

BIG LIFE JOURNAL



The Teaching Guide

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This Teaching Guide is based on the [Big Life Journal - Teen Edition](#).



Introduction to the Teaching Guide



Thank you. There is no better way to introduce **Big Life Journal - Teen Edition** than to say thank you. Thank you for taking time to help a young adult (or many) transform his or her life.

We want our kids to have a lot of things -- successful careers, strong relationships, compassion for others, happiness. But we know these are all products of strength of character: having purpose, passion, and perseverance.

Big Life Journal helps tweens and teens cultivate the drive, decision-making, and skill sets necessary to take control of their own lives, to gain a deeper knowledge of themselves and to use their unique gifts to transform our world.

If you think we are waxing poetic, know we are -- but we do so because we've seen these transformations firsthand. We've seen how the concepts of growth mindset, big dreams, goal-setting strategies, and resilience can catalyze personal growth in young adults, transforming them from kids passively drifting through life, into young adults actively steering their actions toward positive change.

We've designed this resource to promote self-directed learning, to teach young learners to become active participants in their lives and to help them overcome the uncertainty and anxiety that come with transitioning into adulthood.

From a practical standpoint, we invite you to consider using **Big Life Journal** for any number of purposes:

- one-on-one with a young learner to lead self-directed exploration of his or her future;
- with small groups in diverse settings like youth groups or homeschooling groups;
- in the classroom to infuse social emotional learning and psychology into the content you teach;
- as a central text or supporting resource for life skills classes, summer camps, after-school or educational programs.



To help you successfully facilitate learning, we've developed this teacher guide. It is broken down into two parts:

1. Principles & Strategies

This guide will outline critical principles for helping young learners absorb, embody and use the concepts in **Big Life Journal**. Each principle will include specific strategies for both group and one-on-one settings. Whether you are working with your child at home, facilitating small-group learning, or teaching a class of students, these principles and strategies will apply.

2. Chapter Specific Facilitation Blueprints

Each blueprint is a companion to a specific chapter. It includes discussion questions, resources, extension activities and teaching tips. Treat these blueprints as a buffet -- you can use as little or as much as you want depending on the needs of your learners.

We hope you find these resources helpful. We know the power contained within these concepts of big dreams, goal-setting strategies, growth mindset, and resilience. We look forward to you seeing the same results as you help your kids transform their own lives.

Thank you for your dedication to taking small steps to help young adults make huge leaps in their lives.

With gratitude,

Alexandra Eidens, Founder
together with the Big Life Journal team



Principles and Strategies for Facilitating Social Emotional Learning



Principle 1: Facilitate Macro-Structures and Micro-Moments

Social-emotional learning (SEL) is like gardening: we can't grow anything without seeds. But we also can't simply plant any seeds and hope for the best. We must choose good seeds **and** give frequent attention with water and sunlight.

In education, the “seed planting” is known as a **macro-structure**: an intentional lesson to help students understand conceptual ideas and specific strategies. The lessons in **Big Life Journal - Teen Edition** are research-based macro-structures designed to help you plant good seeds.

The sunlight and water are equivalent to **micro-moments**: periodic, sometimes impromptu teachable moments that reinforce social-emotional concepts. For behavior to become conditioned and automatic, we must practice it frequently, distribute it across time, and experience it in a variety of contexts.

STRATEGIES FOR MACRO-STRUCTURES AND MICRO-MOMENTS Strategy 1: Outframe

The concepts in **Big Life Journal - Teen Edition** can be applied across a lot of contexts and emerge in any and every classroom. To help learners identify moments when social-emotional concepts are relevant, “outframe” a micro-moment. An outframe is a verbal or visual cue to pause instruction and examine a social emotional concept.

In the classroom it can look like this:

With your hands extended in front of you, create a rectangle-like shape (picture a movie director or photographer framing a scene with his/her hands). Then, move your hand-frame to the side and say, “Let’s outframe for a moment.” After you’ve discussed or labelled the social-emotional micro-moment, move the hand frame back in front and say, “Let’s inframe again and get back to our lesson.”

For example:

- “We’re going to outframe for a moment and talk about why a growth mindset is going to be critical to help us with this challenging problem.”
- “I’m seeing some frustration with this task. Let’s outframe for a moment and talk about how we can overcome these setbacks and learn from our mistakes.”



One-on-one it could look like this:

Use a common term such as “outframe,” “life chat,” or “connect” to bridge a conversation with your child or student.

For example:

- “Can we speak about how you felt after the game last night? I’d love to **connect** what you were thinking to the talk we had the other morning about resilience.”
- “I noticed you’ve been getting really into listening to and talking about music. I’d love to have a **life chat** and hear more about what interests you.”

Strategy 2: Schedule it

When we have a lot of content to teach, tasks to juggle, and distractions to manage, sometimes social-emotional concepts can slip off our radar. Keep SEL woven into your student’s lives by scheduling brief macro-structures into your week.

For example:

- Mindset Monday: lessons and reflections on growth mindset
- Inspiration Tuesday: researching stories of people who make a difference
- Weave-Interest Wednesday: reflections on linking learning to our personal interests and goals
- Think-back Thursday: reflections on specific events from the week (like adversities) and analyzing or reframing them to learn from mistakes and build resilience
- Future Friday: goal-setting strategies for moving forward in life

Strategy 3: Debrief and Pre-brief

Anticipate ways you can highlight social-emotional concepts before or after a lesson. A debrief is a check-in about a social-emotional concept after a learning experience. A pre-brief is a check-in about SEL before teaching a concept or having an experience.

Pre-brief examples:

- “We’re about to start a new writing project. Let’s brainstorm some goal-setting strategies that will help us be successful over the next few weeks.”
- “These next problems are going to be tricky. What are some mindset mantras you can use to keep a growth mindset as you work?”
- “I know you have a lot on your plate this coming week. What are some obstacles that might get in your way? What can you do to overcome them?”



Debrief examples:

- “Before we end this lesson, let’s reflect on how these concepts might relate to your personal interests and dreams.”
- “We’re about to finish this lesson. But first, let’s pair-share about how our mindset might have helped us or held us back during class today. Then, we’ll set some goals for tomorrow’s lesson.”
- “How do you feel about your performance today? What will you do differently next time? What doesn’t need to change?”

Principle 2: Shift the Cognitive Ratio

There’s a concept in neuropsychology called “Hebb’s Postulate.” The gist is if Neuron A “fires” close to or often enough with Neuron B, the efficiency of firing between the two improves. Neuro-geeks transform this into a mantra: “**Neurons that fire together, wire together.**”

For our practical purposes, it simply means this: to learn deeply, the more our learners’ brain cells fire, the more thoroughly they wire. Yet, in a lot of classrooms -- and a lot of one-on-one lessons with students -- *our* brains as teachers and parents are the ones doing most of the work. We are explaining, giving examples, sometimes even answering the questions we ask. If we want our kids to learn, we need to **shift the cognitive ratio** and make sure our students are doing the thinking, the explaining, the reflecting.

Consider the ratio of a typical lesson or life chat with your child or students. Are you doing 50% of the work? 75%? 90%? You don’t have to make a complete shift onto learners -- they still need models and masters to guide and teach them. But imagine shifting just 5% back onto your learner to strengthen understanding.

STRATEGIES FOR SHIFTING THE RATIO

Strategy 1: Pair-shares/Mini-discussions

One of the most powerful ways to get neurons working is to talk about learning. Explaining, predicting, or exemplifying a concept uses many parts of the brain to strengthen learning.

Aim for a brief “pair-share” or discussion every 10-15 minutes. In the classroom, ask students to have brief conversations with nearby (or assigned) partners. If you are working one-on-one with a learner, check in with your child’s thinking from time to time.

Use the acronym PEER to remember the four main things a learner can do to think deeply:



- **Predict** what is next, for example, the next obstacle you might face; the best action step for accomplishing a goal. (A variation of this is also “Pose”: what are some questions you have on your mind about this concept?)
- **Explain** the concept, idea, or process in your own words. This could include reviewing in the middle or end of a lesson. It could also include “thinking aloud”.
- **Exemplify**: Give your own examples of this concept or idea.
- **Relate**: Make connections between the concept/strategy and your own life. How is it relevant to you?

Strategy 2: Follow up questions

Shift the cognitive ratio by asking deep follow-up questions when your child or your students are talking about a concept or giving an answer. The best style of questions are open questions, which usually start with “What,” “How,” or “Why.”

In a classroom or small group

Ask follow-up questions to other students -- not just the individual who spoke.

For example:

- “Alicia gave a good summary of what ‘resilience’ is. Riley, what would you add or change about Alicia’s summary?”
- “We’ve heard a few people mention ‘fear of failure’ as an obstacle. Simone, why do you think so many of us are afraid of failure?”

One-on-one

In addition to using open-questions to check-in with your child, ask for him/her to elaborate, saying, “You just said (summary). Tell me more about that.”

Strategy 3: Visual Ratings

To get students reflecting -- and to find good follow-up topics -- ask learners to give visual ratings of concepts. The two easiest ways are showing a scale of 1-10 on their hands or using a “thumbometer,” positioning their thumb up, down, or sideways.

For example:

- “On a scale of 1-10, how much of a growth mindset do you have with math classes or concepts? 1 is ‘I have a very fixed mindset’ and 10 is ‘I have a very strong growth mindset.’ Hold up your number on your fingers.”
- “Some people think if you don’t set goals, you won’t be disappointed by not reaching them. Show me with a thumb up, down, or sideways, whether you agree, disagree, or have mixed thoughts on this.”



After posing the visual rating, you can do a follow-up such as, “I’m noticing a lot of 4’s. Chat with your partner about why you think that is.”

In a one-on-one setting, showing the visual by hand might not be necessary, but you can still have your child talk through how they rate themselves or whether they agree or disagree.

