



# Lesson 1.1

## Module 1: Living with Purpose

Module EQ: Why does a purpose-driven life lead to a life filled with joy, high achievement, and healthy well being?

### Lesson 1: Why is living a purpose driven life important to me?

Lesson EQ: Why is a purpose driven life important to me?

**Overview:** Identifying a purpose is essential for a student's health, motivation, happiness, and academic performance. Students with a clear purpose have more grit and perseverance during the toughest setbacks, than their peers. In this lesson, students will explore the benefits of having a purpose and the consequences of not having a purpose by exploring its power in helping many Holocaust victims survive and by analyzing research from various studies on purpose. Through these experiences, students will conclude on their own that having a purpose driven life is essential to their well being and success in life.

#### Lesson Essential Questions:

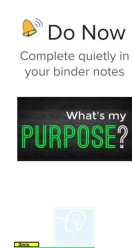
- Why is living a purpose driven life important to me?

**Time Frame:** One 45 minute period. (Lesson one of six in this module)

#### Objectives:

- Daily: Students will use evidence from Victor Frankl Holocaust story and a purpose gallery walk, in order to explain how purpose helped the holocaust survivors and how a purpose can improve their own lives.
- Long term: Students will identify their purpose after several exploratory experiences in order to develop a purpose statement indicating their passion/gift and how they will use it to make an impact in their community.

**Materials:** □ Speakers □ LCD Projector □ Purpose Gallery Walk Handout 1/student □ Purpose Gallery Walk Posters 5-10/class □ Whiteboards, whiteboard markers. Erasers, and cleaning spray (1 set per group of 4-5 students)



What is the toughest moment you've ever gone through and what kept you going?

#### Do Now: "My toughest moment": **Individual**

(Greet students as they enter the classroom and get started on the do now)

- Individually think and write:
  - What is the toughest moment you've ever gone through and what kept you going?



1 min  
T=1

1 min T=1

(1min Individual Write: "Good morning students, I'm so excited for our lesson today. Let's get started on our do now. Please be as honest as possible. You will have 1 minute to complete a response. We will come back to your response.)

#### Extension opportunity:

- Students do a pair share and the teacher hot calls students to share. Students give snaps for encouragement and if the situation resonates with them.
- If students are comfortable to share their moment, you can have them complete the [Resilient Learner Log](#) and post it on the wall. Students can decorate it, write motivational quotes on it, and essentially personalize it to show pride and appreciation of the moment.

#### Guidelines For Inclusive Communication

- Listen to understand instead of listening to respond
- Assume positive intent and take responsibility for misunderstandings
- Accept the speaker's viewpoint as true for their understanding.
- Practice "both/and" thinking: We can combine it
- Lean into discomfort. Give space, grace and be tough, candid and caring conversations.
- Seek to continually raise the bar for yourself, others and the communities you serve.

Which element do you want to commit to so that you bring out your best self today? Place your intention on a sticky note.

Share your intention with a partner who will be your accountability buddy for the day.

Any time you feel your partner is not following their chosen guideline, point to their sticky note.

Every time they are following the guideline, give them a thumbs up

#### Setting the Stage: Guidelines for Communication:

##### Teacher Setting Expectations

Because the topic today discusses the sensitive and tragic events of the Holocaust, it is important to review guidelines for communication and comportment. Our Guidelines for Communication help set the stage for a respectful, engaging, safe and inclusive experience.



3 min  
T=4

3 mins T=4

2min: "Due to the sensitive nature of this lesson in respects to discussing the Holocaust, it is important to set some expectations that allow for us to have a respectful and safe dialogue is so that we can learn as much as possible today. The following are some guidelines that can help us ensure that everyone's ideas are welcome and that everyone feels comfortable to share..."

Have a student read the guidelines for inclusive communication. After each, feel free to add any further explanations to help each bullet point be clearer.

"Both/And" Thinking: When having two seemingly contradictory/contentious ideas to address a tough issue, try both-and thinking rather than either-or. Rather than asking, "Which idea is better?" or "Which concept has the stronger arguments?", ask instead, "How can we do both things?" or "How can we combine *both* this concept *and* that concept?" A brand new solution may emerge. Both-and thinking is counter-intuitive from what we are used to, and takes practice.

1min: Set intention: "Which element do you want to commit to so that you bring out your best self today? Place your intention on a sticky note

somewhere we you will see it throughout the lesson. Share your intention with a partner who will be your accountability buddy. Any time you feel your partner might not be following their chosen guidelines, point to their sticky note. Every time they are following the guideline, give them a thumbs up."

