LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

STUDENT EDITION

WELCOME!

The lessons from the Lead24Change Student Leadership Program promise to transform your year!! The goal is to provide a leadership training framework for 6–12th graders, which includes a service project to demonstrate application of lessons learned.

Here are some things to know to assist you as you get started.

In this lesson package there are **6 lessons**, with **three activities per lesson**. This allows you to take the **18 modules** and work at your pace.

WAYS TO USE LEAD4CHANGE LESSONS

▶ Lead4Change lessons can be a stand-alone, complete elective class. The work can be done in a semester or over the school year.

▶ Lead4Change lessons and activities can be spread over an existing class or club meeting time.

▶ Lesson 1 is an individual lesson, meant to be teacher-led. The other lessons can be done by students in teams. We define a team as "3 or more students" but we have seen the program implemented by entire grade levels or an entire school.

UNDERSTANDING THE LESSON FLOW

▶ Each Lead4Change lesson ends with "So What? Now What? And a "Now Go…" statement transitioning you to the next lesson.

So What? Makes the connection between learning and how students might use what they learned in other areas of their lives.

Now What? Explains what to turn in to the teacher and to input into the Lead4Change Challenge entry to demonstrate knowledge and application of the lesson.

Now Go … statements show what comes next and provide encouraging steps toward completing and demonstrating leadership and service.

▶ The Lead4Change lessons provide a **complete project plan**—when the lessons are completed, so is a high-quality service project!

▶ Each lesson has one or more videos which provide explanation, testimonials from other teachers and activity instructions.

WHAT DOES COMMUNITY SERVICE MEAN?

"Community" within the Lead4Change lessons may mean

• the immediate **school** community,

• the students' **local geographical area**

• or the students' ever-expanding role as a **global citizen**.

Through the first few lessons, teams will research and choose their topic and project focus. Teachers will coach teams and provide guidance with the assistance from the teacher lesson plans. Even if a teacher or school has already selected the charity or the service focus, teams will be able to take ownership of their project plan and big goal—allowing for unique and exciting student engagement.

We invite your feedback. We are always available at **Hello@Lead4Change.org** or by clicking the Contact Us button on **Lead4Change.org**.

We want to celebrate your efforts to allow every student to **#NowGoLead**. Be sure to submit an entry to the Lead4Change Challenge.

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

FOUNDATION *for* IMPACT
on LITERACY *and* LEARNING

Lift a Life FOUNDATION

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

LESSON 1
BE YOUR BEST SELF

ACTIVITY 1: LIFELINE
STUDENT EDITION

ACTIVITY 1: MY LIFELINE

DIRECTIONS

1. Pick key events and experiences in your life.

▶ Examples include victories achieved, challenges faced, fears overcome, stands taken and lessons learned.

▶ You get to choose the experiences that have shaped you. It could be anything—achieving a goal, making a new friend, receiving an award, traveling with your family, completing a project, joining a team, losing a championship or graduating to the next level.
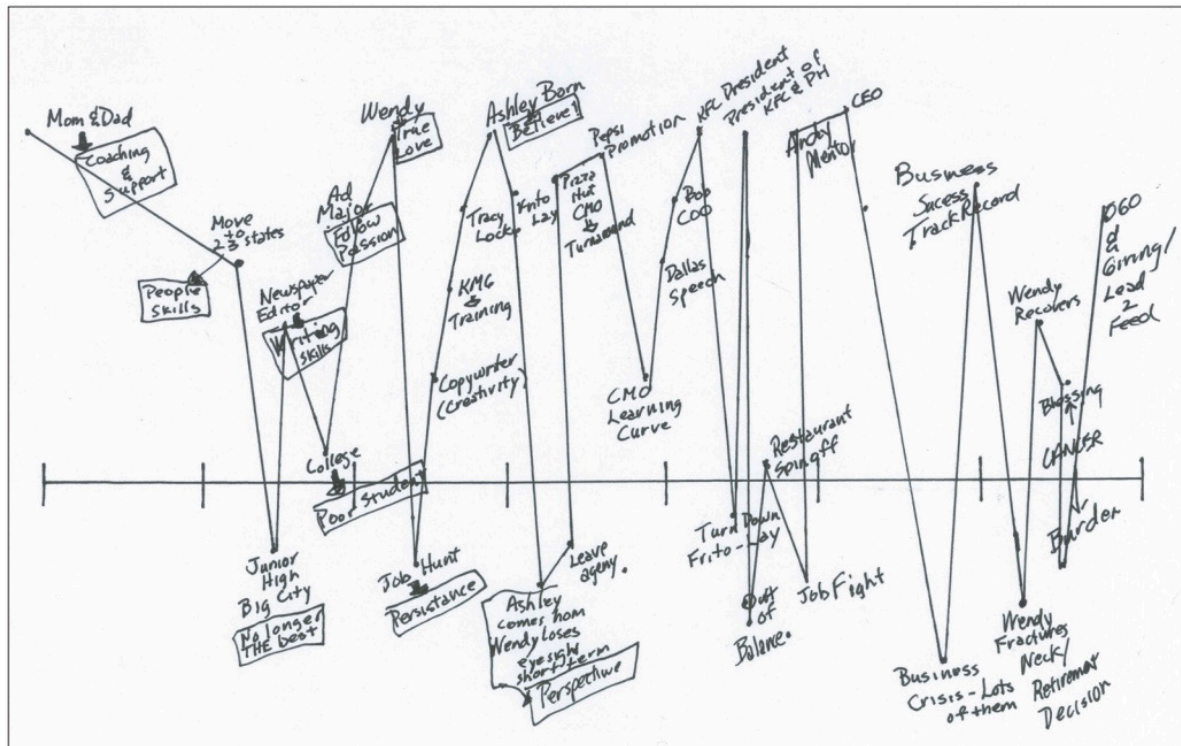
2. Place these events on your Lifeline in the order in which they happened.

