

# The QUESTION Class™



## CONCLUDING SESSIONS

Lesson Plans

- LESSON 1** Course Review and Exit Survey
- LESSON 2** Self-Assessment Matrix and Letter to the Self
- LESSON 3** Practical Application of Pillars
- LESSON 4** Closing Comments and Ideas for the Future



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# Course Review and Exit Survey

## The QUESTion Class



### Overview

Students reflect on the journey they took in the class to give voice to some of the things they learned and insights they came to. They also fill out an Exit Survey to assess the impact of the class.

### Objective

- To review key topics covered in The QUESTion Course and bring awareness to how much students learned and grew

### Materials Needed

- ✓ **Prepare electronic device access** so students may complete the online QUESTion Class Exit Survey, “My Contribution”
- ✓ **Print** one copy of QUESTion Show facilitator sheet
- ✓ 1 video camera and tripod
- ✓ Whiteboard and marker

### Setup

- ✓ Chairs: in small groups of 4
- ✓ Write title on the board
- ✓ Notebooks: Yes

## Introduction (5 min)

00:00–00:05

Welcome students and explain that today is the first of four concluding sessions to step back and reflect on all that we have done, and to wrap up loose ends. Make a few comments of your own about the journey you’ve been on together this semester.

## Writing Exercise: Student Exit Survey (20 min)

00:05–00:25



Tell students that before we begin the QUESTion Show, we will fill out a short survey to provide feedback on the course topics and success of the class.

**The QUESTion Project team will send each teacher their own link, each semester, so that students can complete an online version of this survey and the data can be tracked.**

Make your way around the room to answer any questions as they work.

## Activity: QUESTion Show (15 min)

00:25–00:40



Explain that this activity will challenge their knowledge of big questions and the five pillars we’ve explored through a spin-off of the classic game show, Jeopardy. Our version, the QUESTion Show, will take us on a winding journey from our first class together, in which we explored who we are, to our last, in which we shared our thoughts on the bigger picture and the future of where we are going.

Divide the class into small groups of four students. Explain that these groups will be their teams. Assign a number to each team, starting with 1 and working your way up, to establish the order in which the teams will play.

**NOTE:** This activity should only be done if there is time. The Student Exit Survey may take the whole period and should be given precedence.

Draw the following table on the board:

Choice	Purpose	Fearlessness	Interconnectedness	Bigger Picture
A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
D	D	D	D	D
E	E	E	E	E

This activity should be presented in a playful and creative way. Introduce yourself as the game show host and play the role with enthusiasm in the character that works for you.

Explain the following rules in your own words:

1. **Pick a Category:** As the game show host, you will call on a group (make your way to each group in order) to pick a category and corresponding letter (A-E) from the table. Using the “Facilitator Sheet,” read aloud the question that corresponds.
2. **Discuss the Question:** The group whose turn it is will have 10 seconds to discuss and come up with an answer.
3. **Deliver an Answer:** At the end of the 10 seconds, a representative of the group should stand up and deliver their answer to the class.
4. **Applaud:** (if not disruptive to other classes) Encourage students to applaud the answer.
5. **Open the ‘Phone Line’:** If a team is stuck on their question or give an answer that is not quite complete, feel free to pose the question to the entire class. By opening a pretend jeopardy “phone line,” everyone in the class will have the opportunity to “call in” to the game show and offer alternative answers. Credit will be split between the original team (to whom the question was posed) and the team that calls in.
6. **Repeat:** Move on to the next group and repeat this process until the game show ends.

Invite the class to make a few concluding comments with you. Since this game will be a demonstration of what they have learned, it’s a great opportunity to reflect with them on the thoughts and insights they have now that they didn’t have before.

**NOTE:** The question categories (A-E) are not based on a numeric system. If you plan to hand out a prize to the winning group, you should base that on the **most thought-out, consistently delivered, best answers**. The award system is entirely up to you. The “call in” hotline (rule #5) allows other students to jump into the game even when it’s not their group’s turn. This allows them to participate more (and in turn increase their chances of winning).