Principle 3: Build a Safe, Supportive Atmosphere

Social-emotional learning requires a learner analyzes and often discuss personal experiences, strengths, and sometimes weaknesses. Fear of vulnerability or authenticity can be a roadblock for many students.

It is critical, then, we create safe, supportive atmospheres for our learners. They need to trust that we -- and anyone else they are learning with -- will not judge them for their authenticity and honesty.

Additionally, positive emotion triggers more open mindedness, more creativity, and more “big thinking” compared to negative emotion. Since we are asking students to dream big, to consider possibilities, and to be creative, a *positive atmosphere* is essential.

STRATEGIES FOR BUILDING POSITIVE ATMOSPHERE

Strategy 1: Lukewarm Calls

A “cold call” is when we ask a random student a question at an unexpected time. If you remember being an adolescent, you might remember being terrified when a question was sprung on you in front of others. However, we know asking students to describe their thinking or ask deep questions shifts the cognitive ratio.

Rather than a “cold call” which can create a tense, fearful atmosphere, get the benefits of accountability using a “lukewarm call”: prep learners ahead of time by letting them know you will be calling on them or asking for responses. Before you randomly ask students, give them a chance to pair-share, reflect (in their heads or on paper), or find information.

Examples:

- “If you knew you there was no way you could fail, what is one thing you would want to try in life? Take a few minutes to write down your thoughts. After you’re done writing, I’m going to ask some of you to share your thoughts.”



- “I’d love to know at least five things you are really interested in. Can you take a few minutes to write some ideas on page ____ of the **Big Life Journal** before I ask some of you for examples?”

Strategy 2: Acknowledge effort

A major factor influencing a person’s mindset is whether or not he or she values effort as much as results. Unfortunately, our culture can cultivate fixed mindsets if we only focus on the results -- the correct answers, the end products, the success stories. To create a safe, supportive atmosphere, we have to overtly show students we see the value in their *effort*. Some ways to do this include:

- Thank every share.
When a learner shares an answer, regardless of whether it is perfect, provide a simple, sincere, “Thank you for sharing your thoughts.” In group settings, be conscious of your words and nonverbals though -- students can discern whether we are more sincerely thanking person A compared to person B.
- Summarize the growth.
Take time to let your learner know you’ve noticed effort and growth. For example, “I want you to know how much I recognize the effort you’ve put into trying to be more resilient. I noticed the other day when (provide example). You may not realize how much that matters, but the effort you are giving is going to carry over to so many parts of your life.”

Strategy 3: 3 to 1 Ratios

Relationship expert John Gottman has spent over three decades studying healthy relationships. He can predict with 90% accuracy whether a couple is going to break up or get a divorce -- sometimes after watching just a few minutes of their interaction. One of the main ways he gauges whether a relationship is healthy, safe, and supportive is to look at the number of positive interactions compared to negative interactions. He generally finds high functioning relationships need at least a 3:1 ratio: three positives for every one negative.

Apply this in your context. You don’t need to carry a tally-sheet to do so. Instead, recognize when a learner may have had a negative experience, such as a moment of self-doubt or frustration, and provide a few extra positives throughout the rest of the day.

If you’re using praise as a positive interaction, offer praise which cultivates growth mindset. For more guidance, visit the [Ultimate Guide to Praising Your Child](#).

Principle 4: SEL is Taught *and* Caught



While our focus is often explicit instruction of ideas, psychologists know a bulk of our learning -- especially social-emotional learning -- happens subconsciously and indirectly as we watch others live their lives.

As a parent or educator, you hold the role of one of *the* most important models from whom your child is learning how to self-regulate, respond to adversity, and dream big. Social-emotional learning is not just taught explicitly; it is caught implicitly. We can still intentionally and proactively help students build character by using the following strategies.

Strategy 1: Storytelling

You don't have to look hard to realize stories shape our world and engage our attention. Movies, books, music and even video games and news articles have long used narrative to engage us. Stories give us context, modeling, and action. Through narratives, we learn both what *to do* in life and what *not* to do.

Use storytelling whenever possible to illustrate an idea. Before you explore a topic, consider if there is a story you can use to illustrate a point.

- Use your own experience.
The most impactful way to model a concept is telling your own stories of both success and struggle. Telling your story not only illustrates a point, but helps you build relationships with your child or students.
- Re-enact someone else's story.
You don't have to have a personal story for everything. Share an example from someone else's world. **Big Life Journal - Teen Edition** infuses stories of real people modeling social emotional concepts. Retell their story or find other examples. Although you can simply talk through a person's story, try to find little ways to "re-enact" moments -- moving within the room, using your hands to illustrate ideas, using pauses or nonverbals to add some drama. You don't have to turn into a stage actor, but the enthusiasm in which you tell the story will anchor the concepts more deeply.
- Use media.
The internet can be your best friend. Spend some time looking for videos to illustrate ideas. For example, use "Michael Jordan Failure" YouTube video as an example of learning from failure <https://www.youtube.com/watch?v=45mMioJ5szc>. Also try "The Story of Team Hoyt" for examples of resilience and service https://www.youtube.com/watch?v=64A_AJji8M4.



You can also research stories about young entrepreneurs, inventors, athletes, etc. They are likely to be more interesting and relatable for your learners. A place to begin could be Forbes 30 under 30 (you can also search the same list for different parts of the world: Asia, Europe, etc.).

Strategy 2: Practice the Preach

We all know the ineffectiveness of the adage, “Do as I say, not as I do.” We can’t preach the value of growth mindset and then toss around statements like, “I’m just not a math person.” We can’t instill passion towards chasing big dreams yet not discuss our own big dreams and how we pursue them. Nor can we preach resilience only to let a spilled coffee be an excuse for stewing and griping for hours on end.

We strongly recommend, before you teach these concepts, you spend time with **Big Life Journal - Teen Edition** yourself considering how you can use them more thoroughly. Talk to your child or learners about what *you* take away from these ideas. Worried you aren’t perfect? Look to strategy #3.

Strategy 3: Own Mistakes and Model Positive Action

There is just as much -- if not more -- value in modeling response to imperfection than attempting to be flawless. We believe this for two reasons: (a) perfection is a myth and (b) our learners’ lives are filled with images of surface-level perfection -- filtered social media feeds, highlight reels, success stories without the details of the struggle it took to get there.

Don’t model perfection. Model the pursuit. Own your mistakes and your struggles to show authenticity but follow up by modeling how you will take positive action to move forward.

Frustrated by an event that happened? Own it openly with your learners. Then explain what mental reframes and steps you’ll take to move forward. Feeling a fixed mindset about something? Label it and then shift your language.

As often as possible, infuse the language of these concepts into your modeling. Not only will the repetition of ideas build understanding for your learners, but applying them to *your* experience shifts these concepts from lectures into life lessons.



Chapter 1 - It All Starts Here



To provide the most flexibility when using this teaching guide, chapter topics are broken up into modules. Try introducing a module each day or week in order to distribute the concepts across time and make this pursuit of self-growth more constant in the learner's life.

MODULE 1: INTRO TO MINDSETS

Prime

<p>Ask, "When you think of mindsets, what comes to mind? What words, ideas, or examples do you picture?"</p> <p><i>Engage the learners in a discussion about these topics. Create a mind map on the board with the words the learners suggest.</i></p>	
<p>Ask, "How would you describe your mindset? When are some moments in which your mindset has helped you? When are some moments in which your mindset has hindered you?"</p> <p><i>Engage in discussion. Ask the learner to elaborate with specific examples.</i></p>	
Have the learner read pages 4-7.	p. 4-7
<p>Have the learner take the self-assessment.</p> <p>Discuss their answers and share examples.</p>	p. 8-9

Facilitate

<p>Ask, "How much of a person's ability* is something they are born with? How much of it is influenced by their mindset and effort?"</p> <p><i>* Consider using specific abilities your learner identifies with, such as math skills, athletic ability, creativity, etc.</i></p> <p><i>Engage in discussion. Ask the learner to elaborate with specific examples.</i></p>	
<p>Extension Suggestion</p> <p>Search YouTube for a video of the current world record for solving a Rubik's Cube</p>	



<p>or show this: https://www.youtube.com/watch?v=NevGDFBfQGw</p> <p>Ask your learner(s) to share the thoughts which come to mind while watching. Engage in a conversation about whether the learner has ever attempted a Rubik's Cube and what the process was like. After some discussion, have the learner(s) predict how many moves a person must make to solve a Rubik's Cube.</p> <p>Reveal that, at most, any Rubik's Cube is just 20 moves away from being solved. Mastering it, then, is not as much about intellectual ability -- it is more about putting in the time and effort necessary to learning the patterns (algorithms).</p>	
<p>Ask, "What do you know about brain cells, specifically the type of cell known as a neuron?"</p> <p>Option 1: Engage a discussion. Pose follow-up questions such as</p> <ul style="list-style-type: none"> - How many neurons does the average adult have? (~86 Billion) - Do we have less, more, or the same number of neurons as a baby? (Less, we initially grow more than we need in our life) - Can we grow new neurons? (Yes, in the hippocampus, but generally not in other areas. Our neurons actually die at a rate of about one neuron per second) - True or False: the more neurons a person has, the more intelligent he/she is. (False, the amount and strength of connections between neurons matters more than the total amount of neurons. We can influence strength and connections with our actions). <p>Option 2: Have learners read "Are we born with all the brain cells we will ever have?" (https://bigpictureeducation.com/are-we-born-all-brain-cells-we%E2%80%99ll-ever-have)</p> <p>Discuss how the number of neurons doesn't equal intelligence -- we are smarter and have more ability than a baby. The amount and strength of <i>connections</i> creates intelligence and ability, meaning our efforts matter.</p> <p>Have the learner read about rewiring the brain and neural connections on pages 10-11.</p>	<p>p. 10-11</p>

Apply

<p>Pose this scenario:</p> <p>"Imagine you are a mentor or coach for someone else. You are going to teach them</p>	
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<p>about the importance of a positive mindset and how the brain can be wired (and re-wired) to have positive self-talk.”</p> <p><i>For groups:</i></p> <p>Pair students up or have them find pairs. One student will play the role of “mentor” and the other will be the “mentee.” Have the mentors teach about mindset for one minute. Then, have students switch roles.</p> <p><i>For individual learners:</i></p> <p>You can play a role of a mentee and then switch.</p>	
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MODULE 2: SELF TALK AND GROWTH MINDSETS

Prime

Option 1: Adversity Reflection

Have learners prepare to write. You will ask students to write down at least three sentences they can think of after hearing the following adversities.