▶ Put happy or good things above the line and sad or bad things below the line. Place them higher or lower to show how you felt about them at the time. You are shaped from both the highs and lows in your life. An experience that made you very happy should be higher on your Lifeline, while something that was sad should be lower.

3. Connect the dots.

▶ When you are finished, draw a line that connects the events by the date they happened. Add notes or pictures to make it more personal.

EXAMPLE: David Novak's Lifeline

INTRODUCTION

It can be hard to "be ourselves" because we don't always know exactly who we are. This is especially true when we face big changes in our lives. It takes self awareness, insight and reflection to really learn who we are and to become comfortable and confident with that information. These are tools that strong leaders use to learn from their past and create a vision for their future. Take a few moments to complete these three steps that will help you to "know yourself" better.

David Novak is Co-Founder, retired Chairman and CEO of Yum! Brands, Inc., one of the world's largest restaurant companies. A well-known expert on leadership and recognition culture, Novak is the author of three highly respected and critically acclaimed books, including the New York Times bestseller Taking People With You.

FOUNDATION *for* **IMPACT**
on **LITERACY** *and* **LEARNING**

Lift a Life
FOUNDATION®

STUDENT EDITION
LESSON 1 - ACTIVITY 1

Lead4Change.org

3

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

LESSON 1
BE YOUR
BEST SELF

ACTIVITY 1: LIFELINE (CONTINUED)
STUDENT EDITION

MY LIFELINE

1. List key events in your life.

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

2. Draw your lifeline.

▸ Print this page to use the template below or use a separate sheet of paper.

▸ Take a picture of your completed lifeline and attach it to the PDF before submitting to your teacher.

The UPS

The DOWNS

Q What are three specific things you learned about yourself?

_____

_____

_____

Q What experiences have shaped you most as a person? Explain.

_____

_____

_____

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

ACTIVITY 2: GROW YOURSELF

DIRECTIONS

▶ Identifying qualities and characteristics that describe who you are today and using that knowledge to define who you want to become in the future will help you identify areas for personal growth and improvement. Leaders are always reflecting on their strengths and working to grow those characteristics to move forward in their journey.

▶ Use a 3 x 5 index card and create a chart like the one below. On the left side of the index card, write four or five words that describe you, such as strengths you possess. For each word or phrase, write down on the right side of the chart a way to be even better in the future.

1. What am I today?
What are five words or phrases that people would use to describe you? (Be honest.)

2. How can I be even better tomorrow?
For each word/phrase, write a way you can be better in the future. (How can you use your strengths even more? How can you improve the areas where you are weak?)

WHAT AM I TODAY?	HOW CAN I BE EVEN BETTER TOMORROW?

EXAMPLE: David Novak's Reflections, 2011

WHAT AM I TODAY?	HOW CAN I BE EVEN BETTER TOMORROW?
Passionate/Convicted	Don't overwhelm/intimidate others
Creative	Stay focused until job is done!
Instinctive	Balance with facts/process and discipline
Driven for Results	Instill even more urgency—So what? Now What?
Striving for Balance	More time at home, stay in shape

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

ACTIVITY 3: THREE BIG QUESTIONS

DIRECTIONS

Think about the key events that have influenced who you are today and about the specific ways you can become even better tomorrow. It's time to make big things happen in your life. Read the three big questions below and record your thoughts. Asking these questions will help you set BIG goals, and the first job of a successful leader is to have a good idea of where you want to lead people.

Q What's the single biggest thing you can imagine that will help you grow or to change your life?

_____

_____

_____

_____

Q Who do you need to affect, influence or take with you to be successful?

_____

_____

_____

_____

Q What perceptions, habits or beliefs do you need to build, change or reinforce to reach your goals?

_____

_____

_____

_____

SO WHAT?

An important step in interacting with others is getting to know yourself. As you navigate through life you will work on many teams. From school projects to teams once you begin a career, all will require strong interpersonal skills. Looking back on your experiences will help you identify your strengths and weaknesses so you can best contribute to a team.

NOW WHAT?

Turn in to your teacher:

▸ Lifeline

▸ Answers to the Three Big Questions

*NOW GO
LEARN!*

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

LESSON 2
BUILD A TEAM OF AVID LEARNERS

ACTIVITY 1: BUILD TRUST AND GET TO KNOW YOUR TEAM
STUDENT EDITION

ACTIVITY 1: BUILD TRUST

DIRECTIONS

Read the following about building trust. Discuss the questions together as a class.

T **TAKE INTO ACCOUNT** that the vast majority of people want to contribute. Seek out those people. Know that people want to contribute!

R **REALIZE** that the most successful teams make sure every member feels valued. When everyone has a chance to contribute and share their talent and abilities, the team is successful. Demonstrate that everyone counts!

U **UNDERSTAND** that the best way to show people you trust their abilities and intentions is to share what you know with them. The more they know, the more they care. Share what you know!

S **SEEK** to find out more about who people are and what they think. Ask questions such as, "What would you do if you were me?" Ask questions to promote insight!

T **TAKE ACTION** and show team members that you are thinking about who they are and what they want to contribute. This is a great way to show your team members that you are really listening to them and considering their contributions and ideas. Take responsive action!

Q What are three things you can specifically do to build trust with your team?

Q Why is it important to build trust with your team before starting your Lead4Change project?

INTRODUCTION

It can be tempting to do everything yourself, but to achieve big goals as a leader it is important to bring others along with you. Nobody achieves success alone! You may be surprised at what you can accomplish when you put your faith in other people. They will do things they didn't know they could do, they will become more invested in their work and they will rise to the occasion. Here are some proven ways to establish trust with members of your team.

