

# Lesson 11: The Mission

## PURPOSE

To help students to pursue a mission of excellence and to respect human dignity in their lives.

## LEARNING OBJECTIVES

By the end of the lesson, students will be able to:

1. Recognize the purpose behind actions they take or things they do each day.
2. Distinguish between immediate and higher purpose.
3. Understand their lives as a long-term mission to strive for excellence and to respect human dignity.

## VOCABULARY

- Purpose: a reason why we do something
- Mission: one's higher purpose or a goal

## MATERIALS & RESOURCES

- The Personal Purpose worksheet
- Immediate and Higher Purposes table
- Talent Identity Card
- My Mission Circle
- Interim Quiz 2

## PROCEDURE

**Step 1:** Review the previous lesson. Highlight some of the things that constitute heroism, recall the definition of heroism and Nick Vujicic as an example of someone who embodied heroism of resilience. Conclude by highlighting some important traits of heroism and how the students can embody them.

**Step 2:** Recall that in grade 6, the students learned that in everything a person does, one can ask three essential questions about each action: what, how and why. Answering the “what” question provides the definition of what one does, while answering the “how” question provides the explanation of the method employed to accomplish a task or an action. The question “why” is the most fundamental and important. Answering the question “why” explains the purpose behind an act. Purpose gives us a reason for doing something and helps us consider the meaning behind our actions.

Recall the definition of purpose on the board:

Purpose: a reason why we do something

**RECALL ALSO SOME EXAMPLES OF THE PURPOSE:**

- The purpose of drinking water is to quench thirst
- The purpose of tools is to fix things
- The purpose of wearing warm clothes is to protect oneself from cold
- The purpose of having wings is to be able to fly, etc.

Ask the students to individually reflect on the purpose of different things that they do in life. Encourage them to think about the different things they do and have them write them in [The Personal Purpose](#) worksheet. Emphasize that if students are not sure about how to answer some questions, they can still try their best. The purpose of the exercise is to help students examine the reason and purpose of why they do certain things.

After students finish the exercise, ask for volunteers to share their answers. Since some statements may be personal, some students may not want to share, but encourage those who do to help provide inspiration and ideas. Be supportive in providing constructive feedback and comments to those who share their purposes. Encourage their classmates to do so as well.

**Step 3:** Explain that we can also distinguish between immediate and long-term goals of our actions. For example, if we know what we want to be in life, it will be easier for us to study and work hard to achieve it. Each of our actions has both an immediate purpose or the reason why we do it, as well as some higher goal or purpose. Reflecting on the higher goals and purposes of our actions is a prerequisite for reflecting well on the purpose of our everyday actions.

To improve the understanding of immediate and long-term purposes, divide the students into groups and ask them to work on the [Immediate and Higher Purposes Table](#). After groups finish their work, ask them to share the conclusions with the rest of the class and lead the class discussion on the basis of the Teacher Answer key.

**Step 4:** Examining our immediate, long-term and higher purposes can help us to become excellent. The purpose or “why” behind one’s actions is usually called a mission. In this lesson, the class will explore more of what this mission entails.

Write the vocabulary definition of a mission on the board:

**Mission:** one’s higher purpose or a goal

Personal mission involves reflecting on your talents and skills, what you are interested in and how you can help others with your abilities. A personal mission is a reason or purpose that gives meaning to what we do and is the motivating force in striving for excellence. It also directs our actions by providing the reasons to pursue one course of action and to avoid another. Personal mission can help us to overcome difficulties and practice resilience as we try and try again on our path to human excellence.

Ask the students to individually fill in their [Talent Identity Card](#). Once the students have finished filling in this worksheet, instruct them to write their responses in the circle with the corresponding letter on the next page in the [My Mission Circle](#) worksheet. If students have troubles with understanding the instructions, use the sample answers to help you explain the task.

After students finish the exercise, ask for volunteers to share their answers. Since some answers may be personal, some students may not want to share, but encourage those who do to help provide inspiration and ideas.

**Step 5:** Summarize. Recall the importance of having a mission in one’s life and repeat the definition of a mission. Remind students to consider the purposes of different actions and motivate them to think about the reasons why they do what they do. Recall the importance of personal mission in motivating students to persist in their habits of excellence.