## Wrap Up (5 min)

**00:40–00:45**

Collect students’ notebooks and rearrange desks.

**Note to teachers: for the next class students will need their original Self-Assessment Sheets “Enter the matrix” which they filled in one of the introductory sessions.**

# My Contribution

Calling all QUESTion scholars! Please share with us your experience of the QUESTion Class. Your responses will be used to improve the course for future generations of students. Please answer the following questions with honesty and care. Your answers will be kept anonymous.

**PART 1:** Please shade in the bubble to the left of the answer that best applies to you. When applicable, please provide a short written response on the lines below.

**1. Taking the QUESTion Class has helped me to better understand who I am.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please elaborate on your response below and, when applicable, provide examples from your life:

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**2. Taking the QUESTion Class has strengthened my ability and power to make choices that are right for me.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please elaborate on your response below and, when applicable, provide examples from your life:

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**3. Taking the QUESTion Class has given me more confidence to shape my own life with inspiration and purpose.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please elaborate on your response below and, when applicable, provide examples from your life:

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**Taking the QUESTION Class has helped me to build more courage to be myself**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please elaborate on your response below and, when applicable, provide examples from your life:

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**4. Taking the QUESTION Class has helped me feel more connected to other people and the world around me.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please elaborate on your response below and, when applicable, provide examples from your life:

---

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**5. The QUESTION Class has helped me become more open-minded and able to work well with diverse points of view that are not my own.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please elaborate on your response below and, when applicable, provide examples from your life:

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**6. It is important to help others and make the world a better place.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**7. It is important to stand up for what I believe in, even if it is unpopular.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8. It is important to respect the values and beliefs of people who are different than me.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

It is important to take responsibility for my actions when I make a mistake.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

**PART 2:** Please provide a 1-3 sentences response in the boxes below.

1. Do you think The QUESTion Class is an important class for students? Why or why not?
2. Please describe the impact The QUESTion Class has had on you.
3. What did you like most about the class?
4. How would you describe The QUESTion Class to someone who is considering taking it?
5. In this box share ANY suggestions you have for improving the class? We take your recommendations very seriously and they help make the class better in the future so please be thoughtful in your response.

ALL DONE – THANK YOU!!!

# QUESTion Show

## Facilitator Sheet

### CHOICE

- A: What does 'choice' mean to you?
- B: What type of impact can a personal decision have on others?
- C: What happens when we recognize outside influences on our choices?
- D: What is significant about our ability to choose?
- E: What do our choices say about who we are?

### PURPOSE

- A: Do you think there is any relationship between purpose and commitment?
- B: Is there a conflict between what inspires you and what you feel you have to do to survive?
- C: Do you feel that you are constantly changing (interests, passions, inspirations, etc.)? Is there is a constant core that comprises what it means to be YOU?
- D: In your experience, is there a relationship between knowing who we are and having a sense of purpose?
- E: Is purpose linked to happiness?

### FEARLESSNESS

- A: Is fearlessness a choice?
- B: Do you feel you have the courage to fail?
- C: What are some practical steps we can take towards dealing with fear? Or, how can we act on fear in a positive way?
- D: What is the relation between fearlessness and vulnerability, if any?
- E: How do you think your own fearlessness can impact other people or have consequences on a larger scale (socially? environmentally)?

### INTERCONNECTEDNESS

- A: What does interconnectedness mean to you?
- B: To what extent do we all impact each other?
- C: How does thinking about the relationship you hold with your community affect the ways you engage with it?
- D: In what ways has society shaped who you are, and how far back can you trace what has influenced you?
- E: How does our understanding of interconnectedness affect the way we relate to other genders, cultures, races, and religions?

### BIGGER PICTURE

- A: What are some challenges to looking at life through a bigger picture?
- B: What are some ways we can look at our lives through the lens of a bigger picture?
- C: What is the most important thing to know about the bigger picture?
- D: How would you define "bigger picture?"
- E: What problems in the world are in large part caused by people not being open to other perspectives?

