enhance the module experience; and, (4) do preliminary work (as needed) to prepare for the activities (such as, gathering supplies or getting approval from school leaders).

As with any new concept or activity you incorporate into a class, advisory program, council work, or club experience, some Guide activities will require scaffolding for students to fully understand and engage in the activity. Scaffolding provides context and guidance with support to help students' understanding of the topic and task at hand. For instance, if an activity asks students to conduct interviews, then scaffolding would involve teaching students how to develop good interview questions and how to pose follow-up questions.

Each section that follows in this guide covers one module and contains: (1) A statement explaining the goal of the module and each chapter in it; (2) A list of programs and courses where the module could naturally be incorporated; and (3) An array of experiential activities (with brief explanations) that a facilitator can incorporate to enhance the module's content and deepen students' understanding of it.

Leadership Module

EXPLANATION OF MODULE AND CHAPTERS

Leadership: This module is designed to help students understand what *leadership* means and to learn about building blocks necessary to becoming a leader.

Chapter 1: Characteristics of Effective Leaders: Students learn about six internal and external traits of great leaders.

Chapter 2: The Value of Leaders: Students explore the value of leadership as essential to societies, to organizations, and to humanity.

Chapter 3: Models of Effective Leadership: Students explore real-life exemplars of leadership— Malala Yousafzai, Paul Farmer and Jason Collins—leaders who have made a substantial impact on society by contributing to the betterment of humanity.

Chapter 4: Leadership for the Greater Good: Students assume the role of leaders in real-life scenarios and make decisions guided by their understanding of leadership.

Chapter 5: Demonstrate Your Leadership Knowledge: Students create a brief demonstration of their thinking and learning about what it means to be a leader.

PROGRAMS AND COURSES WHERE THE LEADERSHIP MODULE CAN BE INCORPORATED

- Advisory Programs
- Leadership Councils, Programs or Camps
- Service or Service Learning Councils or Boards
- Student Government and Student Councils
- High School Orientation Programs / Beginning of Year Retreats
- Business, History, English, Religious Studies and Science Courses

EXPERIENTIAL INDIVIDUAL AND GROUP ACTIVITIES TO COMPLEMENT LEADERSHIP ONLINE

Chapter 1: Characteristics of Effective Leaders

In this Chapter, you reflected on interests you have that might help you define your *purpose* or "True North" (George, Mclean & Craig, 2008). Research programs at your school and organizations in your community in which you can explore, focus on, and build your knowledge / skills in these interest areas. Commit to one experience, outside of class time, based on what you find.

Pick one of the internal or external leadership traits you learned about in this Chapter and that you feel is important to you—purpose, empathy, perspective taking, communication, motivation or problem solving. Write a personal journal entry about how you think and feel about this trait and how you plan to develop it. Participate in class sharing and listen to classmates' feedback on your plan.

Find local or national stories about leaders who exhibit one or more of the internal or external traits of great leaders (purpose, empathy, perspective taking, communication, motivation, and problem solving). Discuss how the actions of each student's chosen leader reflect the trait(s). Write a letter to your leader focusing on something achieved by the leader that exemplifies one leadership trait; or, if the school newspaper is interested, develop a story about the traits of great leaders with all students contributing. Share what you learned about leadership with a parent or friend.

Practice your skills of empathy and perspective taking by interviewing another student or teacher and explaining how they feel and think through a written or oral journal entry.

Research and identify a leader in your community that you feel clearly has a purpose, a "True North" (George, Mclean & Craig, 2008). This might be a teacher, staff member, parent, or alumnus of your school, or someone in the larger community (such as a politician, activist, entrepreneur, spiritual leader, nonprofit executive, or school district official). Review with your

teacher what good interview skills and active listening look like. For instance, what are appropriate and inappropriate questions when asking someone about cultural and life experiences? How do you ask follow-up questions? Develop interview questions and role-play with a classmate, taking turns asking questions and playing the role of the interviewee. Then, arrange to interview the leader you chose. Listen for and ask about the cultural and life experiences that have made them who they are. Create a video, article or presentation that explains who this person is and why they care about the purpose to which they are committed.

Recruit Student Government officers or the Student Council to host a Solution Finders Design Challenge. Solicit students or student groups to submit their ideas about how to improve a challenge in your school community, pitching solutions to a question like, "How could we create a healthier (or more inclusive or more sustainable or more caring) school community?" As a class, work with the Student Government or Student Council during the year to address challenges identified by students.

Do research and develop a list of challenges facing our world (see the United Nations' Sustainable Development Goals) AND inspiring people / groups that have created prototypes or are experimenting with solutions to solve the problem. Issue a call for student innovators to participate in a Solution Finders Design Challenge, and make your document available to students at your school to inspire ideas. Working with your teacher and local nonprofit leaders that understand these challenges, organize and host a Solution Finders Design Challenge for students to experience the design thinking process to brainstorm and develop prototype ideas for solutions.

Chapter 2: The Value of Leaders

Write your Eulogy based on "eulogy virtues" (Brooks, 2014) – your legacy as a leader that is defined by your character and how you empowered others and provided opportunities for them to learn, take risks and grow.

As you will do during your senior year (perhaps using Naviance or x2vol), write a draft of a College application essay to answer the following question, "Tell a story from your life, describing an experience that either demonstrates your character or helped to shape it." Edit a peer's essay and have them edit yours, focusing on the characteristics you discuss in your story. Particularly discuss what the story reveals about your values and how a reader might view you through it. How does the reader understand *you* – the unique you, distinctive from others?

Consider your values and what you hope to see in your Eulogy. Narrow down a topic of interest and select a volunteer activity to do on your own time that represents your values. As a class, reflect on the experience and what it had to do with your values.

As a group, pick a movie about leadership and the importance of trust in effective teams. Watch the movie as a class or organize and host a screening at your school.

Help your community understand how they can "do good" as consumers by supporting businesses like Patagonia, Newman's Own and Ten Thousand Villages. Host an evening or weekend B Corps and Social Enterprise Fair. Do research on "B Corps" and social enterprises and the products and services they produce. Invite your local social good businesses to host a table sharing their products and services with your school community during the Fair.

Chapter 3: Models of Effective Leadership

In History, English or Humanities class, analyze leaders in history that are beloved and controversial (like Harriet Tubman, Mahatma Gandhi, Adolf Hitler, and George Custer). Share your thoughts about the following questions through a class debate, individual presentations, or a paper. What traits did your selected leader have that reflected the internal and external traits shared in this chapter? How did he or she not exemplify these characteristics? How can leadership skills be used positively and negatively? If you will hold a debate, review and practice debate preparation and techniques before beginning the activity.

In Science, Religious Studies or Business class, identify leaders whose inventions, movements, theories or new approaches have improved people's lives, created greater opportunities or solved social problems. Create a display for your classroom, the hallway or an afterschool program that summarizes what you learned.

Hold a mock campaign in your class where students run for a leadership position (similar to class officers). Students analyze which of the traits in this chapter they connect with and which are areas of growth for them. They strategize and develop how to best communicate and then present their strengths to their peers in a campaign speech.

Work with your teacher / facilitator, to identify an elementary or middle school in your area that is interested in having your students host a leadership workshop for their students. Using the resources about the leaders in this Chapter, create a presentation and design activities for the elementary or middle school children to help them learn about effective leaders in our world and explore their own definitions and ideas about leadership.

Organize and host a Local Leaders Panel or an Alumnae Leaders Panel event that highlights different ways people have led teams that contribute to the community and their organization / business / agency's success. Ask your school's Development Office or Administration for help identifying local leaders and/or parents and alumni of your school that may be a good resource. Model leadership by having students organize the event, develop the interview questions for the panelists, and moderate the Panel discussion.

Chapter 4: Leadership for the Greater Good

Contact nonprofits and youth organizations in your community to identify any that have a youth advisory board, youth council or youth leadership group. Alumni who are nonprofit leaders in your city or town may be a good resource for this. Find out how students can join and make information available at your school for students that would want to apply or join!

To determine a service activity or project your group will do, each student works in pairs to brainstorm ideas and uses large paper to sketch and write a brief explanation that pitches one idea for a service activity. This explanation also identifies what need the action would serve in the community. Line up the idea sketches to create a "Gallery Walk." With debate and some discussions about the time and steps it would take to complete your class' favorite activities or project ideas, the class determine one service activity or project to implement and then you do it!

Partner with a community organization that has a relationship with your school or whose work relates to your curriculum (for instance, an arts organization if you are teaching drama or a social justice organization if you are teaching American history). Learn about the needs of the organization or its clients through student-created interviews, surveys or other research approaches. Focus on a specific need or challenge and divide into groups that create "Solution Proposals" for the nonprofit based on the data you collected. Students present Solutions to the nonprofit's staff or, if time allows, work to implement the design chosen by the organization.

Chapter 5: Demonstrate Your Leadership Knowledge

Create a Leadership Exhibit at your school or at a local school or youth organization where students volunteer. Display the class' essays, videos, songs, spoken word poems, and mind maps your class created for the Chapter 5 activity.

Partner with your school or district's Marketing and Communications Team or Development Office to showcase student work created for the Chapter 5 activity. Film students' performances and take pictures of their work, then post these to social media to share these with a larger audience. If time allows, use your school's social media account to host a Facebook Live session where students' host an online conversation or idea-sharing event.

Select a volunteer activity to do on your own time. Afterwards, reflect on and share with someone the story of how your action: (a) Involved or exhibited a sense of purpose; (b)

required empathy; (c) involved perspective taking; (d) utilized good communication; (e) showed motivation; or (f) required problem solving.

EXPLANATION OF MODULE AND CHAPTERS

Introduction to Philanthropy: This module is designed to help students learn about different approaches to philanthropy and how people collectively make society better. Students will think about how they want to contribute to their community and world.

Chapter 1: Time, Talent, Treasure: Students learn about ways people engage in philanthropy by giving their time, talent and treasure.

Chapter 2: Philanthropic Traditions: Students explore the "Four Traditions of Philanthropy" – these are four ways individuals, groups and organizations can give their time, talent and treasure to address needs and challenges in their community and world.

Chapter 3: My Philanthropic Identity: Students explore what inspires them to philanthropic action and begin to think about their own identity as a philanthropist.

Chapter 4: My Philanthropic Plan: Students expand the ideas they had in Chapter 3 "My Philanthropic Identity" about how they want to contribute to the world while building their philanthropic identities.