Scenario 1 You have failed at something in class. Note, “failure” for some of you may be not passing a test, whereas some of you might feel like you've failed if you receive less than a certain grade or percent.

Scenario 2 You make a major mistake in a sport or hobby that affects the overall performance (such as messing up a major note in a song or missing a critical play in a game).

Scenario 3 You are about to interview for something important – such as a job you really want or a program/college you would like to attend.

After reading each scenario, have learners jot down their thoughts before introducing the next scenario. Make certain learners are writing in first-person. Pause and model an example if needed.

Poor example: “I would be really angry”

Better Example: “I can't believe that happened. I always mess up in this class.”

Debrief:

After writing, have learners discuss their responses with others or with you, noting similarities and differences between their responses. Lead a discussion in which learners explore how their thoughts might influence their actions.

Option 2: Anagram Game

This experience replicates a common experiment in which learned helplessness is induced.

Set up:

Use Appendix A for a list of anagrams. Separate Group A words from Group B words, then cut out the words and place all the Group A words into an envelope and all the Group B words into a separate envelope.

For groups:



Each learner should have a piece of paper to write down his/her answer. Then, each will be given an envelope containing the anagrams (see Appendix A). Each envelope contains words that can not be rearranged into anagrams.
The anagram list from Group A has fewer impossible anagrams than Group B, which only has a few solvable anagrams.

You can either have all of the students try the Group B set of words or you could give half of them Group A and the other half Group B to create more of a “control group vs. experimental group” experience.

Directions:

Do two whole-group examples of anagrams so students understand how they work.

Example:

“Sit” → “Its” “
Scar” → “Cars”

Say, “In a moment, you will be given an envelope with slips of paper. On my command and one at a time, you will pick a single slip of paper. Once you pull your word, write down a single, one-word anagram using each letter of the word, forming a new word.

Once you have written down your anagram, stand up and wait for the next round.

We may move onto the next round before you finish.

When we move to the next round, do not place your slip of paper back in the envelope, but rather put it to the side. Important: This is a SILENT, INDEPENDENT challenge. Do not speak or look at other people's words.”

Complete as many rounds as you need in order to observe a variety of responses from learners (signs of frustration, giving up, etc.).

After learners complete a few rounds, have them immediately write down what was running through their minds during the experience. Push them to write down at least 3-5 sentences that ran through their mind at various points in the experience.

Debrief:

After writing, have them discuss their experience with others. Lead a discussion in which learners explore how their *thoughts* affected their actions and how their response to this event is similar and different to how they act in other areas of their lives (school, sports, relationships, etc.).

For individual learners:

Choose either envelope for the learner to try. Explain how anagrams work and then use the same directions as above, including discussion topics to consider after he/she is done.



Facilitate

Ask the learner to read about positive and negative self-talk and growth versus fixed mindset. Lead them in a discussion in which they summarize what they've read and whether they feel like they have more of a growth or fixed mindset.	p. 12-15
<p>Have learners read the Leah Culver story. After they have finished reading, have them write their response to this sentence stem and question:</p> <p>"The most important thing I've learned from Leah Culver's story is..."</p> <p>"What details from the story taught you the lesson you cited above?"</p> <p>Facilitate a discussion using a pair-share (if in the classroom) followed by eliciting answers from learners.</p>	p. 18-19

Apply

<p>Have learners complete the self-evaluation after the Leah Culver story. Have learners reflect on the areas they have more of a growth mindset and the areas they have more of a fixed mindset.</p> <p>Since these topics can be personal for students, gauge the emotional safety of the class: either make the reflection an independent written response or a pair-share depending on student comfort levels.</p>	p. 20-21
<p>Have students write a response to the following:</p> <p>"The one area where I most want to develop a greater growth mindset is _____ because _____."</p>	
Provide time for the learner to go back and complete the "Create an App" section. If it is helpful for your learner, give an example of what you would design.	p. 16-17
Invite the learner to describe what he/she created. Or, if you are working with a group, facilitate a pair-share, group talk, or even "mini-presentation" for learners to share their ideas.	



NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings visible.

MODULE #3: AFFIRMATIONS AND MANTRAS

It's important to practice what we preach. Share a story of a time when you had a fixed mindset, how it affected you, and what you did to try to shift that mindset. Discuss a positive mantra you use whenever you experience negative self-talk. Explain why you use the words you do and how it helps you.	
Have learners read about affirmations, Muhammad Ali, and the example mantras.	p. 22-24
Have students complete the "I can; I love" page. Students may struggle to come up with ideas, so it might be helpful to model an example of what you would write. Let students know this isn't bragging -- it's acknowledging positives in a way that shifts our self-talk.	p. 25
Have students complete the mantra script and drawing/design pages. As always, model an example. After learners have completed the pages, have them discuss and/or share what they came up with. Ask follow-up questions, such as, "Why did you choose this mantra?" "When is a specific moment when you can see yourself needing this mantra?"	p. 26-27
<p style="text-align: center;">Key Idea</p> <p>It's helpful to have mantras memorized: storing them permanently in long-term memory makes it easier to recall them, especially in moments when our emotions are running high, such as before a speech or presentation. Provide some time for students to memorize and rehearse their mantra. Or create a tradition where the learner recites his/her mantra each day or once a week.</p>	



NOTES

[illegible]

MODULE #4: INFLUENCES

Prime

Ask these questions:

“Where does our mindset come from? Which factors affect whether we have a growth or fixed mindset?”

Have learners consider these influences:

- social media
- our DNA (we are born with it)
- friends
- teachers/coaches
- parents
- entertainment (music, t.v., movies)
- people we admire

To make an interesting discussion, have learners rank them in order of greatest influence to least influence on our mindset. You can also have them add one category that is not on the list (or you add others).

For classrooms, after ranking individually, have them rank in pairs or groups. See if it's possible to get consensus on a group ranking.

Facilitate a discussion in which we recognize that, though the specifics might vary by person, our mindset is greatly influenced by the people who surround us. Therefore, we can cultivate a growth mindset by intentionally modeling ourselves after positive people and mentors.

Facilitate

Have learners read pages 28-29 and complete the list of top five influences. Engage p.



them in a discussion to share what they've written.	28-29
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Apply

<p>Have learners complete the “Who Could Be Your Mentor?” page. Share an example of a mentor you’ve had and how he/she influenced your life. Let students know that, although it’s key to have a positive role model in our lives, it’s okay to cite a role model we haven’t met but admire.</p> <p>Facilitate a conversation in which learners describe actions/evidence of the positive role model and how the learner could replicate these actions.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><i>Extension Suggestion for the Classroom</i></p> <p>This is a good research topic for students. Have them do some background research on the mentor/model, noting what adversities the person has been through and how he or she has taken positive action to be successful. For a more profound experience, host a “Role Model Award Banquet.” Have students invite their role model to class. Decorate the room for an award ceremony, dress up, and present awards to anyone and everyone who attends.</p> </div>	p. 30-31
<p>Have learners complete the “Life Playlist” pages. Encourage them to choose songs that have positive messages or lessons within them.</p> <p><i>For groups:</i> In the classroom, ask for school appropriate songs from their lists you can play as they enter the room.</p> <p><i>For individual learners:</i> Find opportunities to listen to the learner’s life playlist songs whenever possible. On streaming services such as Spotify or Amazon Music, you can save playlists.</p>	p. 32-33

NOTES



MODULE 5: REVIEW

Review works best when it is “distributed practice” or spaced out over time. The simplest way to do this is to have learners review concepts the next day, rather than just the day of learning a concept.

Prime

Have learners take a few moments to look back through the pages of Chapter 1. As they review, have them consider which concepts they’ve found to be the most helpful or easiest to remember so far.	
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Facilitate

<p>Ask learners to discuss or write about what they’ve learned up until now. Some good questions are:</p> <ul style="list-style-type: none"> - Which concept from Chapter 1 do you think is most important to creating the life you would like? - Which concept(s) have you already found yourself using or thinking about more since we have learned about them? - Which concept(s) have you forgotten about or haven’t applied as much as you’d like? - What’s an example of a situation in which you’ve used one of these concepts since we learned about them? 	
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As always, share your own personal examples on each of these questions so students understand you are on a self-growth journey with them.

For groups:

To mix up the review style, have small groups of students do a “roaming review.” In pairs or groups of three, have them review questions posted around a room. Then, allow students to rotate around the room to each question with their partner(s) --



either moving when they are ready or on your signal.

NOTES

[illegible]

APPENDIX A

Group A (mostly possible)	Group B (mostly impossible)
are	light
acre	concrete
dare	satiated
evil	impossible
flow	essential
used	acre
gust	function



earnest	catered
impossible	slope
satiated	elated



Chapter 2 - Exploring You



To provide the most flexibility with using this teaching guide, chapter topics are broken up into modules. Try facilitating a module each day or week in order to distribute the concepts across time and make this pursuit of self-growth more constant in the learner's life.