**Engage: The Holocaust 1933-1945**



**WHAT DO YOU KNOW ABOUT THE HOLOCAUST?**

- 30sec Individual Think and Write
- 30sec Partner Discuss and be ready to share
  - Partner A: Shares *"I think the Holocaust was when..."*
  - Partner B: Compares Response: *"My response is similar/different in that..."*

COPYRIGHT © 2018 LEGACY MASTERY ACADEMY

## Accessing Prior Knowledge: What do you know about the Holocaust? *Individual->Partner*

Teacher shows Holocaust Images and students think, write, discuss and share whole class.

### WHAT DO YOU KNOW ABOUT THE HOLOCAUST?

- 30sec Individual Think and Write
- 30sec Partner Discuss and be ready to share
  - Partner A: Shares *"I think the Holocaust was when..."*
  - Partner B: Compares Response: *"My response is similar/different in that..."*



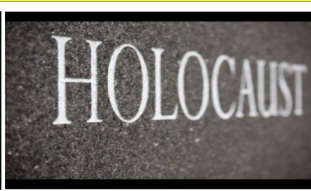
2min  
T=6

2 mins T=6

1min Individual Think and Write: "Now that we have reviewed our guidelines to ensure a respectful discussion, what do you know about the Holocaust? Use the following images to help you remember some information. Take 1 minute to individually think and write a response in your notebook..."

1min Partner Discuss: "Now you will discuss with your partner. Partner A will share their response, using the following response frame, "I think the Holocaust was when..." and Partner B will compare their response, using the frame, "My response is similar or different in that ..." Take 1 minute, 30 seconds per partner. And go!

**Watch Video**



Write down any new interesting information you learned that you didn't know before.

Share with your partner and add any new ideas to your notes.

Be ready to be "hot called!"

COPYRIGHT © 2018 LEGACY MASTERY ACADEMY

## Supporting Prior Knowledge: Holocaust Summary Video *Individual->Partner->Whole Class*

Write down any new interesting information you learned that you didn't know before.

Share with your partner and add to your response.

Be ready to be "Hot Called"



3 min  
T=9

3 mins T=9

- 30sec introduce video: "As we watch this video, write down any new information you learned that you didn't know before. Write this in your notebook. Be ready to share with a partner and be hot called later!"
- 1min 30sec video: Play video
- 30secs to share with a partner and add any new ideas to your notes
- 30sec: Hot call 2-3 students to share any new learnings.
- Teacher Note: Students might ask what is Roma (gypsies that lived in Rome)

**Surviving The Holocaust**

**Only 1/28 people survived the Holocaust.**

There was certainly luck and other factors involved, but what do you think many of the survivors had in common?

- Individually write your response in your binder notes (30sec): *"They survived because...(add up to 5 words max)"*
- Arrive to consensus with your partner and place your consensus response in your binder notes (30sec): *"They survived because...(add up to 5 words max)"*

Be ready to be hot called! (30sec)

COPYRIGHT © 2018 LEGACY MASTERY ACADEMY

## Engage: "Only 1/28 people survived the Holocaust. What do you think survivors had in common?" *Individual->Partner->Whole Class*

Holocaust Video

- Individually write your idea in your binder notes (30sec) *"They survived because...(add up to 5 words max)"*
- Arrive to consensus with your partner and place your consensus response in your binder notes (30sec) *"They survived because...(add up to 5 words max)"*









Be ready to be hot called (30sec)



2 min  
T=11

4 mins T=17

- 30sec to introduce video: "As you watch the video about Victor Frankl, jot down your responses to these questions in your notebook. What helped Victor Frankl and many others survive? What lesson did you take away that can help you in your life?"
- 3min to play video:
- 30sec for students to finalize responses. "Take 30 seconds to finalize your responses to these questions."
- 30sec students can volunteer to share their responses to the first question.


