

Week 1 Individual Session: Life's Purpose

Session Goals

- ❖ Reflect on the meaning of life in general and your life's purpose in particular

Pre-Session Instructions for Learner

- ❖ Watch [this video](#) about the meaning of life and write down any words or phrases you don't understand. Be ready to share your thoughts about the meaning of life with your buddy.

Pre-Session Instructions for Volunteer

- ❖ Watch [this video](#) about the meaning of life. Be ready to share your thoughts about the meaning of life with your buddy.
- ❖ Be ready to share your screen with the sound on for [this video](#) and [this excerpt](#).

During the Session:

- ❖ **[5 min]** Check in with your speaking buddy and ask about their week. Introduce this new unit and explain that you will be discussing purpose and social impact for the next few weeks.
- ❖ **[5 min]** Here are 5 words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
 - Cynical (adjective) = believing that everyone is motivated only by selfishness
 - "Stop being so *cynical* about charity work; some people genuinely want to make a difference."
 - Melancholy (noun) = feeling sad and depressed
 - "Despite everything good that has happened, she's still in a state of *melancholy*."
 - Futile (adjective) = having no effect or result
 - "I tried to change her mind, but it was *futile*."
 - In the grand scheme of things (phrase) = considering the broader situation
 - "*In the grand scheme of things*, a single bad grade in your class won't matter."
 - Transcend (verb) = go beyond the limit
 - "I'll be able to *transcend* language barriers with visual storytelling."

- ❖ **[15 min]** Review the content of [this video](#) from prework. Ask your buddy if they have any questions about the words/phrases in the video and clarify as needed. Share your thoughts about the meaning of life. Here are some questions to talk about:
 - Who was Viktor Frankl? What are his lessons on the meaning of life?
 - What do you think the phrase “He who has a Why to live for can bear with almost any How?” means?
 - Frankl says people can always choose their reaction to a situation, no matter how bad it is. Do you agree or disagree with Frankl’s opinion?
 - Do you agree or disagree with Frankl’s idea that suffering can give life meaning?
 - What gives life (or your life) meaning?

- ❖ **[10 min]** Researchers studying purpose have identified four groups of young people - the disengaged, the dreamers, the dabblers, and the purposeful. The descriptions of these groups are in [this excerpt](#). Screen share the excerpt and read it with your buddy. Which most closely describes you and why?

- ❖ **[15 min]** Screen share [this video](#) about knowing your life’s purpose in 5 minutes (make sure to have the subtitles on). Discuss and reflect on the questions that were mentioned in the video:
 - (1) Who are you?
 - (2) What do you love to do?
 - (3) Who do you do it for?
 - (4) What do those people want/need?
 - (5) How do those people change as a result of what you gave them?
 - Thinking about these questions, do you feel more confident about your life’s purpose? Why or why not?
 - If you were to add another question to this list, what would you add? Why?

- ❖ **[10 min]** Now that you’ve thought about your ultimate purpose, spend some time thinking about the steps you need to take to get there:
 - What do you need to do in the next month to help you reach your goals? What about next year? The next 5 years?
 - Often when we move towards a goal there are obstacles or challenges that get in the way. They might be external, like a lack of money or training, or internal, like laziness or a fear of failure. What are some obstacles, if any, you think you may face as you work toward your goals?
 - What do you think will help you in overcoming these obstacles and keep you working toward your goals?

Week 2 Individual Session: Community Service / Volunteering

Session Goals

- ❖ Talk about your experience with community service
- ❖ Learn about service projects run by young people
- ❖ Design your own community service project

Pre-Session Instructions for Learner

- ❖ Be ready to talk about your experience with community service or volunteering. If you have never participated in community service before, be ready to talk about a community service activity you'd like to participate in.

Pre-Session Instructions for Volunteer

- ❖ Be ready to talk about your experience with community service. If you have never participated in community service before, be ready to talk about a community service activity you'd like to participate in.
- ❖ Be ready to share your screen with the sound on for [this video](#) and [this website](#).

During the Session:

- ❖ **[5 min]** Here are 4 words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
 - Altruism (noun) = the selfless practice of caring for others before yourself
 - "As an act of *altruism*, she volunteers at the local homeless shelter."
 - Devote (verb) = give your all towards something
 - "I *devoted* my whole life to helping others."
 - Make someone's day (verbal phrase) = make someone feel happy
 - "I gave the little boy a present, and his smile *made my day*!"
 - Take initiative (verbal phrase) = be the first to begin a task
 - "Our community needed masks during the pandemic, so I *took initiative* and distributed them myself."
- ❖ **[10 min]** Talk about a community service activity you have done before (or would like to do later). Here are some questions to talk about:
 - What activity were you doing?
 - What issue were you helping solve?
 - What community did you serve?
 - Where did you do it and for how long?