# Self-Assessment Matrix and Letter to Myself



## The QUESTion Class

### Overview

Students reflect on the impact of the class and assess their development by filling out the concluding self-assessment matrix. They consider their growth in relationship to choice, purpose, fearlessness, interconnectedness and a bigger picture. They also read the letters they wrote to themselves at the beginning of the class in order to assess how much they have accomplished.

### Objective

- To reflect on our individual and collective growth as QUESTion scholars both inside and outside of class.
- To empower students to recognize how they developed, and to feel in charge of their development going forward.

### Materials Needed

- ✓ **Bring blank** copies of the Self-Assessment Matrix, “Enter the Matrix...” the same Matrix that students filled out at the beginning of the year
- ✓ **Pre-load** PowerPoint presentation, “SAM Facilitator Statements” (Note that this is the same PowerPoint you used to administer the SAM at the beginning of the semester)

### Setup

- ✓ Chairs: in rows or circle
- ✓ Write title on the board
- ✓ Notebooks: Yes

## Introduction (5 min)

**00:00–** Welcome students and explain that today we will return to the Self-Assessment Matrix (SAM) and personal notebook entries they wrote, titled ‘Letter to Myself.’ Describe in more detail, using these points:  
**00:05**

- 🗨 Before we began our journey into the 5 pillars, you each filled in a Self-Assessment Matrix (SAM) to measure where you were in relation to different aspects of Choice, Purpose, Fearlessness, Interconnectedness, A Bigger Picture and your own Self-Knowledge.
- 🗨 These matrixes are valuable – and you may find them quite interesting – because they are a visual representation of your personal empowerment over a few months, during a very important time of self-maturation and growth...
- 🗨 The SAM is a place for you to record the changes you feel and see in yourself. While we are using it to measure the success of The QUESTion Class, it inescapably takes into account all of the growth you’ve experienced on your own, and through whatever experiences or personal initiatives you’ve undertaken, in the last few months.
- 🗨 After we finish the SAM, we will revisit the ‘Letter to Myself’ that each of you wrote at the beginning of the semester.



## Activity: Self - Assessment Matrix (10 min)

**00:05**— Distribute students original Self-Assessment Matrix sheets they filled out at the beginning of the class.

**00:15**



Explain that today's exercise is going to be very similar to what they did at the beginning of the class when they first filled in their SAM. Today they are going to complete a SAM again; this time charting where they feel they are now, so they can see the areas they have gained more confidence and strength.

1. Load the PowerPoint on a screen at the front of the room and tell students that they should follow along with the statements here (as you read them aloud in a moment).
2. NOTE that we will not ask students to share numbers until the very end.
3. Explain the 7-point scale before beginning:
  - A. 7 means you completely agree with the statement; you are perfection and couldn't possibly improve.
  - B. 4 means you agree with the statement, and feel solid and confident.
  - C. 1 means you completely disagree with the statement and can't go any lower.
4. Facilitate the exercise, pillar by pillar:
5. Guide students through the following steps using the PowerPoint as a guide, **asking students to look at the number where they indicated at the beginning of the class, and what number they would put now.** Ask them to connect the dots as they go along.

