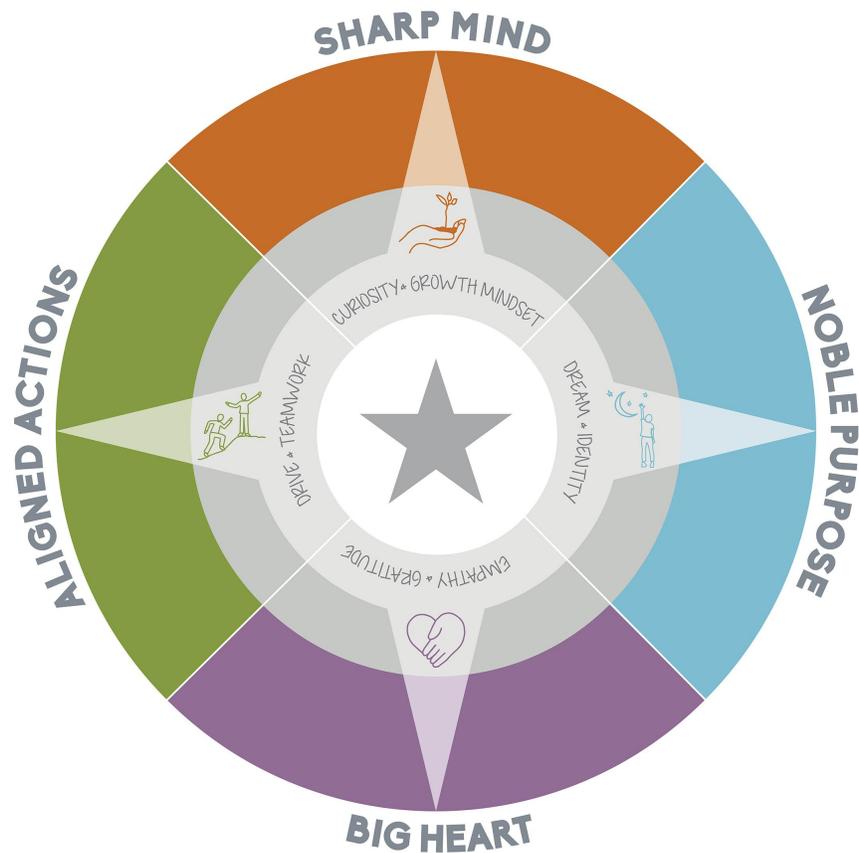


Self-Directed Compass Work

Orientation Phase



Name: _____

Start Date: _____



Orientation Phase Scholar Tracking Sheet



Compass	Playlist <i>All your "to do" items to complete this phase</i>	Badge Stickers
Noble Purpose 	<input type="checkbox"/> <u>Lesson 1</u> : All about me (pg. 4- 6) <input type="checkbox"/> <u>Lesson 2: My Life Story- Chapter 1</u> (pg. 7- 13) <input type="checkbox"/> Share About Me and Artifact in Circle	
Aligned Actions 	<input type="checkbox"/> <u>Lesson 3</u> : Get to know the commitments (pg. 16- 25) <input type="checkbox"/> <u>Lesson 4</u> : Commitment contract (pg. 26- 27)	
Sharp Mind 	<input type="checkbox"/> <u>Lesson 5</u> : Getting to know Compass (pg. 30- 35) <input type="checkbox"/> <u>Lesson 6</u> : Personal Connections to Compass (pg. 36)	
Big Heart 	<input type="checkbox"/> <u>Lesson 7</u> : Goal Team Pen Pal letter exchange (pg. 39- 41) <input type="checkbox"/> <u>Lesson 8: Goal Team Pen Pal Resonance</u> (pg. 42- 45) <input type="checkbox"/> Share Pen Pal Resonance in Circle	

ORIENTATION PHASE GRADUATION!