#### **FOLLOW-UP & HOMEWORK**

Ask the students to complete [Interim Quiz 2](#) at home and bring it to the next class. Let them know that solving the interim quiz will help them in the Final quiz, which will be administered during the final class.

**THE PERSONAL PURPOSE**

Consider the purpose (the why) for each action. Then make it yours: how can you make this choice purposeful to you?

Example: *The purpose of studying: to retain the information taught at school.*

My purpose: *to improve my grades so that I can prove to myself that I'm capable.*

1. *The purpose of eating healthy:*

My purpose:

2. *The purpose of going to sleep on time:*

My purpose:

3. *The purpose of not talking back to teachers:*

My purpose:

4. *The purpose for exercising:*

My purpose:

5. *The purpose of taking care of friends:*

My purpose:

6. *The purpose of listening in class:*

My purpose:

7. *The purpose of not talking back to parents:*

My purpose:

8. *The purpose of developing perseverance:*

My purpose:

9. *The purpose of creativity:*

My purpose:

10. *The purpose of doing good and useful things when I do not feel like doing them:*

My purpose:

11. *The purpose of having the power of creativity:*  
My purpose:
  
12. *The purpose of being kind to others:*  
My purpose:
  
13. *The purpose of not gossiping:*  
My purpose:
  
14. *The purpose of doing good and useful things when I do not feel like doing them:*  
My purpose:
  
15. *The purpose of trying again even when you fail:*  
My purpose:

**The Personal Purpose – example**

Below are some sample answers.

1. *My purpose of studying:* to become smarter and get better grades, so I can enter a good high school.
2. *My purpose of eating healthy:* to become healthy and fit.
3. *My purpose of going to sleep on time:* to have energy and feel better.
4. *My purpose of exercising:* to build my muscles and move my body.
5. *My purpose of taking care of my friends:* to respect their dignity and make them feel better.
6. *My purpose of listening in class:* to learn more.
7. *My purpose of not talking back to parents:* to be respectful of them as my parents.
8. *My purpose of having freedom to choose:* to make excellent choices and become excellent myself.
9. *My purpose of having the power to think:* to be able to think excellently and be intelligent.
10. *My purpose of developing perseverance:* to achieve goals that are important to me.
11. *My purpose of having the power of creativity:* to solve difficult problems /to create art.
12. *My purpose of being kind to others:* to respect their dignity.
13. *My purpose of not gossiping:* not to hurt them and make them feel sad.
14. *My purpose of doing good and useful things when I do not feel like doing them:* to become excellent in those things.
15. *My purpose of trying again when I fail:* to accomplish goals I set for myself.

**IMMEDIATE AND HIGHER PURPOSES**

For each action, determine its immediate and higher purpose.

<b>Action</b>	<b>Immediate purpose</b>	<b>Higher purpose</b>
Studying for an exam.		
Going to sleep on time.		
Putting the phone away while studying.		
Stopping myself when I want to make an insulting joke.		
Getting into a good college and getting a good job.		

**Immediate and Higher Purposes – example**

<b>Action</b>	<b>Immediate purpose</b>	<b>Higher purpose</b>
Studying for an exam.	Getting a better grade.	To learn and become smarter.
Going to sleep on time.	Be more rested in the morning.	Become healthier and develop healthy habits.
Putting the phone away while studying.	Study better and earn a better grade.	Improve focus and cognitive abilities.
Stopping myself when I want to make an insulting joke.	Not making another person feel bad.	Being better and kinder to others and having more excellent friendships.
Getting into a good college and getting a good job.	Be successful and earn well.	To help others and make the world a better place.



**TALENT IDENTITY CARD**

Name:

Section I:

- (A) People always tell me I am good at:
- (B) The subject I enjoy the most in school:
- (B) I like to spend time by doing:
- (C) The profession I admire the most:
- (C) In the future, I would like to help others by:
- (A) The thing that I find easy and most of the other people find it hard:
- (B) The time passes so quickly when I am doing:
- (C) The very important problem in the world that I would like to help solving:
- (A) I can learn very fast everything connected to:
- (A) I feel confident when I am doing:
- (C) The issue I care the most about:
- (B) I feel great after doing:

Now, copy your answers from Section I in the circle with the corresponding letter (e.g. If people always tell you that you are good at sports, you should write "sports" in the circle with the letter A).