- Why did you decide to do such service?
- Who were you working with?
- ❖ **[10 min]** Screen share and watch [this video](#) about community service (make sure to have the subtitles on). Discuss the following questions:
 - What does community service mean to you?
 - What are the benefits of community service?
 - What are some reasons for not doing community service?
 - How has the service of others helped you throughout your life?
 - How common are acts of community service where you live?
- ❖ **[20 min]** Screen share [this website](#) and read the first couple lines of the IYH featured stories. Pick 3 stories that interest you and your buddy and watch their featured videos. Reflect on the videos you watched by discussing the following questions:
 - Which one was your favorite?
 - What inspires you about those projects?
 - If you were to participate in one of the projects, which project would you do? Why?
 - Which project do you think will help your community the most?
 - If you were to do something similar, what would you do?
- ❖ **[15 min]** Imagine you are starting your own community service project like the ones you watched from IYH.
 - What is a problem you'd want to solve through this project?
 - What community is this project targeting?
 - What materials and skills do you need to start your project?
 - How many people do you need to start the project?
 - How would you get funding for your project?
 - Who can you reach out to help with the project?
 - What are some challenges you may face?
 - How can you prepare for those challenges?

Week 3 Individual Session: Being a Hero

Session Goals

- ❖ Think about what makes a hero
- ❖ Consider ways to stand up for others
- ❖ Reflect on the hero's journey in your own life

Pre-Session Instructions for Learner

- ❖ Be ready to talk about a time when you stood up for someone or witnessed someone standing up for another person.

Pre-Session Instructions for Volunteer

- ❖ Be ready to talk about a time when you stood up for someone or witnessed someone standing up for another person.
- ❖ Be ready to share your screen with the sound on for [this video](#), [this webpage](#), and [this video](#).

During the Session:

- ❖ **[5 min]** Here are 5 words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
 - Integrity (noun) = the practice of doing the right thing when no one is watching
 - "She demonstrated her integrity when she picked up the garbage without anyone noticing her."
 - Go out of their way (verbal phrase) = to do something for someone despite it being inconvenient
 - "Though he was very tired, he *went out of his way* to help us change our tires."
 - Insurmountable (adjective) = too difficult to overcome
 - "Though her problems at work seemed *insurmountable*, she persisted and overcame them."
 - Resilience (noun) = ability to persist through difficulty and recover quickly
 - "Her natural *resilience* helped her overcome the crisis."
 - Status quo (noun) = the normal and current state of things
 - "Student movements have always risen up against the political *status quo*."

- ❖ **[10 min]** Talk about a time when you decided to stand up for someone, or you witnessed someone standing up for another person. Here are some questions to talk about:
 - What were the circumstances?
 - What was being done to the person you were standing up for?
 - When and where did it happen?
 - How did you feel at the time?
 - What gave you the courage to stand up for that person?
 - What were the consequences of you standing up?
 - Would you do it again? Why or why not?

- ❖ **[15 min]** Screen share [this webpage](#) about 10 bullying scenarios. Go back and forth reading through each scenario with your buddy and discuss what you would do in each bullying situation.

- ❖ **[15 min]** Screen share and watch [this video](#) about what makes a hero (make sure to have the subtitles on). Discuss the following questions:
 - How do you define a hero?
 - Who is a hero in your life? Why?
 - How would you describe a hero using 5 adjectives?
 - How can ordinary people be heroes?
 - How can you be a hero?
 - What are 5 characteristics a hero wouldn't have?
 - Who's a celebrity that you consider a hero? Why?

- ❖ **[15 min]** Screen share and watch [this video](#) about the hero's journey (make sure to have the subtitles on). Ask your buddy if they have any questions about the words/phrases in the video and clarify as needed. Based on the video, walk through [the hero's journey](#) by giving a real-life, personal example. Here's the list of events in the hero's journey:
 - Status Quo
 - Call to adventure
 - Assistance
 - Departure
 - Trials
 - Approach
 - Crisis
 - Treasure
 - Result
 - Return
 - New life
 - Resolution
 - Status Quo

Week 4 Individual Session: Activism

Session Goals

- ❖ Explore activism and social movements across countries

Pre-Session Instructions for Learner

- ❖ Be ready to talk about some prominent social movements that happened in your country.