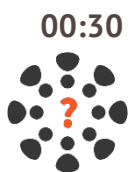
<b>1. YOU</b>	<b>A</b>	<p><b>I know who I am.</b>  <i>(Take a moment to look at yourself and think about who you are.)</i>                      1 means you have absolutely no sense of who you are.                      4 means you have a solid sense of who you are, but at times you are not sure of who you are.                      7 means that you could not possibly know yourself any better than you already do and there is nothing more to discover about yourself.</p>
	<b>B</b>	<p><b>I feel seen for who I am.</b>  <i>(Include all of the different situations: home, school, friends, public, community, etc.)</i>                      1 means that you don't feel anyone knows who you really are.                      4 means you feel there are a few people who know who you really are, but otherwise nobody sees you for who you really are.                      7 means everyone who gets to know you, sees you for who you really are.</p>
	<b>C</b>	<p><b>My words and actions show who I am.</b>  <i>(Include all of the different situations: home, school, friends, public, community, etc.)</i>                      1 means that who you are on the inside does not show in your actions and words. No one knows who you really are.                      4 means you feel there is a correlation between who you are and what you do.                      7 means that who you are on the inside and how you act are always perfectly aligned.</p>
<b>2. CHOICE</b>	<b>A</b>	<p><b>I feel I have many choices in life.</b>  <i>(Choices not only in what you DO but in who you can BECOME, who you ARE, etc... the deeper choices).</i>                      1 means you feel you have absolutely no choice in life.                      4 means you feel you can more or less make your own choices in life.                      7 means you have all the choices you could possibly want.</p>
	<b>B</b>	<p><b>I feel confident to make the choices that are right for me.</b>  <i>(Explain that this relates to the choices they have, perhaps about their future).</i>                      1 means I feel completely overwhelmed by the choices I have.                      4 means I feel mostly confident to deal with the choices that I have and at times I find it challenging.                      7 means you always feel completely confident about the choices that you have and it's never challenging.</p>

	<b>C</b>	<b>I feel free to define my own future.</b> <i>(That you have a sense of agency, you can carve a path that is your own).</i> 1 means you feel your future is being defined by others and nothing is in your hands. 4 means you feel fundamentally that your future is in your hands, even if some choices are difficult or unclear. 7 means you feel an extraordinary freedom to forge your own life.
<b>3. PURPOSE</b>	<b>A</b>	<b>I feel that I have a sense of direction and purpose in life.</b> 1 means you feel helpless with regards to the question of purpose with no idea where to start 4 means you may not have a clear purpose, but you feel that it is important to find one 7 means you have a very strong sense of purpose and direction in life.
	<b>B</b>	<b>It is very important for me to live a life of purpose.</b> 1 means you really don't care about purpose and it means nothing to you. 4 means purpose is something that you care about, but you don't think about it everyday 7 means purpose is so important to you that you arrange everything in your life to pursue that
	<b>C</b>	<b>It is very important for me to contribute to something besides myself.</b> <i>(my family, my community, the world)</i> 1 means you really just need to take care only of yourself at this stage in your life. 4 means you would like to contribute, in some way, to others or the world in the future, but you don't always act on this. 7 means that I have a strong sense of purpose to help others in the world.
<b>4. FEARLESS-NESS</b>	<b>A</b>	<b>I always have the courage to be myself.</b> 1 means you find it very hard to be yourself and show who you are. 4 means you are sometimes comfortable in your own skin and are not afraid to show who you are. 7 means you are afraid of nothing and are free to be yourself in any situation.
	<b>B</b>	<b>I always have the courage to pursue what I care most about.</b> 1 means you are terrified to pursue what you care about 4 means you feel at ease pursuing what you care about 7 means nothing would even make you pause for an instant to pursue what you care about
	<b>C</b>	<b>I feel very strong in the face of peer and societal expectations.</b> 1 means you don't make your own choices and you let others make them for you. 4 means you feel free to make your own choices, but sometimes give in to peer pressure or societal expectations. 7 means you never let peer pressure or societal exception influence how you act.
<b>5. INTER-CONNECTED-NESS</b>	<b>A</b>	<b>I feel it is easy for me to collaborate with others.</b> <i>(Give examples: shared assignments, work, etc.)</i> 1 means you are not comfortable working with others, and always prefer to do things on your own. 4 means you at ease working or collaborating with others depending on who you work with. 7 means you are always at ease when working with others.
	<b>B</b>	<b>I feel very connected with my family, friends, and others.</b> 1 means you feel totally isolated or disconnected from others 4 means you feel connected to some people but at times you also feel alone 7 means you feel super connected with everyone and never feel alone or isolated
	<b>C</b>	<b>I feel very connected to the world around me.</b> <i>(all people, society, global issues, nature, the world)</i> 1 means I am not connected to the world at large 4 means I am connected to my immediate surroundings, but not to the world at large. 7 means I have a very strong connection to everything going on around me and in the world at large.