MODULE 1: EXPLORING INTERESTS

Prime	
<p>Ask this question:</p> <p>“How do interests influence our motivation and behavior?”</p> <p>Provide learners time to either discuss, reflect silently, or write responses. Engage in a dialogue to hear specific ideas from the learner(s).</p> <div> <p>Extension suggestion</p> <p>Have students reflect on the J.R.R. Tolkien quote on page 35. Follow-up with questions like, “What’s the difference between ‘wandering aimlessly’ and ‘wandering with purpose?’”</p> </div>	p. 34-35
<p>Invite learners to begin reading pages 36-37. It might be worth modeling or eliciting some ideas for the activity on page 37. For example, some learners might claim “napping” is an activity in which they lose track of time; however, that’s not the same as an engaging flow state. As always, sharing your personal examples will help students relate to you more.</p> <p>If you feel there needs to be more explanation regarding what flow state is, share this article “Flow State: What It Is and How to Achieve” https://www.huffingtonpost.com/alayna-kennedy/flow-state-what-it-is-and_b_9607084.html?guccounter=1</p> <p>After learners reflect, elicit some responses.</p>	p. 36-37
<p>Move onto the next activities by saying something like, “Now that we understand the power of a positive mindset, we are going to look at the next critical piece of creating our best life: using our unique interests, skills, and passions to drive us.”</p>	



Facilitate

Invite learners to read the Lady Gaga story. Feel free to have learners discuss, in their own words, what Lady Gaga's story and life means to them.	p. 39
<p>Work through pages 40-43 with learners. If learners struggle to come up with a lot of ideas initially, consider a "prompt-process-return" approach: have students do their best to write their thoughts in the journal on day one, give them time (a few days, a week, etc.) and return back to these pages to add to them.</p> <p>Since interests are a natural part of what we do, we might have interests that don't instantly come to mind. Once we start thinking about the question "What are my interests?" answers will most likely pop up in our minds over time.</p> <p>One way to model this "ongoing question" is to start a chart somewhere in which you list your own interests. Over time, or as you think of new interests, add them to the chart. Show students that interest-exploring is a journey, not a destination.</p>	p. 40-43

Apply

<p>After students have spent some time processing, work through pages 44-45 to find patterns. Model this with your own interests.</p> <p>If working with groups of students, give them time to support each other. One way to do this is to facilitate an anonymous "pass and ponder":</p> <ol style="list-style-type: none"> 1. Have students place their journals on a desk so pages 42-43 are open. 2. Each student is given a few sticky notes and asked to stand/sit at another desk. 3. Have them read the other learner's journal and write some patterns they notice on the sticky note. 4. They leave the sticky note and then rotate to another person's journal to repeat the process. <p>Model this first. E.g., "I'm reading this journal and seeing this person loves hanging out with friends, traveling, and trying new things. I also see he/she circled words such as Challenge, Impact, and Talk. One pattern I see is this person has an interest in interacting with different types of people."</p> <p>After learners have given their peers feedback, have them return to their own journals and see what patterns others have noticed.</p>	p. 44-45
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NOTES

[illegible]

MODULE 2: SERVICE MINDSETS

Prime

Have learners read page 47 and complete the reflection on page 48.

After completing page 48, have them discuss what they noted and why. Ask the question:

“How can our interests help us address some of these challenges and needs?”

Feel free to leave the question open or to elicit some responses from learners.

Facilitate

Invite learners to read the Jessica O. Matthews story. After they have read it, bridge a conversation in which learners discuss how Jessica used her interests to impact the world in a positive way.

Pose a follow-up question:

“What academic subjects do you think Jessica learned in school that helped her with her inventions?”

Use this prompt and the answers that follow to emphasize Jessica used her knowledge of physics (and other content) to help with her inventions. Help students see academic content doesn't **hinder** us from cultivating our interests -- it **helps** us use our interests in unique, fulfilling ways.

For an additional example, skip to pages 60-61 and read the Pete Ceglinski story. Have learners compare and contrast Jessica's and Pete's stories.

p.
48-49

Apply

Have learners respond to this prompt in writing or through a pair share:

“Imagine years from now, someone has made a movie about your life. You're watching the movie and currently the scene is you using one or more of your



interests to make the world a better place.
What details are being shown in this scene?
What specific actions and interests are being shown?
What might the narrator be saying about how you have changed the world?"

Extension Suggestion:
A great article for students to read is "How These Teens Found Their Purpose in Life", which reinforces a lot of themes from this journal (service, introspection, modeling after others).

https://greatergood.berkeley.edu/article/item/how_these_teens_found_their_purpose_in_life

NOTES

[illegible]

MODULE 3: INTERESTS MEET SKILLS

Prime

Your Interest Narrative:

To help learners understand interests are explored (and not merely found), tell a brief narrative of how you discovered a personal interest, especially if it relates to your career. Detail each step that led to another.

For example, a teenager, during a moment of boredom may have picked up a guitar, only to realize she loved creating songs and seeing patterns. That teenager soon discovered her love for creating and seeing patterns was connected to her interest in playing soccer. When she got older, and decided to become a soccer coach, she was able to put that creativity and pattern analysis into action when coaching her team.

You can tell your interest narrative as you create your own interest map on a chart or whiteboard.

Facilitate

Invite learners to read pages 50-51 and then complete their own interest map on page 52. Have students put a star next to, highlight, or draw a circle around the interest that is strongest in their life right now.

p.
50-52

Provide opportunity for learners to share or discuss their interest maps. Set aside time in the future to come back to these interest maps and see what has changed or stayed the same.

Have learners read pages 54-55. Then, allow time for them to brainstorm five jobs they would like to try on page 55. Engage learners to discuss more about why those jobs are appealing -- especially how they might connect with the interests they have been pondering throughout this chapter.

p.
54-55

To help them think critically, have them also consider five jobs they would **not** want to do -- this time discussing why those jobs are not appealing.



Also consider encouraging divergent thinking. Ask learners, “What will jobs of the future be? -- These jobs might not even have official titles yet, like “Cyborg Designer”. Have students brainstorm and call out ideas. Contribute your own unique job titles as well.	
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Apply

Ask learners to read and complete page 56.	p. 56
<p>To model the experience -- and to help them connect with you better -- let learners know you are going to interview them about you (the teacher). If working with one learner, allow him/her a chance to consider answers to the questions you will ask. Groups can pair-share to generate answers. Once they are ready, ask the questions and model writing down responses.</p> <p>After you’ve interviewed them, be transparent with your thoughts: What did you learn about yourself? What surprised you? What aligned with what you already knew? How might these answers shift your actions in the future?</p>	
<p>Provide time for learners to interview others. Set a deadline for when the interviews should be completed. Once they are done, have learners complete the prompts you modeled when you interviewed them:</p> <p>What did you learn about yourself? What surprised you? What aligned with what you already knew? How might these answers shift your actions in the future?</p> <p>Depending on your context, you might ask students to write their responses to these questions in an essay. Or you might have them blog, vlog, or create another artifact in which they explore these questions.</p>	



NOTES

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MODULE 4: IGNITING INTERESTS INTO ACTIONS

Prime

Although most adolescents are familiar with YouTube channels, you may want to set context by providing an example. Find a YouTube channel or vlog that inspires you. Play a video you particularly like for your learners (bonus points for you if it is on a topic related to this journal).

Provide learners a chance to reflect on, or discuss, what they would do if they had a YouTube channel or vlog. You might have students who already have one. As they reflect or discuss, have them consider what their top interests are that they might demonstrate or explore with a YouTube channel.

Facilitate

Have learners look at the YouTube brainstorm prompts on page 62. If anyone in class already has a YouTube channel, prompt them to consider their next videos or what they might do if they started a different channel around their interests.

p. 62

Provide time and support for students to work through pages 63-65. Set up a structure or plan for students to **actually** create a YouTube channel or vlog*

p.
63-65

*Note: some schools or facilities block YouTube on their network. So, if you are working in a school or with a group, check with the IT department in advance to see if you will even have access to the sites you need.

If vlogs or YouTube channels aren't going to work for your group, adjust the format to be a written blog instead. Students will still have a chance to explore interests and



use visuals through pictures and design.	
<p>Since the process of creating a YouTube channel takes time, consider visiting the “Side-Step” while learners are in the process of filming and creating.</p> <p>Find an article or story of “famous daily routines.” One resource is the list from BrainPickings.org:</p> <p>https://www.brainpickings.org/tag/daily-routines/</p> <p>Have students review some famous daily routines and consider these questions:</p> <ul style="list-style-type: none"> - What patterns do you see in these examples of routines? - Why do you think the individual did certain things each day? (specific examples) - What do you think would be challenging for this person’s routine? - How is this similar or different than your daily routine? - What would you add to your daily routine to be more productive? <p>After students have reviewed routines, have them complete pages 67-68.</p> <p>You can design this into a life challenge or mini-project: have students set goals for adding one routine to their day for a week. Each day, or after the week, have them discuss or reflect upon the routine and how it is influencing their life.</p>	p. 66-67

Apply

<p>Once students have completed their YouTube channel video(s), create an opportunity for them to showcase their work.</p> <p>For groups, this might look like “YouTube Theatre,” in which you play examples for the entire group, assuming, of course, the individual is okay with it. You could play a video each day as a way to affirm and encourage students individually.</p> <p>Or, all of your learners could post the link to their vlog or YouTube channel on a Google Doc; then share the document and allow them a chance to watch and support each others’ videos.</p>	
<p>Bonus!</p> <p>This project is a wonderful opportunity to teach students about the value of positive comments online -- as well as discussing the negative impact of “trolling.” Provide an opportunity for learners to discuss trolling on the internet, noting why people do</p>	



it, how it affects another person, and why it is wrong. Then, model what praise and constructive criticism might look like.

“Putting yourself out there” on the internet can be a terrifying experience, so be sure to celebrate the effort each student has taken.