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

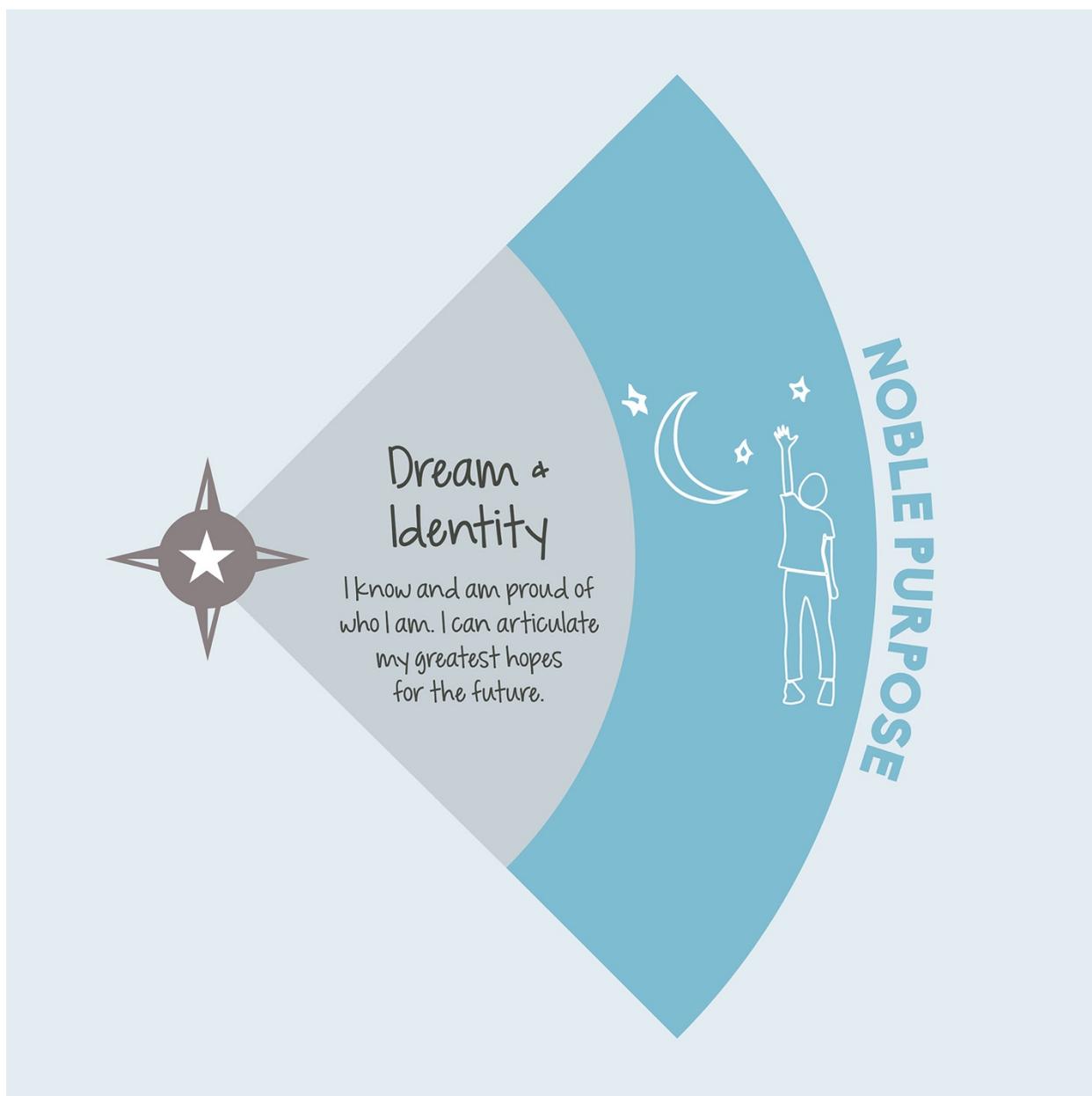


Goal Coach Signature: _____

Date: _____



Part 1: Noble Purpose



LESSON 1: All about Me



Overview: The first two lessons are all about you! The first lesson will tell your goal team some fun facts about you. In the second lesson, you'll tell a story! These activities will help us get to know each other. Before you tell us about your fun facts, see if you can guess which famous character is listed below. Then write out your own fun facts on the next page.

Directions: Read the description and then see if YOU can Guess WHO?

I was born in Surry England.

I have **no** siblings and my immediate family includes my Aunt Petunia, my Uncle Vernon and my cousin Dudley.

I speak 2 languages, which include **English and I can also talk to snakes.**



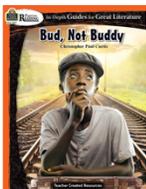
When I am *not* at school I enjoy **using my magic wand, fighting evil, and spending time with my friends.**

A book that I read recently that captured my interest, or is a favorite of mine is **Fantastic Beasts and Where to find them. It's an awesome book. It's about all kinds of magical creatures.**

Wild Card!

For the first 10 years of my life I lived under the stairs in a small closet. My aunt and uncle were really mean to me. Then one day I found out something amazing. I was a wizard and I had magical powers. When I found that out, everything changed.

Who is this?

A: Pikachu	B: Dr. McStuffins	C: Harry Potter	D: Bud
			



ALL ABOUT ME: DRAFT

Directions: Complete the sentence starters below to decide what you'd like to share with your Goal Team.

I was born in

[country, state, city].

I have _____ siblings and my immediate family includes

_____.

I speak _____ languages, which include

_____.

One thing that is really important in my family is

_____.

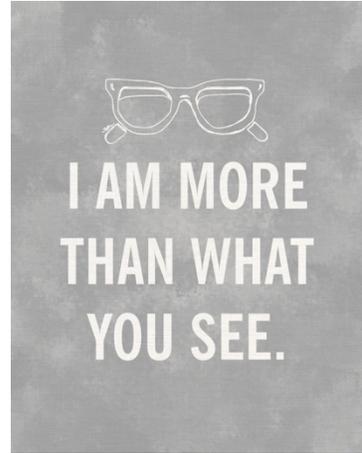
When I am *not* at school I enjoy [Include 2 - 3 hobbies or interests.] _____

_____.

A book that I read recently that captured my interest, or is a favorite of mine is _____

_____.

Wild Card! What else would you like to share with your Goal Team? On the lines below write three or more complete sentences that include at least three fun facts about you.



ALL ABOUT ME!

FINAL COPY

Directions: Revise your draft All About Me to bring your best work to Circle and help the team get to know you.

I was born in

[country, state, city].

I have _____ siblings and my immediate family includes

_____.

I speak _____ languages, which include _____.

One thing that is really important in my family is

_____.

When I am *not* at school I enjoy [Include 2 - 3 hobbies or interests.] _____

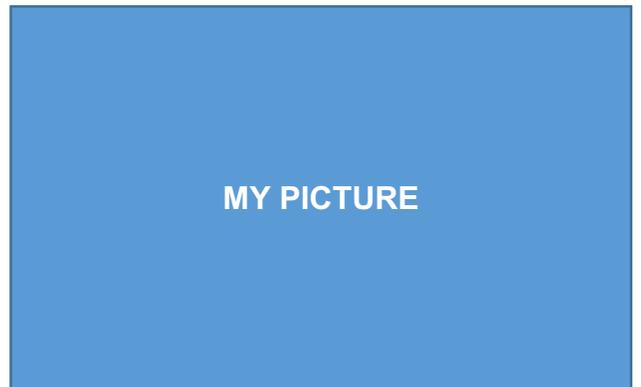
_____.

A book that I read recently that captured my interest, or is a favorite of mine is _____

_____.

Wild Card! What else would you like to share with your Goal Team? On the lines below write three or more complete sentences that include at least three interesting facts about you.

_____.



√ Check off "Lesson 1: All About Me" on your playlist!

LESSON 2: My Life Story- Chapter 1



Goal: Your goal in lesson 2 is to teach your goal team more about who you are as a person. You will do this by starting to tell your life story!