<b>6. BIGGER PICTURE</b>	<b>A</b>	<b>I see myself as part of a bigger picture.</b> <i>(This bigger picture can include family, society, the world, religion, spirituality, science, your future, the future of humanity etc.)</i> 1 means that I don't see myself as a part of a bigger picture. 4 means you see yourself are part of something bigger. 7 means you feel so connected to a larger picture that you don't know where you end and where the larger picture begins.
	<b>B</b>	<b>My actions show I am aware of a bigger picture.</b> 1 means everything revolves around you and you do not think of a bigger picture. 4 means you usually act with the bigger picture in mind. 7 means your actions are always informed by a bigger picture and your immediate experience.
	<b>C</b>	<b>I am able to deal with conflicting perspectives very well.</b> 1 means you are right regardless of what other people see. 4 means you have room for different points of view even if it is sometimes challenging to deal with those differences. 7 means you feel you can completely put yourself in someone else's shoes no matter how much you disagree.

### Class Co-Creative Discussion (10 min)

**00:20**— Facilitate a discussion to explore changes in the SAMs, using these questions as a guide:



1. In what pillars or specific statements do you see a large, positive empowerment shift? (ask for the reason)
2. In what pillars or specific statements do you see a negative empowerment shift? (ask for the reason)
3. Was there anything that surprised you that you didn't expect?
4. Look at the back of the chart and see which three statements you circled that you wanted to have more strength and confidence in, and see how many of those went up. Engage students in further questions such as
  - A. How many went up?
  - B. Did it go up because you made effort to do so or did it go up on its own?
5. Do you feel there are any other changes you've experienced that the SAM does not reflect?

### Notebook Exercise: Letter to Myself (10 min)

**00:30**— Ask students to flip to the front of their notebooks, where they wrote the 'Letter to Myself' at the beginning of the semester. Ask them to take a minute to read these, and then write a 1-2 paragraph entry on whether or not they feel they achieved these goals or accomplished what they had hoped to.



Encourage students to take responsibility for their own achievement and motivation. Once they have finished, ask for a quick show of hands:

1. On a scale of 1-5, how many feel they accomplished most of what they would have hoped to (4-5)?
2. On a scale of 1-5, how many feel they accomplished some of what they would have hoped to (3)?
3. On a scale of 1-5, how many feel they accomplished very little of what they would have hoped to (1-2)?

If there is remaining time in the class period, ask students if their goals have changed over the course of this semester together, or if they wish to continue to grow in the areas they expressed. Given whatever goals

they have, discuss how they can take these to the next level as they continue to explore big questions on their own, outside of The QUESTion Class.

Extra Credit! (Suggested by Jamila Blades, Teacher at Bronx Center for Science and Math)

Ask volunteers to write a short letter to the next group of QUESTion Class students. This is an opportunity to share thoughts about the journey new students will embark upon. Is there any advice to offer? Any special experience to share? Was there skepticism, boredom or enthusiasm at the beginning of the journey and were those feelings fulfilled or changed and why? What mindset should new students have going into such a unique class?

Tell the volunteers that their letter will be shared with the new students during the first few days of the next class.

## Wrap Up (5 min)

**00:40–** Ask students to make concluding comments about what they take away from this session that is of value  
**00:45** for their time ahead.

Collect students' notebooks and rearrange desks.