DIRECTIONS

Sit in a circle with your team. Take turns sharing information about yourself with your team. You will need your 'Lifeline' and your 'Grow Yourself' index card from Lesson One.

Respond to the following questions.

Q What is one key experience you included on your 'Lifeline?' What makes that experience important to you?

_____

_____

_____

_____

Q Refer to the 'Grow Yourself' activity from Lesson One: Who are you today? What are some skills (listening, organizing, planning ahead, communicating, etc) you possess that you can bring to the team?

_____

_____

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

LESSON 2
BUILD A TEAM OF AVID LEARNERS

ACTIVITY 1: BUILD TRUST AND GET TO KNOW YOUR TEAM (CONTINUED)

STUDENT EDITION

Q What is one thing you think your team should know about you that most people do not know?

_____

_____

Q What is one thing you want to learn or improve as you complete your Lead4Change project with your team?

_____

_____

Q What are the strengths of your team members that will assist your team in accomplishing big things?

_____

_____

ACTIVITY 2: RESEARCH THE ISSUES

DIRECTIONS

▶ Think about your school or **community**. What are some of the issues that people in your school or community are facing? What concerns do you have about people in your school or community?

▶ Select three of the issues, take some time to dig a little deeper, and learn about how these issues specifically impact your school, your community and/or your world. **Use the Internet to explore each issue and collect information as you complete the chart below.** Explore a variety of sources for current events and what groups of people are doing to make a difference. For example, you may want to bring in guest speakers or visit local non-profit groups that deal with the issues you are researching. Remember that often a person with real-life experience can be a very reliable source.

WHAT IS THE ISSUE?	WHY DOES IT MATTER?	SUGGESTED SOLUTIONS?
What do people need to know about this issue?	Why is this issue important?	What are people already doing to improve this issue?
Who is primarily affected by this issue?	Why should someone care about this topic?	What other solutions are people planning to use in the future to address this issue?
What impact has this issue already had on your school or community?		

Issue #1
_____
_____
_____
_____

Issue #2
_____
_____
_____
_____

Issue #3
_____
_____
_____
_____

INTRODUCTION

One of the most important things you can do to grow as a leader is to always be learning. In fact, David Novak says that "being an avid learner is the single biggest thing that separates a good leader from a great one." Having a passion and a desire to learn more about a topic can fuel your own determination and inspire those around you! Let's use this principle to explore the issues in your school, community or around the world.

TIME MANAGEMENT

Research can be a time-consuming task, but it is very important when preparing for your project. If you don't have time to complete your research in class, be sure to plan wisely to allow time after school to continue researching the issues.

COMMUNITY

Community can take on a variety of meanings based on the situation. It can mean the people in your school, people in your local neighborhood or your role as a global citizen in the world. For this project you can think about community as your school community, your local community or the larger global community.

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

ACTIVITY 3: SELECT AN ISSUE

DIRECTIONS

▶ Leaders don't stop with just seeking out knowledge, they want to analyze and apply that information. They are always asking, "So what, now what?" They want to know why the information is important and how it can be used to make a difference.

▶ Discuss your findings with your team. Give team members the opportunity to share their findings. Insert additional information on your chart as team members share. In this activity you will be selecting an issue that your team will address with your Lead4Change project. Some examples may include student activism issues such as bullying or school safety. **Answer the questions below to help you refine your research and select an issue with your team.**

Q What does all of this information mean to you and your team?

_____

_____

Q How can you use this information to help decide where to focus your efforts?

_____

_____

Q Who might benefit from your help?

_____

Q What is the issue you would most like to work on with your team?

_____

_____

▶ Discuss your answer to the last question with your team. Work together to reach **consensus**, or general agreement. Select one topic you can all agree on that you would like to work on for your Lead4Change project. Consider making a list of everyone's top choice and then voting in order to select one issue.

The issue we have selected is: _____

_____

(i)

CONSENSUS

Consensus is when a group reaches a general agreement. Most teams must work together often to reach consensus when faced with a variety of issues.

SO WHAT?

Teamwork is going to be so important throughout life, and as you work together to complete your Lead4Change project. Remember to always bring your strengths to every activity you complete together and work to build up your teammates. Understanding the issues will also be important so you can make wise decisions and speak intelligently with others. It is also the first step towards writing a Big Goal and selecting a project idea.

NOW WHAT?

Turn in to your teacher:

▶ Visual representation of team strengths

Use the list of team skills you discussed in activity one and make a visual representation of these skills defining a team. This can be a drawing, photo, graph ... anything that shows how your ideal team will work together.

Add to your Challenge entry:

▶ Name of issue you selected to address in project

NOW GO CHOOSE!

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

LESSON 3
CREATE A TEAM STRUCTURE AND CULTURE

ACTIVITY 1: DETERMINE YOUR BIG GOAL
STUDENT EDITION

ACTIVITY 1: DETERMINE YOUR BIG GOAL

PART 1 - INDIVIDUALLY

DIRECTIONS

Respond to the following questions.

Q What is the impact or positive change you want to make with your team project?

_____

_____

Q What is the single biggest thing your team can do to help address the issue you selected?

_____

_____

Q Describe the outcome you envision when you accomplish your Big Goal. Ask yourself: Am I thinking big enough? Does it make me a little nervous? Would my peers think it is not just a goal, but a Big Goal?

_____

_____

PART 2 - IN TEAMS

DIRECTIONS

▶ Share your thoughts and ideas with your team. Once all team members have shared their thoughts, decide on the Big Goal your team will choose to accomplish. Your Lead4Change project will be designed to take steps toward reaching this goal!