Pre-Session Instructions for Volunteer

- ❖ Be ready to talk about some prominent social movements that happened in your country.
- ❖ Be prepared to screen share with the sound on for [this video](#) about climate change, [this video](#) on youth activism, and [this video](#).

During the Session:

- ❖ **[5 min]** Here are 4 words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
 - Grassroots (adjective) = led by the people rather than by elites
 - “The people’s dislike of the new education laws led to a *grassroots* movement to improve the country’s schools.”
 - Vehement (adjective) = forceful and passionate
 - “The political activist gave a *vehement* speech about climate change.”
 - Ambiguous (adjective) = unclear and not straightforward
 - “His answers to my questions were somewhat *ambiguous* and made me even more confused.”
 - Woke (adjective) = being highly aware of and sensitive towards social issues, such as racism
 - “We have a moral obligation to stay *woke*, take a stand, and be active against injustices.”
- ❖ **[10 min]** Talk about some prominent social movements that happened in your country. Here are some questions to talk about:
 - What was the social movement about?
 - Why did the movement happen?
 - Who participated in the social movement? Who was its leader?
 - How did you find out about the social movement?
 - What was the movement’s goal or what did they want to change?
 - Do you agree with the social movement’s goal? Why or why not?

- Were you ever involved in the social movement? Why or why not?
 - What changed in society as a result of the social movement? Do you think it was impactful or effective?
- ❖ **[15 min]** Screen share and watch [this video](#) about activism for climate change (make sure to have the subtitles on). Discuss the following questions:
- How did the video make you feel?
 - What do you think is the goal of the people participating in these protests?
 - Have you ever witnessed a protest like this in your country? If so, what was it like? If not, would you want to?
 - If you had the chance, would you participate in a protest like this? Why or why not?
 - Do you think activism for climate change is important?
 - Do you think protests like these are effective in combating climate change?
- ❖ **[10 min]** Screen share and watch [this video](#) about youth activism (make sure to have the subtitles on). Ask your buddy if they have any questions about the words/phrases in the video and clarify as needed. Discuss the following questions:
- What reasons did the video give for why young people get involved in social movements? Can you think of other reasons why?
 - Do you think it is important for young people to be involved in social movements and politics? Why or why not?
 - What youth-led movements have happened in your country? How effective were they at making a change?
 - How are young people more effective than older people at causing social change? How are they less effective?
 - Do you think young people should be more involved in activism?
- ❖ **[10 min]** Ask your learner to think of a social problem in their country that they think needs more attention and that they would like to solve. Discuss the following questions:
- Who does the problem affect?
 - Why is the problem a significant issue in Ukraine?
 - Why do you think it needs more awareness?
 - If you were to address this problem right now, what steps are necessary to solve the issue? Would you need help from others? Would you organize a protest or create an organization? What would that look like?
 - What resources are needed to solve the social problem?
 - What challenges might you face in solving the social problem?
 - How would you raise awareness of the problem?
 - What steps can individuals take to help raise awareness or help fix this problem?
- ❖ **[10 min]** Screen share and watch [this video](#) about “woke call-out culture” (make sure to have the subtitles on). Ask your buddy if they have any questions about the words/phrases in the video and clarify as needed. Discuss the following questions:

- What does Obama mean by woke call-out culture?
- Have you ever witnessed this call-out culture on social media? What was it about? How did it make you feel?
- Why do you think some people participate in call-out culture? Do you know anybody who often calls people out on social media?
- Do you think there are any benefits to call-out culture? Why or why not?
- Do you agree with the video that call-out culture is not activism? Why or why not?
- What do you think true activism looks like?

Week 1 Group Session (August 2 - 8): Values

Pre-Session Instructions for Learner

- ❖ Take a look at this [list of values](#) and take note of unfamiliar words. You can look up their definitions or ask your volunteer during the session.