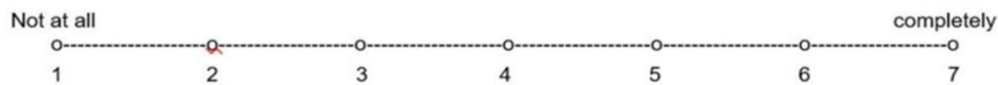
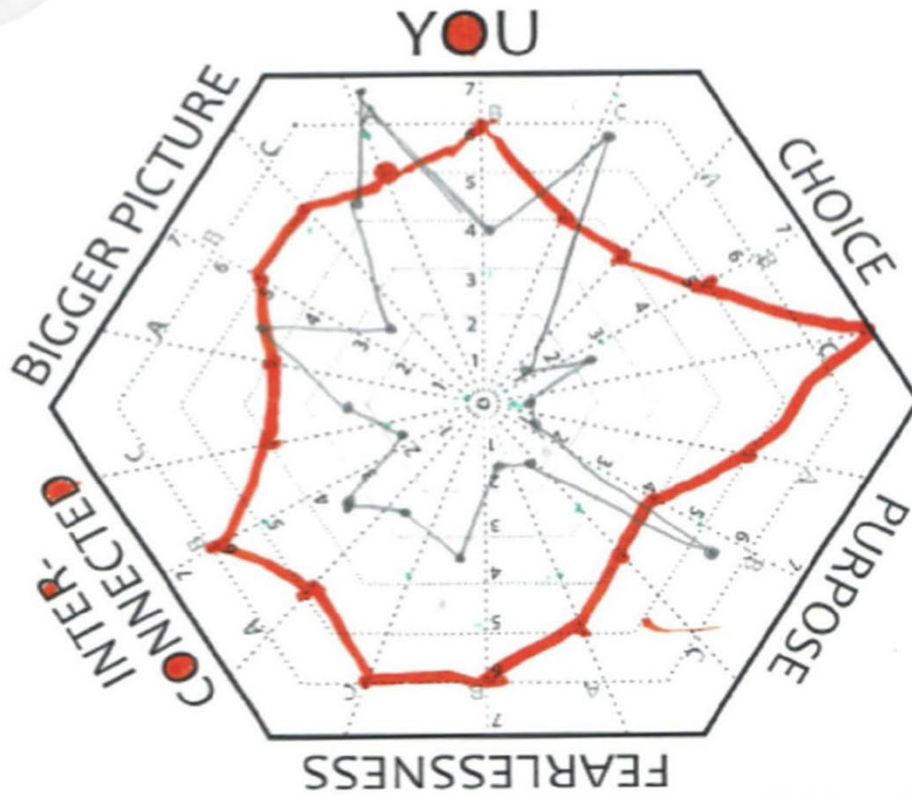
### Completed Self-Assessment Matrix

(This is an example of the SAM correctly filled out – no need to print)



**Black:** at start of Class  
**Red:** at end of Class

## Enter the Matrix...



1. YOU		2. CHOICE		3. PURPOSE	
A	I know who I am.	A	I feel I have many choices in life.	A	I have the necessary tools and knowledge to pursue purpose in life.
B	I feel seen for who I am.	B	I feel confident to make the choices that are right for me.	B	It is very important for me to live a life of purpose.
C	My words and actions show who I am.	C	I feel free to define my own future.	C	It is very important for me to contribute to something besides myself.
4. FEARLESSNESS		5. INTERCONNECTEDNESS		6. A BIGGER PICTURE	
A	I always have the courage to be myself.	A	I feel it is very easy for me to collaborate with others.	A	I see myself as a part of a bigger picture.
B	I always have the courage to pursue what I care most about.	B	I feel very connected with my family, friends and others.	B	My actions show I am aware of a bigger picture.
C	I feel very strong in the face of peer and societal expectations.	C	I feel very connected to the world around me.	C	I am able to deal with conflicting perspectives very well.

OFI Self-Assessment Matrix [www.openfutureinstitute.org](http://www.openfutureinstitute.org)

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# Practical Application of Pillars

## The QUESTion Class



### Overview

In this lesson, students think about how they can apply what they've learned to their own lives and future, bringing out the value of the different insights they've uncovered through the QUESTion journey.

### Objective

- To support students in applying the wisdom and knowledge they've gained through the QUESTion Course to their own lives and future.
- For students to feel that what they have learned is now a part of them.