<div> <div>Module 1: Living With Purpose</div> <div>Module 1 Essential Question: "Why is a purpose driven life important to me?"</div> </div> <div> <div>Lesson 1: Why living a purpose driven life important?</div> </div> <div> <div>What are we going to learn in this course and how can that benefit you in life?</div> <div>             &gt; Individually write: (30sec)              &gt; Extension: Share with a partner (30sec)           </div> </div>	<div> <div>Lesson Intro and Essential Question:</div> <div>Today we will explore the following question: <b>Why is a purpose driven life important to me?</b> <i>Individual</i></div> <div>(Ask one or more students to read aloud the essential question. Students quietly identify why this topic is important to them)</div> </div>	<div>  <div>30sec T=11</div> </div>
<div> <div>30sec T=11min</div> <div>30sec: Have a student read the essential question. "_____, can you read the essential question for us? Thank you!" "Think about why this topic today is important for you. How will answering this question benefit you?"</div> <div>Extension Opportunity: Have students discuss with their partners why this topic is important to them.</div> </div>		
<div> <div>Viktor Frankl</div> <div> <div>As you watch the video, jot down:</div> <div>             &gt; What helped Victor Frankl and many others survive?              &gt; What lesson did you take away that can help you in your life?           </div> </div> <div>  </div> </div>	<div> <div>Viktor Frankl:</div> <div>As you watch the video, jot down:</div> <div>             &gt; What helped Victor Frankl and many others survive?              &gt; What lesson did you take away that can help you in your life?           </div> </div>	<div>  <div>  <div>5min T=16</div> </div> </div>
<div> <div>5min T=16min</div> <div>             &gt; 30sec to introduce video: "As you watch the video about Victor Frankl, jot down your responses to these questions in your notebook. What helped Victor Frankl and many others survive? What lesson did you take away that can help you in your life?"              &gt; 3min to play video:              &gt; 30sec for students to finalize responses. "Take 30 seconds to finalize your responses to these questions."              &gt; 30sec students can volunteer to share their responses to the first question.           </div> </div>		
<div> <div>The Power of Purpose</div> <div>             The posters along the walls teach us about the <b>power of having a purpose</b> and the <b>consequences of not having a purpose</b>.              Remember: Not knowing your purpose is quite common for many students and even adults, so don't worry if you're not sure yet!              You will circulate to all the posters around the room, discuss and write what you learned about "Purpose" in the <b>Purpose Gallery Walk Handout</b>. (2min/poster)              &gt; One student will read the poster out loud and provide an initial thought. "I think this might mean... Would anyone like to add?"              &gt; Others: Agree, disagree, extend, or pose a question: "I agree/respectfully disagree/would add/wonder..." (make sure everyone has a chance to speak)           </div> <div>  </div> </div>	<div> <div>Keystone Exploration: "The Power of Purpose Gallery Walk"-What does the research tell us Purpose? <i>Groups of 4 students</i></div> <div>The following posters along the walls teach us the scientific research behind about the <b>power of having a purpose</b> and the <b>consequences of not having a purpose</b>.</div> <div>You will circulate to all the posters around the room, discuss and write what you learned about "Purpose" in the <b>Purpose Gallery Walk Handout</b>. (2min/poster)</div> <div>             &gt; One student will read the poster out loud and provide an initial thought. "I think this might mean... Would anyone like to add?"              &gt; Others: Agree, disagree, extend, pose a question: "I agree/respectfully disagree/would add/wonder..." (make sure everyone has a chance to speak)           </div> </div>	<div>  <div>  <div>  <div>20 m T=36</div> </div> </div> </div>

20 mins **T=36**

### Recommended Best Practice:

- **1min to explain the instructions:** "Now it's time to learn more about purpose. Around the room you will see 6 posters and they will teach us about the power of having a purpose and the consequences of not having a purpose. Remember that knowing your purpose is quite common for many students and even adults, so don't worry if you're not sure yet! You will circulate to all the posters around the room, discuss, and write what you learned about purpose in the purpose gallery walk handout. In order to be successful, I want us all to follow these instructions: One student will read the poster out loud and provide an initial thought: I think this might mean... Would anyone like to add? Other team members will either agree, disagree, extend or pose a question with the following frames: I agree/respectfully disagree/would add/wonder... and let's make sure everyone has a chance to speak. One finished at each poster, we will rotate upwards. Students at poster 1 will move on to poster 2, students at poster 7 will move onto poster 8, and students from poster 10 will move to poster 1."
- **1min number off students:** Number the students off according to number of posters. There are 10 posters in total, but we recommend selecting 5-6 posters you feel are the most critical for students to learn about, perhaps 3 posters that discuss the benefits of purpose and 3 discussing the consequences of not having a purpose. (For example, if there are 10 posters, then students will number themselves from 1-10. If using all 10 posters, for a class of 30, there would be 3 students per poster. Remind them to remember their number.) Once they all have a specific number, have them start at the poster with their designated number.
- **30sec have students locate their assigned poster:** "Alright, I will give you 15 seconds to find your designated poster. Please take your gallery walk handout with you and your binder so you have something supporting your writing. Remember, poster 1 is here, poster 2 is here... etc. And go!"
- **16min for poster activity:** Have students use the suggested protocol on the slide. They will have 2min to read, discuss and write their responses in their handout. Once the timer sounds, they will rotate upwards. Feel free to narrate the time: "We have 30 seconds left" and narrate good behaviors: "I see Javier ensuring that everyone has had a chance to speak," "I appreciate everyone being courageous in sharing their personal experiences." Encourage students to bring in personal examples/experiences or other prior knowledge when discussing these powerful posters. After each 2min poster round, give students 10 seconds of transition time: "Ok now lets rotate upwards and I will start the 2 min timer again in 10 seconds... 9...8...7...etc"


**Teacher best practices:** Feel free to add more time if needed to poster rotations if necessary. Some have more reading than others. Students can pass on reading if they are not comfortable yet. Purposeful pairing of students to support each other's lexile levels if a great idea as well.