NOTES

[illegible]

MODULE 5: REVIEW

Review works best when it is “distributed practice” or spaced out over time. The simplest way to do this is to have learners review concepts the next day, rather than just the day of learning a concept.

Prime

Have learners take a few moments to look back through the pages of Chapter 2. As they review, have them consider which concepts they've found to be the most helpful until now or the ones they remember the best.

Facilitate

Ask learners to discuss or write about what they've learned until now. Some good questions are:

- Which concept from Chapter 2 do you think is most important to creating the life you would like?
- Which concept(s) have you already found yourself using more or thinking about more since we learned about them?
- What are your specific steps for using your interests and strengths more in



the future? What support or resources would you need in order to do so?

As always, share your own personal examples on each of these questions so students understand you are on a self-growth journey with them.

For groups:

To mix up the review style with groups, do a “News Interview Review.” Place them into groups of three. Have them quickly decide who will play each role:

- The superstar
- The reporter
- The recorder

The superstar is the person who gets interviewed by the reporter (acting as him/herself, not a fictional person or celebrity). The reporter asks the questions above (or adds questions, if desired). The recorder acts as if he/she is recording with a camera -- or actually records answers on a phone or device or writes responses down if you want to add extra accountability.

Provide one minute per interview and then have the groups rotate roles. Repeat until each person has had a chance to play each role.

NOTES



[illegible]

Chapter 3 - Dreaming Up Your Life



To provide the most flexibility with using this teaching guide, chapter topics are broken up into modules. Try facilitating a module each day or week in order to distribute the concepts across time and make this pursuit of self-growth more constant in the learner's life.

Some considerations before we begin:

1. Envisioning goals is far more powerful when we discuss dreams with others. Not only does our discussion make the goal seem more real to us, but we get a lot of ideas from hearing other people's visions. So, don't stress if a planned 5-minute chat about goals turns into a 15-minute geek-out session. As module 1 suggests, we have to give our students and ourselves permission to dream.
2. Have you picked up from this teacher guide on the idea that modeling is critical for our learners? There is so much to gain by modeling each of these concepts from this chapter. If you don't have one already, create a bucket list and a dream board. Think deeply about these questions. Then, share your world with your students.
3. The Sidestep on pages 97-98 can be used as a fun prompt at any point during these modules. Learners can tie their reflections to how it influences their visions of success, their goals, and/or their desire to help others.

MODULE 1: PERMISSION TO DREAM BIG

Prime	
<p>Invite learners to read pages 68-71 on their own, noting what comes to mind as they read.</p> <p>On page 70, have them circle which success benchmarks are most appealing to them. After they've done so, have them go deeper by responding to the prompts on page 71.</p> <p>Create an opportunity to discuss their reflections one-on-one, in pair shares, or in groups.</p>	p. 68-71
<p>Post or share the following quotation:</p> <p>"People don't get what they want out of life because they don't know what they want out of life." - John Goddard</p> <p>Have learners reflect upon and discuss what this quote means to them.</p>	p. 72-73



Invite learners to read the John Goddard story.	
Have learners complete page 73, noting which of John's goals they would also like to accomplish. To go deeper, share the full list John created when he was 15: https://www.johngoddard.info/life_list.htm	
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Extension</p> <p>If you have a life/bucket list of your own, share it after reviewing John Goddard's list. Have students note which of your goals they would also like to accomplish. Provide time for students to ask you about goals you've set and/or accomplished. Model, model, model.</p> </div>	

Facilitate

<p>Invite students to begin building their own bucket list on pages 74-75. If you want more space, have students create a separate document to build their list -- either on paper or digitally.</p> <p>Here are some helpful tips when building lists:</p> <ol style="list-style-type: none"> 1. No matter what, jot it down. Think it is too challenging? Write it down anyway. Think you might change your mind about this goal later? Write it down anyway. 2. Silly goals are okay, but realistic goals are better. Sometimes learners dream a little too abstractly (e.g. goal: grow fish gills and swim under water). Have a conversation with your learners about how more concrete goals lead to success. 3. This is a living document. Let your learners know they will likely change this document -- adding goals, removing goals that aren't important anymore, etc. This is part of the process. In fact, the more they review their bucket list, the more likely they are to work toward their goals. 4. Goal striving yields emotional well-being. Your learners might be of the mindset they are better off not setting goals. The rationale may be, if I set a goal and then fail, I will be more upset than if I had never set a goal at all. Research shows time and time again that this belief is false. Whether we achieve a goal or not, working toward an ambition is linked with greater well-being (and not surprisingly, greater success). For an interesting overview on this research (and possibly a resource for students to review), read: "How Goal Setting Can Make You a Happier Person" https://positivepsychologyprogram.com/goal-setting/ 	p. 74-75
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Apply

<p>The impact of bucket lists hinges upon how much you make goal striving a part of your learner's world. Here are some ideas for applying this lesson:</p> <p>1. Set a framework for building a list Have learners start by coming up with 10-20 items they want to accomplish. A week later, have them grow the list by adding 5-10 more. Make a tradition of growing and reviewing bucket lists until the learners have a long list of goals.</p> <p>2. Formalize goal-striving Each week, have your learners make a plan for accomplishing something off of their bucket list (the following chapters in the journal will help). Take time to discuss how things are coming along and celebrate the effort they are making as well as successes and failures.</p> <p>3. Model it! Discuss with learners what bucket list goal you are working toward. Update them on successes or challenges.</p> <p>4. Make it public Have your learners type out their lists. Print copies and post them around your space so they are a constant visual reminder to goal-strive.</p>	
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NOTES



MODULE 2: VISIONS OF SUCCESS AND FULFILLMENT

Prime

Have learners consider what their typical day looks like right now. Facilitate a discussion in which they note what they like about their day, what they would change about their day, and why.

Lead this conversation into considering their “dream typical day” in the future. Have them complete pages 76-77.

After they’ve brainstormed, have them share with each other or with you. Through the discussion, help them realize our “dream typical day” doesn’t come out of nowhere -- we need to create it with action. In order to do that, we not only need to set goals, but we should consider what we would like to be known for, who we would like to be, and how we will work toward these visions.

p.
76-77

Facilitate

Have learners complete pages 78-81. Depending on the time you have available, you can have your learners discuss their reflections after each page, or do one large discussion after they’ve finished all the pages.

Use “why” and “how” questions to help learners go deeper. For example, when reflecting on a person who inspires them, pose questions such as:

- How do you think this person got to this point in his/her life?
- What action steps do you think he/she took at your age?”

p.
78-81

Play a clip from the Ellen Show in which she acknowledges a remarkable teenager. Here are some suggestions. Choose one that would best resonate with your learners.

“A Young Boy’s Generous Act of Kindness”

<https://www.youtube.com/watch?v=9jAC3FFXUgY>



<p>“An Extremely Inspiring 14-year Old” https://www.youtube.com/watch?v=r1rP8w41TKQ</p> <p>“The Incredible 14-year Old Who Bought a House” https://www.youtube.com/watch?v=GTTczC27fko</p> <p>“Ellen Meets Viral College Acceptance Brothers” https://www.youtube.com/watch?v=VA__sb8ZFh8</p> <p>Invite learners to discuss their reactions to the videos, noting which qualities the individuals have shown and how it might relate to working on goals or being their best version of themselves.</p>	
Have learners complete pages 82 and 83. Create opportunities for them to discuss their reflections.	p. 82-83

Apply

<p>Set up students to create a dream board, going through the prompts and reflections on pages 84-86. Similar to bucket lists, model some examples for students. Even a quick search for “Dream Board examples” can give students an idea of what to create. The journal provides examples of free digital tools, such as Trello, which can help.</p> <p>Though vision boards might seem redundant after creating bucket lists, the two artifacts can have unique impact on our goal striving. The visual aesthetics of a dream board help us “see” our dreams more clearly and vividly. And vision boards can be more targeted, such as, “Dream board for the next year” or “My Career Dream Board.”</p> <p>Also, some learners prefer the creativity of a dream board more than a bucket list.</p> <p>However, just as we should make bucket lists an everyday part of our lives, we should also help our learners keep vision boards present in their minds. Ideas include:</p> <ul style="list-style-type: none"> - Post vision boards in your space - Organize “vision talks” in which learners might present their board to a group and talk through the what, why, and how of their visions - Gallery walks: with boards posted, students can walk around and view each others’ visions, noting similarities - Online reviews: students can post digital boards to a central location (class 	p. 84-86
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blog, GoogleDoc, etc.) to view and support one anothers' visions. Set clear rules for acceptable feedback to avoid potential bullying.	
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NOTES

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MODULE 3: BUILDING A LEGACY

Prime

<p>Ask these questions:</p> <p>“What does the word ‘legacy’ mean to you?” <i>Reflect and discuss</i></p> <p>“What is an example of an individual who has provided a legacy?” <i>Reflect and discuss</i></p> <p>“What do you want your legacy to be?” <i>Reflect and discuss</i></p>	
Have learners read pages 88-89.	p. 88-89

Facilitate

Invite learners to look at the prompts on page 89. Model an example for them before they reflect and write. Elicit examples and provide feedback if they need more support shifting “me dreams” to “world dreams.”	
Have learners read page 90 and reflect on the prompt on page 91. Provide opportunities for learners to collaborate and share their thoughts. Encourage them to work backwards: what is a problem you or others face in society? After they consider problems, have them return to brainstorming solutions.	p. 90-91
Direct learners to read about Ann Makosinski’s solutions.	p. 92-93



Apply

<p>Have learners return to their bucket lists. Have them create a new category for goals; provide a common title which represent goals that serve others, such as “Legacy Goals,” “Helping Goals,” or “Generative Goals.”</p> <p>Instruct learners to review the goals they already have and note which ones are focused on helping others. Then, provide them a challenge of coming up with at least five new life goals to help others, such as:</p> <ul style="list-style-type: none">- Buy dinner for a stranger- Invent something to help someone- Raise _____ dollars for a cause I care about- Volunteer _____ hours by the end of high school- Help a family member or friend in a time of need	
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<p>Have learners return to their bucket lists. Have them create a new category for goals; provide a common title which represent goals that serve others, such as “Legacy Goals,” “Helping Goals,” or “Generative Goals.”</p> <p>Instruct learners to review the goals they already have and note which ones are focused on helping others. Then, provide them a challenge of coming up with at least five new life goals to help others, such as:</p> <ul style="list-style-type: none">- Buy dinner for a stranger- Invent something to help someone- Raise _____ dollars for a cause I care about- Volunteer _____ hours by the end of high school- Help a family member or friend in a time of need	
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|---|--|
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|---|--|

NOTES

[illegible]

MODULE 4: REVIEW

Review works best when it is “distributed practice” or spaced out over time. The simplest way to do this is to have learners review concepts the next day, rather than just the day of learning a concept.