PROGRAMS AND COURSES WHERE THE INTRODUCTION TO PHILANTHROPY MODULE CAN BE INCORPORATED

- Advisory Programs
- Leadership Councils, Programs or Camps
- Service or Service Learning Councils or Boards
- Student Government and Student Councils
- High School Orientation Programs / Beginning of Year Retreats
- Business, Economics, English, History, Religious Studies and Science Courses

EXPERIENTIAL INDIVIDUAL AND GROUP ACTIVITIES TO COMPLEMENT INTRODUCTION TO PHILANTHROPY ONLINE

Chapter 1: Time, Talent, Treasure

In English, learn and practice interviewing skills. Pick a family member or close family friend that you know has a significant talent. Interview him / her and document answers to the following questions: (1) Share with me a time in your life when you used your talent and time to benefit someone else, an organization or a cause. (2) Have you ever given your money or non-monetary resources to benefit someone, an organization or a cause? As a class, reflect on what you learned about interviewing people and about giving.

As a Council or Club, design a survey to find out how the students in your school give their time, talent and treasure. Use the information you gather to share with your community – create a bulletin board with infographics and examples of good acts, write an article in the school paper or newsletter, or present at a school assembly. Now that you have ideas, encourage more involvement in service at your school by using this information to sponsor activities or by sharing the information with your Service Coordinator or other group or staff member responsible for service at your school.

Set up a Philanthropist Photo Pop-up Station during lunch periods to capture pictures of teachers, staff and students and document how and where they give *time*, give *talent* (and what talents) and give *treasure*. You will need 2-3 people to run the station. Use a Polaroid camera or the camera on your phones or iPads. Capture each person's name and ways and places of giving (documenting which images correspond). Make a display of school community members' giving in the hallway, near the main school entrance or on a school monitor.

In American History, do historical research to identify (1) successful businesspeople that used their wealth, other resources (e.g., land and inventions) and time to change society; and, (2) public servants (mayors, senators, congress people, or other appointed government positions) that supported new programs or legislation that improved the lives of citizens or residents.

Document what you learned visually by creating a bulletin board in the hallway or a photo journal – images of the people and their contributions, with an accompanying paragraph about each – to be displayed in your school's media center.

Connecting Economics or Statistics to philanthropy, identify local nonprofit organizations that are willing to share information about the number of volunteer hours donated in a year, the types of activities in which volunteers engage (such as stocking and food delivery, legal advice, medical care, social media development, marketing, and tutoring), and approximate percentage of time volunteers give under each type. Using information on the Bureau of Labor Statistics website, research average hourly wages for the occupations that most closely correspond to volunteer activities identified by the nonprofit. Then calculate the monthly or annual worth of the organizations' volunteers (or savings to the organization) and share this data with the nonprofit for its use in marketing and volunteer appreciation events.

Honoring talents of youth in your school, pick one talent around which your class will hold a performance or exhibition fundraiser (for instance, a benefit concert, athletic match, athletic coaching clinic, art or photo exhibition). As a class, explore and discuss different organizations whose cause is related to your fundraising topic – such as a local arts organization or a fund covering youth athletic membership fees for families that qualify. Do some research to identify whether this organization is considered effective (for instance, investigate how it is rated on the Charity Navigator website or see what news stories say about it). Recruit students to give their talents through the event. Organize the event – choose a location and date, and how you will market it. Decide if you will raise money by charging admission or asking for donations. Then advertise and hold the event to raise money for a good cause – have fun!

Chapter 2: Philanthropic Traditions
As a class, pick one issue that interests many students (such as hunger, water pollution or human trafficking) and do research to make a list of the many different ways that people are trying to address or eliminate this issue. Analyze each approach and determine which of the

four traditions of philanthropy (Lynn & Wisely, 2006) it represents. (Remember, one service action can represent more than one philanthropic tradition.)

Invite the staff member at your school responsible for community service to share information with your class about service opportunities at your school. Determine as a class which tradition(s) each activity represents!

Visit the change.org website and learn about many issues activists around the world are trying to reform. Find a petition you want to support, sign it and share information about the issue and a link to the petition with your family and friends.

Invite a member of a school club focused on diversity, LGBT rights, women's empowerment or a social justice issue to speak to the class. Brainstorm together ways that the class could support one of the club's events or projects.

You learned about four organizations – the American Red Cross, the YMCA, the Equal Justice Initiative, and Points of Light. Investigate and discuss the ways you or your class could get involved or support the work of each of these organizations. As a class, plan and carry out one initiative to make a difference that the class can explain as an action of relief, improvement, social reform and / or civic engagement.

Create a brochure to distribute to students and families. First, brainstorm and do research to identify ways people can informally perform an act of good or work through organizations to: (1) provide relief (like food and winter coat drives), (2) improve people's lives (like tutoring programs or community gardens); (3) advocate for reform (like challenging unfair legislation); and (4) promote civic engagement (like joining others to "get out the vote"). Find and study examples of effective and attractive brochures. Use a simple design website (like Canva) or design software available at your school to make a brochure sharing suggestions for doing each type of philanthropy.

In American or World History, choose and research a historic or current social movement. Create an exhibition of these movements through a physical display or video or other digital medium to document what you learned. Make sure to cover (1) basic information about your movement; (2) which groups were involved in the movement; (3) its historical or cultural significance; and, (4) whether historians think the movement was successful in its particular reform goal.

Chapter 3: My Philanthropic Identity

In Chapter 3 of GTT Online, you reflected and wrote about how you have helped other people or your community in the past month by giving your time, talent, or treasure (or a combination of them). Using old magazines and newspapers, construction paper, markers, glue and other art supplies, create a piece of artwork that tells the same story that you wrote about online. Be ready to participate in a gallery walk to hear classmates explain the story their art piece tells and to share your own.

In class or outside of class, interview students involved in community service and service learning to find out about the service work they have done and why they chose these issues or organizations. Ask school staff involved in service about organizations your school has relationships with and learn about opportunities to get involved. Visit websites through which you can explore social issues (like mygivingpoint.org and dosomething.org) and decide what issues most interest you.

Take on the challenge of giving *time*, giving *talent*, and giving *treasure* over 1-2 weeks in ways that are meaningful to you. Document each act of giving on the class' "Time, Talent and Treasure Posting Boards" (these can be made by using three pieces of flipchart paper posted in the classroom or by creating three separate online posting boards using the website Padlet). Each student should document *where*, *what* and *how* he or she gave. Reflect as a class on these

experiences by using the Posting Board entries and sharing how you felt about different causes / issues and different ways of giving.

Identify issues challenging your local community and efforts to address the issues. Invite someone leading one of these efforts to speak to the class about how he or she chose the particular issue to focus upon and how they feel about it. Choose an effort and speaker that matches your class! For example, in Government or Civics, find government or grassroots citizen initiatives that are addressing an issue. In Science class, identify local researchers trying to address a community challenge stemming from disease or water quality. In English class, look for challenges involving topics like identity or human rights. In Math or Physics, invite local architects of city planners that design spaces that are accessible for all people. In a post-visit discussion or reflection consider deeper questions, such as: How do the public actions of this leader reflect what he or she said? What are the obstacles that have made progress difficult for this leader? How has he or she tried to foresee them and work around them?

As a group, take the lead organizing your school's participation in Global Youth Service Day held every April. Search the event online and use resources from Youth Service America to help you design your event and recruit participants. Determine the cause or issue you want to support and what service action your school will do to address it. With the help of your teacher or club sponsor, develop an action plan and list of duties. Know yourself – discuss each team member's talents, time availability and other resources (like family members with connections) before signing up for specific tasks. Execute the plan and enjoy being among millions of youth doing service around the world.

Chapter 4: My Philanthropic Plan

At the top of the whiteboard, write the header, "My Philanthropy Timeline." Below this, create a timeline by drawing a long horizontal line with periodic markers noting each half-decade since 2000. Reflect on your earliest experience *receiving* philanthropy from someone and another experience *giving* philanthropy – these can be individual experiences or family / youth group

experiences. Then, add a drawing with a few words that represent each of your experiences to the appropriate place on the timeline. Share your two experiences with the class and listen to the stories shared by each peer.

Using technology tools (like MobileServe through mygivingpoint.org or your school's Naviance x2VOL), create a Service Resume or Civic Portfolio by documenting service experiences you have had.

Share the Philanthropic Plan you developed in this Chapter with your family, friends and adults at your school that you may see as mentors. As you begin to give to your issue, let them know how it's going and share opportunities for them to get involved. Thank them for their support and encouragement!

EXPLANATION OF MODULE AND CHAPTERS

Choosing a Cause: This module is designed to help students learn about how to evaluate the success of nonprofit organizations and giving, what a career in philanthropy can encompass, and why people give.

Chapter 1: Evaluating Nonprofits: Students build a deeper understanding of *nonprofit organizations* and learn more about how to evaluate their success based on different criteria.

Chapter 2: A Day in the Life of a Philanthropy Consultant: Students explore what it means to have a career in philanthropy as they consider the following questions: Who are key people in the world of philanthropy and what do they do? How do different stakeholders interact with each other? What does a "philanthropy consultant" do?

Chapter 3: The Giving Challenge: Students look at two major grants given in the past and consider what they accomplished.

Chapter 4: Why I Give: Students explore different perspectives on the question, "Why do you give?"

PROGRAMS AND COURSES WHERE THE CHOOSING A CAUSE MODULE CAN BE INCORPORATED

- Advisory Programs
- Leadership Councils, Programs or Camps
- Service or Service Learning Councils or Boards
- Student Government and Student Councils
- High School Orientation Programs / Beginning of Year Retreats
- Business, Economics, English, Religious Studies and Statistics Courses

EXPERIENTIAL INDIVIDUAL AND GROUP ACTIVITIES TO COMPLEMENT CHOOSING A CAUSE

ONLINE

Chapter 1: Evaluating Nonprofits

We know that nonprofits exist to meet missions that fill a social good, but businesses and government do good things, too. Research local businesses and your local or state government programs to identify ways that these sectors contribute to good causes in your community. Did you find companies that have corporate social responsibility programs or volunteer days for employees? Do any of the small businesses sponsor youth programs at schools or community events? Are there government agencies or offices that focus on environmental sustainability or water conservation? Are there agencies that support volunteering in schools or equity in the community? Discuss as a class how you feel about these sectors after you identify a variety of efforts focused on improving the community.

Create a short list of nonprofit organizations in your city or town that have good websites where you can find information about their mission, programs and impact. Create a *theory of change* statement for these organizations if you can't find one on their websites. A *theory of change* is the organization's road map for how it expects to achieve its intended goals. To create "IF – THEN" statements: "if" is a phrase or statement that describes the work they intend to do to reach their goal, and "then" is a statement about the impact that will be achieved from doing that work. As a class or group, share what you think about these theories of change.

