



Students interview each other in pairs to help others learn more about their “PURPOSE” and passions.



Paper for all students; Pencils or pens.

Total Prep Time: 5 mins.



As this is the first Monday of the month, please consider sharing the Monthly Kick-Off activity, and if appropriate, video at [www.everymondaymatters.org](http://www.everymondaymatters.org).

4 C's		SOCIAL & EMOTIONAL LEARNING		SERVICE LEARNING	
•	Critical thinking	•	Self-awareness		Integrated learning
•	Communication	•	Self-management		High quality service
•	Collaboration	•	Social-awareness		Collaboration
•	Creativity	•	Relationship skills		Student voice
		•	Responsible decision-making		Civic responsibility
					Reflection
					Evaluation

## GOALS FOR THE WEEK

- Discover our values and what means the most to us so we can build them into our lives
- Find ways to support others as they discover their own “PURPOSE”
- Explore how to create a community where everyone is able to pursue what they want in life
- Understand how “DEFINE YOUR PURPOSE” is an important part of this month’s theme, “MONDAY GETS EMPOWERED”



## **STUDENT ACTIVITY:** **“WHAT IS YOUR PURPOSE?”**

### **1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “WHAT IS YOUR PURPOSE?”**

### **2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:**

**\*NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What do you think it means to “DEFINE YOUR PURPOSE”?**
- **Do you feel like you know what “YOUR PURPOSE” is?**
  - What is it, or what do you think it might be?
- **How does it feel to know what “YOUR PURPOSE” is?**
  - Or, how do you think it might feel?
- **Do you think you can help someone else “DEFINE THEIR PURPOSE”?**
- **What are some ways that you can help people or support them while they are “DEFINING THEIR PURPOSE” in life?**
- **Will you have the same “PURPOSE” as other people?**
- **Do you think you’ll always agree with other people’s “PURPOSE”?**
- **How can you show others that you care about them and their “PURPOSE” in life?**
- **How can supporting other people as they “DEFINE THEIR PURPOSE” show them that they MATTER to you?**
- **How can “DEFINING YOUR PURPOSE” and helping others do the same help you to “GET EMPOWERED”?**

### **3) SET UP “WHAT IS YOUR PURPOSE?” ACTIVITY:**

- **Explain:**
  - “DEFINING YOUR PURPOSE” can be challenging
  - Some of us might feel like we know our “PURPOSE”
  - But many of us might not be sure of what our “PURPOSE” is
  - The good news is, we can support each other while we find our “PURPOSE” in life
  - One way to do this is just being present with other people and asking them questions about what they care about in life, and listening closely as they respond
  - When we do this, we show others that they MATTER to us, and we’re helping them on their own path to “DEFINING THEIR PURPOSE”
- **Ask:**
  - Are you ready to learn about how you can help others to “DEFINE THEIR PURPOSE”?

### **4) START THE “WHAT IS YOUR PURPOSE?” ACTIVITY:**

- **Pass out a piece of paper to each student, plus a pencil or a pen**
- **Explain:**
  - Today, we are going to interview each other so we can help each other find out what our “PURPOSE” might be
  - By asking questions and letting others share, we’re giving them a space to get to know themselves better
  - And, we’re helping them get a little bit closer to figuring out what their “PURPOSE” is in life
- **Ask students to brainstorm 5-10 questions that they will be asking their partners in order to help them find and “DEFINE THEIR PURPOSE”, and have them write them on their papers**
  - If helpful, share some sample questions, such as: What do you enjoy doing most in the world? Do you like art, and if so, what kind? When do you feel most alive? What can you see yourself doing in 10 years? Do you enjoy working with people?

- **Then, put students into pairs and ask them to begin asking each other their interview questions**
- Encourage students to take plenty of time with their questions and ask follow-up questions to go even deeper
- Remind them to take notes on their papers based on what their partner says in the interview
- **Allow students up to 10 minutes total to design their questions and interview each other**
- **Then, have students to give their partner their paper, so everyone can reflect on their answers, their passions, and their “PURPOSE”**
- **If time allows, ask for volunteers to share one thing they learned about their partner during this interview**
- **Remind students that this is just the beginning of discovering what they love, are passionate about, and what their “PURPOSE” in life is**

**5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:**

*\*NOTE: Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **Did you enjoy helping others find and “DEFINE THEIR PURPOSE” today?**
- **What was your favorite question that you asked your partner today?**
  - Why is it your favorite?
- **What was your favorite question to answer and why?**
- **Did you learn anything about yourself today?**
- **What did you learn about your partner?**
- **How can you use this interview to start “DEFINING YOUR PURPOSE” in life?**
- **Do you think you will start thinking more about “YOUR PURPOSE” after this activity?**
- **How can you do this activity or something similar with other people in your life?**
- **How might helping others “DEFINE THEIR PURPOSE” through questions and conversation help you actually build stronger relationships with others?**
- **How can “DEFINING YOUR PURPOSE” help you to “GET EMPOWERED”?**
- **Do you think you can help others “GET EMPOWERED” by supporting them as they find their “PURPOSE” in life?**
- **How can supporting others as they look for and find their “PURPOSE” show them that they MATTER to you?**
- **What would the world be like if we all supported each other more often as we each found our “PURPOSE” in life?**

**6) THANK STUDENTS FOR HELPING EACH OTHER DISCOVER THEIR “PURPOSE” TODAY. REMIND STUDENTS THAT THIS IS JUST ONE STEP TOWARD “DEFINING THEIR PURPOSE” AND THAT THEY CAN TAKE EVEN MORE STEPS GOING FORWARD.**

**7) CHALLENGE STUDENTS TO USE TODAY’S ACTIVITY AS THE LAUNCHING POINT AS THEY BEGIN TO “DEFINE THEIR PURPOSE” IN LIFE. REMIND THEM THAT THEY AND THEIR “PURPOSE” MATTER.**

**8) CONTINUE EXPLORING HOW TO “DEFINE YOUR PURPOSE” BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION IDEAS.**



## EXTENSION IDEAS:

**DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.**

- 1) Time for Reflection:** Make time for students to review their answers from their interview and reflect on who they are and what they want in life. Encourage them to look at their answers closely to see if there are things in their lives that they enjoy but they aren't integrating presently, and if there are things they don't enjoy but are spending a lot of time on. Challenge them to go after the things that they want to go after in life instead of the things that they feel they should be doing.
- 2) Start Something New:** Encourage students to use what they discover in their interviews to start a new hobby or project that they aren't already doing. Make time in class for students to make a plan, outline, or brainstorm ideas for what they can do. Then, have students give updates over the next few weeks and report out to the class on how their new hobby or project is going. Ask them if they are feeling more "EMPOWERED" and if they feel like they're discovering their "PURPOSE".
- 3) Interviews, Continued:** Challenge students to take their interview questions out of the classroom and engage with others in their lives. They do not need to have an interview sheet with questions written on it for this project (though they can if they want to), but they can simply make time to chat with others in their lives about their passions, interests, and "PURPOSE".

**“YOU GET WHAT YOU SETTLE FOR.”**

- THELMA AND LOUISE