▶ Be clear about your team's Big Goal by discussing the problems you have learned about in previous lessons. Remember that leading is about creating a strong vision, but it is also about communicating that vision clearly to those you are taking with you! Consider these questions. What kind of impact do you want to have in your school, community or the world? What kind of change do you want to affect and where? For example, do you want to increase the number of recycling bins in your neighborhood? Do you want to help stop bullying in your school? Do you want to help save endangered species around the world? Use these question to help you craft your Big Goal!

Write your team's BIG GOAL here: _____

_____

_____

INTRODUCTION

Now that your team is formed and you have increased your knowledge about the issue you selected, it is time to use an insight-driven approach to leading people and achieving goals. Using an insight-driven approach means you will use information from your research, personal experiences and the people you take with you to guide your Lead4Change project.

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

ACTIVITY 2: GENERATE AND DEVELOP PROJECT IDEAS
DIRECTIONS

▸ Now that you have determined your Big Goal, it is time for you team to generate ideas for your Lead4Change project. Your project is an action step you take toward reaching your Big Goal. Think about project ideas that can get you closer to achieving the Big Goal your team has identified.

Make a list of at least 10 project ideas that are big, but possible. You can use your team research, personal experiences and credible news sources as sources of inspiration for ideas.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

?

ARE YOU THINKING BIG ENOUGH?

Some leaders are afraid to set big goals for fear of failing. Just remember that by striving for greatness you have the opportunity to inspire those around you and learn what the people you lead are really capable of. Think about some goals you have set for yourself. How can you transform these goals into Big Goals?

Now that you have brainstormed ideas for your Lead4Change project, it is time to discuss the merits of the best ideas and choose a project your team can develop. You have to believe it can be done! Refer to your notes from Lesson 2 as you discuss the questions below and narrow down your project options.

1. Of all the ideas you have brainstormed, which ideas are most appealing?

2. Which ideas can help people who need it?

3. What non-profit organizations can you work with to achieve your Big Goal?

Once you have thought about and discussed these questions, combine and elaborate on your best ideas to turn them into a project that will help you reach your Big Goal. Describe your project in the space below.

Q Describe the project idea on which your team would like to take action in order to reach your Big Goal.

_____

_____

Q Select a non-profit organization you can partner with to reach your Big Goal.

_____

LESSON **3**
CREATE A TEAM
STRUCTURE
AND CULTURE

ACTIVITY 3: BRAND YOUR TEAM
STUDENT EDITION

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

ACTIVITY 3: BRAND YOUR TEAM

DIRECTIONS

In this activity, you will create a team identity. This identity is an opportunity for your group to combine the individual talents and abilities of each member into a cohesive, productive team. Be creating this identity, or brand, you are communicating who you are as a team and beginning to provide some context for your project.

Collaborate with your team members to complete the following steps.

1. Create a team name

Think about how your name communicates who you are as a team.

▸ On your own, brainstorm at least 10 possible names for your team.
▸ Share as a team, the names you have brainstormed.
▸ Gain consensus from team members on a team name.

Team name: _____

2. Create a team slogan

This is a way to communicate who you are as a team in the form of a distinctive or catchy phrase. (For example: "Finger-lickin' good"/Kentucky Fried Chicken; "Live Más"/Taco Bell; "Just Do It"/Nike.)

Team slogan: _____

3. Create a team logo or mascot

Think about how you can visually communicate your team name. Could you incorporate your school colors or logo to build identity and recognition within the school?

▸ Brainstorm some ideas with your team.
▸ Create a draft of a team logo or mascot.
  ▸ Print this page to use the space provided or use a separate sheet of paper.
  ▸ Take a picture of your completed team logo/mascot and attach it to the PDF before submitting to your teacher.

TEAM LOGO / MASCOT:

SO WHAT?

You've reached an exciting point in the lessons—you have selected a Big Goal and decided exactly what your project idea will be. In addition, you have created a team identity to inspire your work. Now you are ready to move forward and create an action plan to help you accomplish all you wish to achieve as a team.

NOW WHAT?

Add to your Challenge entry:

▸ Social Media Post of Big Goal
  (please link and be sure it is set to public)
  Create a social media post that describes your Big Goal. Remember that posts with pictures get more attention, so consider including a picture, drawing or graphic.

▸ Team name, slogan, and mascot

NOW GO ARTICULATE!

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

LESSON **4**
YOU HAVE TO BELIEVE IT CAN BE DONE

ACTIVITY 1: CREATE AN ACTION PLAN
AND ANTICIPATE HURDLES
STUDENT EDITION

ACTIVITY 1: CREATE AN ACTION PLAN AND ANTICIPATE HURDLES

DIRECTIONS

Think about the tasks that are needed to complete your project, who will perform those tasks and what unique skills you can offer to the group. Work with your team and create a list of tasks to complete.

PART 1

1. **In the first column, as a group, list all of the tasks, activities, and 'parts' of the project you need to accomplish to meet your Big Goal.**

   ▶ Refer to previous lessons, so you do not leave anything out.

2. **Use a calendar to work backwards from your end point to create the other due dates and starting step.**

TASK TO DO	DEADLINE (DUE DATE)	STARTING-STEPS/HOW TO ACCOMPLISH

INTRODUCTION

It is one thing to say you want to do something; it is another thing to back your words with action. Once your team has communicated a clear vision of what they want to accomplish and how they will achieve it, the next step is to put a structure in place that will help to make it happen. With your team, identify where you are going and what you want to accomplish. However, you must continue the trust you developed with your team and support a "winning culture".

TIME MANAGEMENT

Make sure to check **Lead4Change.org** for exact due date. Determine when you must complete your Lead4Change project in order to meet the submission deadline. Use a calendar and work backwards from that date to help structure your action plan.