The researchers that wrote the book, *Forces for Good* (Crutchfield & Grant, 2012) discovered that "high-impact nonprofits work with and through other organizations and individuals to create more impact than they could have ever achieved alone." Talk with your school's community service coordinator or Development Office to learn about nonprofits that work with your school. Do your own research (using interviews with staff and exploring the organization's annual reports) to find out how these nonprofits practice one of the six practices of high-impact nonprofits:

1. Work with government and advocate for policy change

2. Harness market forces and see business as a powerful partner

3. Convert individual supporters into evangelists for the cause

4. Build and nurture nonprofit networks, treating other groups as allies

5. Adapt to the changing environment

6. Share leadership, empowering others to be forces for good

As a class or group, create a display that shares these practices with other students and specific information telling the stories of what you learned about your school's nonprofit partners. Arrange a student volunteer experience at one of these nonprofits.

Chapter 2: A Day in the Life of a Philanthropy Consultant

Choose a cause that you care about and do research to learn how people can work in different ways to address or solve the issue. Ask for help from someone in your school's administration to identify a donor or a foundation that has given money to address the issue – in what type(s) of solution did they invest? Learn the story of a nonprofit leader or social entrepreneur – what product or service do they provide that is addressing the issue? Learn the stories of individual activists or community organizers that are working to mobilize many people to affect change. Learn what researchers have discovered as they have studied what approaches effectively address the issue.

Invite a representative of one of your school's favorite organizations or a local family foundation to your class. Prepare them to tell the story of what a typical day and typical week look like for them as they do the work of their organization or foundation.

Invite an economist or statistician to discuss with the class how important data is in understanding the impact nonprofit organizations or foundations have in effecting change. Explore with them how research serves as one form of "action" to benefit society. Follow this by doing your own data collection project! Select a school volunteer activity or program to observe over time and collect data to measure the impact that it has on either the community it

serves or students involved in the activity. How can this information be used to raise funds for the project? How can it be used to recruit more volunteers?

If you are a student in an independent (private) school, partner with your development (or advancement) office. Research the ways that people support the school through interviews. What motivates current donors to give to the school? What do current alums think is your school's unique value among the schools in your market? Learn about the ways your Development Office communicates the impact your school has on students. Partner with Development to create marketing materials that they can share with potential donors.

Identify a cause that is important to the students in your class or group. Find an organization in your community working to address the cause that would be willing to provide a panel of speakers for your class or a school event you co-host with another student group. Try to get a variety of perspectives on this cause and organization – a nonprofit practitioner that works for the organization, a donor that supports the cause, and a philanthropy consultant or evaluator. A larger organization would more likely be able to provide a connection to a philanthropy consultant that it has worked with or to have a staff member responsible for evaluation that could explain how its programs are evaluated.

Chapter 3: The Giving Challenge

In class, learn about community foundations – what they do, what your local foundation focuses upon and its geographic area of funding. Contact your local community foundation and arrange a visit for the class to learn the process for evaluating grant requests and what factors the foundation staff uses as it assesses requests to determine which will receive grant awards. Before visiting, determine with a staff member if students could gain experience drafting a grant proposal or simulating a grant evaluation process during their visit.

Using the pitch videos for organizations that "help people get clean water" that you created in this GTT Online chapter, organize and host a fundraiser at your school that asks students to

vote on which organization they choose to receive the funds raised. As a group, decide whether the organization with the most votes will receive all of the donations or if the donations will be divided by percentage of votes received.

Chapter 4: Why I Give

Write a journal entry that answers the question "Why do I give or why might I want to start giving?" Think about how you have been influenced by and had giving opportunities because of your family, peers, youth groups, school, your congregation, and other influences in your life. Share your entry with your parents, a family member, a friend or a mentor.

Reflect on the following prompt: Think of a time when you gave a gift – this could be money or a non-monetary donation, volunteering or using your time to help others, or sharing a talent to benefit others. Where were you? What were the circumstances? Were you asked or did you decide to act on your own? How did the situation make you feel? How did giving make you feel? Using a piece of paper and colored pencils or markers, draw a picture, a storyboard or a symbol that represents this story. Pair up or team up in groups of three and share your stories and listen to the stories of other students' giving.

Partner with a nonprofit organization that supports a cause you are passionate about. Create a series of short, compelling videos with its donors about why they give. Share these videos with the organization to use on their social media platforms.

In this chapter you learned a Grab the Torch message about giving – Give to give, not to get. Brainstorm as a class or group situations in which people usually give with an expectation of receiving something in return. Now brainstorm situations in which people would give without any expectation of receiving something in return. Discuss the differences and similarities of these situations. Have you ever found yourself in any of these situations or witnessed others in them? How did you feel? How would you feel if someone gave to you with an expectation of

receiving something in return? How have you felt when someone gave to you without any

expectations of receiving?

The World We Want Module

EXPLANATION OF MODULE AND CHAPTERS

The World We Want: This module is designed to provide information and reflection questions for students about things to consider before they decide how they want to go about making a difference and where to focus their energies. They will also learn about global issues that leaders have identified as humanity's most significant challenges.

Chapter 1: Community Needs: Students learn how to assess the needs of their local community, group or cause that they may wish to serve.

Chapter 2: Looking Back, Looking Ahead: Students learn about the world's greatest challenges, identified by United Nations leaders, and see examples of efforts to solve these issues that have changed over time.

Chapter 3: Critical Choices: Students explore considerations they may want to address before deciding how they want to make a difference in their community and world.

PROGRAMS AND COURSES WHERE THE WORLD WE WANT MODULE CAN BE INCORPORATED

- Advisory Programs

- Leadership Councils, Programs or Camps

- Service or Service Learning Councils or Boards

- Student Government and Student Councils

- High School Orientation Programs / Beginning of Year Retreats

- Business, English, Religious Studies and Philanthropy Courses

EXPERIENTIAL AND GROUP ACTIVITIES TO COMPLEMENT THE WORLD WE WANT ONLINE

Chapter 1: Community Needs

In the "Community Needs" chapter, you created a survey that you used to assess the needs of your family, school or community. Take a class period to begin to plan an action that you will engage in outside of class or after school. If the survey was for your family, choose and act upon a way that you can work alone or with family members to address a need you identified. If the survey looked at needs within your school or community, team up with other students to pick one need and decide on a project or action that addresses that need.

To learn more about your community's needs from a professional, invite a nonprofit sector representative from the Community Foundation that serves your area or the local United Way to speak to your class about the issues most challenging your community and the needs they see as most pressing. Invite a city official to speak to the class, also, to better understand how the city government learns about the needs of the community and then addresses them.

Chapter 2: Looking Back, Looking Ahead

Watch Michael Green's TEDTalk, "How We Can Make the World a Better Place by 2030". Then visit the Social Progress Imperative's website to download and explore the United States' Social Progress Index score card and compare the rankings of countries around the world for types of data that you choose. Work through the statistics with your teacher / advisor. Discuss what you learn. Which of the scores or rankings of social progress indicators for our country surprise you? Which encourage you? Which discourage you? Which scores or rankings seem to be reflected in the types of news stories we hear about the topic?

Watch the video, "MAPS: How the UN supports SDG implementation on the ground" (United Nations Development Programme, n.d.a). Use the "Take Action" section of the Global Citizen website, petitions on Change.org, and DoSomething.org's campaigns section to do research and identify a piece of legislation that you can support or issue you can educate others about related to a SDG topic that interests you. Post on social media or sign a campaign, and then

create a persuasive awareness campaign that you present to your classmates. Vote on the best campaign, and then join together on an action step that supports the winning campaign's topic.

In the Grab the Torch Online chapter, "Looking Back, Looking Ahead", you learned about the United Nations' Sustainable Development Goals. Which of the 17 Goals most interest you? As a class separate into groups based on the goal that interests you. Do research in your groups (particularly using the extensive information available on Sustainable Development Goals section of the U.N. website (United Nations Development Programme, n.d.b) and develop a presentation that synthesizes and summarizes information you found to answer the following questions:

1. How serious is this issue globally (in other words, why is it important)?
2. What is one cool and innovative solution that is being used to address the issue?
3. What is one thing a student like you could do to make the issue better?

Before you begin this activity, decide how much class time you have to devote to it and how far you would like to share the information that your groups synthesize for it. Examples for audiences and authentic uses for the presentations:

- Hold a presentation day event in class for adults or students who help organize service and philanthropy efforts at your school. Bring in snacks. Invite a school administrator, service coordinator or your school's Student Council / Service Council to experience your presentations.

- Create TED-like presentations for a student assembly, followed by information about service events focused on one or more SDGS for which students can sign up afterwards.

- Give in-class presentations. Follow this, as a class, by committing to an activity or issue in which you'll get involved. Set a specific timeframe for your involvement. Once completed, create a Service Resume or Civic Portfolio using tools like MobileServe (by signing up at mygivingpoint.org) or your school's Naviance x2VOL to document your service experiences throughout high school.

Chapter 3: Critical Choices

In the Grab the Torch Online Chapter 1 "Critical Choices", you learned about two different ways to think about the issues challenging our world. This critical choice you have to make is whether you will focus on having impact on an issue in your immediate community (Brooks' "thinking small") or focus on a way to join others in contributing to address a huge global challenge (as Sachs explains we can end global poverty). Review the articles, "To Make the World Better, Think Small" (Arthur C. Brooks, *The New York Times*, Dec. 30, 2016) and "The End of Poverty, Soon" (Jeffrey D. Sachs, *The New York Times,* Sept. 24, 2013). Separate into small groups. First, brainstorm and write down all actions you can think of that you or others you know have taken to address community needs and social challenges (such as, after school volunteer activities, donation drives, participating in local protests). Then, think about large societal or global issues that you have heard about (for instance, racism and climate change). Brainstorm and write down actions a group can take that might address those issues through system-wide or national or international changes (such as building wells across rural villages in Africa to address lack of access to clean water or providing small business loans for artists in South America to address poverty). (If it's helpful, your group can do a little online research on organizations and causes). Now discuss and consider each item on your list, labeling it AS (for Acting Small) or AB (for Acting Big). Consider each item from your brainstorming and place it on the appropriate list by determining whether you think it is a small act that focuses on your local community or an act that focuses more systematically on a large issue. Gather together as a class when the groups are ready to share. Draw a vertical line down the center of your whiteboard and label one area "Acting Small" and another area "Acting Big". Have representatives from each small group write their examples on the whiteboard under the appropriate category. Discuss the examples. Do all ideas seem to belong where posted? Are there patterns? Which ideas are already happening among students at your school? Which global issues and ideas seem the most interesting? Take pictures of these lists and keep them posted in the class or on your class website – this may be useful to students as they continue through the GTT Online modules and consider how they want to contribute to their world.