Overview: A Life Story is a collection of ideas, stories, and other information that describes your life. Our lives are like books. They have many chapters. Each chapter shares a little more about who we are. We tell our life stories to other people we care about so they can get to know us better. This year you will write many chapters of your life story. In this lesson you will write the first chapter. That chapter will introduce YOU to your goal team. Sometimes we tell stories by writing the story down. Sometimes we tell stories by sharing things that are important to us. Chapter 1 of our life story will be about an important artifact. You might be wondering, what's an artifact? Good question. Let's find out.

What is an artifact?

Many things lived and died a long time ago, people, animals, dinosaurs. When we dig up the earth we find things these people or animals left behind. Sometimes we find things like old cars, or books, or brushes that people used. These artifacts teach us about the people who owned them.

Did you know, that in ancient Egypt, the kings or pharaohs were buried with all their important things? Check out this picture from King Tut. This guy became King when he was only 12 years old! Can you imagine running a country when you are 12 years old and in 6th grade? Crazy right?



King Tut's Death Mask!
Made of solid gold!



King Tut's Tomb: Can you find the jackal (Egyptian dog)?



Historical Artifacts

Directions:

- Choose **two** of the historical artifacts and respond to the questions on the next page to see what you learn from just looking at artifacts from history.



Artifact A



Artifact B



Artifact C



Artifact D



Historical Artifacts

1. Which artifact did you pick? _____

2. What does this artifact tell you about this person or generally people living in this time and place?

3. What are some things you **cannot** learn from the artifact alone?

4. Which additional artifact did you pick? _____

5. What does this artifact tell you about this person or generally people living in this time and place?

6. What are some things you **cannot** learn from the artifact alone?



Your Artifacts

1. If I had never met you and walked into your bedroom, what would I know about you from the things you have there?

2. What would I **not** know just from looking at the items in your room alone?

3. What are some of your most prized Artifacts? Brainstorm a short list of everything that comes to mind. There are no right or wrong answers, just write down whatever you think of first.



- ---
- ---
- ---
- ---
- ---
- ---



Trash or Treasure? Artifacts alone can only tell us some of the story. We can't tell if these were junk or if they really mattered to someone. That's where your story comes in!



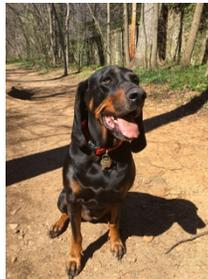
My Life Story: Chapter 1

We all have artifacts, or things that matter to us. In fact, sharing an object that is an important to you is a great way to help people learn about you.

Directions: To prepare for Circle follow the directions below.

1. Find an artifact - or object - that is very important to you. Your artifact can be anything - a photograph, small item, food, a stuffed animal, piece of school work, artwork, etc.
2. In the space at the top of the next page, glue or tape a photo or include a sketch of your artifact. **Make sure to also bring it to Circle to share.**
3. Then explain in at least 6 complete sentences:
 - Why this artifact is important to you personally.
 - What you think this artifact shows about what you personally care about or value in your life.
 - Anything else this artifact helps your Goal Team understand about you.

Example



This is a picture of my new puppy Bingo. I chose Bingo as my artifact because I really love animals and I have been wanting a puppy for a long time and I finally got one this year for my birthday! It was one of the most exciting days of my life so far and my dad surprised me when I woke up on my birthday.

I think this shows that I really value caring for others, specifically animals. I work really hard to remember to feed her every day, take her for a walk even in the snow, and play with her all the time.

Bingo also helps to explain that I am really persistent. My family said “no” to having a puppy for a really long time, but I kept asking and showing I can be responsible until they finally said yes!





Life Story 1.0: My Artifact- DRAFT

Artifact

Why is this artifact important to you?

What does this artifact show about what is important to you or what you value?

What else does this artifact tell us about you?





Life Story 1.0: My Artifact- FINAL

Artifact

Why is this artifact important to you?

What does this artifact show about what is important to you or what you value?

What else does this artifact tell us about you?



√ Check off "Lesson 2: My Life Story- Chapter 1" on your playlist!

Part 1: Noble Purpose Mastery Markers



Overview: Now that you have put in the hard work to create your “All about Me” and “Life Story: Chapter 1”, it is time to gather your work to prepare to present to your Goal Team in Circle.

Mastery Marker	Date	Status	If revise, note specific feedback	Initials <i>(Goal Coach & Scholar)</i>
Lesson 1) Scholar has completed their “All About Me”, this represents their best work and they are prepared to share in Circle.		◇ Move Ahead ◇ Revise		
Lesson 2) Scholar has completed their “Life Story”, this represents their best work, and they are prepared to share in Circle.		◇ Move Ahead ◇ Revise		
Once your Goal Coach checks “Move Ahead” for 1 & 2 you are ready to share in Circle!				
Circle! Scholar brought all materials and shared All Noble Purpose Work in Circle.		◇ Yes! ◇ Not yet		

Part 1: Noble Purpose Complete

Once your Goal Coach has signed off on **all** mastery markers for this section you are ready to move to part 2! Be sure to get a sticker to add to the Noble Purpose section of your tracking sheet. Congratulations!