FOUNDATION *for* IMPACT
on LITERACY *and* LEARNING

Lift a Life FOUNDATION®

STUDENT EDITION
LESSON 4 - ACTIVITY 1

Lead4Change.org

15

▸ You may have noticed that different people on your team have different interests and skills. Think about who is interested in contributing to or leading different tasks.

▸ Refer to the tasks you recorded and discuss what role each team member will fill to complete your team's action plan.

Use the chart below to define and explain each role. Circle the tasks that are yours and use the chart below to have a list of everyone's role.

TEAM MEMBER	ROLE	EXPLANATION OF DUTIES (SUMMARY OF TASKS IN PREVIOUS CHART)

▸ Once you have worked with your team to define individual roles, think about your tasks and how you feel about them.

Respond to the questions below and be prepared to share your responses with your team members.

Q Define and explain your role(s) on the team. How do you feel about your role(s) on your team?

_____

_____

_____

_____

_____

Q Do you think you will be able to use your skills and interests to help the team complete your Lead4Change project? Would you like to change and adjust your role?

_____

_____

_____

_____

_____

▸ After everyone has shared their responses, change and adjust any defined roles as necessary.

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

LESSON **4**
YOU HAVE TO BELIEVE IT CAN BE DONE

ACTIVITY 1: CREATE AN ACTION PLAN
AND ANTICIPATE HURDLES (CONTINUED)
STUDENT EDITION

PART 2

▸ Even the best-made plans will have hurdles or obstacles. Frequently, people get stuck on an issue when there may be ways to overcome the obstacle. Look back at your Lifeline (Lesson One) and notice how positives often follow a negative.

▸ Take a moment to predict a few of the action plan hurdles that may arise as a team member begins their starting steps. By anticipating a few obstacles, you will be better equipped to handle them if they do occur.

In the table below, write down the predicted obstacle and how you plan to address it.

TIME MANAGEMENT

This is a brief moment to make predictions and realize that everything may not go as planned. This is not a time to try to think of ALL "what if" problems that could exist.

PREDICTED OBSTACLE / HURDLE	HOW TO OVERCOME
Example: We cannot leave a collection box in the front entry.	*Ask if we can come early and sit with the collection box as people arrive, then store it in our teacher's room.*

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

LESSON 4
YOU HAVE TO BELIEVE IT CAN BE DONE

ACTIVITY 2: CREATE YOUR ELEVATOR SPEECH

STUDENT EDITION

ACTIVITY 2: CREATE YOUR ELEVATOR SPEECH

DIRECTIONS

Effective leaders know how to get people on board. They are able to share their vision with anyone at any time. An elevator speech is a short and to-the-point way for you to tell someone about your Lead4Change project vision in less than one minute. The goal of your elevator speech is to tell others about the positive change that your Big Goal will have in the future.

1. **Write** some specific details you will mention in your "elevator speech." Be direct and customize your speech so that others clearly understand your vision and feel excited about your project.

2. **Pair up** with a partner from a different team and share your speech in order to communicate your personalized team vision. Practice so you can deliver your elevator speech effectively.

3. **Ask** your partner, "What do you think?" or, "Would you do anything differently if you were me?" Take turns providing feedback to one another about the projects and speeches.

4. **Revise** your speech based on the feedback you receive. You may want to try a different way of customizing your speech or include more details about your vision in order to match your audience.

5. **Pair up** with a new partner from another group and repeat steps two through four. Continue to share your vision with different people. You will improve your vision and you may find that some people will be interested in helping you with your project.

Watch this instructional video on how to create an elevator speech.

CREATE AN ELEVATOR SPEECH

My Elevator Speech

_____

_____

_____

_____

_____

_____

_____

_____

_____

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

LESSON 4
YOU HAVE TO BELIEVE IT CAN BE DONE

ACTIVITY 3: CREATE A PEOPLE MAP
STUDENT EDITION

ACTIVITY 3: CREATE A PEOPLE MAP

DIRECTIONS

▶ Now that you have identified your Big Goal and selected your project, think about who you will need to take with you in order to achieve that goal. Work with your team to complete your People Map.

1. Write your Big Goal in the center of the People Map.

2. In the rectangles surrounding your Big Goal, write the groups and individuals you will need to bring with you.

▶ Be sure to include your team name in one of the rectangles.

▶ Think broadly about who to include on your People Map. (For example, local non-profit organizations, people in your life, other groups in your school, etc.)

▶ Add more boxes as needed. (Many of these are your **stakeholders**, others will be listed because they will help get the project completed.)

  ▶ Print this page to use the space below or use a separate sheet of paper.

  ▶ Take a picture of your completed People Map and attach it to the PDF before submitting to your teacher.