Remember philanthropy means giving time, talent and resources; it includes both individual action and group activity. When we consider how we want to get involved in our community or in international causes, it's certainly important to think about the needs of those you want to serve and how to best make an impact. But it's also very important to consider and value who YOU are as an individual. Spend time over a class period and alone over a week considering and discussing the following questions with a friend or classmate and recording your thoughts in a journal, on a note card or on a discussion thread (created by your facilitator).

- What is an experience that you have had where you felt really good, like you could continue doing it or where, afterwards, you felt exceptionally proud?

- When you get into something psychologists call "flow," you are fully immersed and focused on what you are doing and feel energized. When do you have this feeling? What talents are at work in those moments and how might you use them to the benefit of your community?

- Would you like to focus on your interests (like music, sports, art) and use specific talents (e.g., musical, technological, culinary) to make a difference *or* do you want to build new skills (such as, learning how to tutor or build a house)?

- Out of the many ways to be philanthropic (volunteering, advocating, giving money, giving things, and using your talents) what appeals most to you?

- Do you want to explore new places and meet new people in your city / county or do you want to work in your own neighborhood?

- Does the idea of a service trip to another state or country appeal to you?

Now, use your thoughts to set a goal for yourself about your philanthropy. Your goal could be one local organization or global cause you get involved in. It could be finding a way to use one of your talents to benefit others. It could be doing research about service trips abroad that you might consider to for your next summer break. It could be hosting a drive for used cell phones to donate to a local shelter.

EXPLANATION OF MODULE AND CHAPTERS

Purpose: This module is designed to help students understand what *purpose* means, why purpose is important, what it looks like and how they can begin an intentional journey to consider and discover their purpose.

Chapter 1: Understanding Purpose: Students explore the meaning of purpose and why it is important to seek to discover one's purpose.

Chapter 2: Exploring Lives of Purpose: Students learn how the process of living our purpose is different for each of us as they hear the stories of individuals who lead lives of purpose.

Chapter 3: Identifying Your Purpose: Students develop techniques to reflect on their purpose in a systematic way and answer questions to help them identify and articulate their purpose.

PROGRAMS AND COURSES WHERE THE PURPOSE MODULE CAN BE INCORPORATED

- Advisory Programs
- Leadership Councils, Programs or Camps
- Service or Service Learning Councils or Boards
- Student Government and Student Councils
- High School Orientation Programs / Beginning of Year Retreats
- Business, English, Religious Studies and Philanthropy Courses

EXPERIENTIAL AND GROUP ACTIVITIES TO COMPLEMENT PURPOSE ONLINE

Chapter 1: Understanding Purpose

"What does the word *Purpose* mean to YOU?" – write this prompt in a bubble in the middle of the whiteboard and in several places along the whiteboard, leaving enough room so that

groups of students can gather around each prompt. (You will need many dry erase markers for this activity!) Review the guidelines for "Chalk Talk" (Genia Connell, 2016):

- *This is a silent activity.*

- Write what you are thinking about this question.

- Circle things other people have written that resonate for you.

- Draw a line to connect similar comments or questions.

- Add a comment or write a question about what someone else has written.

Take a few minutes to write your comment and to read and react to the comments of others in your group. When all the groups are finished creating their Chalk Talk, rotate to see what other groups have written. Then, discuss the responses to this question together as a class. Did anything you read surprise you? Is *purpose* a common or uncommon word in your life… in your school? Do you feel more comfortable defining purpose and talking about it after this activity?

Find a quote about purpose that resonates with you. Create a mural or piece of artwork that incorporates your quote. Create a "Quote Wall" in the classroom displaying your art!

Draw a vertical line that separates your white board and write the headers "Noble Purpose" and "Inhumane Purpose" (or "Dishonorable Purpose") on each side. As a class, come up with a list of three purposes that the group thinks are noble and three purposes they think are inhumane. Discuss their reasoning (other than feelings) for why students support these classifications of each purpose. Is there agreement about whether each purpose listed is noble or inhumane? If there is disagreement, ask students to form groups with others that think like they do. Have each group do a little online research and develop a very brief oral presentation that shares reasoning for the OPPOSITE viewpoint on the topic (in other words, why does someone think differently than they do about this purpose). Ask each group to present. Discuss: Was it useful to learn about reasoning for another side's views? Are these simple issues or complex ones? Next, brainstorm to think of one person from American or World history who represents each of the purposes listed. Again, is there agreement about whether each person

represents these purposes? If there is disagreement, allow students to respectfully discuss their views. Brainstorm alternative people for those that don't represent consensus.

Chapter 2: Exploring Lives of Purpose

In the Grab the Torch Online chapter, "Exploring Lives of Purpose" you matched short biographies of famous Americans with their names. Start with index cards, markers and masking tape. Individually, do some brainstorming and online research to decide on a well-known person who you believe has a clear sense of purpose. Then, on an index card, create a short biographical sketch that captures their most important contributions to their field or society. On another card, write their name. Now, pair up and don't let your partner see the description or name of your person. Take turns describing your person to your partner to see if he/she can figure out whom the mystery purpose-filled person is. Once you have both had a chance to guess at the person described, move on to a new partner. [*This activity can be adapted to the particular class or type of council/club in which it is being used. For instance, for Art, have students pick a person known in the visual, performing and decorative arts. In English, have students choose someone known as a writer, journalist or public speaker. In a service council, leadership retreat or philanthropy class, focus on choosing a philanthropist who has had a significant impact in a field or addressing a particular need.*]

Learn stories of lives of purpose closer to home. Identify and meet or talk by phone with someone you recognize as a leader who you feel has a clear sense of purpose. Pick one of these types of leaders from your life:

- A grandparent or older aunt or uncle. After your discussion, write a letter to send to him/her about what it meant to hear their story and highlight a few important things they shared with you in their letter; OR, if it's appropriate, at a family gathering share this story with your family about how he/she came to realize what their purpose is and what it has meant to their life.
- A leader in your school, congregation, youth organization or neighborhood. After your discussion, write a journal entry capturing what you learned about how he/she

came to realize what their purpose is, what it has meant to their life, and the impact you feel this person has had on the people of their institution or place.

Chapter 3: Identifying Your Purpose

While completing the Grab the Torch Online chapter, "Exploring Lives of Purpose", you took [Values In Action Survey of Character Strengths](#) (VIA Institute on Character, n.d.b). You were asked to think and write about ideas you have for things you hope to do in the future to act on these characteristics and values. As a class, form a discussion circle and share your ideas. Listen intently and offer thoughtful (and kind) suggestions to peers as they share their ideas.

All students start with a sheet of paper and stack of index cards. On the paper, create a list in answer to the following question: "As of today, what are the most important goals you have in your life?" These goals can be things you want to accomplish, and they can also be broader hopes, aspirations, and things you care about or value. After you have your list, rewrite each goal onto your index cards so that each card contains one goal. On the floor, sort and arrange them by importance of the goal to you – the first card will be the most important and the last card the least. Reflect on your goals! Discard cards (goals) that don't seem important. Add new cards if you see a goal missing. Take a picture of your cards, laid in order, so you remember the goals that are important to you today. [This activity can be repeated periodically, alone or with your class, so you can reflect on how your choices change or remain the same over time.]

Watch student [LeighAndria Young recite her poem "6:58"](#) (VIA Institute on Character, n.d.a) about discovering her character strengths on the VIA Institute's website. With a brief introduction to poetry writing and recitation (including spoken word) from your teacher, and using what you learned from your VIA survey, write a poem about yourself or a particular strength. For instance, what you've learned about your character strengths, an experience in which a strength was important, how you imagine using your strength(s) in your life, or what a character strength looks like in the world. Practice your poetry recitation alone or with a friend.

Then, hold a poetry slam session as a class, delivering poems for one another! [For tips on spoken word, see "5 Tips for Reading Poetry Aloud" (Power Poetry, n.d.).]

EXPLANATION OF MODULE AND CHAPTERS

Creating a Vision for Good: This module is designed to help students understand how organizations and people can create a vision for a better world and work towards it intentionally.

Chapter 1: Vision and Mission Statements: Students learn about *vision and mission* statements. These statements provide a deep look into what drives both nonprofit organizations and individuals to strive for the greater good.

Chapter 2: Strategic Thinking: Students develop an understanding of how organizations and leaders use vision and mission statements to guide their decisions. By considering real-life scenarios, they learn to think more strategically.

Chapter 3: My Vision and Mission: Students have the chance to apply what they learned to their own passions and interests by creating a vision statement and mission statement to guide them.

PROGRAMS AND COURSES WHERE THE CREATING A VISION FOR GOOD MODULE CAN BE INCORPORATED

- Advisory Programs
- Leadership Councils, Programs or Camps
- Service or Service Learning Councils or Boards
- Student Government and Student Councils
- Debate, Business or Philanthropy Courses

Chapter 1: Vision and Mission Statements

Gather as a class and share what you learned about each organization you chose to study in Chapter 1 of GTT Online – share its vision, mission, the problem it is trying to solve, and what you think of it.

Many schools or school districts have their own mission statements. Look at your school or district's mission and discuss how you feel the school is true or not true to this mission and what you would add or change in the statement.

Create a Photo Montage as a class with each student contributing two images – an organization logo and an image that represents your organization's work. Have a share out, explaining the image and how it relates to the mission of the organization.

After doing research on the organization you chose to study in Chapter 1, get ready to learn more about it from people with first-hand experience. Prepare for the interview by studying good interviewing practices and developing questions. Schedule a phone or in-person interview with its Executive Director, Communications Director or another staff member. When you conduct the interview, make sure to ask the person to share stories about how they know the organization is successfully meeting its mission. Examples of good questions you could ask: Who developed this mission statement and what was the process? What does this mission mean to you? How often do you think about the mission as you go about your work? To what extent does funding that the organization receives depend on demonstrating that the organization is fulfilling its mission?

Chapter 2: Strategic Thinking

As a class, brainstorm different issues or initiatives at your school that are complex and may be considered controversial. Pick one and discuss the different viewpoints of people or groups

(students, school administrators, faculty, parents, local community, school board) involved in the situation. Choose to either debate the topic or do a journalism project.

For the debate:

- Study the elements of good debate techniques.

- Role-play as members of each group and debate the topic.

- After debating, where does your class stand on the issue or initiative – is it different or the same as decision-makers are viewing it in your school?

- If the issue is still being discussed at school and your class wants to share its opinions after your debate, schedule a meeting with decision-makers to share your perspectives.