### Materials Needed

- ✓ **Load** PowerPoint All the themes covered (in Supporting Materials folder)
- ✓ **Load** video “**Choice\_Lesson1\_Video\_Who am I!**” (Located in Supporting Materials for Lesson Plans > 2\_Choice)
- ✓ **Print** Handout: “List of Topics we Covered”

### Setup





- ✓ Chairs: in a circle
- ✓ Notebooks: Yes
- ✓ Write title on the board

## Introduction (5 min)

00:00–00:05

Welcome students and explain that today, we are going to explore the practical application of the topics we have covered to our own lives. We have spoken a lot about our experiences and perspectives throughout this course, and now we are going to bring it all together as we conclude the course and embark in different directions. To do this, we will return to a video we first watched at the beginning of the class. It featured the Ship of Theseus and asked “Who Am I?” (Supporting Materials for Lesson Plans > 2\_Choice > “**Choice\_Lesson1\_Video\_Who am I!**”). Ask students, as they watch the video, to reflect upon the journey they've been on since they first saw this video.

Pose some questions for students to consider (and discuss later if there is time) :


-  How will we bring the wisdom and knowledge we have accumulated into the world?
-  How will our perspectives – perhaps more expanded – impact the way we act and treat others?
-  How will our exploration of Choice shape the people we choose to be?
-  How will our knowledge of Purpose inform some of our most important decisions?

## Notebook Exercise (15 min)

00:05–00:20



Set context for this session by sharing a view of the value of this class before you engage them with what they learned from it.

-  This is one of the final classes. You have learned some profound things in this class. And when something is profound, it can more easily slip through our fingers and be forgotten.

- 🗨️ You have also had the courage to consider the questions in this class with an openness that is not very common– where you have engaged in the freedom to think about some of the most important questions in life.
- 🗨️ One thing we learn as we become teenagers is that *there's nobody really in charge of where humanity is going*. Adults were not given a roadmap or a space to figure out what life is about, they were just given stories and some wisdom from previous generations. This class is a rare opportunity to have a space to think for yourself, now and in your future.
- 🗨️ It can be very helpful to look back on your experience of thinking for yourself in this class and consider what conclusions or insights you have learned that you will take into your future.
- 🗨️ Give students a copy of the handout “List of Topics we covered” so student have some reference points to think about it, and encourage them to use their notebooks as well.
- 🗨️ Please make two columns on a page in your notebook. On the left-hand side, title the column, “Key things I’ve learned.” List at least 5 insights, conclusions, or things you’ve learned in this class
- 🗨️ By writing down the most important things you’ve learned, you have a place to recall them in the future.
- 🗨️ On the right-hand side, title the column, “How this applies to my life.” For each of the five things you’ve learned in the column on the left, write the corresponding ways each can apply to your life.
- 🗨️ By thinking about how you can apply them to your life, you can make them stronger within you.

They should be able to explain what they write and should not force a connection between The QUESTion Class and their lives if they do not authentically feel one.

## Student-Driven Discussion (20 min)

00:20–00:40



Now ask students to think about this more deeply;

- 🗨️ **How can they continue to be curious, be true to who they are, and pursue purpose?**
- 🗨️ Go around the room in a circle and ask each student to share something from their notebook reflection, encouraging them that this is also a way to remind and support each other, because what has value to you can probably have value to others.

## Wrap Up (5 min)

00:40–00:45

As you conclude the class, remind students that they have indeed learned some profound things. And the purpose of what we did today was so that they can carry the benefit of their exploration of the topics throughout their life.

Collect students’ notebooks and rearrange desks.



**CHOICE:**

1. It All Begins with You – Who are you
2. The Power of Choice
3. Our Most Important Choices
4. How Much are our Choices Influenced by Others?
5. The Paradox of Choice: Overwhelming and Empowering
6. Making Choices in the Face of Challenge
7. How Our Choices Impact Ourselves and the World
8. How to Deal with Right and Wrong?
9. Choice and History - Is Now the Best Time to be Young?