The following chapters will provide more “tangible” strategies and concepts to help learners with goal-setting. Use this review opportunity to connect visions of success to previous ideas on mindsets and interests.

Prime

Have learners take a few moments to look back through the pages of Chapter 3. As they review, have them consider which experiences they’ve found to be the most helpful so far or remember best.	
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Facilitate

<p>Ask learners to discuss or write about what they’ve learned so far. Some good questions are:</p> <ul style="list-style-type: none"> - Which experience from Chapter 3 do you think is most important to creating the life you want? - How have you been doing with accomplishing things off your bucket lists or vision boards? What is going well? What is challenging? - What do you need in order to feel on track towards creating the life you want? - How do the concepts and experiences from Chapter 3 relate to what we’ve discussed in previous chapters (e.g. How does goal setting relate to having a 	
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<p>fixed or growth mindset?)</p> <p>As always, share your own personal examples on each of these questions so students understand you are on a self-growth journey with them.</p> <p>To mix up the review style with groups, have learners write an “Interview Transcript.” Each individual imagines he or she is being interviewed by a well-known person (such as Ellen or a field specialist). The learner writes a creative transcript of the interview. Example:</p> <p>Interviewer: <i>My next guest is known the world over for his contributions to the medical field. At the age of 23, he organized a group of doctors and nurses to volunteer in high-poverty areas, providing free medical access. Today, his organization serves over a dozen communities across the nation. Please welcome Xavier.</i></p> <p>Xavier: <i>Hi, thanks for having me on the show!</i></p> <p>Interviewer: <i>We’re excited to speak with you. First, tell us what made you come up with your idea for the organization?”</i></p> <p>Xavier: <i>Well, I was walking through my city one day and I noticed a guy who had a really nasty cough. He looked like he didn’t have a home -- his shoes were barely hanging on his feet, his shirt was torn and dirty. He was trying to sing songs for donations, but he kept having to stop because of his cough. I thought, ‘I wish I were a doctor and I could at least spend a little time with him to give him what he needs to fix this cough.’</i></p> <p>And so on.</p> <p>Set parameters for your learners. You can ensure they include the review questions above and/or set a total amount of exchanges between them and the interviewer.</p> <p>A variation of this review is to have learners prepare for a live interview with you. Give them time to consider what their life will be like years from now. Then interview them as though you were on a live talk show. Students can also do this in groups and record their interviews for submission and review.</p>	
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NOTES





Chapter 4 - From Dreams to Reality



To provide the most flexibility with using this teaching guide, chapter topics are broken up into modules. Try facilitating a module each day or week in order to distribute the concepts across time and make this pursuit of self-growth more constant in the learner's life.

MODULE 1: STEPPING UP

Prime

Have learners read the opening page and the quote on page 97.	p. 97
Depending on how you've facilitated this chapter, you may also have them review their ideas, progress, and experiences from the past three chapters. Prime them to think about which goals from Chapter 3 are the most meaningful to them.	
If working with a group, have learners work with a partner to identify one goal they most want to accomplish or make progress on.	
Depending on your context, you may provide a specific context for which goal to identify (e.g. a career goal for an academic context, a sports goal for an athletic context).	
Make sure learners know this is a goal they will actually be attempting to make progress with, so it should be relevant and realistic.	

Facilitate

Have learners write, reflect or discuss how they would finish these prompts: Without goals, a person would... With goals, a person would... Elicit answers.	
Direct learners to read pages 102-103.	p.102-103
Invite learners to now go back and read the Goal Step intro on page 98. After they have finished reading it, work through an example of how an individual would use this concept for a goal.	p.98, 102-103



Demonstrate the process using a goal you would like to accomplish (or did accomplish by breaking it down). Or discuss the example already provided on pages 102-103.	
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Apply

<p>Before setting students loose to create their own step ladders, explain some important caveats, such as:</p> <ul style="list-style-type: none"> - some goals might have “paths,” each with its own sub-goals. - the big focus is to identify the most immediate action steps. Help learners establish a specific action step they can accomplish in the next week. - the goal is important, but the specific action step is what helps individuals make progress. - progress is the key. <p>For example, if an individual has a goal involving money (travel to each continent), yet they aren’t old enough to get a job, help them see the value of small progress. One could still collect cans and set aside small amounts of money each week, research the average cost of a flight or begin learning a foreign language -- all of which could make progress on the long-term goal.</p>	
<p>Provide time, support, and feedback for learners to develop their goal and action steps on page 103. Use page 104 for a second goal, if needed.</p> <p>If working with a group, you can have learners share their steps with a partner. Depending on your context, you might have learners make copies of their steps and post them around the room as a constant reminder to make progress. Celebrate successes when learners achieve small victories.</p> <p>Some individuals might prefer to have their step ladders somewhere more private, such as posted inside a locker or at home, next to their bathroom mirror. Encourage them to keep these steps visible and to acknowledge their successes.</p>	p.103-104



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MODULE 2: GOAL SETTING 2.0

Prime

<p>Have learners look at the following two goals:</p> <ul style="list-style-type: none"> a. Make someone happy b. Make someone smile <p>Ask, "Which goal is more likely to be achieved and make a person feel successful?"</p> <p>Have learners defend their thoughts with reasoning.</p> <p>The correct answer, according to research, is b) Make someone smile. Why? Because it's more specific, thus allowing a person to confirm that he/she has succeeded with the goal.</p> <p>Lead into a conversation about how specific goals are more likely to be achieved and to make us feel successful.</p>	
<p>Work through page 109 together, modeling and supporting with examples. Additionally, stress the importance of brainstorming an <i>action</i> to take for the goal (e.g. if the goal is to learn a foreign language, the action could be to spend 20 minutes a day practicing).</p>	p.106

Facilitate

<p>Set context with your learner(s):</p> <p>Setting goals is a critical step in creating our best life. However, there are a lot of tips and strategies that can increase our likelihood of success. Breaking goals down and making them more specific are a couple of key ideas.</p> <p>Next, we will look at the importance of <i>challenges</i> along our path of goal setting.</p>	
<p>Pose a new scenario:</p>	



<p>“Imagine there are two people with similar abilities and a similar goal. One person (John) is quite pessimistic. The other person (Jane) is very optimistic. Here is what each thinks to him/herself:</p> <p>John: I'll probably fail. There are just too many things that could go wrong. Jane: I can do anything! This will be easy!</p> <p>Which individual do you think is more likely to achieve his or her goal?”</p> <p>Have learners reflect, discuss, and defend their answers.</p> <p>Reveal this is actually a trick question: Research shows neither is more likely to succeed. Counter to what we often hear, “thinking positively” does not set us up well for success. Here’s why:</p> <p>Negative thinkers often demotivate themselves by focusing too much on the challenges. Positive thinkers, however, are often naive and don’t consider there will be challenges. Therefore, we need to have a balance of both worlds; we need to recognize the reality of the challenges ahead of us on our path but we have to remain optimistic enough to know that, with action, we can overcome these challenges.</p>	
<p>Work through page 107 together, modeling and supporting with examples.</p>	<p>p.107</p>
<p>Jump ahead to page 109 and review the quote. Then, direct learners to read about Edda Hamar. As learners read, invite them to make connections to all of the other concepts we’ve learned so far -- cultivating interests, overcoming obstacles, having a growth mindset, etc.</p> <p>After reading, discuss some of the key connections.</p>	<p>p.109-111</p>

Apply

<p>Return to page 108. Present learners with examples of the alternative methods for tracking goals, such as a spreadsheet or on Evernote. Set aside time for learners to set up a system for tracking their goals.</p> <p>Now is also a good time to check in and see if any of your learners have accomplished previously set goals.</p>	<p>p.108</p>
<p>Ask a question:</p> <p>“What causes us to be more motivated or less motivated to do something?”</p>	



<p>Engage in a conversation with learners. Ask follow up questions such as, “What are the things you’re most motivated to do? Why? What are you least motivated to do? Why?”</p> <p>Through all of the shares, make a mental note of what learners say. Students might say things like, “I don’t like doing that, so I’m not motivated” or “It’s fun, so I do it more.”</p> <p>At the core of all of these responses is the neurological reason for motivation: dopamine.</p> <p>Spend some time increasing understanding about dopamine. This is a good opportunity to have students do some research on their own or you could give a common reading, such as “Your Brain on Dopamine: The Science of Motivation” (http://blog.idonethis.com/the-science-of-motivation-your-brain-on-dopamine/)</p> <p>By the end of this exploration, establish a key idea: dopamine drives motivation. So, the more we can “hack” this system, the more we can drive ourselves toward our dream life.</p>	
<p>Move onto creating the jar of awesome on pages 112 and 113. If you have a group, you can create one massive jar for all of your learners or provide materials for individuals to create their own. As with many things from this journal, you can make this an anchor experience; check in with the jar of awesome frequently, adding to and reading from it periodically.</p>	<p>p.112-113</p>

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MODULE 3: SKILLS

Prime

Introduce this scenario:

“Imagine technology has advanced to allow you to download any skill into your brain in a matter of seconds. Think about the major goal you set with your “Dream Steps” earlier in this chapter. If you could download five skills that would help you accomplish this goal, what five would they be?”