For the journalism project:

- Students reach out to various stakeholders and perform interviews, create and distribute surveys, and personally research the topic.

- Students compile the data and present it to decision makers.

- Students can also submit an essay to the school paper that covers their opinions regarding the topic and the suggestions they have for reaching a solution.

In this chapter, you learned about Audrey, an Arizona government official whose community is considering a proposal to build a large resort on the edge of the Grand Canyon National Park. In this type of situation, there are different perspectives on what is in the best interests of the community, its residents and its natural resources. As a class, read about a real-life complex and controversial initiative and debate it! Take on roles that represent the different groups or people involved in the situation and role play – explain your viewpoint and how you think the situation should move forward. OR, separate into two groups, with one group representing a pro-initiative viewpoint and the other representing an anti-initiative viewpoint. Here are two real-world controversies involving partnerships between public (governmental) agencies, private investors or philanthropists, and public spaces:

- "[Rich Kid, Poor Kid: How Mixed Neighborhoods Could Save America's Schools](#)"
  (Garland, 2012) and "[A Purposely Built Community: Public Housing Redevelopment
  and Resident Replacement at East Lake Meadows](#)" (Goldstein, 2017)
- "[Adrian Benepe and the Legacy of Public-Private Partnerships in NYC](#)" (Moriarty,
  2012), "[Two Cities Aim to Curb the Privatization of Public Space](#)" (Dovey, 2017), and
  "[$100 Million Gift for Central Park from a Hometown Hero](#)" (WNET, 2012)

Among the questions to discuss about the initiatives:

1. Who are the different "players" in this story and what are their perspectives on the situation?
2. What was the community or situation like before the public-private partnership changed things?
3. What is the vision for the community that this initiative is trying to create?
4. Why is this a controversial initiative?
5. What are the concerns of each group?
6. Who benefits from the public-private partnership and private investment / philanthropic donation?
7. How might this partnership harm, exclude or take away resources from some of the public?
8. What sort of changes might be made to address some of the public's criticism for the situation?

Chapter 3: My Vision and Mission

Before your class develops its vision and mission statements, identify and invite a member of your school or local community who has a clear personal mission and lives by it. Listen to their story, ask questions, and discuss the role their mission plays in their life.

If you created a civic resume in the past or if you are tracking your service hours and experiences, revisit this information you gathered as you think through your personal vision and mission statement. Notice the ways that your life experiences, volunteer experiences,

internships or jobs align with your mission and ways that they may not. What patterns do you see in the choices you've made or the experiences you participated in? Are there certain interests that you tend to revisit? What experiences didn't you enjoy? Create a list of new experiences that would bring you joy, align with your mission, and contribute to your civic resume. Choose one of those experiences to participate in this semester or summer. Find a friend, mentor or family member that will hold you accountable or participate with you!

Create a piece of artwork (drawing, painting, sketch) that represents: (1) your vision of the ideal world you wrote about in Chapter 3 in which the problem you care about has been solved; (2) your personal mission (what you are trying to accomplish and how you will go about addressing the problem that interests you); or, (3) *as a culminating project at the end of the course or year*, a visual representation of your journey attempting to live by your mission (such as, through a graphic story, a video, or storyboards).

Keep a journal about your personal mission and, once a week write about ways that you are living by a personal mission. After your teacher / facilitator creates a class reporting mechanism that allows you to track your progress, follow up the development of your personal vision, mission and first actions by using the class reporting mechanism to track and share your progress with others. The mechanism could be a series of discussion threads, Padlet posting boards, or charts hung in the classroom with topics like:

- How I'm putting my personal mission into action in my life
- What I've learned about the problem or issue that interests me
- How people can get involved in the problem of issue that interests me
- One way I made a difference this week in my issue area

EXPLANATION OF MODULE AND CHAPTERS

Understanding Emotions: This module is designed to help students learn more about their feelings and perceptions of others, as well as to offer some ways to help them manage their emotions and react positively to some difficult situations.

Chapter 1: The Fundamental Attribution Error: In this chapter, students learn about the Fundamental Attribution Error and how we all fall prey to it. They will examine what causes the FAE, how to identify it, and how to work towards addressing it in their lives.

Chapter 2: How Are You Feeling? In this chapter, students learn how people share a variety of emotions and how empathy is a key leadership trait.

Chapter 3: Mastering Emotions: In this chapter, students explore a few tools that can help people master their emotions.

Chapter 4: Emotion-Behavior Linkages: In this chapter, students consider a number of different beginning-of-school-year scenarios (with varying levels of emotion mastery) and make choices leading to different outcomes.

PROGRAMS AND COURSES WHERE THE UNDERSTANDING EMOTIONS MODULE CAN BE INCORPORATED

- Advisory Programs
- Leadership Councils, Programs or Camps
- Service or Service Learning Councils or Boards
- Student Government and Student Councils
- High School Orientation Programs / Beginning of Year Retreats
- Psychology, Humanities, History or Geography Courses

EXPERIENTIAL AND GROUP ACTIVITIES TO COMPLEMENT UNDERSTANDING EMOTIONS ONLINE

Chapter 1: The Fundamental Attribution Error

After completing this GTT Online chapter, you understand the Fundamental Attribution Error and have written about how someone might have committed the FAE when he/she judged your behavior and how you committed the FAE in the past when you judged someone else's behavior. Think about what you wrote and share with a classmate one of the situations you wrote about and how you feel about it now that you understand the FAE. Then discuss whether any students have had stereotypes about groups of people dismantled by participating in service programs at your school. For example, does your school have programs where students interact with people who are homeless or those who live with disabilities? Were there assumptions they had about the people with whom they interacted that changed after the experiences? What were they?

Invite your school counselor to partner with you to create a Public Service Announcement, skit and/or display to teach other students about the Fundamental Attribution Error – what it is, how to recognize when you're falling prey to it and what to do when you are. Remind students that this includes their digital presence – do they judge how other people portray themselves on social media rather than considering their actual character? How can this judgment lead to bullying online? Share what you've created with your school community during an advisory or assembly presentation/performance or through a hallway display.

One of the problems that cause people to fall prey to the Fundamental Attribution Error is lacking empathy for other people's perspectives and situations. Take the KIND Schools Challenge and launch a "Kindness Project" to help students get into the shoes of others! Start with ideas highlighted in the KIND Schools Challenge Toolkit (Harvard Graduate School of Education and The Kind Foundation, n.d.) or, after being inspired, brainstorm your own ideas.

In your history or geography class, identify events you have studied that are about relationships between different peoples that you feel "went sour" because of the Fundamental Attribution Error. If it is a globally focused class, look for strained international relations or incidents where cultural preferences and national allegiances prevented nations from recognizing the other country's viewpoints. If it is a U.S. History or Humanities class, look for examples of clashes between different groups in America historically and today that you believe are due to the FAE. Learn from history and be problem solvers! How could these events have turned out differently had the leaders been aware of falling victim to the FAE?

Chapter 2: How Are You Feeling?

In the Grab the Torch Online chapter, "How Are You Feeling?" you took the facial expressions test and learned about recognizing people's emotions. Watch the first 4:30 of "How to Read Body Language and Influence Others" (Borg, 2016). Hand out an index card and pencil to each student and share these instructions: "We will be going to a busy space so you can use what you've learned about understanding nonverbal communication. During our trip, quietly identify two people that you will observe to determine how you think they are feeling. Take brief notes on your index card about how you think they feel and what you observe in their facial expressions and body language to support your conclusions. If they notice you looking at them and approach you, explain that you are studying the art of observation in our class." Go on an Observation Expedition! Find a busy space in your school or take a walk through a busy place in your neighborhood where there are lots of people to observe. Returning to class, share and discuss what you observed, focusing on the nonverbal cues each student connected with which feelings (happiness, boredom, excitement, anger, irritation, etc.). Brainstorm how understanding nonverbal communication can be a useful skill for a person to have.

Learn about the important scientific discovery of "mirror neurons" and the role that "mirroring" can play in nonverbal communication. First read the article, "Do Mirror Neurons Give Us Empathy?" (Marsh, 2012). Watch the videos, "Body Language" (Gork, 2014) and "How to Use 'Mirroring' to Build Rapport: The Body Language of Business" with (Goman, 2010). Now pair up

and practice mirroring with each other, taking turns being the person who is trying to mirror and being the mirrored person. Have a natural conversation about a topic that interests you both, and during it, practice subtly making alterations in your: (1) body language (like stance, posture, hand gestures) and (2) volume, tempo, pace, and pitch of voice. After leaving class, try mirroring other peers or family members. The next day in class, debrief what happened in your experiment with others. Were you more aware of their nonverbal communication? Were you more aware of your own? Did you find it natural to pay attention to their body language and voice characteristics? Did they mirror your actions and voice? Reflect on how mirroring could be useful for you as a leader.

Empathy is considered one of the most important traits of leaders and team members. Build your empathy with this exercise. Identify staff members in your school who love to interact with students and are in school leadership and service roles, such as a school administrator, dining hall chef, marketing / communications director, athletic director, parent council president, head of college counseling, development director. From this list, it is important that your teacher identify the right person who will be comfortable with this activity and prepares her or him before their visit by explaining how a "fish-bowl" activity works. Invite the person to your class to participate in the "fish-bowl" through which they will share the story of what it is like to work in your school and meet the goals they have in their position. Students should prepare ahead of time for the session by:

- Developing questions for the visitor to help you understand their day-to-day life at school, the things they find most challenging, what helps them accomplish the tasks for which they are responsible, and how students can positively support them.

- Creating a Google doc or Padlet that you can use during the person's visit to record (1) what you hear your visitor saying and (2) the feelings you observe during her / his story. *[If you have time to organize a design thinking-like project around this activity, the class could also record ideas you have about how to solve any challenges the visitor regularly faces in his/her job and then hone in on viable solutions and share them with the visitor or implement one idea as a service learning project.]*

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- Review active listening practices and, if you have time, [practice a "Fishbowl" activity](#). (Facing History and Ourselves, n.d.). Hold the fishbowl session with your visitor and, afterwards, debrief as a class the observations you documented on your Google doc or Padlet during the visit. Send a thank you video or card to the visitor that is personalized and reflects some details about what the class heard (*remember to be sensitive in the reflections you share*).

Chapter 3: Mastering Emotions

In the Grab the Torch Online Chapter 3, "Mastering Emotions", you learned the acronym RULER, a useful tool to help one master one's emotions. RULER means:

- **Recognizing** emotions in yourself and others,
- **Understanding** the causes and consequences of emotions,
- **Labeling** emotions accurately,
- **Expressing** emotions appropriately and
- **Regulating** emotions effectively.