Pre-Session Instructions for Volunteer

- ❖ Segment 1: Be prepared to screen share this [list of values](#) during the session.
- ❖ Segment 2: N/A
- ❖ Segment 3: N/A

During the Session:

- ❖ **Segment 1 [20 minutes]: My Values**
 - Screen share this [list of values](#) and also provide a link to it in the chat. Give learners a moment to read the values and provide an opportunity for them to ask questions about the definitions and meanings of the words.
 - Ask the learners to pick 10 values from the list that are important to them. Then from those 10 values, ask them to pick 5 of the most important ones. Finally from those 5 values, ask them to pick their top three.
 - Ask each learner to state the 3 values they have chosen, then ask the following questions:
 - Out of the 10 values you first chose, why did you pick your top three values? Why are they important to you personally? Why are they important to the world or your community?
 - In the group, is there a common value that many people chose? Or are they all different? Why did everyone choose the same value, or why are they different?
 - Do you think you display your values well? Out of all the people in your life or in the world, who do you think is the person that best displays your values?
 - When was the last time you demonstrated your values in real-life? (Example: If one of your values is “compassion,” when was the last time you were compassionate?)
- ❖ **Segment 2 [20 minutes]: Community Impact Projects**
 - Explain that a community impact project is a project that community members do to benefit the community. Ask the learners to discuss the community impact or service project ideas that have happened in their community.

- Have you ever participated in community service projects? What was the experience like? What did you learn?
- What are some community service projects that have occurred in your community? Are they common in your area?
- In many schools in America, community service is mandatory. Does your school require community service or promote them to students? Should they be mandatory?
- What community service projects would you like to be part of? What type of work would you want to do? Are you good at crafting, art, socializing, organization, taking care of animals, tutoring, etc.? If you are unsure, take a look at this [list of community service ideas](#) for youths.

❖ **Segment 3 [20 minutes]: Open Chat**

- There is no formal activity planned for this segment to allow for a chance to chat with students! Some ideas for guiding the conversation:
 - Talk about everyone's week and/or plans for the weekend
 - Ask everyone where they're calling in from. If you're not familiar with the place, ask them to describe it - what kind of place is it, what is the weather there now, etc
 - Ask what is the biggest news story that everyone is talking about in Ukraine this week, and then invite students to share their opinions on it.
 - Invite students to ask questions about your life - something they've always wondered about life in [wherever you're from]. This can be a fun chance to discover and clarify some stereotypes!

Week 2 Group Session (August 9 - 15): Making a Difference

Pre-Session Instructions for Learner

- ❖ Have a pen and piece of paper ready, OR print out [this worksheet](#) before the session.

Pre-Session Instructions for Volunteer

- ❖ Segment 1: N/A
- ❖ Segment 2: N/A
- ❖ Segment 3: N/A

During the Session:

- ❖ **Segment 1 [20 minutes]: Wish List**
 - Ask the learners to quickly write down their answers to the questions below. After each question, ask them to share their responses and explain why they chose those three things.
 - If you could wave a wand to change three things in your school or community, what would they be?
 - If you could wave a wand and change three things about your country, what would they be?
 - Discuss the following questions:
 - What is necessary for the changes you listed to happen?
 - How can you as an individual cause that change?
 - What is a common change most people wrote down? Why is that a common change?
- ❖ **Segment 2 [20 minutes]: Global vs. Community Issues**
 - Discuss current global issues and how we can make change:
 - What are current global issues? Why are they important to fix?
 - Which global issues are most important to you personally? Why?
 - How are people trying to make change in the world?
 - How can you as an individual help fix those issues and make a difference?
 - Then, discuss current issues in learners' communities or families:
 - What are current issues in your community or family? Why are they important to fix?
 - Which community issues are most important to you? Why?
 - How are people trying to make change in your community?
 - How can you as an individual help fix those issues and make a difference?

- Finally, discuss which is more important:
 - For an individual like yourself, which is more important, fixing a global issue or fixing an issue in your family/community? Why?
 - Which issue affects the most people? In which issue can you make the most impact as an individual? Which is easier to change?
 - How can fixing a global issue impact your community? How can fixing a community issue impact the world?
 - Is small change as important as big change? Why or why not?

❖ **Segment 3 [20 minutes]: Open Chat**

- There is no formal activity planned for this segment to allow for a chance to chat with students! Some ideas for guiding the conversation:
 - Talk about everyone's week and/or plans for the weekend
 - Ask everyone where they're calling in from. If you're not familiar with the place, ask them to describe it - what kind of place is it, what is the weather there now, etc
 - Ask what is the biggest news story that everyone is talking about in Ukraine this week, and then invite students to share their opinions on it.
 - Invite students to ask questions about your life - something they've always wondered about life in [wherever you're from]. This can be a fun chance to discover and clarify some stereotypes!

Week 3 Group Session (August 16 - 22): Leadership

Pre-Session Instructions for Learner

- ❖ Think about a leader in your community or in the world that you admire. What did they do? Why are they admirable? Are they an inspiration for you? Be prepared to share this during the session.