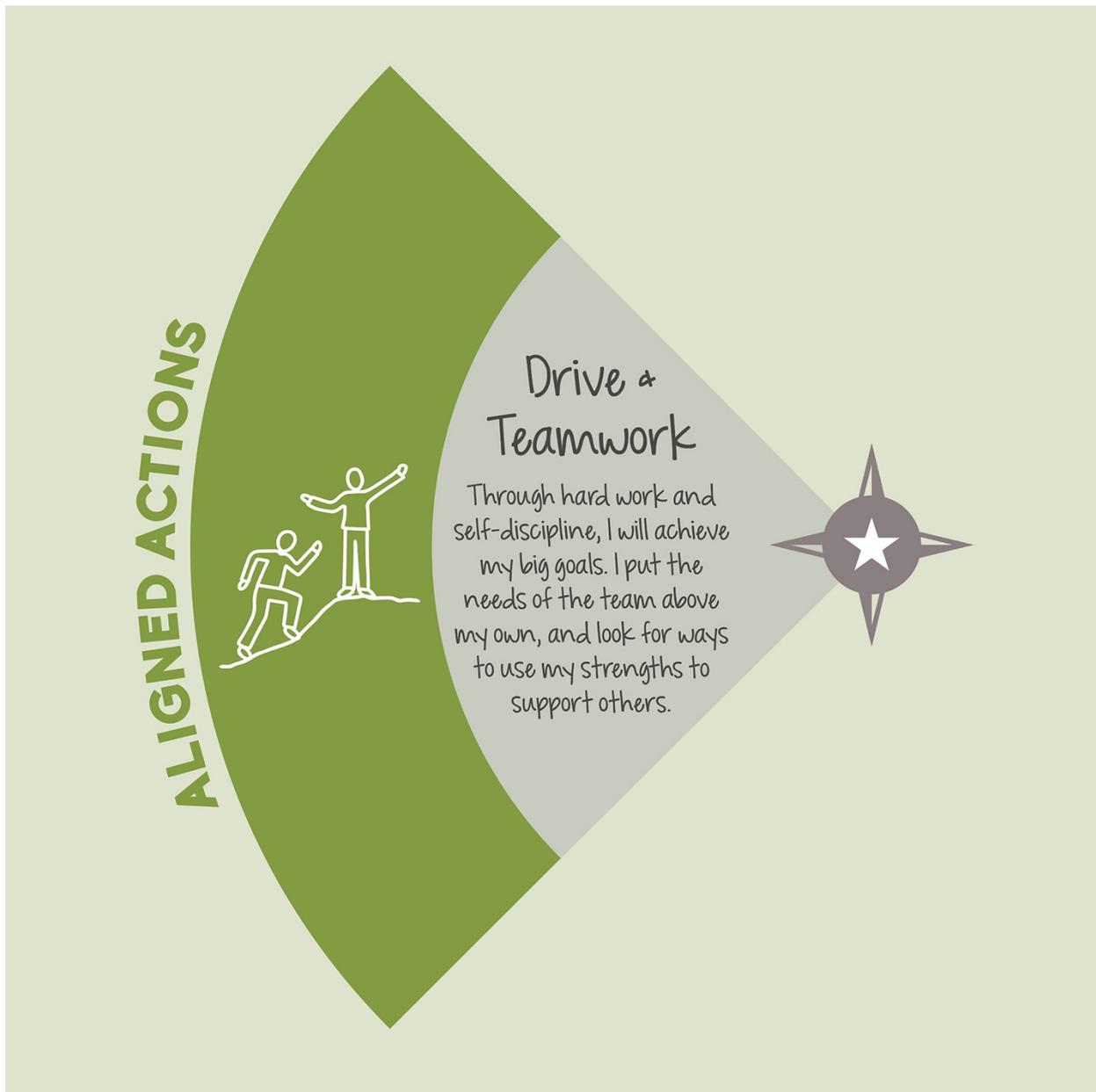


Goal Coach Signature: _____

Date: _____



PART 2: Aligned Actions

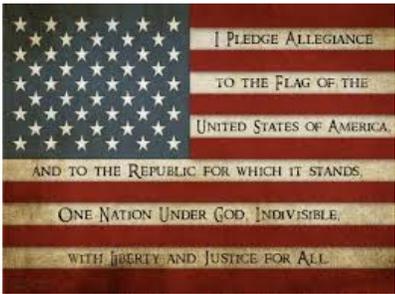


Lesson 3: Get to know the Commitments



Overview: Personal values are what you think is important in your life and you try to show these through your words and actions. In addition to having personal values, communities as a whole have values. Our community has values that everyone in the community (even teachers!) need to model. At Achievement First we call these values the **Commitments**.

Famous Commitments

	<p>What was one commitment or value this group acted upon?</p> <hr/> <p>Why was this commitment important to the group?</p> <hr/>
	<p>What was one commitment or value this group acted upon?</p> <hr/> <p>Why was this commitment important to the group?</p> <hr/>
	<p>What was one commitment or value this group acted upon?</p> <hr/> <p>Why was this commitment important to the group?</p> <hr/>
<p>Can you think of another example either from a famous group OR group you know personally (ex. a church community, boy or girl scouts)</p> <p>Group: _____</p>	<p>What was one commitment or value this group acted upon?</p> <hr/> <p>Why was this commitment important to the group?</p> <hr/>



Get to know the Commitments



Directions:

- Read each commitment and description.
- Use complete sentence to write in your own words what you think this commitment means. Please do not re-copy the description provided but instead think of how you might explain this commitment to a friend in your own words.
- Write or draw two examples of what it would look like if you were modeling this commitment. If you choose to draw please clearly label your example.
- Write or draw two examples of what it would look like if you were NOT living up to this commitment. If you choose to draw please clearly label your example.

EXAMPLE:

I commit to keeping myself and others safe.

In my own words this commitment means:

This means that we protect each other so that nobody gets hurt (physically or even with words).

It also means we need to think about what we need ourselves to feel safe too.

Example Write or draw two examples of what it would look like to model this commitment.	Non-Example Write or draw two examples of what it would look like if you were NOT living up to this commitment.
Example: 1) One way I could keep my teammates safe is to encourage people to use their words when they are frustrated with each other. 2) An example of keeping myself safe might be making sure I hang out with friends who are a good influence.	Non Example: 1) Laughing at people when they share something personal in our Circle. 2) Making fun of myself or saying bad things about myself (even if I only say them in my head).





Our Commitments

1. I commit to keeping myself and others **safe**.

As a community we will be safe with our words and our bodies so that we don't cause harm to one another.