With your teacher or advisor, identify school administrators and staff members who you want to invite to class to talk about how they incorporate the practices implied by RULER into their jobs. Ahead of time, prepare an email invitation with an explanation of the practices represented by the acronym RULER, as well as what you hope they will speak to the class about. Ask them to be prepared to talk specifically about challenges they've faced at work and how they've overcome them. Hold a class session with the visitors who accepted your invitation and listen to their stories. Debrief together, at the end, what you learned. Does the guideline RULER provides seem useful and practical? If so, how? What surprised you about a story? What was a lesson you could apply in your life?

As a class, reflect on the benefits of mastering one's emotions. Share real-life problematic situations that you've experienced with family or friends in which your emotional responses or others' responses caused negative interactions. Then, applying the practices in RULER as a guideline, brainstorm how you or another person could have reacted in each situation to produce a more positive outcome.

Pair up and, with a partner, discuss one RULER step that you'd like to work on to make your personal relationships healthier (such as being intentional in trying to **Recognize** others' emotions or **Expressing** your emotions appropriately). Write a goal about this step for yourself and set a timeframe to achieve it. For instance, my sister feels I act irritated with her whenever she tells stories about what happened to her during her day. So, I set a goal for myself to *recognize* how I am feeling and acting when she starts to talk about her day and work to *regulate* my emotions to show interest, not irritation. After a week or two of working on personal goals, pair up again and share what happened when you worked on your mastering emotions goal.

If emotional mastery is something your class or group wants to focus on over the semester or year, keep a RULER journal in which you can write reflections related to how you practice using the five RULER steps in your life:

- **Recognizing** emotions in yourself and others,
- **Understanding** the causes and consequences of emotions,
- **Labeling** emotions accurately,
- **Expressing** emotions appropriately and
- **Regulating** emotions effectively.

Take time periodically as a class to share progress, challenges, successes and observations you have about developing your RULER skills.

Chapter 4: Emotion-Behavior Linkages

As a class, review what you learned about the Fundamental Attribution Error from Grab the Torch Online's "Understanding Emotions" Module. What is the FAE? Draw a vertical line, splitting the whiteboard into two. Brainstorm and make a list (on the left-hand side of the board) of everyday situations in which people fall prey to the Fundamental Attribution Error and rashly judge one another's actions, attributing what they do to poor character. Then, put on the hats of empathic problem solvers! Brainstorm and explain (on the right-hand side of the

board) what people could do *instead* when in each situation – how would you react differently

(not succumbing to the FAE)?

EXPLANATION OF MODULE AND CHAPTERS

Understanding Yourself: This module is designed to help students explore identity, learn about their character strengths and identify the people they feel support them that can serve as advisors.

Chapter 1: The Complexity of Identity: In this chapter you will explore the complexity of individual identity, delving into what makes a person unique and how identities are formed.

Chapter 2: Know Your Strengths: In this chapter, you will learn about the "Values in Action Inventory" (VIA) that is used to explore the character traits and special qualities that you embody, believe in, and model to others. Understanding and focusing on these traits will help you throughout your life as you build relationships, overcome problems, and work towards contributing to the good of others.

Chapter 3: Board of Advisors: In this chapter, you will identify the people you rely on for support and guidance and seek to understand what makes each of these individuals valuable to your growth.

PROGRAMS AND COURSES WHERE THE UNDERSTANDING YOURSELF MODULE CAN BE INCORPORATED

- Advisory Programs
- Leadership Councils, Programs or Camps
- Service or Service Learning Councils or Boards
- Student Government and Student Councils
- High School Orientation Programs / Beginning of Year Retreats
- Business, English, and Religious Studies Courses

EXPERIENTIAL INDIVIDUAL AND GROUP ACTIVITIES TO COMPLEMENT UNDERSTANDING YOURSELF ONLINE

Chapter 1: The Complexity of Identity

Discuss the lessons of novelist Chimamanda Ngozi Adiche's (2009) award-winning TED Talk, "The Danger of a Single Story". Then, for the benefit of your school, brainstorm different designs for an educational display to teach other students about the complexity of identity. Decide on a design and work in groups to create and install the display in a place where other students can see / participate in it.

Identify a local teenager or adult that is known for their beliefs and invite him / her to speak with your class. Before this person visits, develop good interview questions that help the class learn how he / she came to hold their beliefs and how the beliefs influence their life choices.

In Chapter 1 of GTT Online's "Understanding Yourself" Module, you learned about "identity maps" and their four components:

- Outer Shell (the layer of your identity that people most immediately see, like your physical appearance)
- Social Groupings (aspects of your identity that are social in nature – the different groups that contribute to how you identify yourself)
- Personal Characteristics (aspects of your identity that are innate to your personality)
- Core Beliefs (the layer that encompasses how you see yourself as part of the world and that influences many of your life choices)

Using old magazines and newspapers, construction paper, markers, glue and other art supplies, create a piece of artwork that tells the story of one of these aspects / layers of your identity. Be ready to participate in a gallery walk to hear classmates explain the story their art piece tells and to share your own.

Pick a family member, close friend or mentor who you think will feel comfortable discussing their personal history and reflections about their identity with you. Explain to them what you

learned about the four components of identity – Outer Shell, Social Groupings, Personal Characteristics and Core Beliefs. If he or she is willing to create and share their identity map with you (verbally or in writing or in artwork), be ready to share yours with him / her, too. If you volunteer regularly to tutor another student or visit the same elderly resident in an assisted living facility, try this activity with him / her!

Chapter 2: Know Your Strengths

Pick one of the top strengths identified after taking your VIA survey (VIA Institute on Character, n.d.b). Decide on a few goals for yourself that will help you to practice using this strength and building on it. Start a new journal or write in your existing journal, reflecting on and keeping record of how it feels to use this strength in different circumstances.

Pick one of your character strengths – one that you want to focus on as your SUPER POWER! Draw and ink a comic strip of you using this super power. Take time to storyboard – that's figuring out the sequence of events for your comic that will tell a story from beginning to end. Your comic can depict one scene or an entire story. What happens that spurs you to discover or use your super power? How does your super power work? What good do you do or what challenge do you overcome? If drawing is not your thing, create a Photo Montage of images that show what a person can do with your super power and how its use can change the world. Take your artwork home and share it and your VIA survey results with your family.

As a class or in groups, come up with a list of people who have changed our world. (If this is a discipline-based class like art or history, you can choose people specifically known for achievements in your field.) What are they known for? Have each student or group take one person on the list and do research to learn a little about what they seemed like as people, as family members and as leaders. Share your thoughts about the strengths and character traits you feel they possessed that were evident from what they wrote, what was written about them, and what they achieved. Share your findings with the class. Who among you have the same key strengths according to your VIA survey results? If you have time, now group

yourselves by similar strengths. Discuss what you feel are examples of using your strengths. What are the benefits of your particular strength? In what situations is the strength beneficial? How do others perceive this strength when you use it? Do you think there are any down sides to this strength?

Visit your local or national newspaper online to review obituaries of everyday and celebrity Americans. While reading these snapshots of their lives, determine what you think their character strengths were. As a class or group, discuss what strengths seem most important to the public and to loved ones and friends after someone dies. What would you want friends and family to say about you? How would you want to be remembered? Are there any character strengths that you have that could play an important role in your life?

Chapter 3: Board of Advisors

Another word for "advisor" is "mentor." As a class, brainstorm about the school faculty and staff who most students think try to be, and are successful at being, great mentors for students. Invite one or two of these people to meet with your class to share how and why mentoring and offering advice to students is important to them and to the students they serve. Create a list identifying the benefits of mentoring to both the mentors and the mentees. Discuss specific ways mentors could be useful to students during the important high school years.

In Chapter 3 of the GTT Online "Understanding Yourself" module, you selected up to five people from whom you would like input about key decisions and moments in your life. Now that you have your list, think about a decision that you will be facing soon or over the next year and choose one or two of these people who you will first invite to be your advisor(s). Ideally, you would extend this invitation in person. To prepare, draft an email inviting this person to meet with you and share the email with a friend for their feedback. Then, make notes to prepare you to have a clear and organized conversation with your potential advisor. Consider and make notes about:

- Why you value this particular person and want him / her to be your advisor

- How much time you think you'll need from them
- The first decision or situation that you hope they will provide their thoughts about and a timeframe for your decision-making

Make the email and your talking points personal and authentic. Also, remember that our best writing and oral communication is done with revision, so leave time to edit your email and notes for your upcoming conversation. Now partner up with a classmate and role-play! Practice the conversation you plan to have with your potential advisor. After you meet with your advisor, share how it went with your role-playing partner. Realize that an advising / mentoring relationship is a big commitment and one or more of the people who you hope will become an advisor may decline your invitation. Don't be discouraged as you have five potential advisors that you identified, so keep on asking!

EXPLANATION OF MODULE AND CHAPTERS

Executive Functioning: This module is designed to help students build their understanding of how to use executive functioning skills to strengthen their emotional control and improve their decision-making, and to apply what they learned to navigate tricky moments in life.

Chapter 1: What is Executive Functioning? Students learn about the three core executive functions – working memory, self-control and adaptability – and how these skills develop.

Chapter 2: Crucibles: Students explore the significance of crucibles (events, contexts and crossroads in our lives that threaten to halt personal development and pursuit of purposeful lives and successful careers) and how people can use them to grow.

Chapter 3: Understanding Check: Students use what they learned about executive functioning skills to analyze three challenging scenarios and provide advice for strategies to use to overcome crucibles.

PROGRAMS AND COURSES WHERE THE EXECUTIVE FUNCTIONING MODULE CAN BE INCORPORATED

- Study Skills & Organization Courses / Programs
- Advisory Programs
- High School Orientation Programs / Beginning of Year Retreats
- Leadership Councils, Programs or Camps
- Service or Service Learning Councils or Boards
- Student Government and Student Councils
- Psychology, Child Development, Business and Philanthropy Courses

EXPERIENTIAL AND GROUP ACTIVITIES TO COMPLEMENT THE EXECUTIVE FUNCTIONING ONLINE

Chapter 1: What is Executive Functioning?

In this first chapter of the GTT Online "Executive Functioning" Module, you've learned about its three core skills – working memory, mental flexibility and self-control. Managing these skills can help you thrive in life. Partner with a school counselor, head of Advisory, or Psychology teacher to decide on a way to teach students at your school about the importance of the three skills of Executive Functioning and to share resources about how students can work on these skills. Brainstorm ideas before you decide what's the best way to teach your community! Examples of ways… Develop a presentation similar to a TED Talk. Write an article for the school newspaper. Create a display for the counseling area, lunchroom or hallway. Find three people in your community whose stories represent mastering each of these skills and create a Podcast or hold a panel event with them.