MY PEOPLE MAP
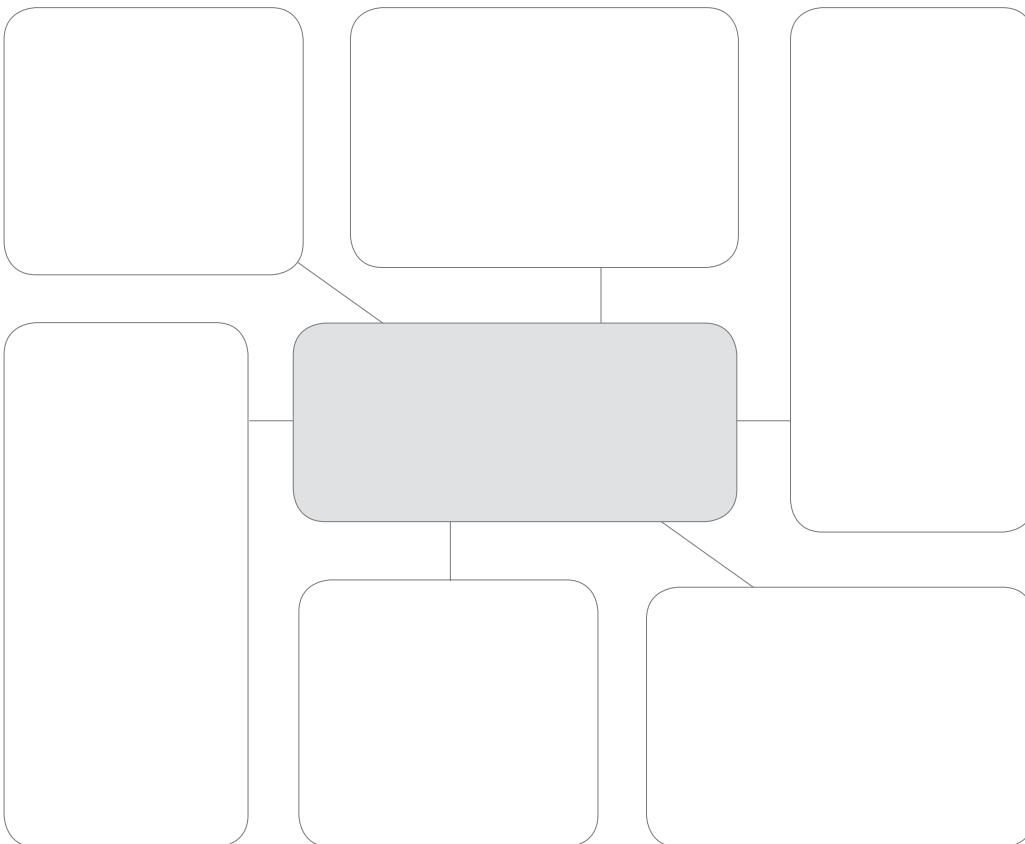
Watch this instructional video on how to create a people map.

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM
▶
Activity Instruction:
Creating a People Map

CREATING A PEOPLE MAP

(i)

STAKEHOLDER

A stakeholder is someone who has a particular interest or concern in a topic; they may be part of your school or part of the community. Their authority may benefit your team, cause a roadblock for your team, or instruct your team to change direction. In a school, stakeholders may consist of the administration team, PTA/PTO, the school board or community members. In the community, a stakeholder may include local government officials, or be a nonprofit that shares similar goals and concerns as your team.

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

LESSON 4
YOU HAVE TO BELIEVE IT CAN BE DONE

ACTIVITY 3: CREATE A PEOPLE MAP
(CONTINUED)

STUDENT EDITION

3. Share your project with stakeholders from your People Map.

Before you get too far with your project, you need to make stakeholders aware of your goals and how you plan on achieving them. Think about who your stakeholders are and let them know your team would like to set up an appointment to discuss the goal further. Use the steps below to write a persuasive statement to share during the appointment. You can use your elevator speech from Activity Two to create this statement. While the elevator speech is primarily informative, your persuasive statement is meant to obtain permission for your project and to convince others to assist you in your work.

▶ Look at your people map and identify your key stakeholder(s).

▶ Customize an overview statement geared towards the key stakeholder (separate statements if more than one stakeholder).

- Introduce your team and your big goal.
- Make it purposeful and persuasive by using 1-2 key facts you have gathered in your research you believe will be interesting or relevant.
- Write a logical argument explaining why this stakeholder should allow your project to be carried forth by your team and state how you may need their assistance.

▶ Think of ways each group of people indicated on your people map could be informed about this project and create a separate statement for each.

My persuasive statement, addressed to:

_____

_____

_____

_____

▶ Once you finish, read your statement to your team members. Be sure to listen to the statements of each of your team members and edit as necessary.

TIME MANAGEMENT
To save time, divide the people map segments evenly between each team member to get the writing done quickly.

SO WHAT?

Your team is on the right path and has created an action plan. Each team member knows their job to accomplish the Big Goal by the due date. Allocating responsibilities is a good example of leadership and is called "holding each other accountable."

Sharing your Big Goal through your elevator speech and persuasive statement will make your project real. People will ask about your progress, and check to see if you are carrying forward with your work. Use the power of people to get big things done.

NOW WHAT?

Turn in to your teacher:
▶ People Map

Add to your Challenge entry:
▶ Detailed Action Plan
▶ Project Elevator Speech
  After collaborating, upload the agreed-upon Elevator Speech

NOW GO EXECUTE!

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

ACTIVITY 1: CREATE AND LAUNCH YOUR AD

DIRECTIONS

▶ Create an ad for your service project. The most effective ads are generally simple, concise and memorable. Think Just Do It from Nike and Think Differently from Apple. Remember that people will give you a very small window of time to get their attention. According to a global marketing organization, people will give you 6-1/2 seconds (on average) to capture their attention. Be creative and bold. You want your ad to draw attention to your service project.

1. With your team members, brainstorm ideas for a headline, sometimes called a "hook," to get the attention of your target audience.

▶ Could the "hook" be an image? Have a team member take notes to capture your ideas. To guide your discussion think about:
  • Action words that capture your project goal
  • Your target audience (What words would draw their attention?)
  • Time: 6-1/2 seconds (approximately 25 words)

2. Write your headline/hook for your ad by using the ideas your team generated.

_____

3. Complete your ad.

▶ You have your headline/hook, now finish sketching out your ad message. Use these questions to help create the message.
  • What problem are you trying to solve?
  • What is your proposed solution?
  • What is your "call to action;" that is, what do you want the reader or listener to do?

▶ Add your team logo to brand your ad. Refer to your work on branding in Lesson 3. Branding is simply a way of using words or a symbol to give immediate recognition to your project. Think about logos you see and recognize immediately the product or organization they reference.

4. Share the sketch of your ad with other teams to get their reactions and comments.

▶ Listen and watch their reactions. Remember they are a segment of the public you want to reach. How they react and what they say will give you an early insight into how the broader public may react.

