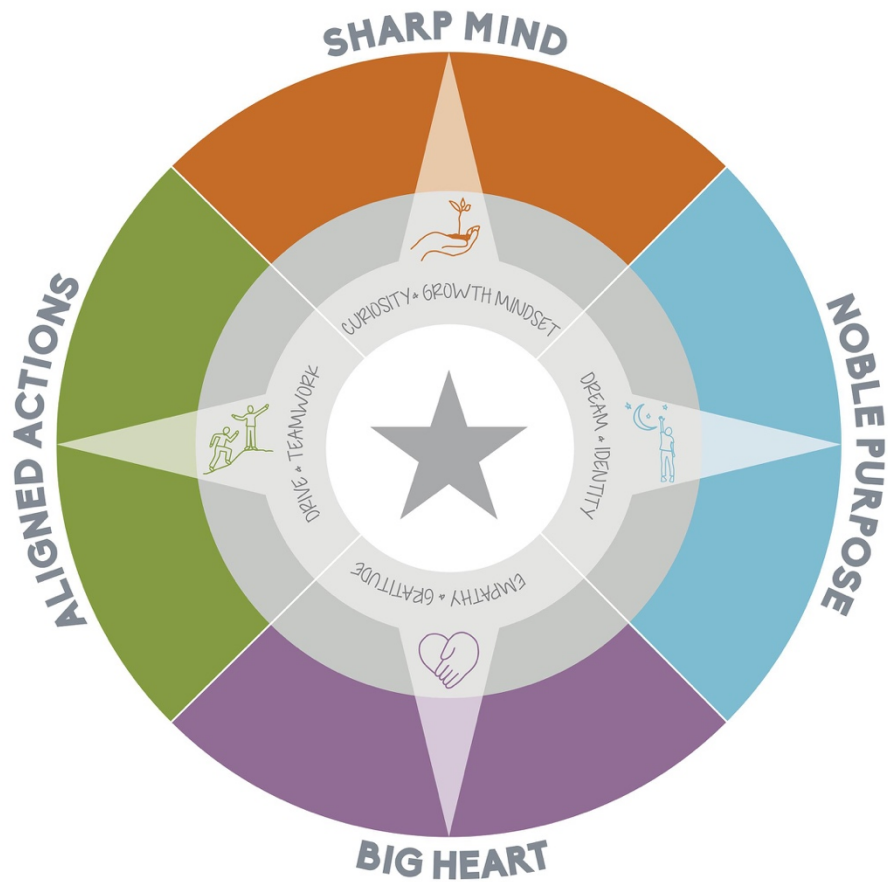


# Self-Directed Compass Work

## Commitment Phase



Name: \_\_\_\_\_





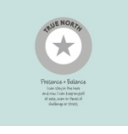
Start Date: \_\_\_\_\_

Grades 5-6



**Commitment Phase**  
**Scholar Tracking Sheet**



Compass	<p style="text-align: center;"><b>Playlist</b></p> <p style="text-align: center;"><i>The playlist includes all of your action items to complete this phase.</i> <b>Bolded</b> lessons = work or activities that happen in Circle.</p>	Badge Sticker
<p><b>Noble Purpose</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Lesson 1</u>: Read &amp; Reflect: Growing Up Multiracial in Seattle (pg. 4-7)</li> <li><input type="checkbox"/> <u>Lesson 2</u>: <b>Life Story 2.0: Identity Deck</b> (pg. 8-11)</li> <li><input type="checkbox"/> <u>Lesson 3</u>: Dream Team Prep (pg. 12-15)</li> </ul>	
<p><b>Aligned Actions</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Lesson 4</u>: Stories of Drive (pg. 18-33)</li> <li><input type="checkbox"/> <u>Lesson 5</u>: Recognize your Drive (pg. 34)</li> <li><input type="checkbox"/> <u>Lesson 6</u>: <b>Drive in action</b> (pg. 35-37)</li> <li><input type="checkbox"/> <u>Lesson 7</u>: Track your goal (pg. 38-39)</li> <li><input type="checkbox"/> <u>Lesson 8</u>: Living the Commitments (pg. 40-43)</li> </ul>	
<p><b>Big Heart</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Lesson 9</u>: <b>Limelight</b> (pg. 46-48)</li> <li><input type="checkbox"/> <u>Lesson 10</u>: Limelight reflection (pg. 49-52)</li> </ul>	
<p><b>Sharp Mind</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Lesson 11</u>: What is an Infographic? (pg. 55-58)</li> <li><input type="checkbox"/> <u>Lesson 12</u>: How do you create an Infographic? (pg. 59-62)</li> <li><input type="checkbox"/> <u>Lesson 13</u>: Diversity Snapshot (pg. 63-73)</li> <li><input type="checkbox"/> <u>Lesson 14</u>: <b>Design your Infographic</b> (pg. 74)</li> <li><input type="checkbox"/> <u>Lesson 15</u>: <b>Infographic Data Reflection</b> (pg. 75-76)</li> </ul>	
<p><b>True North</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Lesson 16</u>: True North Audio Playlist (pg. 79)</li> <li><input type="checkbox"/> <u>Lesson 17</u>: <b>Lead a True North in Circle</b> (pg. 80-81)</li> </ul>	

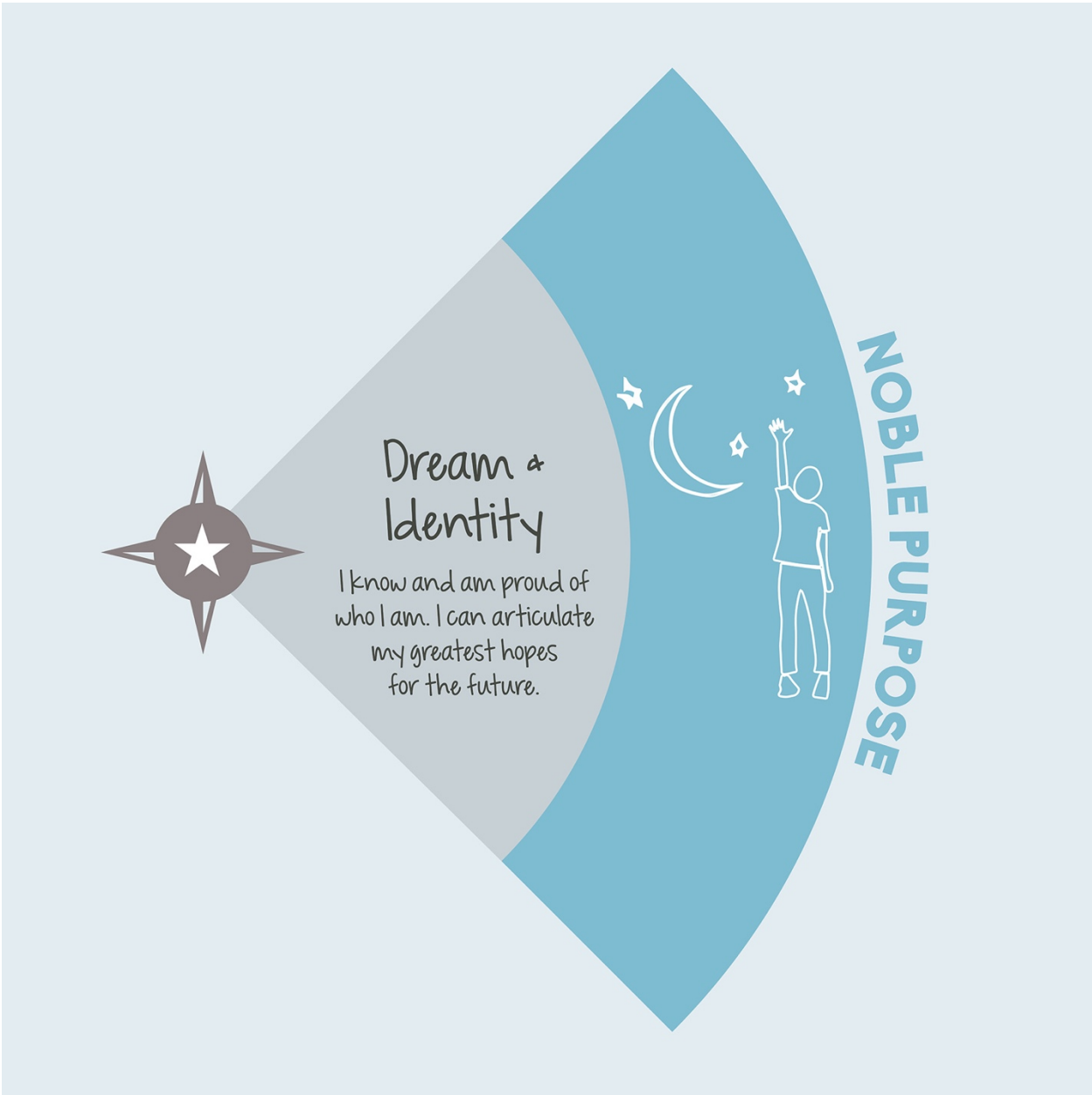


**COMMITMENT PHASE GRADUATION!**

Goal Coaches: Please sign below when the scholar has successfully completed **all** work for the Commitment phase **and** you have reviewed it.

**Goal Coach Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## Lesson 1: Read & Reflect: Growing Up Multiracial in Seattle



**Directions:** Read the article and respond to the questions that follow.

### **Growing Up Multiracial in Seattle**

By Seattle Times, adapted by Newsela staff on 08.29.16



The Pickett sisters - Mia (left) and Laila - participated in "Mixed Chix," a multiracial affinity group that meets monthly at Seattle Girls' School. Neither girl considers being mixed-race her primary identity, and they don't always bring it up. But they know it's a part of them. "I know that I am mixed inside," says Mia. Lindsey Wasson/The Seattle Times/TNS

In the United States, there are more mixed-race people—that is, people who come of two or more different races—than ever before. Seattle has one of the largest populations of mixed-race people. So what is it like for kids who come from mixed backgrounds?

#### **Douglas Smith, 15, The Overlake School**

Douglas' mother, Soojung Smith, is Korean, and his father is white.

Douglas says he appreciates his mixed background, but he does not consider it to be an important part of who he is.

Douglas says he feels more closely connected to white culture, or background, and to his white relatives. But that's because his Korean relatives live far away, and not all of them speak English.

"I've never really been in a place where it's thought about that much," he says.

#### **Aisha Marrakchi, 15, Roosevelt High School**

Aisha's appearance makes her feel different from other people.

"I don't fit in," she says. Aisha's mother was born in California, and has a Mexican background—her father was born in Morocco, in Africa.

“My parents told me that in the United States, I am considered ‘white.’ But I don’t feel white,” she says, pointing to her skin, her hair and her eyes.

She wonders when she meets new people: “Will they think I’m weird?”

That feeling of being different has gotten harder after events that have been in the news, she says, such as when Donald Trump speaks crudely about Mexicans. “Some people say he’s funny,” Aisha says. However, he is targeting her background and “I don’t think that’s funny,” she says.

### **Laila Pickett, 13, and Mia Pickett, 11, Seattle Girls' School**

Laila graduated from Seattle Girls' School last spring and her younger sister, Mia, is a seventh-grader this year. Their father is black, and their mother is half-black and half-white. Yet the family thinks of itself as black.

“If anybody asks me, I’ll just say I’m African-American,” Laila says. She doesn’t know much about her white relatives, and most of the family she grew up with is black.

But when people meet Laila, they are quick to say that she is “mixed.” She agrees with that title now, and she meets and talks regularly with other students at her school who also have a “mixed” background. They have formed a club and support each other.

Mia has skin that is darker than her sister’s. People often do not realize that Mia is mixed, too.

Several years ago, Laila made the decision to start checking multiple racial boxes on standardized tests, but that didn’t last long.

“I honestly felt weird doing it,” she recalls. “I didn’t know the reaction I would get out of it. I didn’t want people to think differently of me after the fact, so I just kept it on the down low.”

“I don’t want a piece of paper to say who I am.”

### **Malik Abdul-Haqq, 18, Cleveland High School**

Malik is really tall. It is confusing, he says, because his mom “is super tiny.”

Malik’s mother is Thai and Cambodian, and his father is black.

Malik says his appearance, his Muslim faith and his last name often confuse people, but he doesn’t mind explaining his mixed background to them.

Though Malik comes from two very different backgrounds, his family celebrates them both equally. His black relatives go to the Buddhist temple and his mother wears African inspired head wraps.

Malik feels comfortable in his own skin, but he knows he cannot control how strangers view him. “At the end of the day, I look black.”

Yet Malik doesn’t let trouble bother him. One time, when he was walking, a woman in a car rolled down her window and called him a cruel name he had never heard before.

"I just looked at her and laughed and kept walking," he says.

**Milena Haile, 14, Garfield High School**

Milena, who is in her second year of high school, used to say she was black because that's what people told her to say.

But Milena is Eritrean, and black, and her family is from Africa. However, her idea of being "black" is different from someone who is black and born in the United States. "I'm just African," she says. "I don't really consider myself American."

Milena sees her culture — the food she eats, the languages she speaks, the religion she practices — as far more important to her than skin color. People look at your race and believe they know everything about you, she says. "It's not like I want it to matter, but there's nothing I can do about it."

Milena isn't mixed, but she brings up a feeling that is common among young adults, no matter who you are. How you feel on the inside does not mean that friends, family, or strangers will see you the same way.