Using visual techniques is one way to improve *working memory*. Read the article, "8 Visual Techniques for Organizing Lessons and Ideas in the Classroom" (Bran, 2017). As a class, review each technique and discuss examples of these techniques that have been used in your classes by teachers. Share any ways you might already use a technique to help you with studying or organization. Together, brainstorm ways that you could incorporate each technique into studying. For instance, you could create a mind map about the (central and supporting) ideas of a book that you will be tested on. You could choose a few images that represent a historical event you are studying and develop your own brief captions explaining each image. Now, set a goal to use one technique as you study for your next test or quiz. Then debrief as a class after everyone has tried their different approach. How did using the technique work for you? How was this way of studying different? Do you feel the technique helped to improve your performance on the assessment?

In class or as a home assignment, watch the MythBusters video, "Take the Stroop Test" (2014) and then the first minute of the video "The Strength of Your Mind – Stroop Test" (Pacitti, 2016)

which explains the history and purpose of this test. Now, test your *mental flexibility*! Get ready to take the Stroop Test by pairing up with a friend (or family member at home) to help you. Your helper will keep count for you as you progress from Level 1 through Level 5 of the test, calling your guesses out loud. He/she will let you know how many color matches you missed after you complete each level. Now, begin "The Strength of Mind" video around one minute and take the Stroop test!

Read and discuss each strategy in the article, "[10 Strategies for Developing Self-Control](#)" (Heshmat, 2017). Brainstorm examples of how each strategy can be useful to students in mastering *self-control* in their everyday lives. Together determine a way that the class will keep track of trying to use these strategies in their lives. Then, each student sets one concrete goal to which they will apply more than one strategy. For example, if you want to get healthy, your goal might be lifting weights and using a treadmill or stationary bike three times per week. When you feel less motivated to follow through, you remember your "why" (Strategy 8), focus on this one goal rather than multiple goals until it becomes a regular part of your life (Strategy 6), and don't make plans on those afternoons that might tempt you to skip your workouts (Strategy 7). Track your progress over time. If you feel comfortable, choose a friend or family member who you think will encourage and support you, and share your goal and progress with this person.

Chapter 2: Crucibles

In Chapter 2 of GTT Online, you learned about *crucibles* – events, contexts and crossroads in our lives that threaten to halt personal development and pursuit of purposeful lives and successful careers. People can grow or fail when facing *localized crucibles* (a challenge that is the result of specific or individual factors) and/or *systemic crucibles* (a challenge that is related to factors in the larger society and environment). Our studies of history and current affairs teach us that systemic issues – including slavery, racism, sexism, racial profiling, geographic "red-lining", environmental inequity – are profound impediments to groups of people and individual lives. They are also very complex and painful issues. With your teacher preparing questions for class

discussion and facilitating the ensuing conversations, watch one or more of the following videos as a class to learn the personal stories behind systemic crucibles:

- "The human stories behind mass incarceration" with Eve Abrams (TEDWomen 2017)
- "America's forgotten working class" with J.D. Vance (TEDNYC, September 2016)
- "Greening the ghetto" with Majora Carter (TED2006)
- "Why I believe the mistreatment of women is the number one human rights abuse" with Jimmy Carter (TEDWomen 2015)

[If the teacher / facilitator does not have experience with conversations around equity, diversity and identity, she or he may find it useful to invite a school counselor with this type of experience into the class to facilitate the conversation. There are also good resources for professional development: see *Let's Talk: Discussing Race, Racism and Other Difficult Topics with Students* (Bell & Lindberg, n.d.), other Teaching Tolerance resources, and Facing History and Ourselves.]

As a class, brainstorm all the possible crucibles that you can think of which a teen might face today in your community and stage of life. First, record your ideas individually using post-it notes and markers, and writing one crucible per post-it. Then, post your notes on the white board or walls, trying to group them with similar crucibles. Ask for a few volunteers ("Synthesizers") who will further sort or move the notes into logical groupings and name the categories. Do the groupings make sense? Do the category names make sense? Which groupings would you consider to be characterized more as *localized crucibles* and which as *systemic crucibles*? Which seem easier to problem solve? Which seem more difficult to solve? Does each student feel that they relate to, or have experienced, at least a few of the examples posted?

Review what you learned about *crucibles*. Each student will choose one crucible and create a piece of artwork around the theme of "Overcoming Challenges". See examples of artwork and learn about the stories of their artists:

- "Giving a Voice to Veterans Through Art" (Manna, 2016)

- "[Chicago artist Caroline Liu reclaims identity, heals from trauma through her art](#)"
  (Carpenter, 2017)
- "Poverty" and other works by [Dorothy Rutka](#) (Smithsonian American Art Museum,
  n.d.)

In the GTT Online chapter you wrote about a crucible that you had faced. Choose that example,
another crucible from your life, or a crucible you know other people face. Invite an art teacher
at your school to help your class during this project. [*Remember to share briefly what your class
learned about crucibles and to explain the assignment when you extend the invitation!*] She or
he could help by: (1) speaking to your class about storytelling through visual art; (2) assisting
with art supplies for the project; and (3) showing you how to create an exhibit at your school
with your class' finished artwork. Now, complete your art project, create an exhibit and hold an
opening! To make the exhibit more interactive and educational, include a comment board
asking students, faculty, staff and parents to share their own crucible stories.

Chapter 3: Understanding Check

In Chapters 1 and 2 of GTT Online, you learned about Executive Functions that help people
function successfully in life and the crucibles that challenge us. Now it's up to you to take what
you've learned and put it into practice in your life. Choose one of the following readings or tools
to explore on your own, based on whether you'd like to work on working memory, mental
flexibility or self-control:

- Read the article "[Say Goodbye to 'Oh, I Forgot'](#)" (Bailey, 2015). It will help you
  understand simple ideas (like developing routines) that can help you improve your
  working memory. These strategies are useful for youth in their teen years when
  working memory is still developing, as well as for people who have been diagnosed
  with ADHD.
- To focus on *mental flexibility*, read the article "[5 Ways to Increase Your Emotional
  Flexibility](#)" (Amen, 2018). Pick one recommended strategy and add it to your life!
  Invite a friend to join you! If you keep a journal, track how you feel about the benefit
  of this exercise over time.

- Psychologists share that people can improve their *self-control* by planning ahead for situations that they believe are challenging and, thus, circumventing having to draw on reserves of willpower to achieve a positive response. This planning is called "implementation intention" and involves developing "if-then" statements related to these situations. By using these statements to practice your response, ahead of time, you are more likely to make positive decisions in the moment. To understand this technique, read the "Strengthening Self-Control" in *What You Need to Know about Willpower: The Psychological Science of Self-Control* (Weir, 2012, pages 13-15). Now, consider a few examples of "implementation intentions"... (a) When you know you need to exercise to feel better but are tired by dinnertime, your "if-then" statement might be: "IF I want to exercise on Monday, Wednesday and Friday, THEN I will do it before dinner." (b) When you keep getting low scores on your math tests and get upset with yourself afterwards, your "if-then" statement might be: "IF I have a math test coming up, THEN I will go to my teacher's office hours to work through problems that I don't understand before the test." (c) When you know that you regularly get annoyed with your little brother, your "if-then" statement might be: "IF my little brother is bugging me, THEN I will make myself take time to play or do something fun with him." Now that you've read some examples of "if-then" statements, develop one or two statements that will help you with roadblocks you face in your life. Put them into practice!

EXPLANATION OF MODULE AND CHAPTERS

Fueling Aspirations: This module is designed to help students learn (and practice) a process to help them be who they want to be by using their values and logic to guide their actions and long-term decision-making.

Chapter 1: Understanding Our Values: Students learn the importance of understanding why they do what they do and how to align their decisions with what they say they value.

Chapter 2: Me, Historically: Students are guided through exercises in which they examine their actions to see if these reflect their priorities and the things they believe they value.

Chapter 3: Dreamstorm: Students examine their "dream life," giving them the perspective and structure necessary to better understand their dreams.

Chapter 4: Focus on Success: Students continue to examine their dreams and the values behind them.

PROGRAMS AND COURSES WHERE THE FUELING ASPIRATIONS WITH VALUES AND ACTION MODULE CAN BE INCORPORATED

- Advisory Programs
- Leadership Councils, Programs or Camps
- Service or Service Learning Councils or Boards
- Student Government and Student Councils
- High School Orientation Programs / Beginning of Year Retreats
- Psychology, Business and Philanthropy Courses

EXPERIENTIAL AND GROUP ACTIVITIES TO COMPLEMENT FUELING ASPIRATIONS ONLINE

Chapter 1: Understanding Our Values

In the GTT Online Chapter 1, "Understanding Our Values", you explored how people's actions reflect to others what they value – sometimes they reflect what people consciously say and know they value, while at other times their actions prioritize things that they wouldn't say they value. For instance, a person can say they value a healthy lifestyle but make the choice to not build exercise and healthy eating into their daily lives. Conversely, a person can say they value family and can intentionally make time to do homework with a younger brother or sister each week. Let's consider these connections – using flipchart paper or a personal whiteboard, work in small groups, and make a chart with three sections labeled "My Values", "My Decisions", and "My Actions". Brainstorm examples both forward and backward on this chart – start with a value and think of a decision you could make that reflects this value and the action connected to it. Then, start with an action and work backwards, thinking of the decision one made that led to the action and the value this action and decision represent. Think big and small – come up with examples about daily living and relationships, as well as life-changing decisions you will make in the future! For example, a person feels she cares about nature (***value***) and decides to get involved in efforts to improve the environment (***decision***); this leads her to join the local environmental club that is petitioning for cleaner water in local swimming and fishing areas (***action***). Another person sits next to a new kid at school during lunch (***action***) since he decides that other kids excluding him because he's new is not kind or fair (***decision***); this reflects his strong feelings about justice (***value***).

In class, separate into groups based on which of the following real life stories you choose to watch. Sit together in separate corners of the room and watch the TED Talk together. Could you tell what value(s) each presenter is committed to? What actions did they take to support or promote this value? How did his or her story affect you?