**PURPOSE:**

1. What Society Tells Us
2. Your Voice
3. What is Success?
4. Is Life About Me? Is Life About Others?
5. The Joys of Giving and Receiving
6. My QUEST for Purpose?
7. Purpose Changes Over Time
8. Why Am I Here? The Purpose of School
9. Living Purpose

**FEARLESSNESS:**

1. Why Fearlessness?
2. The Strength to Be Yourself
3. Questioning Gender Expectations
4. What Does it Mean to "Forge Our Own Path"

5. The Challenges of Forging our Own Path
6. How Can We Overcome Challenges?
7. The Courage to Love
8. The Courage to Believe in Yourself
9. Courage in the Face of Fear

**INTERCONNECTEDNESS:**

1. A Shared Disconnect
2. Trusting Ourselves and Others
3. How are We Connected?
4. Paradox: We Are Individuals and We Are Part of a Whole
5. Out of the Box: Going Beyond Labels
6. Freedom to Improvise
7. Social Media and Technology: How Connected are We?
8. Interconnectedness with Nature
9. How We Impact Each Other

**BIGGER PICTURE:**

1. Is There Something Bigger Than Me?
2. Limited and Limitless: Exploring Boundaries
3. Recognizing Multiple Perspectives
4. Balancing Different Points of View (Part 1)
5. Balancing Different Points of View (Part 2)
6. Beyond Difference: Our Shared Humanity
7. What is the Meaning of Life?
8. A Big Picture View of History
9. Imagining the Future



# Closing Comments and Ideas for the Future

The QUESTion Class



## Overview

Having shared a rare degree of openness and exploration together, each student has an opportunity to make a closing comment about their experience this semester. Afterwards, they have an opportunity to share their original ideas about the future of The QUESTion Project. In this collaborative session, they discuss the most impactful, direct, and positive way to approach big questions in high schools and peer groups of their own age.

## Objective

- To give each student the opportunity to make a closing statement and contribute to the future of the project.
- To connect what they have learned to their own futures.

## Materials Needed

- ✓ Students' pre-class and post-class SAMs (to give back for them to keep and put in their notebooks).
- ✓ Anything you want to bring to create a sense of celebration

## Setup

- ✓ Chairs: In a circle
- ✓ Write title on the board
- ✓ Name cards on desks

## Introduction (10 min)

00:00–00:10

Welcome students to the last class! In your own way, thank them for being in this with you; for going through this journey together and for contributing ideas, thoughts, feelings, knowledge, and wisdom. Express, in whatever way is most natural to you, that you know it can be difficult to dive into these topics . . .

## Activity: Closing Comments and Celebration (20 min)

00:10–00:30



Ask students to think about the questions we have journeyed into together over the past few months. We will go around in a circle to hear a closing comment from everyone. Students can comment on the experience of doing this class or contribute their own thoughts and ideas about life, each other, friends and family, hopes and dreams, and more! (Please share yours as well.)

You can also use this time to celebrate the course. Some teachers elect to hold an end of course party or celebration on this day.

## Student-Driven Discussion (10 min)

00:30–00:40



**Do this only if you have completed the activity above.** Explain that there are many ways to explore big questions and approach these important topics in life. Open a space for students to share any ideas they may have about how to approach important life questions in high school, how schools could support students, how they might support family members with these questions, and how they can continue to create a space for these questions in their own lives going forward.

## Wrap Up (5 min)

00:40–00:45

Your final comments are an opportunity for you to thank the class for their contribution in whatever way you would like.

Hand back the SAMs for students to keep. As you collect students' notebooks, let them know that they will receive these back after they are graded

(Note: you may choose to hold onto notebooks for younger students (freshmen, sophomores, and juniors) to hand back when they are about to graduate from school. This could be a powerful experience for some.

## FOR TEACHER REFLECTION

**“Be patient toward all that is unsolved in your heart and try to love the questions themselves, like locked rooms and like books that are now written in a very foreign tongue. Do not now seek the answers, which cannot be given you because you would not be able to live them. And the point is, to live everything. Live the questions now. Perhaps you will then gradually, without noticing it, live along some distant day into the answer.”**

**—Rainier Maria Rilke**