Whether behind closed doors or out in the open, each of us balances between how the world sees us, and how we see ourselves. And that has never changed.

Article retrieved from: <https://newsela.com/articles/seattle-multiracial-diversity/id/20977/>

**Directions:** Answer the two questions below about the article that you just read.

- 1.) The article that you just read includes information about people who come from different backgrounds. a.) What do their stories tell you about the complexity identity, or who they are? b.) Is identity something that is determined by just one part of them - or of you? Explain your answer in at least three complete sentences.

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2.) In the article it says, “Milena sees her culture — the food she eats, the languages she speaks, the religion she practices — as far more important to her than skin color. People look at your race and believe they know everything about you, she says.” What is the problem(s) with people looking at only skin color and believing that they know everything about a person? Explain your answer in at least three complete sentences.

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**✓ Friendly Reminder: Check-off “Lesson 1: Read & Reflect: Growing Up Multiracial in Seattle” on your playlist.**

## Lesson 2: Life Story 2.0- Identity Deck



**Goal:** The goal of creating your Identity Deck is to gain greater awareness of aspects of your identity - of who you are and to share this in a community of care within your Goal Team.

**Overview:** It is important to think about and express different parts of yourself throughout your life. The word *identity* refers to a person’s characteristics, or who they are. Your identity is unique to you and is something to be explored throughout your life. Interestingly, parts of your identity stay the same and parts change throughout your life. Something to remember is that your identity, or who you are, is made up of many different parts. At Achievement First we think about identity as being made up of many different *stories*. For instance your identity is made up of your gender, religion, values, skills, hopes for the future, and more. For this phase work you have the opportunity to explore multiple aspects, or parts of, your identity.

**Directions:** Now it’s time for you to explore your identity and create your Identity Deck. An ordinary deck of playing cards has 52 cards made up of aces through kings in four suits, or categories: hearts, spades, diamonds, and clubs. Your Identity Deck is also going to have different categories that will together communicate a lot about who you are - *your identity*. Use the chart below as your checklist to create your Identity Deck. It can be helpful to work with older siblings, friends, or adult(s) at home to ask questions as you make your Identity Deck. There may be cards that require you to think about parts of yourself you have not spent very much time thinking about before.

**Materials:** You can make your Identity Deck out of any materials that you would like and/or that you have available to you. You might consider using blank note cards, cardstock, or un-lined paper as the base of your cards.

**The size of your cards is up to you, but they must be at least 4 x 6 inches.**

Identity Deck: Step-by-Step Checklist
<p><b>Directions:</b> Your task is to make at least one card for each item in the step-by-step checklist below. If you see a number, for example “x3” next to an item, this means that you must make at least three cards for this item. Make sure to read the details of each category so that you complete all of the required parts. Have fun!</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Current Photograph or Sketch:</b> The first card of your Identity Deck should include:               <ul style="list-style-type: none"> <li><input type="checkbox"/> a current photograph or a sketch of you on the front</li> <li><input type="checkbox"/> the date, Compass Phase, and your name on the back</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>First &amp; Last Name:</b> Names are very meaningful and often have some history or story that may come with them. On this card include:               <ul style="list-style-type: none"> <li><input type="checkbox"/> your first and last name</li> <li><input type="checkbox"/> details about why your name was chosen, what it means, where it comes from, etc.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Birthplace:</b> On this card include information about the place where you were born. This should include 3 - 5 sentences describing:</li> </ul>



<ul style="list-style-type: none"> <li><input type="checkbox"/> a brief description of what it was like including your home and the surrounding area and how long you live(d) there</li> <li><input type="checkbox"/> the city, state, and country</li> <li><input type="checkbox"/> a photo, or sketch of the your home</li> <li><input type="checkbox"/> a positive memory you have of this home</li> </ul>
<p><input type="checkbox"/> <b>Where You Currently Live:</b> On this card include information about where you currently live. <i>Note: If this is the same as the place that you were living when you were born, then you do not need to complete this card.</i> If you live in a different place than you lived when you were born, make a card that describes your current home and include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a photo, or sketch of the your home and the city, state, and country on the front</li> <li><input type="checkbox"/> a brief description of what it is like and 2 -3 details about your neighborhood</li> <li><input type="checkbox"/> a positive memory you have of this home</li> </ul>
<p><input type="checkbox"/> <b>Language:</b> On this card include information about the language(s) that you speak. Make sure to include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> your primary language (the language that you were raised speaking, or the one that you know best)</li> <li><input type="checkbox"/> a favorite word or two in this language, what it means, and why this word(s) is special or important to you</li> <li><input type="checkbox"/> additional languages that you speak and your level of fluency/how well you believe you speak this language(s)</li> </ul>
<p><input type="checkbox"/> <b>Gender:</b> Gender refers to a person’s understanding of themselves as male or female. On this card include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> your gender</li> <li><input type="checkbox"/> details that you personally connect with being your gender</li> </ul> <p>* The details included on this card are going to be different for everyone. For instance, some people connect being a certain gender with culturally specific, gender clothing, roles or activities, and more. You might consider brainstorming for this card by filling in, "I am a girl/boy and so I ... " .</p>
<p><input type="checkbox"/> <b>Religion*:</b> Religion is an important part of some people’s lives. This card provides an opportunity to communicate some about your religion.</p> <p><i>* If you do not practice a religion(s) in your life you are not required to complete an identity card for this category.</i></p> <p>On this card include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If you have dominant, or major, religion(s) in your life</li> <li><input type="checkbox"/> a couple of major beliefs or guiding principles that have meaning to you and explain why they are important</li> <li><input type="checkbox"/> major traditions that are connected with religion - daily, monthly, or yearly traditions</li> </ul>
<p><input type="checkbox"/> <b>Important Mottos, Sayings, or Words of Wisdom (x2):</b> Some people have mottos, or phrases, that they believe are very important. Sometimes these have been passed down from generation to generation, sometimes they are from favorite books or movies, and sometimes they come from an important religion or cultural tradition. On this card(s) include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> sayings, phrases, or words of wisdom that are often said in your <i>family</i>, explain their meaning, and where they came from</li> <li><input type="checkbox"/> sayings, phrases, or words of wisdom that are often said between you and your <i>friends</i>, explain their meaning, and where they came from</li> </ul>

**Traditions (x2):** In many families there are traditions that happen daily, weekly, monthly, yearly, or even once every few years. Traditions are important ways of being together with people that you care about and who care about you. Traditions might include a trip that you take every so often, going out to eat at a special place for your birthday each year, reading at night with a special person, and more. On this card include:

- a description of a family tradition
- how often you do it
- why it is important to you and your family

\* If you included a tradition(s) on the religion card, make sure to include a different tradition on this card.

**Values (x3):** Personal values are what people believe to be important in their lives. Values show through actions and words. On each of these cards include:

- a value, or a group of related values
- one or more examples of how you have lived out this value in the past
- why you believe this value is important to you and to those who you interact with

**Important People & Relationships (x3):** In every person's life there are important people. These are the people who love you, support you, make you laugh, and sometimes even get on your nerves. On these three, or more, cards identify important people in your life and, on each of the cards, include:

- unique details about each person such as their name, your relationship to them, and how often you see them
- what makes each of these people special (Include at least three examples of what makes them special. Consider making connections to the Compass Habits. Are they curious? Determined? Courageous?)
- the gifts you have received from them - These are not gifts wrapped in wrapping paper, but gifts such as kindness, care and love, belief in you, and anything else you have learned from them about the world and about yourself.

**Hobbies, Preferred Activities, and Interests (x3):** When you are outside of school you might participate in sports, chess, art classes, etc. There may also be times when you are at home or at other places where you spend time where you participate in activities that you enjoy, such as drawing, writing poems, playing the guitar, etc. On each of these cards include:

- a brief description of the hobby, activity, or interest
- why this activity is a favorite of yours
- a connection to a Compass Habit (i.e., In what ways do you use, or tap into Compass Habits when doing each of these hobbies or activities?)

**Important Place(s):** In addition to where you live, you spend time in other important places. These other places might include your school, a place of worship, a sports field, and more. On this card include:

- a description of this place
- how often you spend time here
- details about a favorite spot within this place (e.g., What about this place makes it special? Is there a spot in this larger place that is important to you? Does it have to do with the people who you spend time with when you are there?, etc.)

- Skills, Strengths, & Abilities (x5):** Each person has unique, or special skills, strengths, and abilities. Skills, strengths, and abilities can include everything from being a strong reader to being a caring person and from being a great listener to being hardworking. As you brainstorm for these cards, think about what makes you a great friend, brother/sister, daughter/son, contributor to your family, team, etc. Then on each of your cards include:
  - a skill, strength, or ability that you are proud of
  - how you use this skill, strength, or ability in your life
  - where you think you learned this skill, strength, or ability and who else in your life has this skill

- Hopes, Dreams, & Wishes (x3):** Throughout life you will have different hopes, dreams, and wishes for your future. As you brainstorm for these cards you might answer the questions: “What do I want to do in the future?”, “What is something that I would like for my family in the future?”, and “If anything were possible, how do I envision my future?”. On each of your cards include:
  - a description of something that you wish for the future
  - why this hope, dream, or wish is important to you
  - something you are currently doing that you believe is encouraging you towards each hope, dream, or wish

- Wildcards (x2):** You made it all the way through this checklist! Now, create two cards that have not yet been made. These are the wildcards! They can be anything about yourself that you think is important and that you would like others to know. This might include: current struggles or challenges, questions about life, questions about who you are, something or someone that/who brings you great joy, or anything you would like to include.

**Before moving on, count your cards within your Identity Deck. If you have carefully followed the directions, you should have a total of 31 cards.**

**✓ Friendly Reminder: Check-off “Lesson 2: Life Story 2.0: Identity Deck” on your playlist.**

# Lesson 3: Dream Team Preparation



**Overview:** Now that you've explored a bit about the many pieces of your identity with Life Story 2.0 you will revise a select number of cards. You will share this work at your next Dream Team meeting so it is extra important that the final product represents your best work.

## Card # 1: My Spark

**Overview:** This section will build from two different card sets you created for the Identity Deck (the hobbies cards and strengths cards). In this next version you will push yourself to think about something bigger than an interest or a strength alone, something we call a **spark**. Sometimes it can be hard to identify our own spark so before you create your spark card you will interview some loved ones to gather their perspective.



A **spark** is a quality, skill, talent or commitment that gives our lives joy, energy and purpose.

**Directions:**

Use the interview questions below to ask your family or Dream Team members about your potential sparks. Take note of their responses here or on a separate sheet of paper.

Type <sup>1</sup>	Questions	Notes:
Curiosity Sparks	<p>What do you notice I am curious about?</p> <p>Are there any big questions or problems you notice me interested in solving?</p>	

<sup>1</sup> The various types of Sparks named here have been adapted from "The Good Life Project" by Jonathan Fields

<p><b>Fascination Sparks</b></p>	<p>What things do you notice that fascinate me?</p> <p>Is there a topic, thing or even a person that I have a deep interest in knowing more about?</p>	
<p><b>Immersion Sparks</b></p>	<p>Are there activities that you see me get lost in?</p> <p>Are there things I love to do where I lose track of time?</p>	
<p><b>Mastery Sparks</b></p>	<p>Is there something you notice I want to get really great at?</p>	

<b>Service Sparks</b>	Is there some person or community you notice I am compelled to help? (It doesn't have to be human; it could be an animal, a place, or even the planet)	
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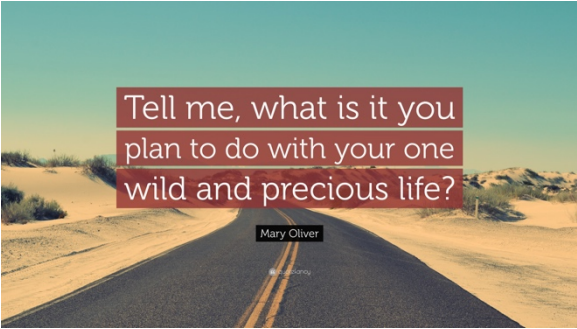
**Now create your Spark card!**

**Directions:** Using the ideas from your family interviews and your identity deck cards, create your Spark card. Your “Spark” card can be a piece of cardstock paper or an electronic card that you create in powerpoint or google slides. The card must include the following:

- A photo, image, or drawing to help your Dream Team visualize your Spark.
- An explanation of your Spark- what it is and why you believe it is your Spark.



## Card # 2: Life List Card



**Overview:** Next you will build from the Hopes, Dreams and Wishes cards you created for the Identity Deck. In this next version you will push yourself to think about what feels **most important** to you to accomplish in the future.

**Directions:** Using the ideas from your Identity Deck card, what are **the three most important** things you hope to accomplish in your lifetime? (examples: I want to be the first in my family to graduate from College, I hope to travel to another country and live there so that I can learn a new language)

- 1) \_\_\_\_\_  
\_\_\_\_\_
  
- 2) \_\_\_\_\_  
\_\_\_\_\_
  
- 3) \_\_\_\_\_  
\_\_\_\_\_



### Now create your Life List Card!


Your Life List card can be a piece of cardstock paper or an electronic card that you create in powerpoint or google slides. The card must include the following:

- Three specific things that are important for you to accomplish in your lifetime.
- An explanation of why these hopes are so important to you personally.
- A photo, image, or drawing to help your Dream Team visualize each of these hopes.

