

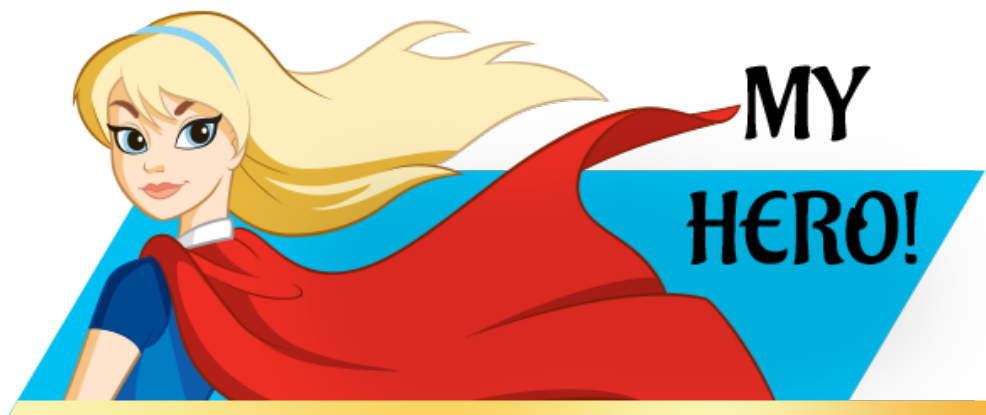
KMM 2016: SESSION 6 - What do you want MORE?



SESSION PLAN

PART 1	- Recap	3 mins
PART 2	- Create an opportunity to reflect.	8 mins
PART 3	- What is my ultimate personal dream?	6 mins
PART 4	- How well do your commitments match your dreams?	6 mins
PART 5	- What do I value and will my dream impact my values?	6 mins
PART 6	- What are my responsibilities?	6 mins
PART 7	- Brain Tattoos	5 mins

PART 1 - Recap



PART 2 - Create an opportunity to reflect.

The purpose of this session is to create an opportunity to reflect – inside the classroom – on what matters to them and why. Students should be engaged with multiple important questions such as:



How important is sacrifice in life? Eg...Kargil war. Independence of India, PV Sindhu,
Who discovered India? What do you think he sacrificed?

There must be a worthy dream for you to sacrifice for. How to know if the dream is the right dream or not?

PART 3 - What is my ultimate personal dream?

Deciding on a career can be amazingly difficult. Student have a hard time choosing between commerce and science. How do they spend their her spare time? Ask them to list upto 5 things they do in their spare time. Let the points be in ascending order (1 to 5) of things they LOVE to do, to things that simply fills up their time. Hidden in these points are the clues to their career.



Width vs. Depth Exercise. If you could become extraordinarily good at one thing versus being pretty good at many things, which approach would you choose? Invite students to think about how to organize their life to follow their chosen path in a purposeful way.

Long term goals should define short term goals which in turn should be rooted in daily habits.

PART 4 - How well do your commitments match your dreams?

How well do your commitments (time invested) match your dreams?

COMMITMENT

A few students find a strong overlap between their goals and their time invested. The majority don't. They are stunned and dismayed to discover they are spending much of their precious time on activities they don't value highly. The challenge is to align time commitments to personal dreams.

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Ask the students to make a list of how they want to spend their time at school. (We might think they don't want to LEARN. Get ready to be surprised). What matters to you? This might be going to class, studying, spending time with close friends, perhaps volunteering in the off-campus community or reading books not on any course's required reading list.

PART 5 – What do I value and will my dream impact my values?

It is wonderful to see them grapple with what is valuable to them. At the outset it looks like a very deep question that children might be ill equipped to answer. Get ready to be surprised.



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In the Core Values Exercise, students are to presented with a sheet of paper with about 25 words on it. The words include “dignity,” “love,” “fame,” “family,” “excellence,” “wealth” and “wisdom”, fitness, friends, food, seva, travel, art, connect, impact, people, inspire, together, etc Tell them to circle five words that best describe their core values.

Now, we ask, how might you deal with a situation where your core values come into conflict with one another? They might find this question particularly difficult.

A dilemma can be, "I am very ambitious and I love to be alone". Another dilemma can be "I want to keep everyone happy with me and I also want a strong identity". Another dilemma could be whether I can be a successful surgeon while also being a devoted father.

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PART 6 - What are my responsibilities?

What are my responsibilities, if any, to my community and to make the world a better place?



It's time we treat them as adults. It's time they treat themselves as adults. It time they think about more than themselves.

□ Imagine you are the principal of your school for a Day. What are the 1-3 actionable changes you would implement to enhance the school experience on campus?

The answers can be eye-opening. The responses may vary from the obvious to the silly to the smart to the cheeky - "tweak the history course" or "change the ways labs are structured" or "change this teacher" or 'change the sports timings' or 'no exams'.

The parable of the fisherman and the educated fellow.

PART 7 - BRAIN TATTOOS

At the end of the session, ask your class: "Tell me one thing you have changed your mind about this session." Many responses reflect a remarkable level of introspection.

I guarantee, a few years later, when we check in with participants, nearly all will report that the discussions had been valuable, a step toward turning KMM into a transformational exercise.