**Talent Identity Card – example**

Name:

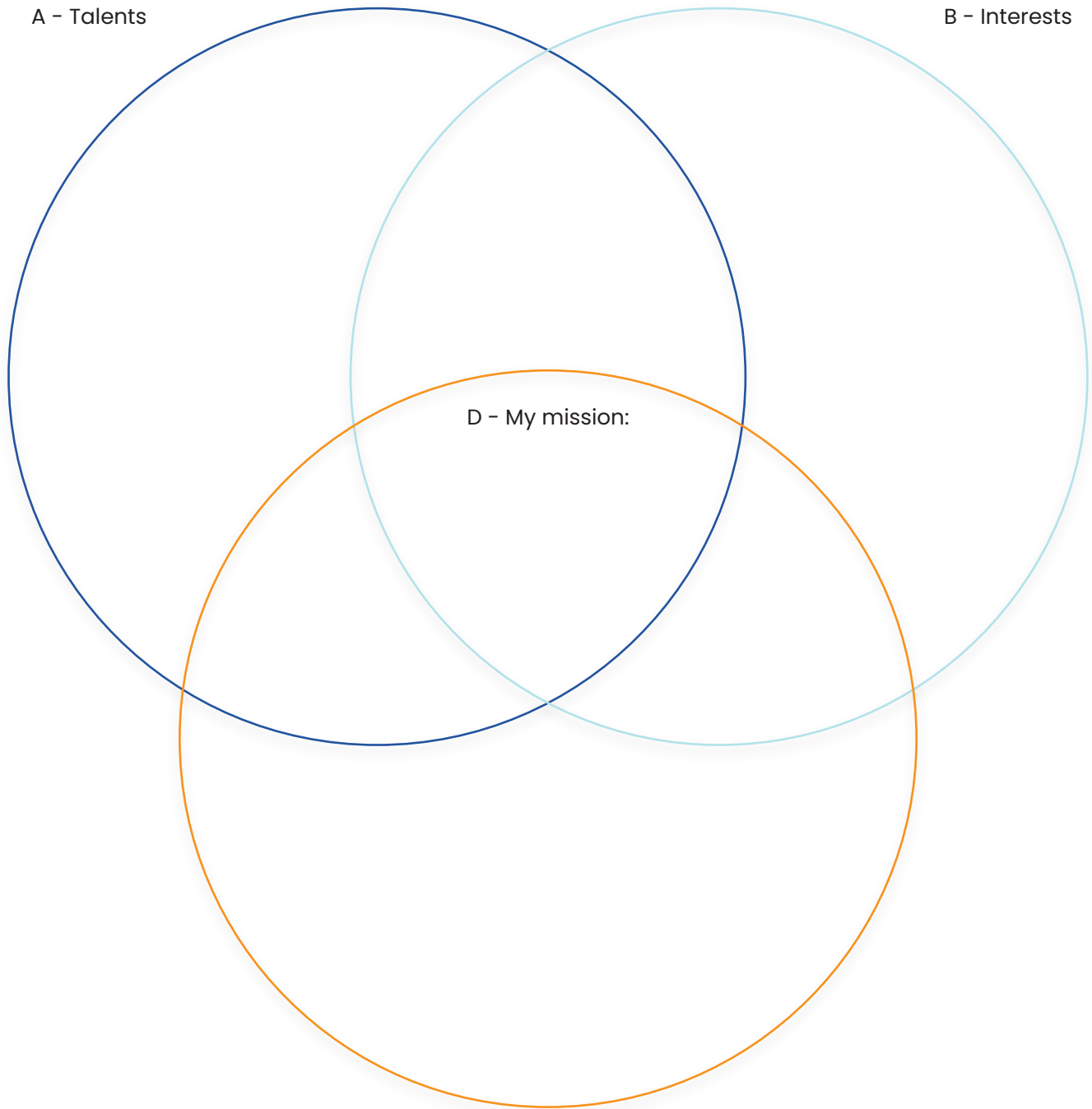
- (A) People always tell me I am good at: **explaining things**
- (B) The subject I enjoy most in school: **math**
- (B) I like to spend time by: **solving puzzles**
- (C) The profession I admire the most: **teachers**
- (C) In the future, I would like to help others by: **helping them to become better and happier**
- (A) The thing that I find easy, but most other people find hard: **studying**
- (B) Time passes quickly when I am: **playing problem-solving video games**
- (C) The very important problem in the world that I would like to help solve: **child hunger**
- (A) I am very quick in understanding: **math**
- (A) I feel confident when I am: **taking tests in school**
- (C) The issue I care the most about: **child hunger**
- (B) I feel happy after: **making inventions**

Now, copy your answers in the circle with the corresponding letter (e.g. if people always tell you that you are good at sports, you should write “sports” in the circle with the letter A).