Have learners brainstorm and share their thoughts.

Continue this conversation to page 116. Remind learners that, although we can’t “instantly” download skills, our brains are capable of growing and learning anything, thanks to neuroplasticity (the brain’s ability to reorganize itself by forming new neural connections throughout life).

p.116

Facilitate

After reading page 116, head back to complete pages 114-115. Model and provide examples.

p.114-115

Apply

With ideas in mind from pages 114-115, have learners consider the two most important skills they would need to accomplish their goal.

Once they have identified two or three, work through page 117.

p.118-119



The ideas from pages 118-119 lend themselves nicely to “Genius Hour”: the practice of setting aside time each week for learners to pursue their own interests. There are endless articles and resources available for educators. If you are new to the idea of Genius Hour, review this great overview from Cult of Pedagogy:

<https://www.cultofpedagogy.com/genius-hour-questions/>

Make sure your learners have opportunities, encouragement, and time to take action on developing the skills they need to accomplish their goals.

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MODULE 4: TRIBE GOALS

Prime

Depending on the demographics of your group, choose one of these conversation starters:

Option 1: What were the last few things you posted about on social media? What was the purpose of those posts? To what extent did those posts move you forward to creating the life you want?

Option 2: What do you think people post about most on social media? What are the top reasons for interacting with social media?

Extension Suggestion:

After discussing these questions and getting insight into the minds of your learners, you can provide an optional reading:

“The Secret Psychology of Facebook: Why We Like, Share, Comment and Keep Coming Back”

<https://blog.bufferapp.com/psychology-of-facebook>

Have readers identify three sentences or sections that were most interesting to them. Create opportunities for them to share their ideas and thoughts -- in writing, pair-shares, or class discussion,

Ask this question: What is one way you, or others, can use social media differently to better accomplish your goals?



<p>Through the conversation establish this key idea: social media is a way for us to use social interaction to boost our well-being. However, oftentimes our use of social media doesn't <i>actually</i> improve our lives -- unless we use it to build ourselves and others up.</p> <p>We are driven to interact with others, so we can capitalize on this innate desire and use "tribes" that can help us accomplish our goals.</p>	
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Facilitate

<p>Have learners read and complete page 120. Create an opportunity for learners to share what they've written and to set specific plans.</p> <p>You can provide optional challenges for sharing goals:</p> <ul style="list-style-type: none"> - pair students up and have them establish an accountability partnership in which they make plans to follow up on their goal in a few days with their partner; - post about a major goal on their preferred social media platform and then provide "digital support" to one another's posts. 	p.120
<p>Have learners read the quotation on page 121 and the Vicky Roy story on pages 122-123, which sets context for the next concepts of seeking help from others.</p>	p.121-123

Apply

<p>Describe a time when help or mentorship from someone helped you reach a major goal. If possible, tell this story as a narrative, describing it in chronological order and elaborating on what your thoughts and feelings were as you received help from this person (or from multiple people). Frame a narrative that accomplishes these aims:</p> <ul style="list-style-type: none"> - Demonstrate that, although getting help from others can be outside our comfort zone, leaning into discomfort is critical to creating our best life; - Break down the myth of the "self-made person." We all need help from others, so we should embrace it and use it as a tool to do and give more. <p>Another option is to have learners read and share their thoughts on "Inter-being" by the renowned monk Thich Nhat Hanh:</p> <p style="text-align: center;">Interbeing</p> <p>If you are a poet, you will see clearly that there is a cloud floating in this sheet of</p>	
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<p>paper. Without a cloud, there will be no rain; without rain, the trees cannot grow; and without trees, we cannot make paper. The cloud is essential for the paper to exist. If the cloud is not here, the sheet of paper cannot be here either. So we can say that the cloud and the paper inter-are. "Interbeing" is a word that is not in the dictionary yet, but if we combine the prefix "inter-" with the verb "to be," we have a new verb, inter-be. Without a cloud and the sheet of paper inter-are.</p> <p>If we look into this sheet of paper even more deeply, we can see the sunshine in it. If the sunshine is not there, the forest cannot grow. In fact, nothing can grow. Even we cannot grow without sunshine. And so, we know that the sunshine is also in this sheet of paper. The paper and the sunshine inter-are. And if we continue to look, we can see the logger who cut the tree and brought it to the mill to be transformed into paper. And we see the wheat. We now the logger cannot exist without his daily bread, and therefore the wheat that became his bread is also in this sheet of paper. And the logger's father and mother are in it too. When we look in this way, we see that without all of these things, this sheet of paper cannot exist.</p> <p>Looking even more deeply, we can see we are in it too. This is not difficult to see, because when we look at a sheet of paper, the sheet of paper is part of our perception. Your mind is in here and mine is also. So we can say that everything is in here with this sheet of paper. You cannot point out one thing that is not here-time, space, the earth, the rain, the minerals in the soil, the sunshine, the cloud, the river, the heat. Everything co-exists with this sheet of paper. That is why I think the word inter-be should be in the dictionary. "To be" is to inter-be. You cannot just be by yourself alone. You have to inter-be with every other thing. This sheet of paper is, because everything else is.</p>	
<p>Invite learners to complete the brainstorm/reflection on pages 124-125.</p> <p>After reflecting, provide guidance, encouragement, and time for learners to complete the "Reach Out" challenge.</p> <p>If learners are planning on reaching out online, share this resource with them:</p> <p style="text-align: center;">"This is how to write a cold email to a big kahuna"</p> <p style="text-align: center;">https://www.danpink.com/pinkcast/pinkcast-2-20-this-is-how-to-write-a-cold-email-to-</p>	<p>p.124-125</p>



[a-big-kahuna/](#)

Don't forget to model this! This challenge is a great opportunity to put your learners in an adviser state and give you feedback on *your* plan to reach out to someone. Draft a sample email and have your students review it and give their thoughts. Discuss what increases the likelihood of getting and giving help to someone.

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SIDE STEP MODULE: HABITS

Prime

Have learners answers these questions through individual reflection or pair/group conversation:

- What is a “good habit” you currently have? How did you turn it into a habit? Why is it helpful?
- What is a “bad habit” you currently have? How did it become a habit? Why is it unhelpful or bad?
- Have you attempted to build or break a habit before? Explain what happened.

Facilitate

Have learners work through the reflection pages on 126-127. Model examples of your own, facilitate conversations, and provide guidance as needed.

p.126-127

Extension Suggestion:



<p>Have your students learn more about the neuroscience of habit and routine building. Start here:</p> <p>“How to Break Habits (from The Power of Habit by Charles Duhigg)” https://www.youtube.com/watch?time_continue=17&v=W1eYrhGeffc</p> <p>You can also assign a set of research questions:</p> <ul style="list-style-type: none"> - How long does it take for a habit to develop? - How long does it take to break a habit? - What are some strategies that help people build or break habits? <p>Students should find a lot of variance in answers to these questions. For example, some studies suggest it takes 21 days to build a habit, but other studies have found it takes longer or shorter depending on what the habit is.</p>	
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Apply

<p>Have learners choose one of these challenges and attempt it for a week:</p> <ul style="list-style-type: none"> - Build a new habit - Break an old habit - Develop a new routine <p>Be sure to check in with students each day to have them reflect on how it is going. You may choose to have them complete a habit or routine journal as part of the process. This is also a good opportunity to reinforce concepts from this chapter, such as anticipating obstacles and trying new steps/routes to achievement.</p>	
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MODULE 5: REVIEW

Review works best when it is “distributed practice” or spaced out over time. The simplest way to do this is to have learners review concepts the next day, rather than just the day of learning a concept.

Prime

Have learners take a few moments to look back through the pages of Chapter 4. As they review, have them consider which strategies they've found to be the most helpful so far or the ones they remember the best.

Facilitate

Ask learners to discuss or write about what they've learned until now. Some good questions are:



- Which experiences/strategies from Chapter 4 do you think are most important to creating the life you want?
- How have you been doing with accomplishing your goals? What is going well? What is challenging?
- What do you need in order to feel like you are on track to creating the life you want?
- How do the concepts and experiences from Chapter 4 relate to what we've discussed in previous chapters (e.g. how does goal setting relate to having a fixed or growth mindset?)

As always, share your own personal examples on each of these questions so students understand you are on a self-growth journey with them.

To mix up the review style with groups, you can give learners the task of creating a TED-Ed lesson to teach others a concept (or multiple concepts) from this chapter. If you're unfamiliar, go to ed.ted.com and review some of the lessons posted.

Learners build lessons around videos. They can add in their own assessment questions, discussions, and extension activities. They can then post their lessons for the public to use.

Set parameters that work for your learners. You may have certain requirements or you may give them full freedom. You may also design follow up opportunities, such as sharing and completing lessons with each other.

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Chapter 5 – The Key to Success



To provide the most flexibility whilst using this teaching guide, chapter topics are broken up into modules. Try facilitating a module each day or week in order to distribute the concepts across time and make this pursuit of self-growth more constant in the learner's life.

MODULE 1: QUITTING VS. PERSEVERING

Prime

Present learners with this word:
“Failure”

Ask them to reflect upon what thoughts come to mind when they hear it.
Have them elaborate on the images, emotions and memories they think about.

This works best as a written reflection first, using sentence stems like:

- What do you picture when you hear or see this word?
- When you see or hear this word, what are the memories that come to mind?
- What emotions do you associate with this word? List at least five.
- Do you see this word as a good thing or a bad thing? Why?