**✓ Friendly Reminder: Check-off “Lesson 3: Dream Team Prep” on your playlist.**

## Noble Purpose Mastery Markers

**Directions:** Before you share your phase work for this section in Circle, please meet with your Goal Coach to ensure all materials are top quality and ready to share with your community.

Mastery Marker	Date	Status	If revise, note specific feedback	Initials (Goal Coach & Scholar)
<b>Lesson 1</b> -Scholar can explain why skin color is not a sure way to understand the complexity of someone's identity, or who they are.		<input type="checkbox"/> Move Ahead  <input type="checkbox"/> Revise		
<b>Lesson 2</b> -Scholar can define or explain identity in his/her own words. -Scholar can identify 5 aspects of their identity. -Scholar has completed all identity deck cards and they are top quality.		<input type="checkbox"/> Move Ahead  <input type="checkbox"/> Revise		
 <b>Once your Goal Coach checks "Move Ahead" for all of the above, you are ready to share in Circle!</b>				
<b>Scholar shared identity deck cards in Circle.</b>		<input type="checkbox"/> Yes!  <input type="checkbox"/> Not yet		
Scholar has prepared top quality Spark & Life List cards for the next Dream Team meeting.		<input type="checkbox"/> Move Ahead  <input type="checkbox"/> Revise		

### Noble Purpose Complete

Once your Goal Coach has signed off on **all** mastery markers for this section you are ready to move to the next section! Be sure to get a sticker to add to the Noble Purpose section of your tracking sheet. Congratulations!



**Goal Coach Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

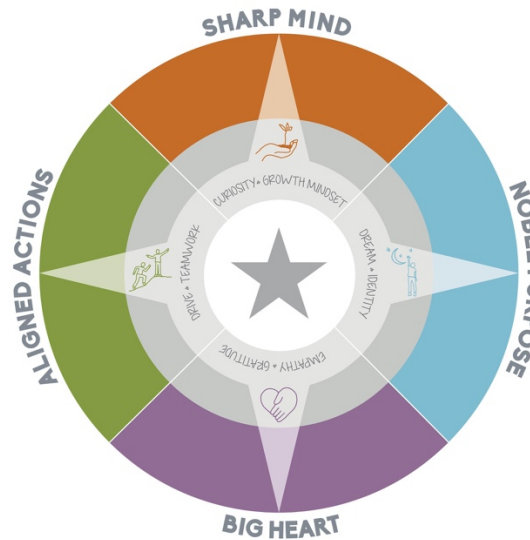




## Lesson 4: Stories of Drive



**Overview:** At Achievement First we think that the Compass Habit of Drive is very important to develop over time. We define drive as staying focused and motivated for periods of time towards a goal, even when staying focused and motivated is difficult. The habit of drive can be found on the Compass within the Aligned Actions Discipline (see below). At our school we believe that drive is necessary to learn, grow, and to bring your ideas and thoughts into the world. When you have drive you can see your goals and actions through to the end.



**Directions:** Before putting your own drive into action to learn the Commitments, explore some very determined humans in the articles of the next few pages. There are five articles available to read, which each communicate different situations that require a great deal of drive. Choose any three of the five to read and reflect on. The reflection questions can be found at the end of each article.

**P.S. RACE AHEAD!** If you are feeling inspired by the power of drive, of course feel free to read and/or reflect on all five articles.

## Stories of Drive: Article #1

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### No Legs, No Problem for Alabama Teenage Wrestler Who Went 37-0

By Washington Post, adapted by Newsela staff 03.03.16



Hasaan Hawthorne (right), from Pelham High School in Alabama, competes in the AHSAA State Wrestling Championships at the Von Braun Center in Huntsville, Alabama. Eric Schultz/AL.com

Hasaan Hawthorne (right), from Pelham High School in Alabama, competes in the AHSAA State Wrestling Championships at the Von Braun Center in Huntsville, Alabama. Eric Schultz/AL.com

Last Saturday, 18-year-old Hasaan Hawthorne beat each wrestler he competed against at a high school wrestling tournament in Huntsville, Alabama. On the mat, Hawthorne moved so quickly that his uniform was a blur of yellow and green. With a broad back and huge arms, Hawthorne pinned one opponent after another.

After the tournament, he stood atop the winner's podium. Hawthorne had a perfect 37-0 record, a state title and two stumps where his legs once had been.

#### **Fake Legs, Real Heart**

Hawthorne was born without tibias, the large, lower leg bones that allow humans to stand. His fibulas were without muscles or nerves. Fibulas are the two bones between the knee and ankle. When Hawthorne was just 4 months old, his parents were faced with a terrifying decision. Should they allow Hawthorne's useless legs and feet to grow or remove them at the knees? They chose amputation. Then, Hawthorne received the first in a long line of prosthetic, or fake, legs.

#### **"He Knows How To Get Up"**

At the advice of a doctor, Demond and Felecia Hawthorne let their son learn the hard way. They let him stumble through life on his own. If he tripped over a rock and fell at the park, they did not pick him up. "We're like, 'Nope. Leave him alone. He knows how to get up,'" Felecia Hawthorne told the news website AL.com.

In time, Hawthorne fell less. When he was 2 or 3 years old, Hawthorne ditched his walker, and started to walk around on his hands. He climbed out of his crib and began roughhousing with his father and babysitters.

He loved to wrestle every weekend with Duke Frison, a family friend and former babysitter. Hawthorne pretended that he was a colorful World Wrestling Entertainment (WWE) character. "He would always jump on me from 'The top rope', which was also the top of the couch," said Frison. Sometimes Hawthorne would hit his head or miss. Still, "he would start laughing and go right back to having fun," added Frison.

### **Crazy About Sports**

Despite his disability, Hawthorne was crazy about sports. When he was 5 years old, he convinced his parents to let him play baseball.

By age 11, he had turned his disability upside down.

"I think it's funner having prosthetics than real legs because you get to do more stuff," he said. "I don't like to see people sad, I like to cheer people up. I'm just like other people, just with different legs."

Hawthorne put up with nicknames like Robokid. Some kids spread rumors that he had lost his legs in a train accident.

### **Wrestling "Just Looked Cool"**

"We teach him that life is not fair and to ... trust in God," Demond said. "We don't want Hasaan to rely on us to take away the bad guys and make the bad stuff go away." Hawthorne started wrestling seriously in sixth grade.

"I said, 'Why can't I do it?'" Hawthorne told AL.com. "It just looked cool to me."

Wrestling allowed Hawthorne to be truly himself. He did not wear prosthetics. He wrestled on his amputated legs, or what he calls his "nubs." Hawthorne has experienced ups and downs during his time wrestling in high school. However, he ended 11th grade strongly, and finished third in the state for his weight class.

### **Most Valuable Wrestler**

Some people debate whether his disability is an advantage on the wrestling mat. Being legless gives him a low center of gravity. It also makes it harder for opponents to grab him. On the other hand, Hawthorne cannot arch his back to avoid being pinned by opponents.

Either way, there is no arguing with the result. This year he was named Alabama's Most Valuable Wrestler for his weight class of 145 pounds. Last Saturday he stood on his nubs on the awards podium. His head was just below his defeated opponents but he smiled big like an undefeated champion. His WWE dreams are not over yet. Hawthorne hopes to go to Nationals and continue to wrestle in college.

**Reflect:** Answer the two questions below about the article that you just read.

1.) What has Hawthorne's drive allowed him to accomplish in his life? Answer in two or more complete sentences.

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2.) How do you think the outcome might have been different if Hawthorne had not shown drive? Answer in two or more complete sentences.

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Article retrieved from: <https://newsela.com/articles/teenage-wrestler/id/15187/>

## Stories of Drive: Article #2

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### Blind High School Swimmer in Illinois Gets His Best Times At a State Meet

By Chicago Tribune, adapted by Newsela staff on 03.11.15



Highland Park's Alan Brint, who was born blind, prepares to swim the 100-yard freestyle for athletes with disabilities during the IHSA state meet on Feb. 28, 2015. Brian O'Mahoney / For the Chicago Tribune

HIGHLAND PARK, Ill. — Alan Brint has a clear vision of how he wants other people to see him. Brint was born blind, but he wants to be treated no differently than anyone else.

This attitude is especially clear at the swimming pool. There, Brint has spent the last four years training with and swimming against competitors with full vision.

Brint is in his fourth year at Highland Park High School in Highland Park, Illinois. At a recent boys state swimming competition, he competed in all four of the events for athletes with disabilities. He did not win any but he swam faster than he ever did before in all four. Swimmers keep track of their times for various races. Even if they don't win, they can be happy if they get their fastest time ever. They call this a personal best. He finished third in two races and fourth in two others. The four personal bests made the swim meet a good conclusion to his high school career.

#### Good Competition

"I would have liked to have gone a little faster, especially in the breaststroke," said Brint, who began swimming as a young child. "But you can't be too disappointed in setting" personal-best records.

"I like that I had good competition in every race," he said. "In all the races, there was someone who I barely beat or who barely beat me and that makes it worthwhile."

One of the reasons for Brint's success is that he treats swimming like he does everything else in his life. For him, getting better is the only option.

That has meant a lot of 4:45 a.m. wake-up calls. It also means working hard on the fine details of swimming. He practices swimming as straight as possible and learning when he's getting close to the wall.

### **Counting Strokes, Training Hard**

“He counts strokes, absolutely,” said Tim Sirois, his high school swim coach. “At a meet, we’ll tap him to let him know when to turn, when to finish.”

Brint had this year’s meet circled on his calendar since last summer. He has been training hard ever since.

“Last year I wasn’t the most motivated swimmer, but this year that all changed,” said Brint, He will study business next year at Beloit College in Wisconsin. Brint said he trained hard last summer. He went into the high school season in great shape.

Other people may be amazed at what Brint has accomplished. It comes as no surprise to those who know him.

“The thing with Alan is that he can swim so well,” said teammate Eddie Hochman. He has known Brint since sixth grade. “He’s always looking for more ways to challenge himself, and it’s important to him that people treat him the same as everyone else.”

### **One Of The Guys**

Brint does receive some assistance to ensure his safety. He holds a cane to help guide him around the pool at swim competition. At the state meet, one of the coaches helped him find his way around the unfamiliar area.

Before he started high school, he spent hours roaming the halls. He learned how to find his way around by counting his steps. He walks through the school’s maze of hallways without a second thought. At the pool, he is just one of the guys.

“I’ve been swimming for a long time and it gives me a lot of pleasure,” Brint said. “But the (friendship) with my teammates is the most important thing to me. I couldn’t appreciate my teammates more.”

### **Pushing To Get Better**

Brint’s swimming at the state meet seemed smooth. However, his journey has not been risk-free. One person who has been there every step of the way is Brint’s father, David.

“He’s learned an interesting balance between advocating for himself and being respectful as a good teammate,” David Brint said. “Something every child should learn how to do is push themselves to see how good they can be. He’s figured out ways to do that.” He added, “When a kid has a disability like Alan does and he finds ways around it, it’s pretty special. I’m really proud of him.”

**Reflect:** Answer the two questions below about the article that you just read.

1.) In what ways has Brint shown drive in his life? Answer in two or more complete sentences.

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2.) What is your opinion about the statement, “Something every child should learn how to do is push themselves to see how good they can be.”? Do you think that this is a true statement? Why or why not? Answer in three or more complete sentences.

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Article retrieved from: <https://newsela.com/articles/blind-swimmer/id/7843/>



## Stories of Drive: Article #3

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### Boxing's Old-School Rules, a Teen Girl Says, Must Catch Up With the Times

By Washington Post, adapted by Newsela staff on 12.18.15



Fifteen-year-old Amaiya Zafar is an amateur boxer and a devout Muslim. She's challenging international rules in order to compete in the ring wearing a hijab, a long-sleeved shirt and leggings. Photo: Caroline Yang/MPR News.

Amaiya Zafar is a young girl in Minnesota who found a sport she loves and wants to practice. Through the sport, she hopes to learn more about herself and test just how good she can become.

There are barriers standing in Amaiya's way. For one, the sport she fell in love with is amateur boxing. More importantly, she is a 15-year old Muslim girl who is as religious as she is dedicated. She wants to wear a hijab under her boxing helmet and uniform. A hijab is a head covering for Muslim women. Boxing rules do not allow Amaiya to wear a hijab in matches. Maybe, the 10th grader thinks, boxing rules should change with the times.

Amaiya said the rules are old fashioned. "I don't think there's anything wrong with getting them changed."

#### Boxing Love At First Sight

Amaiya fell hard for boxing two years ago when she saw the boxing ring at a gym. Her father, Mohammad Zafar, suggested that she take up fencing, a type of sword fighting, but that was not for Amaiya. "I'll box before I'll fence," she told him. That was that. He helped her to understand the sport by showing her videos and teaching her about amateur boxing. Finally, she stepped into a gym and then into the ring.

"Everyone was like, 'That's Amaiya. She's the small one,'" she said.

Amaiya's parents, meanwhile, became more and more supportive. "When she first trained, I came into this as a mom and a nurse," her mother, Sarah O'Keefe-Zafar, said. A dedicated Amaiya trained for a year before she even fought a practice match. Over that time, O'Keefe-Zafar said she "watched her go from a timid little girl to a confident young person."

The teen faced opposition from some boys who did not think a girl could box, but eventually they accepted her. "Now they're my team," she said.