**MY MISSION CIRCLE**

A - Talents

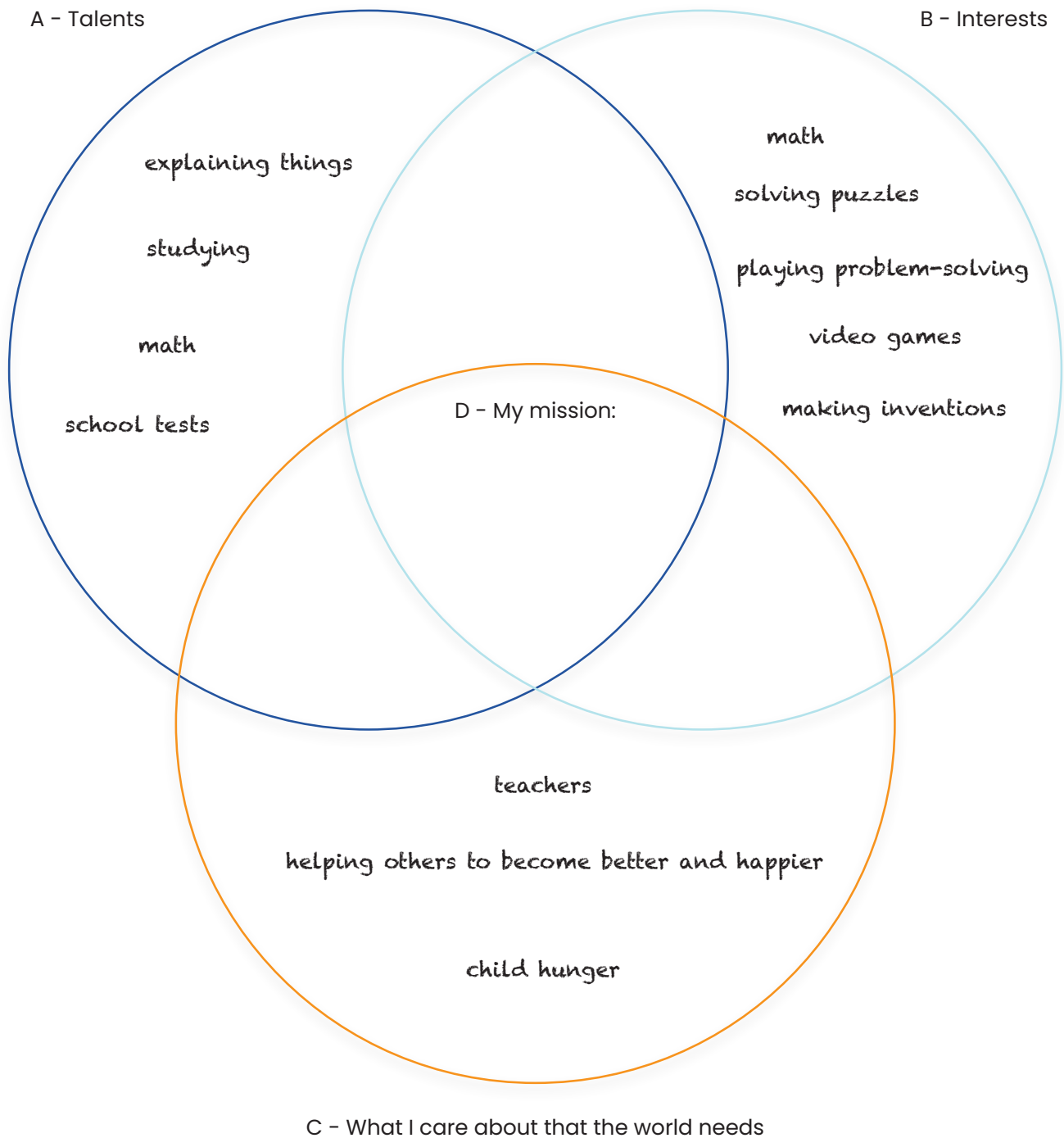
B - Interests



C - What I care about that the world needs

Did you discover where your talents and interests overlap with what you care about changing in the world/what the world needs? If so, congratulations! You have found your mission!