- "The day I stood up alone" (7:21) with Boniface Mwangi (TedGlobal 2014)
- "How I'm working for change inside my church" (12:35) with Chelsea Shields (TED Fellows Retreat 2015)

- "[My simple invention, designed to keep my grandfather safe](#)" (5:47) with Kenneth Shinozuka (TEDYouth 2014)

In the GTT Online Chapter 1, "Understanding Our Values", you read, "We give others impressions of who we are based on the actions we take." Write a story or draw a comic strip or storyboard that tells the story of someone who is driven by a particular value and who takes action based on that value, OR the story of someone who acts and this action reflects a value that they don't realize they are prioritizing (which is not positive for their life). Before you begin, learn about the differences between a short story, comic strip and storyboard. Review an example of each storytelling medium. Also, discuss what makes an effective story and a powerful protagonist. Share your finished work as a class or in pairs with a peer. Post your work in the classroom or on a hallway bulletin board; to help other students learn, create and post a short description about the importance of the connection between values and actions and the positive impact of intentionally aligning these in your life.

Chapter 2: Me, Historically

GTT Online Chapter 2, "Me, Historically", starts with the key question, "Am I becoming who I want to become?" Who we are has much to do with the decisions we make, and also our history. Pass out one index card and marker to each student. Think of a trait (or characteristic) you have that makes you proud of who you are. Think about how you have developed this trait – memories of someone important in your life modeling the trait, experiences through which you learned how to use the trait, or when the trait proved useful to you or someone else. On one side of the card draw an image that makes you think of this trait. For instance, your grandmother spent time playing games with you when you were a child, modeling kindness and care. Growing up, kindness was a trait that you respected and you try to be kind to others when possible. The image you draw on your card might be of a board game or your grandmother. Now, when everyone is ready with an image, stand up, hold the index card in front of you and find a partner whose image you are interested in learning more about. Take turns telling your stories, sharing what your image has to do with your trait. Practice active listening by leaning in,

not interrupting, and then asking follow-up questions. When you are both finished, find another partner and repeat the story sharing.

Building on GTT Online Chapter 2, "Me, Historically", let's do some introspection. *Introspection* is "observation or examination of one's mental and emotional state, mental processes, etc.; the act of looking within oneself" (Dictionary.com). Think back to events in your life when *you* made a choice that had significant impact in your life – it affected a relationship, an opportunity for you, a substantial change, or a new commitment. These are events that you had control over, not those that others (like parents or friends) chose for you. Think about what values each choice you made represented. Get a piece of stationery or paper and an envelope. Now, write yourself a letter about one of these events, including why it is/was significant in your life, what you learned from it and how it reflects what you value. On the envelope, write your name and a date or event after which you plan to open your letter to revisit what you wrote (perhaps, after college graduation or after you start your first professional job). Take your letter home and put it in a safe place (perhaps with your journals or in a keepsake box or with a parent).

Chapter 3: Dreamstorm

Pair up with a classmate and take turns sharing one of the three dreams that you wrote about in the "Dreamstorm" chapter which each of you most wish were true. What did you decide were the true intentions or motivations for each of your dreams? How did this exercise help you learn more about what matters most to you?

Chapter 4: Focus on Success

In Chapter 4, Focus on Success, you wrote about one dream that you would focus on for 5 weeks. The Chapter suggested finding an "Accountability Buddy" – someone who can encourage you as you work toward your dream over the next 5 weeks. Now take time individually to write a draft of a short email or letter explaining your dream and how you hope your buddy can support you. Proofread and edit your communication until you feel the message and wording are ready to share. Write the finished copy of your email or letter and

send or deliver it. After you've given them a couple days to consider your invitation, follow-up with the person you invited to be your Accountability Buddy.

Learn about someone you know while practicing your active listening skills! Pick someone in your family or community who you believe has achieved something they dreamed about doing. Interview the person, asking some of the same questions you answered while completing the Focus on Success Chapter: What are some costs or challenges they faced while trying to make their dream a reality? What solutions did they find to these challenges? What resources or people were useful to them? After your interview, take time to reflect how their story might help you think about your own dream quest.

EXPLANATION OF MODULE AND CHAPTERS

Systems Thinking: This module is designed to help students explore the meaning and value of *systems thinking* and to discover tools they can use to think about systems and actions they will encounter in their lives.

Chapter 1: Introduction to Systems Thinking: Students learn the basic vocabulary and definitions used in systems thinking and the components of systems.

Chapter 2: Application of Systems Thinking: Students dig deeper into the relationships between different variables in a system in order to get better at managing them effectively.

Chapter 3: Reliance on Others: Students learn how to use systems thinking in their own lives, as they are asked to think critically and reflect on actions and events in their daily lives.

Chapter 4: Teach Someone to Fish: Students consider the systems of which they are a part and how they might improve them.

PROGRAMS AND COURSES WHERE THE SYSTEMS THINKING MODULE CAN BE INCORPORATED

- Leadership Councils, Programs or Camps
- Service or Service Learning Councils or Boards
- Student Government and Student Councils
- Business, Science and Philanthropy Courses

EXPERIENTIAL AND GROUP ACTIVITIES TO COMPLEMENT THE SYSTEMS THINKING ONLINE

Chapter 1: Introduction to Systems Thinking

Watch the 11-minute video, "Systems-Thinking: A Little Film About a Big Idea" (Cabrera Research Lab, 2015) and build on what you learned in the first chapter of the GTT Online module. This video shares that *systems thinking* means "being aware of how we think and how

the world works." The segment beginning at 6:00 explains how systems are made up of parts and wholes, and shows examples of larger systems and their parts (such as a house and our planet). It also talks about cause and effect, like the GTT Online chapter. What does this video help you understand about systems? How does it show systems related to a person's life? What systems can you name at your school?

Chapter 2: Application of Systems Thinking

If the class needs help understanding systems (and their reinforcing and balancing loops and the complexity of variables that can exist), read the article, "Causal Loop Diagrams: Little Known Analytical Tool" (Rushing, n.d.). The references to the Six Sigma method are not important here. What is helpful to focus upon are the progressive building of a system from the basic components of a *causal loop* in Figure 1 to the increasingly sophisticated variables and loop relationships shown in each successive Figure. As a class, work through the components in each figure so that all students understand how to distinguish between and construct *balancing* and *reinforcing* loops.

Watch "In a World of Systems" (Macauley, 2016) for examples of how people are a part of many systems as they go about their daily lives. Now, as a class, take a tour of your school or local neighborhood, watching for everyday experiences that represent systems that have cause-effect relationships. When you come across system examples, stop during your walk to observe – name the variables involved. [Examples abound! Just a few to watch for… A busy lunchroom, a basketball game, a Science lab experiment, a musical or play rehearsal, traffic flow, a busy restaurant]. Now, organize a field trip to a site in your city or town to observe a complex system in operation and arrange for a staff member to explain both what happens on location and how outside people, places or things are affected by the operation; examples include a recycling plant, an airport, a food bank, a factory.

An important thing about systems thinking is that it helps you to be a problem solver. Very few challenges in our communities and society have simple solutions. Innovative thinkers are

systems thinker – they see the whole of an issue and the many relationships between the parts within the whole system. This allows them to find a solution that involves a few parts that will change the whole system. You can train yourself to see the whole picture by practicing looking at issues in more complex ways, rather than coming to conclusions based on your feelings or one variable. Understanding the whole picture will help us solve problems like our national political gridlock, rising food insecurity, and unemployment in America's Rust Belt states. So let's practice! Work in teams to choose a real-world complex issue for which you will create a system map. Here are just a few possibilities:

- Your state passed legislation that provides tax rebates for families that send their children to private schools. Show the variables and loops involved and how you think this could affect private and public schools.

- The federal government just passed an amendment lowering the voting age to 16. Show the variables and loops involved and what you think could be affected.

- Annual precipitation has increased in the Midwestern states over the past century by 10-20%. There are several Great Lakes and major and minor rivers in these states. Show variables and loops involved and what you think this increase has affected in these states.

- Recently, your city invested in the development of a new state-of-the-art convention center in its trendy downtown area. Show the variables and loops involved and how you think this could affect businesses and workers.

Do research to learn about variables that affect your issue and create a map on flipchart paper. [It may be useful to use the "Causal Loop Diagram Template with Questions" (Waters Foundation, 2006) to help you create loop diagrams and determine whether a loop is balancing or reinforcing.] Then decide how you will present your system to the class. Make sure to explain cause and effect relationships, the different variables involved, and why this system is important in people's lives.

Chapter 3: Reliance on Others

While completing the GTT Online chapter, "Reliance on Others", you observed and recorded all instances in which you helped others and others helped you for a day. This chapter was about the relationships between people in systems. It was also about understanding the difference between elements that influence actions in a situation, and those that are in the background (that are not influential to the outcome). Now, think about something coming up in your future that is important to you that will require help or interaction with others to achieve it. It could be running for a school officer position or applying for a summer program or meeting the standards for a college scholarship. It could be helping a sibling or a younger student you tutor to pass an exam. It could be training for a big match, game or regional competition. It could be learning to drive. **Choose one goal you want to accomplish that requires the help of someone else and, on paper, write your goal at the top and create a list of different elements (factors) involved in working to achieve this goal**. Now highlight elements that will truly influence your action. [Make sure that any "background" factors are not highlighted.] Have you included the key person and others that you need to help you meet your goal (like, a friend, family member, coach, or other person)? Have you included actions you need to take? See an example below:

> My goal: To start a high school tutoring program that will engage volunteers to work with kids at a nearby elementary school once a week. The school needs tutors in its afterschool program.
>
> List of Elements:
> - Support and approval for the program from our school administrator
> - Support from a school administrator at the elementary school
> - Number of high school volunteers recruited
> - Transportation arranged
> - Volunteering day and time determined
> - Athletic team schedule at the high school
> - Number of elementary school students to be served
> - Volunteers trained to do tutoring
> - Other high school clubs meeting afterschool

Post your list at home or in your locker as a reference and reminder of your goal as you work to achieve it!

Chapter 4: Teach Someone to Fish

From this module, we learned that *systems thinking* is a very powerful tool. It can help you deeply understand the relationships between things in the world around you and in your life. As a class, watch the brief video at the end of this chapter about the module's Takeaway Actions. On the whiteboard, write down this list of Takeaways. Individually, reflect on your life. What is one goal related to one of these takeaways that will help you start to incorporate systems thinking into your life? For example, the last Takeaway calls you to "consider underlying mental models that contribute to patterns of behavior." Knowing that mental models are based on beliefs, not facts, I might recognize in myself that every time I take a multiple-choice test, I think my teacher is trying to trick me into choosing the wrong answer. This makes me nervous and, so, I invariably perform worse on multiple-choice tests. To change this, I could set a goal to find out which of my teachers will be giving multiple-choice tests this year and ask to meet with them. I plan to ask for sample questions from past tests and advice on how I should consider the different answers. With their help and with practice, my goal will be to decrease my stress over these types of test questions, see my teachers as supporters (rather than adversaries) and perform better on multiple-choice questions. What goal will you set for yourself to help you improve your life?

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