### Return to Seats

Let's leave our gallery wall group and return back to our seats now in the next **20 seconds**.

You will now be working in groups of 4 at your table for the next part of the activity



COPYRIGHT © 2018 LEGACY MASTERY ACADEMY

### Transition: Getting Back to Seats:

Let's leave our gallery wall group and return back to our seats now in the next 20 seconds.

You will now be working in groups of 4 at your table for the next part of the activity


(Transitions work best when the teacher counts down. Countdown 20 seconds so that students get back to their seats. They will now be working in groups of 4 for the remainder of the lesson)



1 min  
**T=37**

1min **T=37**

Transitions work best when the teacher counts down. Countdown 20 seconds so that students get back to their seats. They will now be working in groups of 4 for the remainder of the lesson

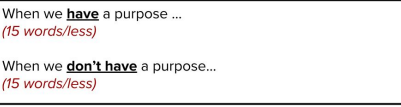


### Group Debrief

Take 20 seconds to set up your whiteboard as follows and answer the question as a group. Limit the response for each question to 15 words or less. One member from your team will be randomly selected to share!

When we **have** a purpose ...  
(15 words/less)

When we **don't have** a purpose...  
(15 words/less)



COPYRIGHT © 2018 LEGACY MASTERY ACADEMY

### Keystone Explanation: *What did we learn about purpose? In home groups of 4-5 students*

Take 20 seconds to set up your whiteboard as follows and answer the question as a group. Limit the response for each question to 15 words or less. One member from your team will be randomly selected to share!

When we **have** a purpose ...  
(15 words/less)







When we **don't have** a purpose...  
(15 words/less)



5 min  
**T=42**

5 mins **T=42**

- **30sec:** Take 20 seconds to select a scribe and setup your whiteboard as follows so we can answer the questions as a group. (Teacher counts down 20 seconds... "20...19... etc") Now you will answer these questions. Limit the response for each question to 15 words or less. One member from your team will be randomly selected to share! (one member from each group of 4 should be the scribe).
- **90sec:** Students write a group response for both questions
- **2min:** Teacher hot calls representatives from 4-5 different groups. Students should be adding anything new they didn't have to their notes/whiteboard. Students should check mark any similar responses they had to another group. Students should all be SANTing the speakers. The teacher can call on groups to add any different responses.

<div>  <h3>Learning Showcase</h3> <p>Complete the learning showcase questions in your binder notes or specified location. <a href="#">(Click for answers)</a></p> <p>The Holocaust is considered one of the hardest things people have ever gone through. Only <b>1/28</b> survived to talk about it. Write your response to the following exit questions in your <b>notebook</b>.</p> <ul style="list-style-type: none"> <li>➤ How did Victor Frankl find purpose during one of the most tragic times in history?</li> <li>➤ What did you learn about “purpose” that you will apply to your life?</li> </ul> </div>	<div> <h3>Evaluate: Learning Showcase: “How can I apply what I learned about purpose to my own life?” <i>Individually</i></h3> <p>The Holocaust is considered one of the hardest things people have ever gone through. Only <b>1/28</b> survived to talk about it. Write your response to the following exit questions in your <b>notebook</b>.</p> <ul style="list-style-type: none"> <li>➤ How did Victor Frankl find purpose during one of the most tragic times in history?</li> <li>➤ What did you learn about “purpose” that you will apply to your life?</li> </ul> </div>	<div>      <p>3 min <b>T=40</b></p> </div>
<div> <p><b>3 mins T=45</b></p> <p>3min student’s complete learning showcase in their notebook. “Now let’s show off what we learned today in our learning showcase.”</p> <p><b>Extension Opportunities:</b></p> <ul style="list-style-type: none"> <li>➤ You can have students share their responses with others</li> <li>➤ You can have students compare their responses to what they initially wrote on their consensus post-it.</li> </ul> </div>		
<div>  <h3>Stop Here</h3>  </div>		
<div>  <h3>Save Purpose Posters</h3> <p>Post the 6 posters around the class in a special place to serve as <b>mental reminders</b> of the power of purpose!</p> </div>		