In my own words this commitment means:

Example Write or draw two examples of what it would look like to model this commitment.	Non-Example Write or draw two examples of what it would look like if you were NOT living up to this commitment.
Example 1:	Non Example 1:
Example 2:	Non-Example 2:



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

In our community we always work hard to do our very best. We know it isn't enough just to get through the work and finish, but instead we aim for top quality work. It won't always be easy to work toward excellence, but we are willing to set goals, problem solve, and ask for help to make it happen.

In my own words this commitment means:

Example Write or draw two examples of what it would look like to model this commitment.	Non-Example Write or draw two examples of what it would look like if you were NOT living up to this commitment.
Example 1:	Non Example 1:
Example 2:	Non-Example 2:



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

We believe that our community is strongest when we are all working together toward a common goal. We commit to leaving no team member behind and making sure we always look out for one another.

In my own words this commitment means:

Example Write or draw two examples of what it would look like to model this commitment.	Non-Example Write or draw two examples of what it would look like if you were NOT living up to this commitment.
Example 1:	Non Example 1:
Example 2:	Non-Example 2:



4. I commit to having a growth mindset.

We don't believe that some people are just naturally "smart" or "talented" at certain things, but instead that when you work hard you can always get better. When we are working toward a challenging goal, we say to ourselves "we aren't there.... YET!" and keep believing in our ability to learn and grow.

In my own words this commitment means:

Example Write or draw two examples of what it would look like to model this commitment.	Non-Example Write or draw two examples of what it would look like if you were NOT living up to this commitment.
Example 1:	Non Example 1:
Example 2:	Non-Example 2:



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

We understand that every single one of us has a different set of experiences that make up what we believe and think (our perspective). Even when we think differently than someone in our community we still show respect for them and their ideas. We know those differences are important and actually make us stronger as a community.

In my own words this commitment means:

Example Write or draw two examples of what it would look like to model this commitment.	Non-Example Write or draw two examples of what it would look like if you were NOT living up to this commitment.
Example 1:	Non Example 1:
Example 2:	Non-Example 2:



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

We know that talking about someone behind their back or gossiping can be very hurtful. We commit to being brave enough to share respectfully and directly to our community members to make sure this is a peaceful and kind community.

In my own words this commitment means:

Example Write or draw two examples of what it would look like to model this commitment.	Non-Example Write or draw two examples of what it would look like if you were NOT living up to this commitment.
Example 1:	Non Example 1:
Example 2:	Non-Example 2:



7. I commit to showing up with courage.

We know that being a part of a community and working hard to learn each day isn't always easy. We might feel afraid at times, which is normal and okay. Making a commitment to courage means we don't let fear drive our actions. We take risks and are kind to ourselves and others when we make mistakes.

In my own words this commitment means:

Example Write or draw two examples of what it would look like to model this commitment.	Non-Example Write or draw two examples of what it would look like if you were NOT living up to this commitment.
Example 1:	Non Example 1:
Example 2:	Non-Example 2:



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

We know that to have positive relationships with every member in our community, they need to trust us. One of the foundations of trust is living up to our promises. In this community when we make a commitment or promise to do something, we follow through.

In my own words this commitment means:

Example Write or draw two examples of what it would look like to model this commitment.	Non-Example Write or draw two examples of what it would look like if you were NOT living up to this commitment.
Example 1: 	Non Example 1:
Example 2: 	Non-Example 2:



√ Check off “Lesson 3: Get to know the Commitments” on your playlist!

LESSON 4: Commitments Contract



Overview: The only way the Commitments help our Goal Team and School communities is if we all work together to live up to them. Some days it will feel challenging to meet one or several of the Commitments, but if we support each other and commit to a growth mindset we can get better at living up to these every single day. For the next lesson you will plan how you will individually work to model our Commitments and make a promise to put in the effort this year to live these out.

1. Which is the commitments is most important to you personally to model? Why?

2. Which of the commitments might be challenging for you to live out? Why?

3. What can do you to overcome that challenge? (ex: set reminders four yourself, ask a teammate for help).

4. Do you have any questions or concerns about the Commitments before you sign your contract or promise? If yes- please write them down and ask your Goal Coach to discuss.



Commitments Contract

I _____ promise to do my best this year to model these Commitments in my Goal Team and School Communities.

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

Scholar Signature: _____

√ Check off “Lesson 4: “Commitments Contract” on your playlist!



Part 2: Aligned Actions Mastery Markers



Overview: Now that you've completed your Aligned Actions phase work please meet with your Goal Coach to review and determine if you need to make any revisions before finishing this section of the Orientation phase.

Mastery Marker	Date	Status	If revise, note specific feedback	Initials (Goal Coach & Scholar)
Lesson 3: Scholar has completed all parts of this lesson/		◇ Move Ahead ◇ Revise		
Lesson 3: Scholar can explain each of the commitments in their own words OR provide at least one accurate example of the commitment in action.		◇ Move Ahead ◇ Revise		
Lesson 4: Scholar has completed all parts of this lesson and can explain their plan to live up to these this year.		◇ Move Ahead ◇ Revise		

Part 2: Aligned Actions Complete

Once your Goal Coach has signed off on **all** mastery markers for this section you are ready to move to part 3! Be sure to get a sticker to add to the Aligned Actions section of your tracking sheet. Congratulations!



Goal Coach Signature: _____

Date: _____



PART 3: SHARP MIND

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.

The graphic is set against a light orange background. At the top, the words 'SHARP MIND' are written in a bold, orange, sans-serif font. Below this, a dark orange fan-shaped area contains a white line drawing of a hand holding a small plant with three leaves. Underneath the fan, a light grey semi-circular area contains the text 'Curiosity & Growth Mindset' in a handwritten-style font, followed by a paragraph defining the concept. At the bottom center, there is a grey compass rose with a white star in the center.