5. Edit and finalize your ad.

  ▶ Use a separate sheet of paper to create your ad.
  ▶ Take a picture of your completed ad and attach it to the PDF before submitting to your teacher.

INTRODUCTION

Your team has selected and prepared to implement your service project. In this lesson you will go public with it. It is time to do what you have been preparing for over the past several lessons.

First, you need to get information out to the public to generate support from your school and the larger community. Let people know what you are doing. Second, you will follow through on what you marketed and advertised and take the actions required to carry out and implement your service project.

TIME MANAGEMENT

Planning your time is always important but particularly important for this lesson. You need to quickly get your ad out to as many people as possible so they are ready to be part of your service project.

FOUNDATION *for* **IMPACT**
on **LITERACY** *and* **LEARNING**

Lift a Life FOUNDATION®

**STUDENT EDITION
LESSON 5 - ACTIVITY 1**

Lead4Change.org   21

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

6. Launch your ad and go public with your service project. Think about how to get your message out to the largest community. If you have a media resource person at your school, you may want to talk with him or her about ideas for getting your message out. With your team members consider all the media or methods you could use to get your ad seen and heard:

- SOCIAL – Facebook, Instagram, Twitter
  (Consider a podcast to explain the what and why of your project or a blog to keep your followers updated)
- PRINT – School and local newspaper
- LOCAL – TV and radio stations
- BULLETIN BOARDS – School or community

List the strategies available for you to launch your ad.

Remember that you and your team members are great ads for your service project. Ask for a few minutes before each of your classes to tell other students about your project. Tell your parents and other family members. Your enthusiasm will generate interest.

_____

_____

_____

Launch your ad. What strategies did you use and why?

_____

_____

_____

Debrief with your team on the outcomes from your ad launch.

Strategies that worked well in getting the information out to the public. Did some work better with different segments of your target audience?

_____

_____

Problems encountered in launching your ad.

_____

_____

Solutions to overcome those problems.

_____

_____

You have done your research, completed the planning process and spread the word about your project. Now it is time to put those plans into motion. This is your chance to act; to use the enthusiasm and excitement about your project to make a real difference in your community!

As you begin the actual implementation of your project, use the resources developed in this, and previous lessons, to stay on track. Refer back to Lesson 4 in which you developed an action plan listing the tasks and steps to be completed to meet your service project goal. Use the checklist below as a reference to guide you as you work.

PROJECT IMPLEMENTATION CHECKLIST

▶ Use your Action Plan as a checklist to confirm the required tasks have been completed and if not, who is responsible for them.

▶ Confirm team roles.

▶ Gather all required materials (agenda, handouts, follow-up information).

▶ Confirm all applicable logistics (site, times, speakers, media equipment, press coverage).

▶ Review your People Map from Lesson 4 to include the people whom you identified to help achieve your Big Goal.

After completing you project, take a moment to reflect with you team. Use the table below to describe the highlights and challenges of implementing your service project.

HIGHLIGHTS	CHALLENGES

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

LESSON 5
MARKET AND BE THE CHANGE

ACTIVITY 2: MEASURE PROJECT OUTCOMES

STUDENT EDITION

ACTIVITY 2: MEASURE YOUR PROJECT OUTCOMES

DIRECTIONS

▸ With your team respond to the questions below.

1. Achieving Your Project Goal

Q Did you achieve the goal set for your service project?   ❑ Yes ❑ No

If no, why not? *(Example: Not enough participants; cost of bins higher than expected.)*

_____

_____

_____

2. Your Action Plan completed in Lesson 4 was your tool to track your service project's progress. Compare your Action Plan tasks, steps and timelines to what actually occurred.

Q How did you use the Action Plan to prepare for your project implementation?
(Example: Reviewed action plan and steps at the start of every team meeting.)

_____

_____

_____

Q How did you use your Action Plan to monitor your progress?
(Example: Updated and modified as needed to stay on schedule and achieve goal.)

_____

_____

_____

Q What tasks did you have to modify or add and why?
(Example: Extended timeline for getting principal permission. Added tasks: Work with custodial staff to take down basketball equipment in gym.)

_____

_____

_____

Q What one suggestion would you have for someone replicating your project?
(Example: Stay focused on your goal. Do not get distracted by side events.)

_____

_____

_____

ACTIVITY 3: OVERCOME BARRIERS TO SUCCESS
DIRECTIONS

▸ Every project encounters some challenges or barriers to its success. Leaders identify the challenges and find ways to overcome them. In the chart below, list barriers you encountered when implementing your service project.

Next to each barrier, write at least one way you overcame it.

BARRIER	ACTION TO OVERCOME BARRIER
Example: Too little time *Example: Lack of Support*	*Identified priorities; maximized team skills* *Clarified benefits and customized them to our target audiences showing how this is important/useful to them.*

SO WHAT?

It is time for a team high five! You marketed and implemented your service project. Moving from thinking to doing is not an easy task. It is important to know and understand a planning process that includes how to market and get the public's attention to support your goal. Actual implementation takes confidence, courage and a strong belief that your effort will make a difference.

NOW WHAT?

Add to your Challenge Entry:
▸ Ad created to promote your project
▸ Project Highlights and Final Outcomes
▸ Barriers Chart

NOW GO SHARE!

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

LESSON **6**
SHARE YOUR STORY, THE CHANGE IS NEVER OVER

ACTIVITY 1: CELEBRATE AND RECOGNIZE
STUDENT EDITION

ACTIVITY 1: CELEBRATE AND RECOGNIZE

DIRECTIONS

▸ It is important to celebrate together by recognizing the special skills each of your brought to the team. Great leaders grow their organizations by recognizing people who helped them achieve success. No leader gets where they are on their own—there always are people who helped them along the way. Celebrations are shared experiences that keep people motivated and invested in achieving your Big Goal.