### **The Hijab Is Always Present**

Rules about a hijab are not her only problem. She now stands 5 feet 1 inch tall and weighs 106 pounds. She is always, she says, "the small one" at the gym. There are not a lot of women who box to begin with, let alone those who are about the same height and weight. Boxers fight opponents who are about the same size. Opponents must also be within two years of one another. Then there is always the hijab. Removing it is not an option for a girl who cares deeply about her religion.

International boxing rules say that she cannot cover her arms or her legs below the knees. Amaiya would like to wear a long-sleeved shirt and leggings beneath her tank top and shorts. USA Boxing has asked for a decision on the matter from AIBA, the international boxing organization.

"We have 30,000 amateur boxers in the United States," said Michael Martino, who is in charge of USA Boxing. "So if you make allowances for one religious group, what if another comes in and says we have a different type of uniform we have to wear? You have to draw a line someplace."

Jaylani Hussein is in charge of Minnesota's Council on American-Islamic Relations. He said that USA Boxing made the right move in asking AIBA to decide. "You know, I think we are looking for an opportunity for this young girl to get a chance to do what all young teenagers" do, Hussein said. "The only difference is that she's a Muslim."

### **It's All Good In The Gym**

Amaiya is not the first athlete to fight to wear a hijab during sports. In 2014, FIFA, the world soccer organization, allowed players to wear religious head coverings during games.

Amaiya takes her training seriously. "If I'm in a bad mood, emotional or having a bad day," she said, her mother will tell her to go to the gym. In the meantime, Amaiya is teaching a boxing class at the gym on Saturday mornings. She has eight students who wear a hijab in the class.

**Reflect:** Answer the two questions below about the article that you just read.

1.) In what ways do you believe Amaiya has shown drive regarding boxing and remaining respectful of her Muslim culture? Answer in two or more complete sentences.

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2.) In light of the push back she has received, what do you think it says about Amaiya's character regarding drive that she, "is teaching a boxing class at the gym on Saturday mornings. She has eight students who wear a hijab in the class."? Answer in two or more complete sentences.

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Article retrieved from: <https://newsela.com/articles/hijab-boxing/id/13535/>

## Stories of Drive: Article #4

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### No Joke: Karate Grandma, 80, Teaches Kids How to Kick Butt

By Kansas City Star, adapted by Newsela staff on 04.07.15



Helen Dugan, owner of karate school Champs Achievers, shows a defensive move to 7-year-old Brayden Bond in Lenexa, Kansas, March 9, 2015. The 80-year-old grandmother is a third-degree black belt and teaches karate classes exclusively to people with special needs. Allison Long/Kansas City Star/TNS

Let other senior citizens take it easy. Despite gray hair, wrinkles and 17 great grandchildren, Helen Dugan is a third-degree black belt in American karate. Now 80, she can still snap off a spinning back kick and break boards with her feet.

“Want to know what my grandsons say about me?” she says as a smile sneaks across her face. “Well, you know how kids in school say, ‘My dad can beat up your dad?’ They say, ‘My grandma can beat up your dad!’” Laugh if you want, but this karate grandma is no joke.

#### Helping Kids With Special Needs

For 25 years, Dugan has used her karate skills to teach students often turned away by others. Her martial arts school is called Champs Achievers. It specializes in teaching people with special needs. About 20 of her 60 students are on the autism spectrum.

People on the autism spectrum have trouble communicating and using social skills. Other students have illnesses and issues from attention deficit disorder (ADD) to hearing and vision problems.

“Helen is an amazing woman,” said Angela Degnan, whose 3-year-old son, Aiden, began taking lessons in October. “She has dedicated her life to children with special needs. My son has special needs, and it’s been a wonderful experience for him.”

“I’m 35, and I can’t do a third of what she does,” said Serena Faith, whose 7-year-old son takes lessons from Dugan. “My goal in life is to be Helen when I get to be her age.”

Dugan began learning karate when she was about 47. She started taking lessons with her two sons. Her kids lasted four years, but she stuck with it.

She earned her black belt, the highest level, at the age of 61.

Karate strengthened her body and mind. It gave her the self-esteem she had lost in childhood. Dugan founded her own karate school in hopes of helping others do the same. You see, Dugan's students are not the only ones with a disability.

### **Turning Failure Into Triumph**

Growing up in Pennsylvania, Dugan failed many of her grade school classes. She was creative, but she could not do math and had problems remembering things. She struggled to learn and took longer than other kids to understand things.

It was not until Dugan was in high school that she realized she had a good brain. She just had to learn things in her own way. She worked hard to get into nursing school. After graduation, she got a job at a hospital and then married her husband, Barney. Dugan still struggles with "face blindness" — or prosopagnosia. This condition makes it difficult, if not impossible, for her to recognize faces, even of friends and family.

"It was very embarrassing to me to not know the kids," she said. Dugan overcomes this by taking pictures of her students, which she studies at home.

Dugan's first student was Michael Payne, who hurt his head and had balance and vision problems.

"Back then, there wasn't anybody doing this," said Michael's mom, Patti Payne. "It was Helen who thought about helping these people. Nobody taught her how to do it."

In time, the training improved Michael's balance, self-esteem and life.

"When you see a child get their first belt?" Dugan said. "When you see them get their first trophy? Remember, these are kids who don't get awards. They don't get trophies, and when you see the expression on their face when they get their first trophy, it's such a self esteem builder."

### **Praise From A Purple Belt**

In a recent class, a group of children lined up on a red-and-blue mat. Up above hung karate belts in 14 colors. There were white signs that read "self-discipline," "respect," "attitude," "cleanliness" and "honesty."

For the last 14 years, Dugan's only paid employee has been Steven Nagorski. He is a purple belt with Down syndrome, a condition he was born with.

"She's the best sensei in the whole universe," said Nagorski, who also teaches karate. Sensei means teacher in Japanese.

Karate and other martial arts can improve concentration and balance. They also build independence and self-esteem. As she heads into her 81st year, Dugan intends to help special needs kids as long as she can.

"Put me with the kids," she said. "They keep you young."

**Reflect:** Answer the two questions below about the article that you just read.

1.) In what ways does Dugan show drive in the face of her own challenges? Answer in two or more complete sentences.

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2.) What are the impacts of Dugan’s drive for herself and her students? Answer in two or more complete sentences.

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Article retrieved from: <https://newsela.com/articles/karate-80yo/id/8340/>

## Stories of Drive: Article #5

### Boston Runners Bounce Back From Last Year's Terrorist Attack

By Associated Press, adapted by Newsela staff on 04.22.14



Runners in the first wave of 9,000 cross the starting line of the 118th Boston Marathon Monday, April 21, 2014, in Hopkinton, Mass. AP Photo/Stephan Savoia

BOSTON — Nearly 36,000 runners hit the streets on Monday under heavy police protection. For many, the city's first marathon since last year's deadly bombing sent a powerful message: Boston bounces back.

An American won the men's race for the first time since 1983, adding more cheer to the day.

The 2014 marathon allowed runners who were unable to finish last year's race a chance to get to the finish line.

"I showed up, I'm back, and I am going to finish what I didn't finish last year," said Mary Cunningham, 50. Cunningham had been stopped a mile short of the finish line by the explosions on April 15, 2013.

The two homemade bombs that went off near the end of the 26.2-mile course killed three people and wounded more than 260. They turned the Boston marathon from a joyous athletic event into a nightmare of bloodied victims, smoke and broken glass.

#### Staying "Boston Strong"

This year, police were spread out in large numbers along the route. Helicopters circled above and bomb-sniffing dogs checked trash cans.

A total of 35,755 athletes were registered to run the marathon, the second-largest number in its history. Many of those runners came to show support for the city and its most famous sporting event. "Boston Strong" — the unofficial rallying phrase adopted after the terrorist attack — was everywhere.

"I think I'm going to start crying at the starting line," said Katie O'Donnell, a doctor at Children's Hospital. O'Donnell was stopped less than a mile from the end last year. "I'm not sure I'll stop until I cross the finish line."

There was a moment of silence at the finish line at 2:49 p.m., the time the bombs went off. It was followed by some of the loudest cheers of the day.

Joe Ebert was cheering on his son-in-law near the spot in downtown Boston where the bombs went off. He was there last year, too.

"Just wanted to let them know that they can't beat us down. I think it makes us all stronger when something like that happens," he said.

Jeff Bauman was one of the onlookers at the finish line. Bauman lost his legs in the bombing. It was the first time he had returned to the area since the attack.

### **Memories Of Last Year**

"It feels great" to be back, he said. "I feel very safe."

Sabrina Dello Russo, 38, was running her first marathon for a good friend. That friend, Roseann Sdoia, lost her right leg in the bombing.

"Every run I do, she is in the back of my head, and she will be keeping me going today," Dello Russo said.

According to Gov. Deval Patrick, no threats had been made against the race or the city. Still, onlookers at the 118th running of the world's oldest annual marathon had to go through tight checkpoints before being allowed near the starting and finish lines.

Police along the route examined backpacks, particularly outside subway station exits. And more than 100 cameras were installed along the course.

Runner Scott Weisberg, 44, said he had trouble sleeping the night before.

"I can't stop worrying about it happening again. I know the chances are slim to none, but I can't help having a nervous pit in my stomach," Weisberg said.

In the end, the marathon went off without a hitch.

### **Winning Racers**

Kenya's Rita Jeptoo won the women's race. She ran a course-record 2 hours, 18 minutes, 57 seconds. Jeptoo won last year as well, but was unable to enjoy her victory.

"It was very difficult to be happy. People were injured and children died," she had said of last year's marathon. "If I'm going to win again, I hope I can be happier and to show people, like I was supposed to last year."



American Meb Keflizighi won the men's title in 2 hours, 8 minutes, 37 seconds.

Keflizighi had the names of last year's victims written in black marker on the corners of his race bib.

On Twitter, President Barack Obama praised Keflizighi and Shalane Flanagan, the top American finisher among the women. He congratulated the two "for making America proud!" "All of today's runners showed the world the meaning of #BostonStrong," Obama wrote.

Dzhokhar Tsarnaev, 20, is awaiting trial in the attack. He and his older brother are accused of the bombing. Tamerlan Tsarnaev, 26, died in a shootout with police days after the bombings.

**Reflect:** Answer the two questions below about the article that you just read.

1.) In what ways did the Boston marathon runners show a sense of drive in returning to the race the next year following the bombing? Answer in two or more complete sentences.

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2.) Why do you think this sense of drive was helpful to them for this marathon? Answer in two or more complete sentences.

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Article retrieved from:<https://newsela.com/articles/boston-marathon/id/3576/>

**✓ Friendly Reminder: Check-off “Lesson 4: Stories of Drive” on your playlist.**

# Lesson 5: Recognize Your Drive



**Overview:** During your time at Achievement First you will have multiple opportunities to notice and develop your drive, or your ability to stay focused on a goal even when it is challenging. When you are working on building a habit, such as drive, it can be helpful to realize that you have already developed this habit - or put this habit into action - in other situations in the past. That is, it is important to realize that you aren't starting from scratch! The purpose of this activity is for you to see how your drive has paid off in many different ways in your life.

**Directions:** In the table below, fill in the blanks for the statement, *When I* \_\_\_\_, *the outcome, or what happened, was* \_\_\_\_. Think of examples from different parts of your life - school, hobbies, sports, etc.

- **Example:** *When I* practiced the guitar chords I was learning for 1 month, *the outcome, or what happened, was* I was able to remember them for the song I was learning and didn't have to look at my chords cheat sheet.

<b>School</b>
<p><i>When I</i> _____,</p> <p><i>the outcome, or what happened, was</i> _____.</p>
<b>Outside of School [hobbies, sports, etc.]</b>
<p><i>When I</i> _____,</p> <p><i>the outcome, or what happened, was</i> _____.</p>
<b>Outside of School [hobbies, sports, etc.]</b>
<p><i>When I</i> _____,</p> <p><i>the outcome, or what happened, was</i> _____.</p>

✓ **Friendly Reminder: Check-off “Lesson 5: Recognize Your Drive” on your playlist.**

## Lesson 6: Drive in Action- The Commitments

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**Goal:** Your goal is to show drive as you learn and live out the Commitments.

**Directions:** Your task is to memorize the Commitments and present them *from memory* to your Goal Team. To learn the Commitments you must create a flip chart and choose an additional practice strategy of your choice from the list below. For your additional practice strategy, you can also come up with another way to practice the commitments that is not shown on this list. Use the chart in Lesson 7 to track your progress. Good luck!

**Practice Strategies:** Below is a list of practice strategies to use for **deep practice** towards your **stretch goal** of learning the Commitments.

- Create a Flip Chart \*required\*:** This is a practice strategy that you may have used when learning new vocabulary, math facts, or for other purposes. It is a great way to learn new information. See the directions and materials on the next page.
- Make Keyword or Symbol Flashcards:** For this practice strategy create one flashcard for each commitment. On one side you can write a keyword for each commitment and/or draw a symbol that represents that commitment. On the other side of the flashcard write out the entire commitment.
- Use Your Whole Body:** Some people learn more easily when they move-and-groove. Another way to practice the commitments is to create a body movement for each one. While doing the body movement you say the commitment. For instance, you might walk across the room and say, "I commit to doing what I say I will do" Or, you might touch flex a muscle and say, "I commit to showing up with Courage"
- Challenge: Write a Poem or Song:** Some people like creating poems or songs to help them learn new information. You may have learned songs to memorize state capitals for instance in the past. If you are up for the challenge you might consider creating a song or a poem that includes all of the Commitments and memorizing it.
- Other:** You are also welcome to come up with a different, creative practice strategy.