Provide opportunity for learners to share their thoughts.

Extension suggestion

One powerful way to help learners understand how to overcome failure and frustration is to provide a safe “failure-inducing” game or activity for them to experience. Talking about personal failures might be a sensitive subject and make our learners feel vulnerable; however, if we can talk about failures in a game, we can translate those experiences in a safe, supportive atmosphere.

For a list of sample games and instructions, go to www.affectiveliving.com/free-ebook/ and download the free resource “G-Words”, which has games and activities in Chapter 5.

If you choose to use one of these games, spend a healthy amount of time discussing experiences. Frame questions around these three categories:

What?

- What did you notice yourself doing or thinking? What did you notice others doing?
- What are specific things you saw during the experience?



<p>So what?</p> <ul style="list-style-type: none"> • How do the things you experienced or saw relate to life beyond this game? • What did you learn about yourself? <p>Now what?</p> <ul style="list-style-type: none"> • When you experience something similar to this in the future, what will you do differently? • What is a specific action step you will take as a result of what you learned? 	
Go to pages 128 and 129 and let learners know we will look at adversity, failure, and struggle as experiences we can overcome and even use as fuel for creating our best life.	p.128-129

Facilitate

Have learners read page 130 and think about how quitting affects their life.	p.130
<p>Ask learners to brainstorm/list all the different forms of quitting they have seen or experienced. Ask questions like:</p> <ul style="list-style-type: none"> - What does quitting look like in school? - What does quitting look like in a relationship? - What does quitting look like in a job? - What does quitting look like in sports? <p>For example, for some, quitting looks like not even trying to begin with. Quitting can also look different depending on the context: an athlete might quit by becoming negative toward teammates or lashing out against a referee. A person might “quit” a relationship by storming out of the room instead of trying to work through a conflict.</p>	
<p>Have learners complete the reflection on page 131. This is a great time to be authentic and share your own experiences: when have you quit something? What did you learn and how did it change the way you viewed quitting in the future?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><i>Distinction</i></p> <p>It may be worth discussing the difference between quitting and re-routing. For example, the stories contained within this chapter show individuals who gave up on a certain path, but not on the overall destination. Going a different route is a creative use of divergent and convergent thinking, but it is not the same as giving up entirely.</p> </div> <p>Provide time and opportunity for learners to discuss their reflections from page 131.</p>	p.131



Apply

Skip ahead to page 141. Provide structure, modeling, and time for learners to complete the “Letter to My Younger Self” activity.

p.141

You can also adapt this activity: consider having your learners write letters to other younger students, reflecting on what they've learned about persevering at this point in their lives and giving encouragement to not give up when things are difficult.

You can save these letters to give to actual students in the future, providing a real audience for your learners to inspire.

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MODULE 2: OVERCOMING STRESS AND PROCRASTINATION



Prime

Ask learners to reflect, discuss, or write about these questions:

- How would you define stress?
- How often do you feel very stressed?
- What things do you do to de-stress?

Elicit responses and ask follow-up questions to better understand how your students deal with stress.

Extension Suggestion

Adolescents are very interested in learning about stress, so consider having them research about a topic relevant to them. Provide some essential questions like:

- What are the current statistics on adolescent stress?
- How does internal or external comparison affect our stress?
- What strategies help us manage stress?
- In what ways is stress good? In what ways is stress bad?

Make the analogy that sometimes stress is like a leak in our gas tank; we might not have the fuel to persevere because stress is draining our energy.

Have learners complete the checklist reflection on page 133. Each of these topics can open up new discussion questions, such as tips for good sleep hygiene and the role of exercise in helping us cultivate stress resistance.

p.133

Facilitate

Invite learners to complete the reflections on page 134 and 135. Provide opportunity for learners to discuss or share what they've come up with.

p.134-135

Distinction

One challenge many adolescents (and adults) have is matching the right strategy to the right situation. For example, a learner might be stressed about an upcoming task or project. Instead of setting up a realistic schedule or chunking the project up, the learner might “de-stress” by distracting him/herself and playing a video game. Meanwhile, the deadline looms closer and the stress just increases.

To help learners match strategies to situations, provide them with examples of a common stressor or situation and have them discuss what strategy they would use and why. Examples:

- You're stressed about a test coming up in two days.
- You didn't do as well as you'd like in a game or performance, so you are ruminating about it.



<p>- You are feeling sad.</p>	
<p>Have learners complete the reflection on page 136. It might be helpful to work through an example of analyzing a vague, grand goal, like, “Eat better.” Have learners come up with specific ways to break down the goal, attach action steps, and brainstorm different routes for achieving the goal.</p>	<p>p.136</p>

Apply

<p>A source of our stress and procrastination is often things beyond our control – such as other peoples' actions or our work/school schedule.</p> <p>Have learners jump ahead to page 138 and read the quotation. Then, move to page 139 and have learners complete the reflection on things beyond their control and things they can control.</p> <p>It is critical to provide some modeling, especially since blame and justification culture is everywhere. For example, although we can't control when our teachers or parents want us to study and learn, we can control how we make use of that time in order to gain more free time later.</p> <p>Share examples from the adult world to let learners know developing an internal locus of control is critical to well-being and success for the rest of their lives.</p> <p>It's also helpful to look at collectively “banning” phrases that allow an external locus of control, such as:</p> <ul style="list-style-type: none"> - I <i>have to</i>... - He/she <i>made</i> me... 	<p>p.138-139</p>
<p>Pause to review all of the different topics and ideas we've covered for reducing stress and overcoming procrastination.</p> <p>Transition back to page 137 and have learners read about three more tips for finishing what we start. Provide time for learners to write down and share their own ideas.</p> <p>After reviewing the different ideas, have learners choose one of the strategies to try over the new couple days. Your learners might already be applying some of the ideas, such as accountability partners, as part of working with this journal. So, encourage them to try a strategy they haven't tried yet.</p> <p>A day or two from now, make room in your schedule for learners to discuss how things are going with their application of these tips.</p>	<p>p.137</p>



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MODULE 3: FAILURE = FEEDBACK

Prime

If you facilitated one of the games suggested in module 1, have learners recall what they remember about the role of failure. What did they learn from each specific failure?

p.142



<p>Read page 142. The iceberg model can be used for specific reflections of success. For example, if you are a teacher, you are most likely comfortable speaking in front of a group (at least of students); however, you might not have always had that success.</p> <p>Draw out a sample iceberg with “Teaching” at the tip. Then, list all the challenging moments, rejections, specific efforts and mistakes you've made in your life in order to gain this success.</p>	
<p>Read the Michael Jordan quotation on page 143. For a good visual, show the “Michael Jordan Failure Commercial” on YouTube https://www.youtube.com/watch?v=45mMioJ5szc</p>	p.143

Facilitate

<p>There are two stories you can use in this chapter as examples: The Zhu and Yang Musical.ly story and the Ward and O'Brien FoodCloud story.</p>	p.144-145
<p>You may choose to have learners read both of these stories now or at different times. One activity learners can do as they read is to create “Success Icebergs” for the stories; have them note “below the surface” experiences Zhu, Yang, Ward and O'Brien faced that lead to their success.</p>	p.150-151
<p>Another related factor to our feeling about failure is our culture of comparing ourselves to others – only looking at the tip of their success iceberg and not the fact that, like us, they go through challenges. As one saying goes, we compare our behind the scenes to others' highlight reels.</p> <p>Ask students to discuss or write about these questions:</p> <ul style="list-style-type: none"> - When does comparing ourselves help our growth? - When does it hurt our growth? - How often do you compare yourself to others? - In which situations are you most likely to compare yourself to others? <p>Read the quote on page 152. Ask learners to discuss or write about their thoughts on the quotation and how it relates to what they've just discussed.</p>	p.152
<p>Have learners complete the reflection on page 153. Provide time for discussion on what they wrote.</p>	p.153

Apply

<p>Have learners read pages 146-148.</p>	p.146-148
<p>Provide time, structure, and modeling for the reflection on page 149. Allow</p>	



opportunity for learners to share what they've written.

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MODULE 4: REVIEW



<p>As this chapter comprises the end of the journal, the sidestep on pages 154-155 can be a great culminating reflection and activity.</p> <p>Have learners spend some silent, independent time reading back through their journal and considering all the different strategies and ideas they've learned.</p> <p>Provide opportunity for learners to share in pairs, groups, or with you about what parts of the journal are most important to embody in the future.</p> <p>Then, have them put all their thoughts into “One Big Thing.” Out of all the things they've learned, what is the One Big Thing they most want and will have the biggest influence on their lives?</p> <p>Have them complete the reflection on page 154.</p> <p>You may choose to deepen this reflection and have students create brief presentations on their One Big Thing. Provide structure and examples for their presentations. For example, presentations might include:</p> <ul style="list-style-type: none"> - Before this journal I was... - The One Big Thing I will change is... - I would like this change because... - My specific action steps for enacting that change... - The mentors and models who will help and inspire me are... - The quote that will motivate me is... (see page 155) <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Key Idea</p> <p>As an educator, you can also consider your One Big Thing for your learners. If you could help all your learners embody just one of the many concepts from this journal, which would it be? Would you like your learning context to be a place where students take ownership of their lives? Will dreaming big and discussing goals be your One Big Thing? Is fostering a growth mindset your One Big Thing?</p> <p>Whichever you choose, work diligently to infuse that big thing into your experiences with your learners – applying it beyond the times you work through this journal with learners.</p> <p>It can get overwhelming making all these big changes in our learners (and making all these changes as an individual), so give yourself and your learners permission to do at least One Big Thing to build a better life.</p> </div>	<p>p.154-155</p>
<p>Take time to plan a celebration of all the effort learners have made in applying this journal to their lives!</p>	

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