▸ What can you do as a team to celebrate what you accomplished? One idea is to write a note of appreciation to each team member. Think about a time when you were recognized for leadership or service. How did it make you feel? Now think about giving someone else that same recognition. Look around at your fellow team members and consider what each brought to the success of your project. Take a moment and consider phrases that describe each member's unique contributions. Use those phrases as you complete the activity.

Write a thank you note to each team member.

▸ Use a separate sheet of paper to create your thank you notes.
▸ Take a picture of your completed thank you note and attach it to the PDF before submitting to your teacher.

WITH YOUR TEAM

Take a moment to think about the people who helped you as you worked toward your Big Goal. How will you and your team show appreciation for their support?

Q Who has helped and how? (Are there people beyond your team who have provided knowledge, ideas, support, or even a "like" on your Facebook page?)

_____

_____

_____

Q How can you thank and recognize the people who have helped you?

_____

_____

_____

Q What action steps will you take to thank and recognize the people you identified?

_____

_____

_____

INTRODUCTION

Congratulations. You and your team have completed a major service project to help your school or community. Your actions resulted in a positive change and made a difference. However, the change is never over. Successful leaders keep moving and are persistent; that is, they keep their eyes on the next Big Goal, and how to enhance or improve their skills to achieve it. They also identify and engage others to come along and be part of their team. Now is your opportunity to tell the story of your team's leadership journey and your project outcomes. Successful leaders document their work as a way to review, learn and share with others. You can use the information to tell your story to your school as well as your local community. By telling your story you let others know that people working together can affect positive change in their schools and local communities.

FOUNDATION for IMPACT
on LITERACY and LEARNING

Lift a Life
FOUNDATION®

STUDENT EDITION
LESSON 6 - ACTIVITY 1

Lead4Change.org

27

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

LESSON 6

SHARE YOUR STORY, THE CHANGE IS NEVER OVER

ACTIVITY 1: CELEBRATE AND RECOGNIZE (CONTINUED)

STUDENT EDITION

Q Prepare an announcement publicly thanking all of your supporters. You can post it on social media, place it in your school newspaper or any other public access media. Use the chart below as a starting point, although your team may have a special and unique "celebratory" statement it prefers to use to recognize all the stakeholders who helped along the way.

Public Announcement Date _____

We, _____ **, want to thank** _____

_____

_____

who supported us in reaching our goal to _____

_____

_____

_____

_____**.**

ACTIVITY 2: TELL YOUR STORY

DIRECTIONS

1. With your team members, write a script for a 1-3 minute video telling your project story.

▶ As you prepare the script, consider:
- End goal – the actions you want viewers to take after seeing the video
- Key points – idea generation, actions taken, problems/solutions, and outcomes
- Next steps – what is next for you and your team

2. Share the script with other students and your teacher for their reactions.

3. Meet with your English/speech teacher and school media or resource person and get their comments on your script and presentation ideas.

4. With your team members, edit the script.

5. Record your video.

ACTIVITY 3: TEAM REFLECTION

DIRECTIONS

You gained a number of leadership skills to take with you throughout your life. Take time to reflect on the process and what you learned. With your team members, consider and respond to the following questions. Assign a team member to write down the highlights of the discussion.

Q What are the characteristics that made you successful as a team?

_____

_____

Q What were the highlight or "aha" moments of this project?

_____

_____

Q What was your greatest challenge?

_____

_____

Q How can you sustain or replicate your project?

_____

_____

Q What is next for you and your team?

_____

_____

LEAD4CHANGE
STUDENT LEADERSHIP PROGRAM

LESSON 6
SHARE YOUR STORY, THE CHANGE IS NEVER OVER

ACTIVITY 3: TEAM REFLECTION
STUDENT EDITION

2. Create a Team Lifeline for your project showing the highs and lows as you worked toward your Big Goal.

▸ Print this page to use the template below or use a separate sheet of paper.

▸ Take a picture of your completed Lifeline and attach it to the PDF before submitting to your teacher.

The UPS

The DOWNS

SO WHAT?

Wow! Look at what you accomplished! You met and worked with others to make a difference in your school and community and are sharing what you learned to encourage implementation of similar ideas and actions.

NOW WHAT?

Add to your Challenge Entry:

▸ Story Video
  (optional for team entry)

▸ Team Lifeline

▸ Submit your team entry!

NOW GO LEAD!

Good Luck on your leadership journey!

SUBMISSION CHECKLIST

Review the submission checklist with your teacher. Remember there is a due date for the submission. Schedule a time for your team to read through the documentation for the six lessons to ensure that everything required is included and accurate.

LESSON 1:
No submission

LESSON 2:
❑ Name of the issue addressed in this project.

LESSON 3:
❑ Social Media post of Big Goal
❑ Team name, slogan, mascot

LESSON 4:
❑ Detailed Action plan
❑ Agreed upon elevator speech

LESSON 5:
❑ Ad created to promote your project
❑ Barriers Chart
❑ Project highlights and final outcomes

LESSON 6:
❑ Story Video (Optional)
❑ Team Lifeline

SUBMISSION REQUIREMENTS

In order to submit your entry to the Lead4Change Challenge, please be sure:

▶ Your team is comprised of three or more students (there is no limit to the size of the team).

▶ A teacher or adult advisor has worked with your team (a teacher or adult advisor can work with more than one team).

▶ The final submission includes all of the activities listed to the left.

Other information required for your team Challenge Entry on Lead4Change.org:

▶ **Two student reflections** (or more) describing the impact of the program, lessons learned and other observations.

▶ **Upload photos:** 3 required, extras allowed.

▶ **Optional:** Video and other links to social media, any additional information or files.