## Commitments Flip Chart [\*required\*]

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**Materials:** a sheet of paper (lined or un-lined), tape or glue, scissors, and a writing utensil such as a pen or a pencil

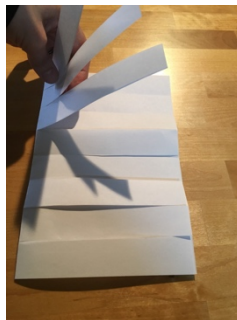
- 1.) Take your 8.5 x 11 in. sheet of paper and fold it in half, bringing the 8.5 in. sides of the paper together. Your paper should look like this:



- 2.) Fold the paper in half three more times moving in the vertical direction (up and down), by bringing the top of the paper to the bottom or the bottom of the paper to the top (instead of folding from the left to the right or the right to the left). After folding the paper in halves three more times, your paper should have *eight separate sections* and look like this:



- 3.) Cut along each  $\frac{1}{8}$  section of your paper, from the outer edge to the inner seam where your paper is folded. That requires cutting from right to left on the paper shown in the picture above. However, *only cut the top layer of paper*, leaving the underside intact, or not cut. Your paper should look like this:



- 4.) Draw a small image, or icon, that will help you remember each of the Commitments. It should now look like this:



5.) Using your pen or pencil, open each flap one-by-one and write in the commitment that matches each icon you created. After you write each commitment, your flip chart should look like this:



**Use your flipchart to study the Commitments. Use it throughout your practice sessions and make sure to use it at the end of your practice session to determine which of the commitments you have memorized.**

**Directions:** Now you are ready to use your flip chart! To use your flip chart look at one icon, or symbol, and do your best to remember the commitment that goes with it. Say the commitment to the best of your ability out loud. Once you have given it your best shot, flip to the spot under the symbol where you have written the commitment to check your answer. If you got it correct, great. If not, make sure to read the commitment to yourself again and review the symbol. Keep on moving through the commitment symbols and statements in this way until you become more and more familiar. It can be helpful to have someone quiz you using your flip chart too. Remember that you have at least two other practice strategies to use to learn the Commitments too!

✓ **Friendly Reminder: Check-off “Lesson 6: Drive in Action” on your playlist.**

# Lesson 7: Track Your Goal



**Directions:** Use the tracker on the next page to track your progress in learning the commitments. Once you have a smiley face for all 8 commitments three days in a row you will know that you are ready to present the commitments to your Goal Team in Circle. Use your flip chart to determine whether you have memorized each commitment each day. **If possible, have someone else quiz you using your flip chart. This makes it easier to check whether you have said each Commitment correctly.** Then mark your progress below.

**Example:** Here is how you would track your stretch goal on two separate days.

☺ ≡ Got it!      ✖ ≡ Still working on this commitment

<b>Day 5</b>								
<b>Day 4</b>								
<b>Day 3</b>								
<b>Day 2</b>	☺	✖	✖	☺	✖	☺	✖	✖
<b>Day 1</b>	☺	✖	✖	☺	✖	✖	✖	✖
	I commit to keeping myself and others safe.	I commit to striving for excellence	I commit to rowing together as a team.	I commit to having a growth mindset.	I commit to honoring diversity of perspective and experience	I commit to speaking to the person, not about the person.	I commit to showing up with courage.	I commit to doing what I say I will do.

Note: From this tracker you can see that on Day #1 this person knew two out of the eight Commitments and that on Day #2 this person learned an additional commitment and showed mastery on three of the commitments.

**Use the tracker on the next page to track your progress.**

# Commitments Stretch Goal Tracker

Start Date: \_\_\_\_\_

Key



Got it!



Still working on this commitment

Day 20								
Day 19								
Day 18								
Day 17								
Day 16								
Day 15								
Day 14								
Day 13								
Day 12								
Day 11								
Day 10								
Day 9								
Day 8								
Day 7								
Day 6								
Day 5								
Day 4								
Day 3								
Day 2								
Day 1								
	I commit to keeping myself and others safe.	I commit to striving for excellence	I commit to rowing together as a team.	I commit to having a growth mindset.	I commit to honoring diversity of perspective and experience	I commit to speaking to the person, not about the person.	I commit to showing up with courage.	I commit to doing what I say I will do.

**✓ Friendly Reminder: Check-off “Lesson 7: Track you goals” on your playlist.**

# Lesson 8: Living the Commitments



**Overview:** Now that you have learned all of the Commitments, it is time to live them in real-time. You will set a goal for something that requires you to live out each Commitment for a day.

**Directions:** For each of the eight Commitments below, set a goal to live each one out for one day. Live out each goal on a separate day.

**Example:** Below is an example.

**5. I commit to honoring diversity of perspective and experience.**

**Goal:** I will ask three other scholars about their opinions on having to wear uniforms to school.

**Did you achieve your goal or live out your action?** [Circle one.]

YES -- NO -- SORT OF

**If you achieved your goal, what supported your success?** I achieved my goal because I wrote out three post it notes to give to three scholars that said, "Do you agree with having to wear AF school uniforms?". I handed them to them and explained that I was working on this for phase work.

**If you did not achieve your goal, what got in your way?** Not applicable.

<b>The Commitments</b>	
<b>1. I commit to keeping myself and others safe.</b>	
<b>Goal:</b> _____	
<b>Did you achieve your goal?</b> [Circle one.]	YES -- NO -- SORT OF
<b>If you achieved your goal, what supported your success?</b> _____	



If you did not achieve your goal, what got in your way? \_\_\_\_\_

**2. I commit to striving for excellence.**

Goal: \_\_\_\_\_

Did you achieve your goal? [Circle one.]      YES -- NO -- SORT OF

If you achieved your goal, what supported your success? \_\_\_\_\_

If you did not achieve your goal, what got in your way? \_\_\_\_\_

**3. I commit to rowing together as a team.**

Goal: \_\_\_\_\_

Did you achieve your goal? [Circle one.]      YES -- NO -- SORT OF

If you achieved your goal, what supported your success? \_\_\_\_\_

If you did not achieve your goal, what got in your way? \_\_\_\_\_

**4. I commit to having a growth mindset.**

Goal: \_\_\_\_\_

**Did you achieve your goal?** [Circle one.]      YES -- NO -- SORT OF

**If you achieved your goal, what supported your success?** \_\_\_\_\_

**If you did not achieve your goal, what got in your way?** \_\_\_\_\_

**5. I commit to honoring diversity of perspective and experience.**

**Goal:** \_\_\_\_\_

**Did you achieve your goal?** [Circle one.]      YES -- NO -- SORT OF

**If you achieved your goal, what supported your success?** \_\_\_\_\_

**If you did not achieve your goal, what got in your way?** \_\_\_\_\_

**6. I commit to speaking to the person, not about the person.**

**Goal:** \_\_\_\_\_

**Did you achieve your goal?** [Circle one.]      YES -- NO -- SORT OF

**If you achieved your goal, what supported your success?** \_\_\_\_\_

**If you did not achieve your goal, what got in your way?** \_\_\_\_\_

**7. I commit to showing up with courage.**

Goal: \_\_\_\_\_

Did you achieve your goal? [Circle one.]      YES -- NO -- SORT OF

If you achieved your goal, what supported your success? \_\_\_\_\_

If you did not achieve your goal, what got in your way? \_\_\_\_\_

**8. I commit to doing what I say I will do.**

Goal: \_\_\_\_\_

Did you achieve your goal? [Circle one.]      YES -- NO -- SORT OF

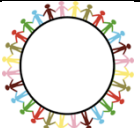
If you achieved your goal, what supported your success? \_\_\_\_\_

If you did not achieve your goal, what got in your way? \_\_\_\_\_

**✓ Friendly Reminder: Check-off “Lesson 8: Living the Commitments” on your playlist.**

## Aligned Actions Mastery Markers

**Directions:** Before you share your phase work for this section in Circle, please meet with your Goal Coach to ensure all materials are top quality and ready to share with your community.

Mastery Marker	Date	Status	If revise, note specific feedback	Initials <i>(Goal Coach &amp; Scholar)</i>
<b>Lessons 4-6</b> -From memory, scholar can define Drive in their own words. -Scholar can identify two examples of times in the past when his/her drive had a direct, and positive, impact on an outcome.		<input type="checkbox"/> <b>Move Ahead</b>  <input type="checkbox"/> <b>Revise</b>		
<b>Lessons 7-8</b> -Scholar can provide an example of how they used practice strategies to memorize the Commitments. -Scholar can explain the benefit of tracking his/her growth over time to memorize the Commitments.		<input type="checkbox"/> <b>Move Ahead</b>  <input type="checkbox"/> <b>Revise</b>		
 <b>Once your Goal Coach checks “Move Ahead” for all of the above, you are ready to share in Circle!</b>				
<b>Circle!</b> Scholar successfully shared 100% of the Commitments in Circle.		<input type="checkbox"/> <b>Yes!</b>  <input type="checkbox"/> <b>Not yet</b>		

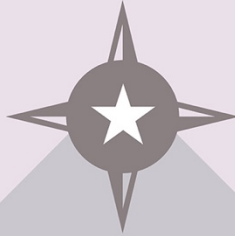
### Aligned Actions Complete

Once your Goal Coach has signed off on **all** mastery markers for this section you are ready to move to the next section! Be sure to get a sticker to add to the Aligned Actions section of your tracking sheet. Congratulations!



Goal Coach Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Empathy & Gratitude

I care about the feelings and perspectives of others. I notice the good in life and say thank you through my words and actions.



**BIG HEART**

# Lesson 9: Limelight



**Goal:** The goal of Limelight is to receive Appreciations for your actions from each member of your Goal Team as well as from your Goal Coach and to become more aware of your personal values through these Appreciations.

**Overview:** For Limelight you will stand in the center of the Circle and your Goal Team and Goal Coach will stand surrounding you. One-by-one other scholars and your Goal Coach will come to the center of the Circle to share an Appreciation. While you actively listen, your Goal Coach will write down the Appreciations that are shared. You will then be able to return to them for reflection after the Circle Exercise.



**Fun Fact:** Are you curious about why this Circle Exercise is called Limelight? The term Limelight refers to a bright white light that is created when a flame and limestone come in contact with one another. This type of bright light was discovered and then used in the 1800s before electricity was used. Theaters used limelight to put spotlights on actors and scientists working outdoors at night in the mountains used it to illuminate their work. This Circle Exercise is meant to put you in the “limelight”, or the spotlight, to receive gratitude from your Goal Team.

**Directions:** Now is your time to shine in the limelight. Present this sheet to your Goal Coach so that he/she can write down all of the Appreciations that you receive.

Scholar	Appreciation


<b>Scholar</b>	<b>Appreciation</b>


Scholar	Appreciation

**✓ Friendly Reminder: Check-off “Lesson 9: Limelight” on your playlist.**



# Lesson 10: Limelight Reflection



**Overview:** Cheers to showing courage as you stood in the limelight! It is important that you take some time to really soak in the Appreciations you received and reflect on them - That can be tough to do during Circle. When you reflect on Appreciations you are able to uncover some your featured, or well-known, personal values and some of your un-featured, or less well-known personal values. You can learn a lot about yourself from what others in your Goal Team shared. In fact, through your reflection, you may find out that they helped you to see yourself, and your values, in ways that you have not seen yourself before or in ways that you may not think about very often.

**Directions:** Follow the directions below to complete your Limelight reflection.

- 1.) **Choose Appreciations.** Review all of the Appreciations you received during Limelight. Choose 5 that stand out to you and put a checkmark next to these Appreciations. Then, in the charts on pages 7 -9, rewrite each of these 5 Appreciations.
- 2.) **Connect to values.** Think about what value(s) scholars shed light on when they shared their Appreciations. Where it says “Personal Values” write down the values you think were illuminated, or shared in each Appreciation. Make sure to include at least two values.
- 3.) **Identify awareness of your values.** Use the scale to note how aware you are of the values that you identified. “1” means “I didn’t realize this was a personal value of mine”. “3” means “I was somewhat aware that this was a personal value”. “5” means “I was already aware that this is a personal value of mine”. Circle the number that best describes your level of awareness of this personal value.

**Example:** Here is an example of an Appreciation and connected personal values.

**Appreciation:** I appreciate you for stopping the four square game when I tripped a few days ago. When you stopped the game I felt like you really cared about me as a friend. Thanks for looking out for me.

**Personal Values:** From this Appreciation I can see that I value friendship, safety over competition or winning, and being caring to others.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I didn’t realize this was a personal value of mine.	I was somewhat aware that this was a personal value.		I was already aware that this	Was a personal value of mine.

**Appreciation #1:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Personal Values:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**1**  
I didn't realize this was  
a personal value of mine.

**2**                      **3**  
I was somewhat aware  
that this was a personal value.

**4**                      **5**  
I was already aware that this  
Was a personal value of mine.

**Appreciation #2:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Personal Values:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**1**  
I didn't realize this was  
a personal value of mine.

**2**                      **3**  
I was somewhat aware  
that this was a personal value.

**4**                      **5**  
I was already aware that this  
Was a personal value of mine.

**Appreciation #3:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Personal Values:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**1**

I didn't realize this was a personal value of mine.

**2**

I was somewhat aware that this was a personal value.

**3**

**4**

I was already aware that this Was a personal value of mine.

**5**

**Appreciation #4:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Personal Values:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**1**

I didn't realize this was a personal value of mine.