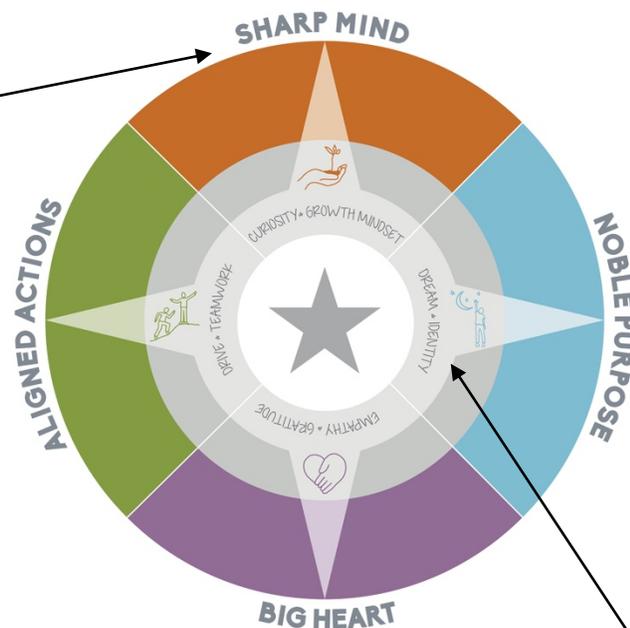


LESSON 5: Getting to know Compass



Overview: Over the course of this year you will engage in a series of self-directed work around the Compass (like this work you are doing right now in your Study Guide!). The Compass has five different focus areas, or disciplines (Big Heart, Sharp Mind, Noble Purpose, Aligned Actions, and True North). The Compass also has 10 habits that help you to be your best self.

Compass Disciplines



Compass Habits
True North: Presence & Balance
Big Heart: Empathy & Gratitude
Sharp Mind: Curiosity & Growth Mindset
Noble Purpose: Identity & Dream
Aligned Actions: Drive & Teamwork



Getting to know Compass

Directions: To gain an initial understanding of some of the core Compass Habits you'll be learning about this year you will make vocabulary cards for each Habit. Making a vocabulary card has four important steps:

1. Read the Habit definition and sample scholar actions
2. Draw a picture that helps you remember what this Habit means.
3. Write one synonym and one antonym for the Habit.
4. Use the habit in a sentence.

Quick Review

Synonym: a word having the same or almost the same meaning as another word

Antonym: a word that has the opposite meaning as the word chosen. *Fast* is an antonym of *slow*.

EXAMPLE HABIT CARD: Balance

1. Definition

I can keep myself feel at ease, even in times of challenge or stress.

- I notice my feelings and emotions.
- I know that nobody but me has power over my emotions.
- I recognize that everyone gets "out of balance" sometimes, but know I have tools to help myself re-set.
- I know what actions are most important for me to feel personally balanced (e.g. rest, physical activity, time with loved ones)

3.

Synonym: *harmony*

Antonym: *one sided*

2. Picture



4. Example Sentence

When my brother takes my stuff without asking I feel pretty out of balance, but I try to walk away to keep from getting too upset.



Habit: Identity

1. Definition & Key Actions

I know and am proud of who I am.

- I am proud of my identity.
- I understand that who I am / what is special about me is shaped by my family, culture, and community.
- I believe in myself.
- I've examined my personal values (what they are, why they matter to me).

3.

Synonym

Antonym

2. Picture

4. Example Sentence



Habit: Drive

1. Definition & Key Actions

Through hard work and self-discipline, I will achieve my big goals.

- I have BIG dreams and goals for my life and can explain why I have them.
- I set regular goals to help keep me focused each day, week, and quarter.
- I understand how I work best and set myself up to produce my highest quality work.
- I don't settle for just getting work done. I aim to my best quality work every day.
- I reflect and learn from successes and set-backs.
- When things don't go well, I implement strategies that help me stay motivated (e.g. positive self-talk, reflecting on times you've overcome challenge in the past, asking a friend for encouragement).
- I proactively reach out for help when I need it.

3.

Synonym

Antonym

2. Picture

4. Example Sentence



Habit: Growth Mindset

1. Definition & Key Actions

I believe I can grow my own intelligence.

- I know that success or being “good” at something has far more to do with dedication and practice than natural skills or talents.
- I know that I can get better at anything with practice.
- I see mistakes as opportunities to learn.
- I proactively seek out feedback from others.
- I can identify my greatest strengths and share those gifts with others.
- I can name the skills or behaviors that I want to improve.

3.

Synonym

Antonym

2. Picture

4. Example Sentence



Habit: Gratitude

1. Definition & Key Actions

I notice the good in life and say thank you through my words and actions.

- I look for beauty and in goodness in others.
- I reflect on the good in my life on a regular basis, even when I'm having a tough day.
- When a tough situation happens, I intentionally try to find the good in the situation -- or how the situation can make me stronger.
- I recognize what other people do for me.
- I notice and am grateful for opportunities when they arise.
- I take the time to express my appreciation by saying thank you or doing nice things for people.

3.

Synonym

Antonym

2. Picture

4. Example Sentence

√ Check off "Lesson 5: "Getting to know Compass" on your playlist!



Lesson 6: Personal Connections to Compass



Overview: We will be using the Compass habits often in our work this year and so it's important that you both understand the definitions, but also how they apply to you personally. In this lesson you will consider your own opinions about the core habits.

Directions: Explore the Compass and make connections to three habits that you value, or believe to be important. Start your sentences with, "I value [insert habit] because..." or "[insert habit] is important to me because..." and include *at least two reasons* why you believe each habit is important. Also state one way that you live out this habit in your life.

Example: I value curiosity because I think it is important to ask questions and learn. Curiosity is a habit that allows me to learn about all the amazing people and places that exist in our world. I show curiosity in my life by asking questions when I visit a new place.

1.) _____

2.) _____

3.) _____



✓ Check off "Lesson 6: "Personal Connections to Compass" on your playlist!



Part 3: Sharp Mind Mastery Markers

Overview: Now that you've completed your Sharp Mind phase work please meet with your Goal Coach to review and determine if you need to make any revisions before finishing this section of the Orientation phase.