**My Mission Circle – example**



Congratulations! You have found your mission! That could include being a teacher, researcher or inventor who could help to solve the problem of child hunger or a cure for cancer!

**INTERIM QUIZ 2****True/false questions**

1. T / F Art can express parts of reality that are impossible to express by definitions and scientific formulas alone.
2. T / F Habits of excellence are reserved for a chosen few.
3. T / F Friendship of utility is usually unstable.
4. T / F Heroism involves sacrificing for others.
5. T / F The higher purpose of studying is to get a better grade.

**Essay questions**

6. What is the difference between friendship of utility and friendship of excellence?

**For each answer, write the correct question**

*For example, if the answer is "The first letter of the alphabet", the question is "What is the letter A?". Or, if the answer is "A gel dentifrice used in conjunction with a toothbrush to help clean and maintain the aesthetics and health of teeth", the correct question is "What is a toothbrush?"*

7. Behaviors acquired through regular practice which make it easier to do something.
8. An ability to recover from or adjust easily to misfortune or change.
9. Expression of human creativity, appreciated for its beauty.
10. Possessing habits of excellence.
11. One's higher purpose or goal.

**Multiple choice questions. (There can be more than one correct answer)**

12. Nick Vujicic embodied heroism of resilience by:
- a) Being grateful
  - b) Never giving up
  - c) Having no arms and legs
  - d) Despairing
13. Which of the following are higher purposes and not immediate ones:
- a) The purpose of getting a good job is to have a lot of money.
  - b) The purpose of going to sleep on time is to become healthier and develop healthy habits.
  - c) The purpose of studying is to learn and exercise your brain.
  - d) The purpose of developing skills and talents is to help others and make the world a better place.
14. Which of the following applies to friendship of excellence:
- a) It is more durable than other types of friendship.
  - b) It is very easy to build.
  - c) It involves supporting the friend in need.
  - d) It involves treating friends as objects.
15. Which sentence is true:
- a) Art enables us to see the deeper meaning of reality.
  - b) Art is an expression of human creativity.
  - c) Art can be beautiful or ugly, it doesn't really matter.
  - d) Art is anything art experts say it is.
16. Which of the following is a habit of excellence:
- a) Making hurtful jokes
  - b) Perseverance
  - c) Laziness
  - d) Resilience
17. What are the common traits of resilient people:
- a) They see failures and mistakes are opportunities for learning .
  - b) They believe that things will always go wrong.
  - c) They have learned to be grateful for all good things in life, big and small alike.
  - d) They always manage to find something positive in difficult situations.

18. Which of the following applies to heroism:
- a) It is developed through the everyday practice of excellent choices.
  - b) It is reserved for a small number of people.
  - c) It involves never making mistakes
  - d) It is enhanced by excellent friendships.

**Interim Quiz 2 – Answer Key for the teacher**

1. T
2. F – everyone can acquire habits of excellence.
3. T
4. T
5. F – this is an immediate, not a higher purpose.
6. Friendship of utility is a situation where one person is being friends with the other to get something from them. For example, someone becomes a friend with another person who is popular to become popular himself. This is the least good type of friendship since the other person is treated as an object for the sake of gaining some personal advantage. It is also very unstable – when one stops getting something from the other, they stop being friends. Friendship of excellence exists when friends want to pursue excellence together. In a friendship of excellence, friends always respect each other’s dignity and treat each other as subjects. They never use the other person for their own personal advantage or pleasure. This friendship is more durable, since friends remain close even in difficult times and support each other. Only friendship of excellence can be called true friendship.
7. What are habits?
8. What is resilience?
9. What is art?
10. What is heroism?
11. What is the mission?
12. a), b)
13. b), c), d)
14. a), c)
15. a), b)
16. b), d)
17. a), c), d)
18. a), d)