**2**

I was somewhat aware that this was a personal value.

**3**

**4**

I was already aware that this Was a personal value of mine.

**5**

**Appreciation #5:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Personal Values:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**1**

I didn't realize this was a personal value of mine.

**2**

I was somewhat aware that this was a personal value.

**3**

**4**

I was already aware that this Was a personal value of mine.

**5**

1) What do you think are the benefits of receiving Appreciations from other scholars in your Goal Team? Explain your answer by including at least two specific reasons.

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2) Why do you think it is important to notice personal values that you may have forgotten or that you were only somewhat aware of? Explain your answer by including at least two specific reasons.

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3) What one or two Appreciations were shared today would have made a trusted adult(s) in your life proud? Why? Explain your answer in at least three complete sentences.

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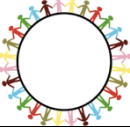
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**✓ Friendly Reminder: Check-off “Lesson 10: Limelight Reflection” on your playlist.**

## Big Heart Mastery Markers

**Directions:** Meet with your Goal Coach once you've completed all Big Heart lessons for this phase so they can sign off and support you in moving to the next section.

Mastery Marker	Date	Status	If revise, note specific feedback	Initials (Goal Coach & Scholar)
<p><b>Scholar completed the in Circle "Limelight" exercise</b></p> 		<input type="checkbox"/> <b>Yes!</b>  <input type="checkbox"/> <b>Not yet</b>		
<p><b>Lesson 9</b></p> <p>From memory, scholar can identify 2 - 4 personal values that were shared through Appreciations.            -For at least one of the values the scholar can also restate the Appreciation.</p>		<input type="checkbox"/> <b>Move Ahead</b>  <input type="checkbox"/> <b>Revise</b>		

### Big Heart Complete

Once your Goal Coach has signed off on **all** mastery markers for this section you are ready to move to the next section! Be sure to get a sticker to add to the Big Heart section of your tracking sheet. Congratulations!



**Goal Coach Signature:** \_\_\_\_\_

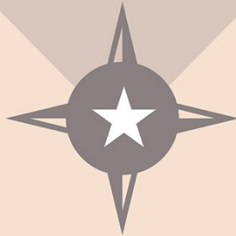
**Date:** \_\_\_\_\_

# SHARP MIND



## Curiosity & Growth Mindset

I approach life as an explorer, constantly asking questions and learning new things. I believe I can grow my own intelligence.



# Lesson 11: What Is An Infographic?



**Overview:** When you look at the word infographic you can see that it has two main parts - “info” and “graphic”. “Info” is short for, or an abbreviated version of the word information. “Graphic” means something having to do with pictures. When we put “info” and “graphic” together then we come to a word that means *information through pictures*.

**In - fo - graph - ic** <noun> a set of visual images, symbols, drawings, pictures, and words used to communicate information or to tell a story

You are looking at one! Infographics are a fun and quick way to learn about a topic without a ton of heavy reading. There are many different styles of infographics and data visualizations, but the ultimate goal for all infographics is to be shared. Learn what makes a great infographic, why they are useful for everyone, some tips to create a viral infographic and the numbers to back it all up.

### AN INFOGRAPHIC IS:

- A data-rich visualization of a story or thesis
- A tool to educate and inform
- A way to build brand awareness and inbound links at half the cost of standard online marketing campaigns

visual from [here](#)

**Directions:** Explore some example infographics on the next few pages. Answer the questions that follow each infographic.

Some infographics are used to **communicate percentages, or amounts, of people who share a certain concern.** This infographic shows the percentage of children living in poverty, or living without very much money, in specific countries around the world.



Infographic retrieved from [here](#).

What is one fact that you can learn from this infographic about children living in poverty?

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Some infographics **share general information about a topic**. This infographic communicates information about the benefits of yoga.



Infographic retrieved from [here](#).

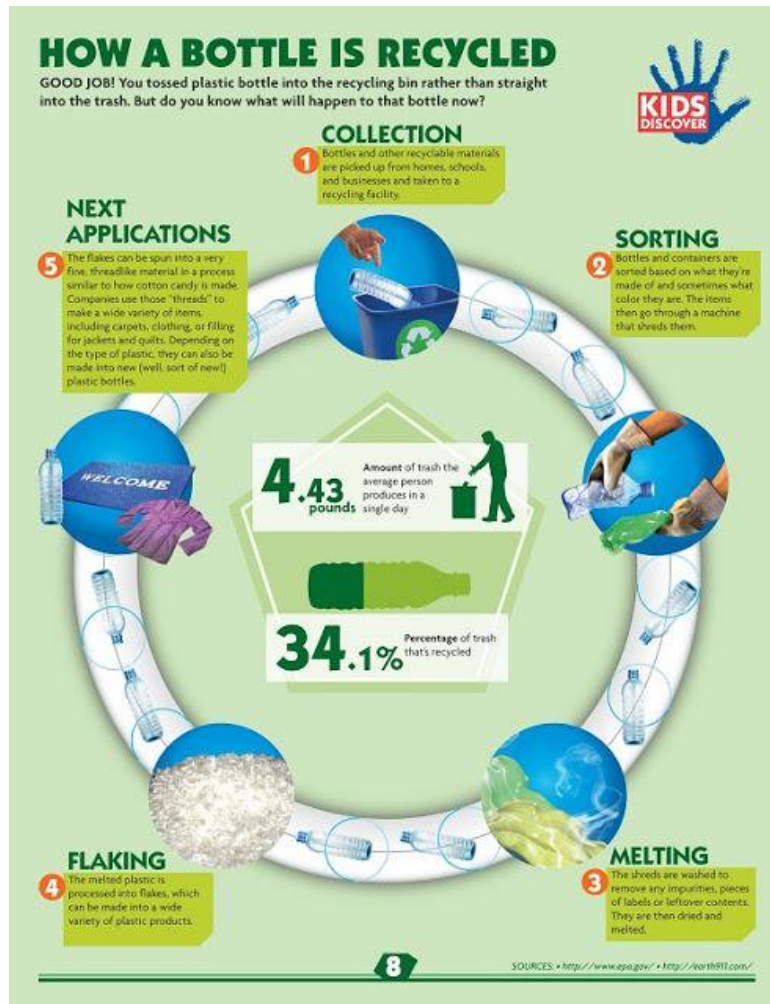
What is one fact that you can learn from this infographic about the benefits of yoga?

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Some infographics **show, or communicate, a process.** This infographic shows the process a plastic bottle goes through when it is recycled.



Infographic retrieved from [here](#).

What is one fact that you can learn from this infographic about recycling?

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✓ **Friendly Reminder: Check-off “Lesson 11: What is An Infographic?” on your playlist.**

# Lesson 12: How Do You Create An Infographic?



**Overview:** As you explored in the last section, infographics come in many forms and communicate many different types of information. Now you might be wondering, *what is the process to create an infographic?*

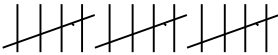
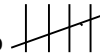
How to Create An Infographic
1.) Decide on a topic to learn more about, or to investigate. 2.) Develop a set of important questions about this topic. 3.) Collect information, or data, to answer each question. 4.) Determine interesting ways to communicate the information, or data, collected to create an infographic.

Let's use this step-by-step process to understand how an infographic was created.

- 1.) **Decide on a topic to learn more about, or to investigate.**  
The topic for this infographic is school.
- 2.) **Develop a list of important questions about this topic.**
  - What is your favorite subject to learn about at school?
  - Do you think that you have a growth mindset about learning?
  - What do you think is the most important skill or habit that you learn at school?
- 3.) **Collect information, or data, to answer each question.**  
Below is the data, or information, that this person collected before creating the infographic.

Question #1: What is your favorite subject to learn about at school?	
Math	Science
Science	Reading
Reading	Math
Language Arts	Reading
Science	Reading
Math	Science
Math	Social Studies

Social Studies	Science
English Language Arts (ELA)	Science
Math	English Language Arts (ELA)

<b>Question #2:</b> Do you think that you have a growth mindset about learning?	
Yes 	No 

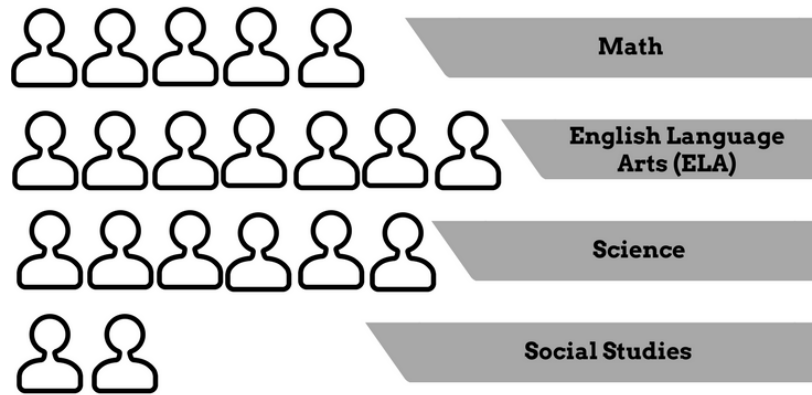
<b>Question #3:</b> What do you think is the most important skill or habit that you learn at school?	
Writing	Working on a team
Reading comprehension	Learning how to think critically
Math skills	Being creative
Writing using strong vocabulary	Learning to read well
Math	Teamwork
Reading	Writing
Math	Reading skills
Math concepts	Learning to think in different ways
Thinking skills	Math
Writing well	Thinking about new knowledge

**4.) Determine interesting ways to communicate the information, or data, collected to create an infographic.**

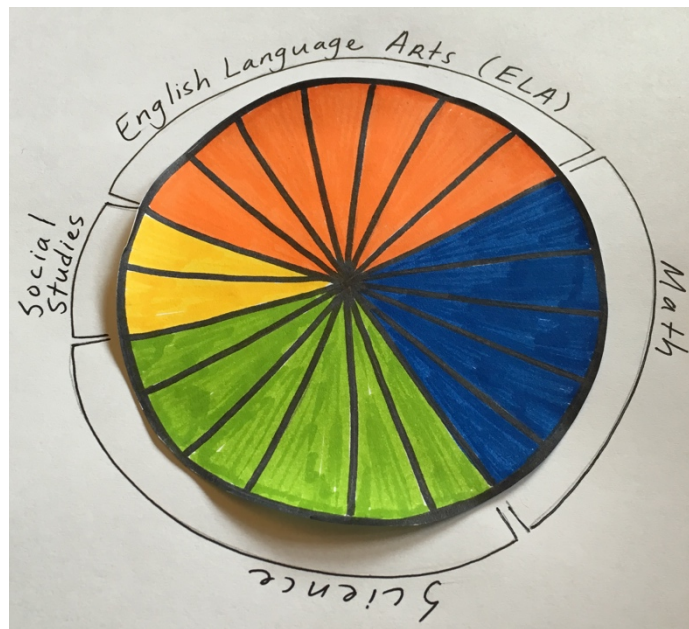
Now that the data has been collected the creative part of the process begins. There are literally *thousands of ways that information can be communicated*. We are going to look at the information that was collected for the first question, “What is your favorite subject to learn about at school?”. Here are two different ways that this information could be shown in an infographic.

→ Using a computer, and the data from Question #1, you could create...

## FAVORITE SUBJECT

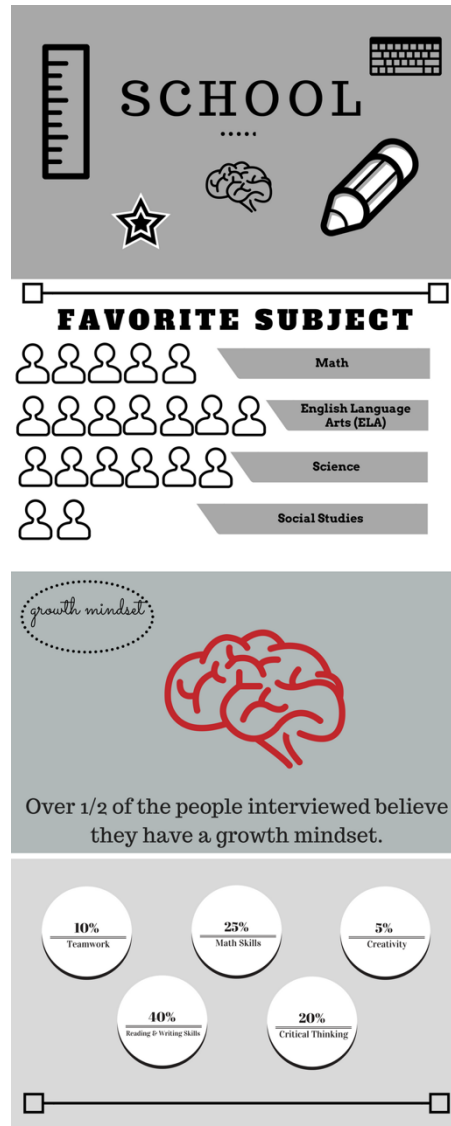


→ Using good old fashioned paper and markers and the data from Question #1 you could create ...



These two very different approaches each communicate exactly the same information! Look online for more examples of interesting infographics and to continue to explore the many ways that information, or data, can be presented and displayed.

**Pull it all together.** Here is the infographic about school that was created from all of the information that was collected in Questions #1 – 3.