Mastery Marker	Date	Status	If revise, note specific feedback	Initials (Goal Coach & Scholar)
Lesson 5: Scholar has completed all parts of this lesson.		◇ Move Ahead ◇ Revise		
Lesson 5: Scholar can explain each of the core Habits in their own words OR provide at least one accurate example of what it looks like in action.		◇ Move Ahead ◇ Revise		
Lesson 6: Scholar has completed all parts of this lesson and can explain at least one personal connection to a core Habit.		◇ Move Ahead ◇ Revise		

Part 3: Sharp Mind Complete

Once your Goal Coach has signed off on **all** mastery markers for this section you are ready to move to part 4! Be sure to get a sticker to add to the Sharp Mind section of your tracking sheet. Congratulations!

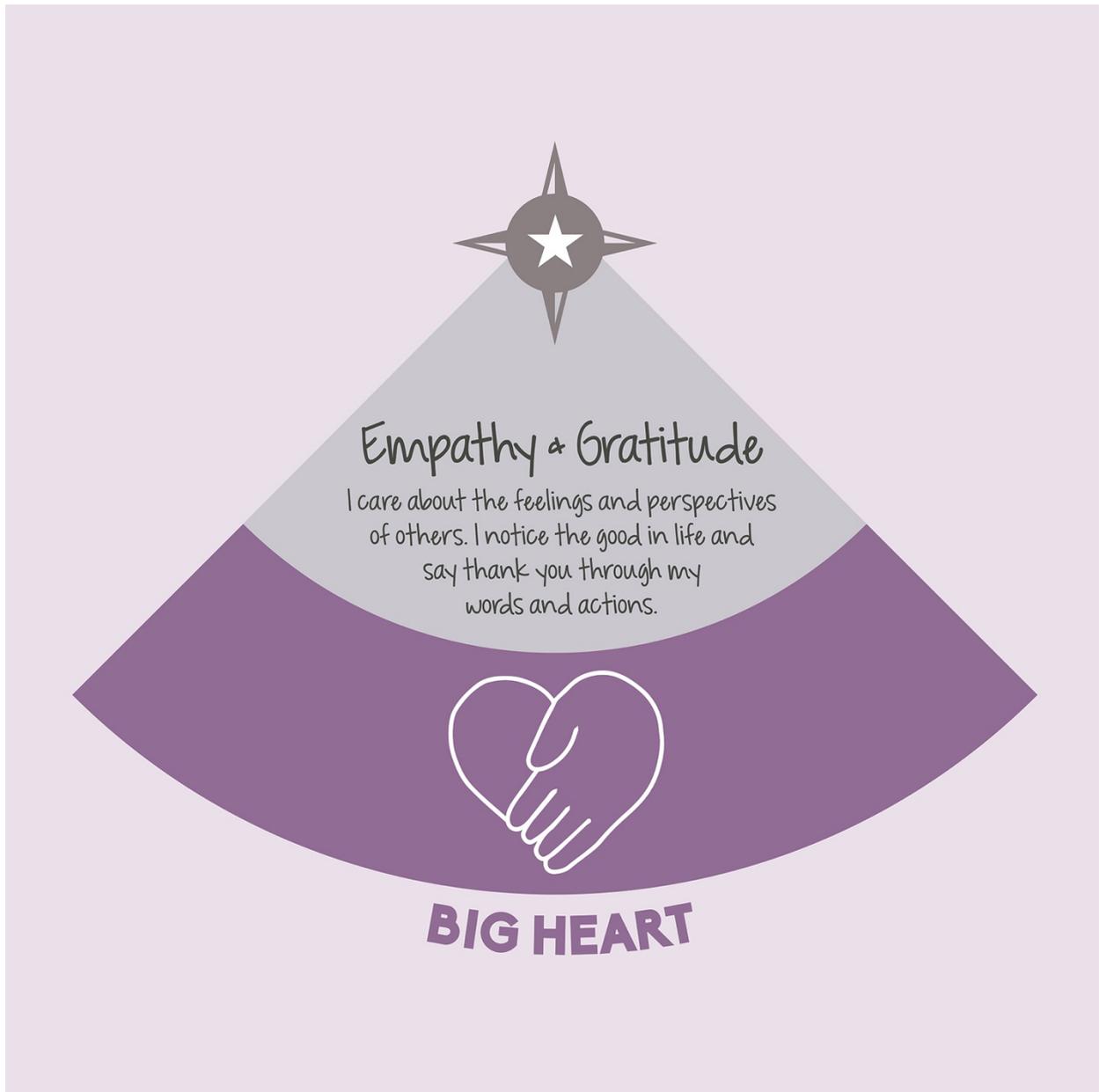


Goal Coach Signature: _____

Date: _____



PART 4: BIG HEART



Lesson 7: Goal Team Pen Pal Exchange



Overview: In this lesson you'll spend some time getting to connect with one Goal Teammate through a pen pal letter. Some of your Goal Teammates might be new to you, some might be friends you've been in school with for many years. Either way when we take the time to share we often learn new things about those in our community that we didn't know before. After you exchange Pen Pal letters you'll prepare resonance to share in Circle.

What is a Pen Pal?

A pen pal is a person that you exchange letters with (yes the old school ones that come in the mail!). Often pen pals live far away from each other and letters were used as a way to stay in touch before text messages, e-mails, and even phone calls were easy to make.

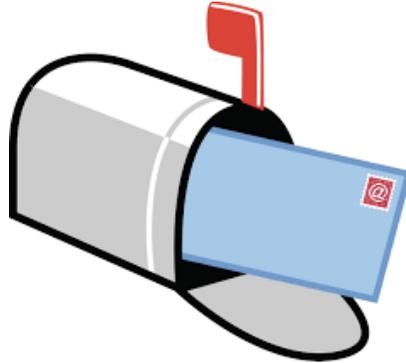


Your Opinion: Technology v. Letter Writing

Some people say that too much technology (social media, text messaging, e-mail) is bad for our communication with family and friends. Others argue that this type of technology helps us stay in touch better than some of the old ways (phone or letters). Share your opinion- do the "new school" technologies help or hurt our connection with family and friends? Respond in at least four complete sentences to explain the why behind your opinion.