Pre-Session Instructions for Volunteer

- ❖ Segment 1: Think about a leader in your community or in the world that you admire. What did they do? Why are they admirable? Are they an inspiration for you? Be prepared to share this during the session.
- ❖ Segment 2: Understand the rules and be prepared to play [the game "Survive a Sinking Ship."](#)
- ❖ Segment 3: N/A

During the Session:

- ❖ **Segment 1 [20 minutes]: A Leader You Admire**
 - Share your thoughts on a leader in your community or in the world that you admire.
 - Have everyone else share their presentation about a leader they admire, their accomplishments, and how they are an inspiration.
 - Take notes on what students are doing well as well as common errors. After each presentation, encourage students to ask each other follow-up questions, and ask a few yourself.
 - When everyone is finished with their turn, share general feedback (both strengths and constructive criticism). Avoid calling out specific students, especially when giving constructive criticism!
 - Have each person state 2-3 qualities that a good leader should have. Encourage students to explain why they chose those qualities, and how the leader they chose displays those qualities.
- ❖ **Segment 2 [20 minutes]: Survive the Sinking Ship**
 - Use [this document](#) to explain the rules and play the game "Survive the Sinking Ship."
 - Bonus Tip: Before playing the game, create an interesting narrative about how the group boarded the ship and how the ship began sinking. At the end, explain how the group was saved!
- ❖ **Segment 3 [20 minutes]: Open Chat**

- There is no formal activity planned for this segment to allow for a chance to chat with students! Some ideas for guiding the conversation:
 - Talk about everyone's week and/or plans for the weekend
 - Ask everyone where they're calling in from. If you're not familiar with the place, ask them to describe it - what kind of place is it, what is the weather there now, etc
 - Ask what is the biggest news story that everyone is talking about in Ukraine this week, and then invite students to share their opinions on it.
 - Invite students to ask questions about your life - something they've always wondered about life in [wherever you're from]. This can be a fun chance to discover and clarify some stereotypes!

Week 4 Group Session (August 23 - 29): Social Media Activism

Pre-Session Instructions for Learner

- ❖ N/A

Pre-Session Instructions for Volunteer

- ❖ Segment 1: Be prepared to screen share [this video](#) about Hashtag Activism.
- ❖ Segment 2: Be prepared to screen share [this video](#) about the effectiveness of hashtag activism.
- ❖ Segment 3: N/A

During the Session:

- ❖ **Segment 1 [20 minutes]: Hashtag Activism**
 - Screen share and watch [this video](#) about Hashtag Activism, and engage the learners in a discussion about it.
 - What are some recent examples of hashtag activism in the world or in your country? What issues did they address? Which one was most impactful in creating real change?
 - Have you ever participated in hashtag activism? Why?
 - When was a time when social media and hashtag activism helped you gain awareness about an issue? Do you think you would have found out about the issue without social media?
 - How can you use social media to create a social impact?
- ❖ **Segment 2 [20 minutes]: Effectiveness of Hashtag Activism**
 - Screen share and watch [this video](#) about the effectiveness of hashtag activism. Be sure to turn on the subtitles!
 - First, discuss the benefits of hashtag activism:
 - How can social media activism create change?
 - Does hashtag activism improve situations or make issues better?
 - What is an example of real change that happened in your country because of social media activism?
 - Then, discuss the downsides of hashtag activism:
 - How can hashtag activism make issues worse?
 - What is an example of a social media activism campaign that failed or did not do anything to make real change?
 - What are current issues with hashtag activism?
 - Finally, ask the group to come to a conclusion on how effective hashtag activism is:

- What are other ways to make change and be active in social issues? How are they better or worse than hashtag activism?
- How should people use social media to create social change? How can they use it responsibly? Should social media be used at all?

❖ **Segment 3 [20 minutes]: Open Chat**

- There is no formal activity planned for this segment to allow for a chance to chat with students! Some ideas for guiding the conversation:
 - Talk about everyone's week and/or plans for the weekend
 - Ask everyone where they're calling in from. If you're not familiar with the place, ask them to describe it - what kind of place is it, what is the weather there now, etc
 - Ask what is the biggest news story that everyone is talking about in Ukraine this week, and then invite students to share their opinions on it.
 - Invite students to ask questions about your life - something they've always wondered about life in [wherever you're from]. This can be a fun chance to discover and clarify some stereotypes!