**Remember, this is just one way to show this information. When creating infographics the possibilities are endless!**

**✓ Friendly Reminder: Check-off “Lesson 12: How Do You Create an Infographic?” on your playlist.**

# Lesson 13: Diversity Snapshot



**Overview:** Now it is time to apply your knowledge of this process to create an infographic. You will be creating a *Diversity Snapshot* - an infographic that communicates interesting facts about the diversity that exists within our community. While really getting to know other people takes time, this piece of phase work provides opportunities to begin to scratch the surface of answering, “Who are these other scholars who also go to Achievement First?”. You will collect data, or information, about other scholars and then create a one-of-a-kind

*infographic* - or a set of images and words that tells a story - to share what you found out through your investigation of the diversity that exists at our school. This piece of phase work is called “Diversity Snapshot” because the infographic that you develop will be just that, a *snapshot, of the diversity within our community.*

**Directions:** Follow the step-by-step process below to create your infographic.

**1.) Decide on a topic to learn more about, or to investigate.**

You are off the hook here! The topic for this infographic has already been decided. The topic is *scholar diversity*. Our community is diverse, which means that it is made up of people who are, in many ways, different from one another. While there are also many similarities among scholars, there are unique differences - or diversity - that this phase work will help to shed light on.

**Infographic Topic = Scholar Diversity**

**2.) Develop a list of important questions about this topic.**

Well, it looks like it is your lucky day because a list of questions has already been developed. Below is the list of questions that you will use to guide your data, or information, gathering process. You will answer a **total of five questions** for your infographic. You can choose all five questions from the list below or you can choose four and then come up with one of your own questions to investigate and answer. From the list below, check off the five questions you would like to answer or check off four and then add one of your own questions at the bottom of the list.

- Pick 5.**
- How many languages do you speak and what languages are they?
  - Where were you born?
  - Do you identify with a Religion? If yes, which one?
  - What is an important holiday or tradition in your family?
  - Is there a book, or text, that is important or special to you and your family that is connected to your religion, culture, or beliefs? If yes, what is the book?
  - What type of food is important or special to you and your family that is connected to your religion, culture, beliefs, or interests?

- What type of music is important or special to you and your family that is connected to your religion, culture, beliefs, or interests?
- Have you ever felt left out, singled-out, or felt different because of some part of who you are?
- \_\_\_\_\_  
\_\_\_\_\_

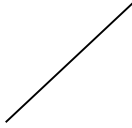
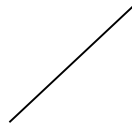
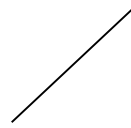
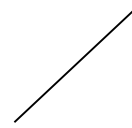
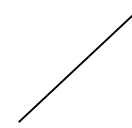
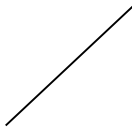
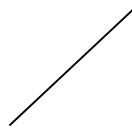
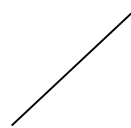
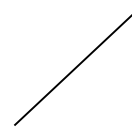
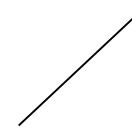
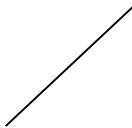
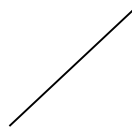
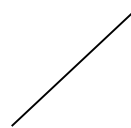
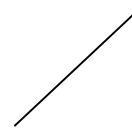
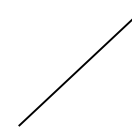
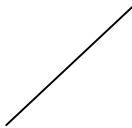
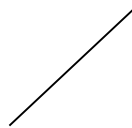
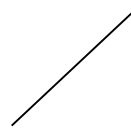
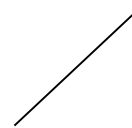
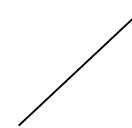
**3.) Collect information, or data, to answer each question.**

Use the charts on the pages that follow to record information, or data, about 20 other scholars in our community. **Only fill in the charts for the five questions that you checked-off the list "Pick 5". Red through each of the questions on p. 83 - 89 now. 1.) Put a star next to the five questions you will collect data on. 2.) Put a big "X" over the questions and charts you will not be filling in.** Each of the charts is numbered from 1 - 20. Use this as your guide when you interview other scholars. You should fill in the same numbered box for each of the questions you ask each scholar. For instance, one scholar will be scholar #5 and another will be scholar #10, etc. for each question. Make sure to ask all 20 scholars each of the five questions. This means you will be asking a total of 100 questions! You must collect your data according to the following rules:

Interviewee Criteria
<ul style="list-style-type: none"> <li>● <b>At least 3/4, or 15 of the scholars you interview, must be outside of your Goal Team.</b></li> <li>● <b>Interview scholars who you have <u>never</u>, or almost never, spoken to. This includes the five that you may interview who are in your Goal Team. Avoid interviewing your friends and instead interview scholars who you don't connect or talk with often. This will support your expanded understanding of diversity.</b></li> </ul>



**Diversity Snapshot: Collect Data**

<b>How many languages do you speak <u>and</u> what languages are they?</b>				
For this question make sure to note 1.) the number of languages that the person speaks and 2.) the names of the languages. <b>Example:</b> 1/English or 2/English & Kurdish				
1. 	2. 	3. 	4. 	5. 
6. 	7. 	8. 	9. 	10. 
11. 	12. 	13. 	14. 	15. 
16. 	17. 	18. 	19. 	20. 

## Where were you born?

Do your best to *find out the country* where each scholar was born. This will help you when you go to organize your information for your infographic. For example, if someone says that they were born in Brooklyn, NY then the country that they were born in was the United States. If some scholars do not know the country where they were born, but they know the city, that's alright. Write the city down. You may have to do some research to find out the country.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.
17.	18.
19.	20.

**Do you identify with a particular Religion? If yes, which one?**

Many scholars will tell you that they, and their families, do follow a religion. You may also discover that some scholars are not religious. If you interview a scholar who is not religious just write down “no religion”. This will also be important for your infographic.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.
17.	18.
19.	20.

**What is an important holiday or tradition in your family?**

Some scholars may have certain holidays that are most important to them and their families. Other scholars may be less religious, or not religious at all, but may have traditions that are important to them and their families.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.
17.	18.
19.	20.

**Is there a book, or text, that is important or special to you and your family that is connected to your religion, culture, or beliefs? If yes, what is the book or text?**

Some scholars may mention books such as the Bible, Quran, or the Torah. Some scholars may mention books that have nothing to do with religion specifically. If a scholar does not have a book that is important to his/her family write down "no book". Again, being specific about how you collect your data will be important for your infographic.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.
17.	18.
19.	20.

**What type of food is important or special to you and your family that is connected to your religion, culture, beliefs, or interests?**

Some of these foods may be new to you. Feel free to ask questions that express your curiosity about what is shared. Draw a quick sketch if the food is unfamiliar to you. Also, make sure to ask about the spelling of these foods so that you can spell them correctly on your infographic. If a scholar does not have a food that is important to him/her write down "no special food".

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.
17.	18.
19.	20.

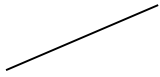





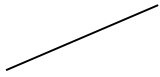













**Have you ever felt left out, singled-out, or felt different because of some part of who you are?**

This is a "yes" or "no" question. Simply write down yes or no depending on what each scholar answers.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.
17.	18.
19.	20.

**What type of music is important or special to you and your family that is connected to your religion, culture, beliefs, or interests?**

Scholars may answer everything from a song connected to their religion to country music that they love to listen to. Write down the name of the *type* of music and the *musical artist(s)*.

1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 
9. 	10. 
11. 	12. 
13. 	14. 
15. 	16. 
17. 	18. 
19. 	20. 



**Use the chart below if you created one of your own questions.**

Have your Goal Coach sign below once they have reviewed your question and how you will collect your data.

Goal Coach Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Write your question here:**

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.
17.	18.
19.	20.

**✓ Friendly Reminder: Check-off “Lesson 13: Diversity Snapshot: Collect Your Data” on your playlist.**

## Lesson 14: Diversity Snapshot: Design Your Infographic

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**Overview:** The time has come to creatively pull together the information that you gathered from your 20 interviews with other scholars to create *your infographic*.

**Directions:** Determine interesting ways to communicate the information, or data, collected to create an infographic. Below are guidelines to follow as you create your one-of-a-kind infographic.

- ❑ Your infographic must be 8.5 x 11 in. or larger. Feel free to use poster board or card stock. You can also create your infographic on your computer, including through use of [canva.com](https://www.canva.com) (see below). Create it outside of your phase packet.
- ❑ Include a title that can be easily seen somewhere on your infographic.
- ❑ Show each set of information, or data, from each of the questions in a *unique, or different*, way. For instance, you cannot make five pie charts for each of the questions. Get creative. Use charts, graphs, numbers, symbols, drawings, words, percentages, fractions, and more!
- ❑ Be clear about what you are communicating on your infographic. Someone should be able to pick it up and be able to easily figure out what information is shown. This means that you should label and use text, or writing, when needed.
- ❑ Use color! Have fun with this process and use color to make your information, drawings, and graphics more interesting.
- ❑ Optional: Think about making your infographic 3-D. You can use whatever materials are available. How might you use straws, toothpicks, pipe cleaners, or any other materials?

**Optional Infographic Tip:** If you are interested in creating an infographic using a free online program, you may want to take a look at <https://www.canva.com/>. It is easy to use and has many different templates and graphics to choose from. You can create a free account and save your project(s) to work on over time.

✓ **Friendly Reminder: Check-off “Lesson 14: Diversity Snapshot: Design Your Infographic” on your playlist.**

# Lesson 15: Infographic Data Reflection



**Overview:** Congratulations on completing your infographic! You will present your infographic and some of your reflections, or thoughts, from the process of uncovering some of the diversity within our community.

**Directions:** Before requesting time in Circle, answer the questions below.

1.) Of the five questions that you asked which one produced an answer(s) that was most surprising to you? Why was this answer(s) surprising to you? Respond with at least 3 complete sentences.

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2.) Why do you think that it is important to be aware of the diversity that exists in our community? Explain your answer in 3 - 5 complete sentences.

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3.) In what ways did this piece of phase work encourage you to be more curious about the diversity that exists within our community? Explain your response in three or more complete sentences.

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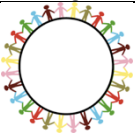
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**✓ Friendly Reminder: Check-off “Lesson 15: Infographic Data Reflection” on your playlist.**

## Sharp Mind Mastery Markers

**Directions:** Before you share your phase work for this section in Circle, please meet with your Goal Coach to ensure all materials are top quality and ready to share with your community.

Mastery Marker	Date	Status	If revise, note specific feedback	Initials (Goal Coach & Scholar)
<b>Lessons 11-12</b> Scholar can explain what an infographic is and what its overall/general purpose is.		<input type="checkbox"/> Move Ahead  <input type="checkbox"/> Revise		
<b>Lessons 13-15</b> Scholar can a.) communicate two specific pieces of information he/she found interesting about the diversity data collected for his/her infographic and b.) can explain what about this information is interesting to him/her.		<input type="checkbox"/> Move Ahead  <input type="checkbox"/> Revise		
 <b>Once your Goal Coach checks “Move Ahead” for all of the above, you are ready to share in Circle!</b>				
<b>Scholar shared their infographic and reflections in Circle</b>		<input type="checkbox"/> Yes!  <input type="checkbox"/> Not yet		

### Sharp Mind Complete

Once your Goal Coach has signed off on **all** mastery markers for this section you are ready to move to the next section! Be sure to get a sticker to add to the Sharp Mind section of your tracking sheet. Congratulations!



Goal Coach Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Presence + Balance

I can stay in the here  
and now. I can keep myself  
at ease, even in times of  
challenge or stress.


# Lesson 16: True North: Audio Playlist



**Goal:** The goal of this True North Playlist is to provide opportunities to practice building and experiencing the Compass Habit of presence.

**Overview:** In this playlist you will explore your five sense doors as well as the True North practice. By the end of the playlist you will be posting, or placing your attention on your breath for a full 3.5 minutes.

**Directions:** Please open up your chromebook, open the web browser, and enter the link below exactly as it is typed (starting with http). Listen to each recording in order and do your best to focus on the recording and nothing else at that time. You may choose to close your eyes, just like during the True North practice in Circle. We suggest you break up the recordings, listening to one at a time to focus on your presence.

<p><b>True North Audio Playlist</b></p> <ul style="list-style-type: none"> <li>• <b>Link:</b> <a href="http://bit.ly/2h2zWTz">http://bit.ly/2h2zWTz</a></li> </ul> <p><b>* Listen to each guided practice with headphones. *</b></p> 	<input type="checkbox"/> Intro. & Day 1	<input type="checkbox"/> Day 6
	<input type="checkbox"/> Day 2	<input type="checkbox"/> Day 7
	<input type="checkbox"/> Day 3	<input type="checkbox"/> Day 8
	<input type="checkbox"/> Day 4	<input type="checkbox"/> Day 9
	<input type="checkbox"/> Day 5	<input type="checkbox"/> Closing & Day 10

## Lesson 17: Lead a True North Practice

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**Overview:** Now that you have completed the True North audio playlist it is time for you to play a leadership role and guide your Circle in a True North practice.

**Directions:** Bring this script or your own version to your Goal Team Circle and use it as your guide. When you feel that you are ready, connect with your Goal Coach to request time in Circle to lead this True North Core practice.

### True North Sample Script

**Get Settled.** Take a moment to get comfortable. If you are in a chair, try to get your feet flat on the floor. You can put your hands on your legs or in your lap, wherever is most comfortable. If you are sitting on the floor you might want to sit cross-legged so that you feel really stable or you can sit on your heels. Find a position that is comfortable for you.