Goal Team Pen Pal Letter Exchange



Directions: Write a letter to a Goal Teammate that helps them get to know you better. You will write both a draft and a final copy in order to show your Goal Teammate your best possible work. The final version must include and **at least 8** complete sentences and the following components:

1. Something that your Goal Team or friends at school probably don't know about you. For example:

Most of my friends at school don't know that I have a sister. She's technically my half sister but I don't like to call her that because we are real sisters, even if we live in different states. We get to visit every couple of months and I always have a lot of fun because in my house I only live with my brothers and it is nice to hang out with a sister for a change!

2. Someone you are grateful for in your life and why. For example:

I'm really grateful for my grandmother. I call her "Nana" and even though she lives very far away I feel like we are very close. Every summer I get to fly to her house in Nevada and stay there for weeks at a time. Those are some of my favorite memories because we always do lots of fun stuff together. She takes me on adventures, I get to go swimming every day, and she always lets me pick the dinners we get to eat. I love getting to hang out with her and feel grateful that we get to spend those long visits together.

3. A passion, "spark", or deep interest of yours and why this is something you are passionate about. For example:

I'm really passionate about Dance. Last year I got to try Dance for the first time during Enrichment and I fell in love with it. I'm still learning a lot but I find when I'm dancing I forget about everything else going on and I feel like I'm in my own little world with just the music.



Lesson 8: Pen Pal Resonance



What is Resonance?

Resonance is an important part of our Circle routine where we play back what we heard from our teammates in order to share what we learned about them and what connections we might have (that we might not have known before!).

Your experience with Resonance:

1. Circle one of the following prompts and respond in the space below using at least two complete sentences.

- If you have shared resonance in Circle, describe what it was like to stand up and share that aloud in front of the team.
- If you have received resonance in Circle already, describe what it was like to stand up and hear resonance from a teammate.
- If you have observed resonance in Circle, what impact do you think the exchange of resonance had on your teammates?

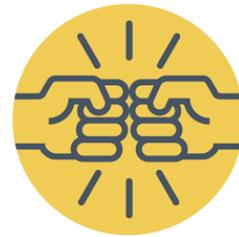
2. Why do you think we do resonance inside our Circle routine? Please use at least two complete sentences to respond.



Top Quality Resonance

Start with a <u>specific example</u> of what your teammate shared that resonated with you.	
<i>What stood out to me was...</i>	<i>What resonated with me was...</i>
	
Share what this example shows about your teammate's values or what they really care about.	
<i>What this shows me you value is...</i>	<i>This made me think you really value...</i>
	
Make a personal connection	
<i>I connect with this because...</i>	<i>I have seen you live out this value by...</i>

Always close it out with physical touch—a hug, fist bump, high five, etc.



Pen Pal Resonance

Pen Pal Name: _____

Directions: Use the graphic organizer and top quality resonance chart to plan out some Resonance in response to the pen pal letter you received. To ensure you are bringing your best quality and thoughtful work to Circle you will create a draft before writing a final copy.



RESONANCE: DRAFT

<p>Start with a <u>specific example</u> of what your teammate shared in their pen pal letter that resonated with you.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>Share what this example shows about what you think your teammate really values or cares about.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>Make a personal connection.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>(optional)</i> Is there any commitment you want to make to this teammate? (ex: something that would help them continue to live out their values, be their best self, or just feel a part of this community)</p>	<hr/> <hr/> <hr/> <hr/> <hr/>



RESONANCE: FINAL

Directions: Please revise your draft resonance to ensure you are bringing your best quality and most thoughtful reflections to share during Circle.

<p>Start with a <u>specific example</u> of what your teammate shared in their pen pal letter that resonated with you.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>Share what this example shows about what you think your teammate really values or cares about.</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
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Part 4: Big Heart Mastery Markers



Overview: Now that you have put in the hard work to write your Goal Team Pen Pal letter and craft Resonance, it is time to gather your work to prepare to present to your Goal Team in Circle.

Mastery Marker	Date	Status	If revise, note specific feedback	Initials <i>(Goal Coach & Scholar)</i>
Lesson 7) Scholar has completed their Pen Pal letter. This work is ready for a teammate to read and represents their best quality work.		<input type="checkbox"/> Move Ahead <input type="checkbox"/> Revise		
Lesson 8) Scholar can explain what resonance is and one reason we do this in our Circles.		<input type="checkbox"/> Move Ahead <input type="checkbox"/> Revise		
Lesson 8) Scholar has completed their Pen Pal Resonance and is fully prepared to share in Circle.		<input type="checkbox"/> Move Ahead <input type="checkbox"/> Revise		
Once your Goal Coach checks "Move Ahead" for the mastery markers above you are ready to share in Circle!				
Circle! Scholar shared complete resonance in Circle.		<input type="checkbox"/> Yes! <input type="checkbox"/> Not yet		

Part 4: Big Heart Complete

Once your Goal Coach has signed off on **all** mastery markers for this section you have finished the Orientation phase! Be sure to get a sticker to add to the Big Heart 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
Independent Reading	<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>
Math SDL	<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>
ELA/HUM and Science SDL	<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>



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- Is my goal something I can actually accomplish in one week?
- Do I know what I need to do to actually reach that goal?



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.

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.



Weekly Goal Template

Name: _____ Week: _____

Weekly SDL Progress Summary

Directions:

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- 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.

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.

Set a Top Quality Goal for this week

Top Quality Goals: Checklist for Success

Selecting your Goal Area:

- If you are off pace in Math or IR, prioritize one of these content areas first
- If you are almost on pace in any SDL block, prioritize that block next
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