Now bring your attention to your spine and make it tall, without being too stiff. Notice your head at the top of your spine. Roll it around a little bit and then let it find its natural center between your shoulders. Roll your shoulders up and back and then let them relax away from your ears. Allow your shoulders to relax and your whole body to feel supported by the floor (or the chair).

Let's begin with our eyes open. Not really staring at any one spot, but holding a soft gaze. Just be aware of the space around you in the room. Now, take some nice big deep breaths, breathing in through your nose and out through your mouth... Allow your breath to be loud enough that someone sitting next to you could hear you breathing. Again, breathe in through your nose...out through your mouth...breathe like this two more times. **[pause]**

As you breathe in through your nose focus on your chest expanding, your lungs filling with air. And as you breathe out notice your body settling in. Breathe two more times just like this. **[pause]**

And if you are comfortable, the next time you let air out or exhale, I invite you to close your eyes. If you prefer to keep them open you can find a spot on the floor or in front of you. Have a soft gaze so that you are not distracted by things around you. Just let your breathing happen naturally. It doesn't need to be forced.

**Practice.** Find your attention. It may be in your thoughts, or in your body, or the sound of my voice. It is always somewhere. So find your attention, notice where it is. **[pause]** Bring your attention to your breath. **[pause]** Find your anchor in your breath, or where you feel your breath stands out most. Place your attention there. **[pause]**

If your anchor in your breath is not yet familiar, continue to breathe naturally. Which part of your breath do you feel the strongest? Where do you feel it the most intensely? If it's your nose, your chest, or your belly, go ahead and anchor your attention in one of those spots - that is your anchor.



Continue to place your attention on your anchor and observe your breath as it comes and goes from the place of your anchor. **[pause for 10 secs.]** And if your attention moves away, which is probably will, gently bring it back to your anchor as soon as you notice it has gone. Often times your attention goes into your thoughts; into images; sounds you hear in the room; discomfort in your body; emotions. That’s all totally normal. The practice is to notice that your attention has wandered and to bring it back to your breath - your anchor. Continue to post your attention on your anchor in your breath **[pause for 10 sec.]**

If your mind has wandered away from your anchor gently repost it. **[pause for 20 secs.]**

Drop in. Check in. If your mind has wandered away from your anchor gently repost it on your breath. **[pause for 20 secs.]** If you notice that your mind is really jumpy and your attention is moving around, you can add counting to your practice. Counting one on the in breath ... two on the out breath ... three on the in breath ... four on the out breath ... and so forth. When you get to ten you can simply start over. Sometimes our minds need a little something to focus on to help us anchor in our breath. If your mind wanders and you lose count, just start again at one. Continue to post your attention on your breath and gently re-post your attention as soon as you notice that your mind has wandered. Continue to post your attention on your breath. **[pause for 20 secs.]**


**Release the Practice.** And we will finish our practice with letting go of the effort; the posting effort. Let your attention move. Gently stay with it and notice where it goes and what your mind is interested in. **[pause]** Take two more breaths. **[pause]** And as you prepare to finish your practice be gentle with yourself as you open your eyes. Scan the room and finish your practice.

**Customize the script or craft key points before you lead in a Circle to bring your authentic voice to this practice.**

**✓ Friendly Reminder: Check-off “Lesson 17: Lead a True North Practice” on your playlist.**

## True North Mastery Markers

**Directions:** Before you share your phase work for this section in Circle, please meet with your Goal Coach to ensure all materials are top quality and ready to share with your community.

Mastery Marker	Date	Status	If revise, note specific feedback	Initials <i>(Goal Coach &amp; Scholar)</i>
<b>Lesson 16</b> -Scholar can communicate the nature of the human mind. -Scholar can explain a Beginner's Mind. -Scholar can explain what the True North practice is in his/her own words. -Scholar can explain why we call certain parts of breathing, or breath, an "anchor".		<input type="checkbox"/> <b>Move Ahead</b>  <input type="checkbox"/> <b>Revise</b>		
<div style="display: flex; align-items: center; justify-content: center;">  <p><b>Once your Goal Coach checks "Move Ahead" for all of the above, you are ready to share in Circle!</b></p> </div>				
<b>Scholar led a True North during Circle</b>		<input type="checkbox"/> <b>Yes!</b>  <input type="checkbox"/> <b>Not yet</b>		

### True North Complete

Once your Goal Coach has signed off on **all** mastery markers for this section you are ready to move to the next section! Be sure to get a sticker to add to the True North section of your tracking sheet. Congratulations!



**Goal Coach Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# GOAL SETTING TOOLS



## Goal Setting Reference Sheet

**Directions:** Use this tool to support you in writing the strongest weekly goals.

Subject Area	“Get on Pace”		“Race Ahead”	
	Sample Weekly Level Goal	Aligned Actions	Sample Weekly Level Goal	Aligned Actions
<b>Independent Reading</b>	<p>Read 4,000 extra words this week.</p> <p>Read 3 extra hours this week.</p>	<p>Read for 30 extra minutes each night at home.</p> <p>Read 1 hour on Saturday and 1 hour on Sunday</p> <p>Sit in a quiet place so I don't get distracted.</p>	<p>Read one book a week.</p> <p>Read 10,000 extra words per-week.</p>	<p>Read for 30 extra minutes each night at home.</p> <p>Read 1 hour on Saturday and 1 hour on Sunday</p> <p>Sit in a quiet place so I don't get distracted.</p>
<b>Math SDL</b>	<p>Get on pace in Zearn by completing 8 Zearn lessons this week.</p> <p>Complete 4 extra Zearn lessons this week (9 total). I'll be caught up in two weeks if I do this.</p> <p>Complete 2 extra Zearn lessons at home after school.</p> <p>Complete 4 extra Zearn lessons over the weekend.</p>	<p>Get started working as soon as Zearn SDL starts.</p> <p>Ask for help as soon as I'm stuck, don't waste time re-watching videos.</p> <p>Do 30 minutes of extra Zearn at home each night.</p> <p>Do 45 minutes of extra Zearn on weekends.</p> <p>Attend Saturday Studio for extra help.</p>	<p>Complete all Zearn lessons and five ST math games.</p> <p>Complete 1% of ST Math this week.</p> <p>Complete 2% of ST Math this week.</p>	<p>Complete all my Zearn lessons by Thursday so I have time for ST Math.</p> <p>Complete 2 hours of ST math over the weekend.</p> <p>Complete 2 Zearn lessons at home between Monday and Wednesday to make time for ST math.</p>
<b>ELA/HUM and Science SDL</b>	<p>Complete 2 modules this week.</p> <p>Complete 1 module in school and 1 module over the weekend.</p> <p>Complete module 1 by Thursday and complete module 2 by Monday.</p>	<p>Work on ELA/HUM or science SDL for 30 minutes a night at home.</p> <p>Attend Saturday Studio to have more work time.</p> <p>Complete 1 Module by Wednesday to save time to catch-up.</p>	<p>Complete all the go deepers in this unit.</p> <p>Complete all core modules by Friday.</p> <p>Complete 2 modules this week.</p>	<p>Spend 30 minutes at home on ELA/HUM SDL each night.</p> <p>Complete one module each weekend and take the quiz on Monday.</p>

# Weekly Goal Template

Name: \_\_\_\_\_ Week: \_\_\_\_\_

## Weekly SDL Progress Summary

**Directions:**

- Review your progress report for this week
- Use the progress report data to fill out the progress chart below noting both current pace and your current progress.

Content Block	Humanities SDL		Ind. Reading		Math SDL		Science SDL	
	Pace	Me	Pace	Me	Pace	Me	Pace	Me
On Pace								
How am I doing?								

✓✓ advanced   ✓ on pace   X approaching   XX off pace

**EXAMPLE**

Content Block	Humanities SDL		Ind. Reading		Math SDL		Science SDL	
	Pace	Me	Pace	Me	Pace	Me	Pace	Me
On Pace	42	40	20,000	7500	36	38	40	42
How am I doing?	x		xx		✓		✓	

**Reflect on Last Week**

1. Did I meet the goals I set last week? Why or why not?

Ex: My goal is to complete an extra 5 modules of Zearn because I'm almost on pace and if I complete all my modules this week plus 5 extra I will meet my goal of on pace in Math.

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2. What did I learn from working toward last week's goal?

- Ex: Last week I set a goal of doing extra Zearn lessons at night but then I didn't finish 1 module per day during class so I didn't end up on pace. I realized I need to think both about my actions during class and the work it is going to take to catch up.

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**Set a Top Quality Goal for this week**

Top Quality Goals: Checklist for Success	
<p>Selecting your Goal Area:</p> <ul style="list-style-type: none"><li>• If you are off pace in Math or IR, prioritize one of these content areas first</li><li>• If you are almost on pace in any SDL block, prioritize that block next</li><li>• If you are on pace in all goal areas, set a goal that will help you get to advanced</li></ul>	<p>General:</p> <ul style="list-style-type: none"><li>• Is my goal concrete and specific?</li><li>• Is my goal something I can actually accomplish in one week?</li><li>• Do I know what I need to do to actually reach that goal?</li></ul>

3. What is your goal for this week? Why?

- Ex: My goal is to complete an extra 5 modules of Zearn because I'm almost on pace and if I complete all my modules this week plus 5 extra I will reach my goal of being on pace.

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4. What specific actions do you need to take to reach that goal? Consider when, where, and how you will do the steps you need to reach this goal.

- Ex: I will ask my mom to use her computer & complete 1 Zearn module every night after dinner.

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5. What is the main obstacle that might prevent you from reaching this goal?

- Ex: My little brother always wants to play and distracts me from getting my work done.

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6. What can you do to prevent this obstacle from getting in the way?

- Ex: I'm going to talk to my mom about finding a space to work where my little brother won't distract me.

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# Weekly Goal Template

Name: \_\_\_\_\_ Week: \_\_\_\_\_

## Weekly SDL Progress Summary

**Directions:**

- Review your progress report for this week
- Use the progress report data to fill out the progress chart below noting both current pace and your current progress.

Content Block	Humanities SDL		Ind. Reading		Math SDL		Science SDL	
On Pace	<b>Pace</b>	<b>Me</b>	<b>Pace</b>	<b>Me</b>	<b>Pace</b>	<b>Me</b>	<b>Pace</b>	<b>Me</b>
How am I doing?								

✓✓ advanced   ✓ on pace   X approaching   XX off pace

**EXAMPLE**

Content Block	Humanities SDL		Ind. Reading		Math SDL		Science SDL	
On Pace	Pace	Me	Pace	Me	Pace	Me	Pace	Me
On Pace	42	40	20,000	7500	36	38	40	42
How am I doing?	x		xx		✓		✓	



**Reflect on Last Week**

1. Did I meet the goals I set last week? Why or why not?

Ex: My goal is to complete an extra 5 modules of Zearn because I'm almost on pace and if I complete all my modules this week plus 5 extra I will meet my goal of on pace in Math.

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2. What did I learn from working toward last week's goal?

- Ex: Last week I set a goal of doing extra Zearn lessons at night but then I didn't finish 1 module per day during class so I didn't end up on pace. I realized I need to think both about my actions during class and the work it is going to take to catch up.

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**Set a Top Quality Goal for this week**

Top Quality Goals: Checklist for Success	
<p>Selecting your Goal Area:</p> <ul style="list-style-type: none"><li>• If you are off pace in Math or IR, prioritize one of these content areas first</li><li>• If you are almost on pace in any SDL block, prioritize that block next</li><li>• If you are on pace in all goal areas, set a goal that will help you get to advanced</li></ul>	<p>General:</p> <ul style="list-style-type: none"><li>• Is my goal concrete and specific?</li><li>• Is my goal something I can actually accomplish in one week?</li><li>• Do I know what I need to do to actually reach that goal?</li></ul>

3. What is your goal for this week? Why?

- Ex: My goal is to complete an extra 5 modules of Zearn because I'm almost on pace and if I complete all my modules this week plus 5 extra I will reach my goal of being on pace.

---

---

---

4. What specific actions do you need to take to reach that goal? Consider when, where, and how you will do the steps you need to reach this goal.

- Ex: I will ask my mom to use her computer & complete 1 Zearn module every night after dinner.

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5. What is the main obstacle that might prevent you from reaching this goal?

- Ex: My little brother always wants to play and distracts me from getting my work done.

---

---

6. What can you do to prevent this obstacle from getting in the way?

- Ex: I'm going to talk to my mom about finding a space to work where my little brother won't distract me.

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# Weekly Goal Template

Name: \_\_\_\_\_ Week: \_\_\_\_\_

## Weekly SDL Progress Summary

**Directions:**

- Review your progress report for this week
- Use the progress report data to fill out the progress chart below noting both current pace and your current progress.

Content Block	Humanities SDL		Ind. Reading		Math SDL		Science SDL	
On Pace	Pace	Me	Pace	Me	Pace	Me	Pace	Me
How am I doing?								

✓✓ advanced ✓ on pace X approaching XX off pace

**EXAMPLE**

Content Block	Humanities SDL		Ind. Reading		Math SDL		Science SDL	
On Pace	Pace	Me	Pace	Me	Pace	Me	Pace	Me
	42	40	20,000	7500	36	38	40	42
How am I doing?	x		xx		✓		✓	

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✓✓ advanced ✓ on pace X approaching XX off pace

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