

LEAD4CHANGE[®]

STUDENT LEADERSHIP PROGRAM

STUDENT EDITION

WELCOME!

The lessons from the Lead4Change 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 **12 lessons**, with **three activities per lesson**. This allows you to take the **36 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’re always available at [Hello@Lead4Change.org](mailto>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.



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LEAD4CHANGE®

STUDENT LEADERSHIP PROGRAM

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ACTIVITY 1: LIFELINE
STUDENT EDITION

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.

Watch this video.



BE YOUR BEST SELF

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.

The Lead4Change Student Leadership Program is a unique program that teaches leadership, collaboration, and project-planning while allowing students in grades 6-12 to design and implement a service project that will improve their school, local area, or global community. A Lead4Change team is defined as “3 or more 6–12th grade students and an adult leader”. You are welcome to include others on your team as you wish. If not together in a class or club, think creatively about how you can form a virtual team. By taking people with you a lot can be accomplished, and the leadership story can be shared in the final Challenge submission.

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.

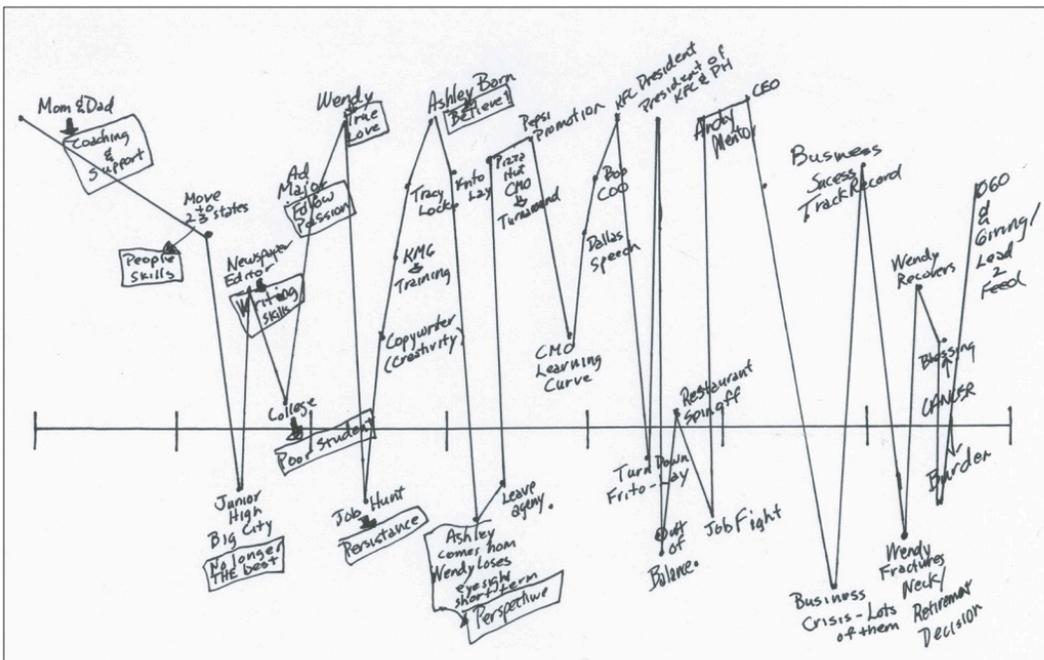
2. Place these events on your Lifeline in the order in which they happened.

- ▶ 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





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.
- ▶ If drawn separately, take a picture and attach it to this lesson or place it into your digital team folder.r.

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.



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



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?



TIP!

Create a shared digital folder to upload completed work essential for submission (see Lesson 12 checklist). Include photos and other statements that can be used for final reflections. This will ease the uploading process for the Challenge Entry.

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

Note: Turn-in" items are for students to share individually with the teacher as these are not part of the Lead4Change Challenge entry submission.

NOW GO BUILD!

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?

ACTIVITY 2: SKILLS OF A TEAM

DIRECTIONS

Working in a team can be challenging and requires special skills. Teamwork allows a group of people to work together to achieve a goal and builds on the strengths of each member. In the upcoming activities, you will discover the characteristics that are needed to be successful as team. As you work together, focus on the skills that allow you to work together well. **Complete the activities below with your team and answer the questions together as a class.**

PASSING THE PITCHER

- 1. Sit in a circle with your team and without using your hands, pass the pitcher all the way around the circle.**
 - ▶ What skills did you need to complete the activity?
 - ▶ How did you work together to pass the pitcher?
- 2. Now sit in a circle and try the activity again. This time, fill the pitcher with a substance selected by your teacher and pass it all the way around the circle without using your hands.**
 - ▶ What new skills did you use this time to complete the activity?
 - ▶ How did your team work differently to pass the filled pitcher?
- 3. Work with your team to make a list of important skills for working with a team.** Keep these skills in mind as you work together on 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.

Watch this video.



UNLEASH THE POWER OF PEOPLE

ACTIVITY 3: GET TO KNOW 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?

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?

- ▶ When you have your team members, share contact information (phone numbers and email addresses) and the Lead4Change lessons.

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.

NOW WHAT?

Turn in to your teacher:

- ▶ Visual Representation of team strengths
Use the list of team skills you created in activity 2 and make a visual representation of these skills. This can be a drawing, photograph ... anything that shows how your ideal team will work together.



TIP!

If you are working virtually, check in with your team members to share your answers to the first four questions (Q's). After your discussion with your team members, complete the fifth Q.

**NOW GO
LEARN!**

ACTIVITY 1: RESEARCH THE ISSUES
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ACTIVITY 1: RESEARCH THE ISSUES
DIRECTIONS

- ▶ Think independently about issues facing your school and **community**. Share some ideas with your team members (ideas such as advocacy, awareness, communication, human connections, etc. Still not sure of an issue? Ask an adult or find additional ideas on Lead4Change.org/students).
- ▶ 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.** Teams may do this section individually or together. A method of, “think independently, and then share your brainstorm list” may work well. Use the chart to capture what is discovered.

INTRODUCTION

One of the most important things you can do to grow as a leader is to always be learning. In the video, you hear David Novak say 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.

Watch this video.



BE AN AVID LEARNER



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.

WHAT IS THE ISSUE?	WHY DOES IT MATTER?	SUGGESTED SOLUTIONS?
What do people need to know about this issue? Who is primarily affected by this issue? What impact has this issue already had on your school or community?	Why is this issue important? Why should someone care about this topic?	What are people already doing to improve this issue? What other solutions are people planning to use in the future to address this issue?
Issue #1		
Issue #2		
Issue #3		



ACTIVITY 2: SELECT AN ISSUE

DIRECTIONS

- ▶ Leaders do not 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.



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.

THE ISSUE WE HAVE SELECTED IS:



ACTIVITY 3: ARE YOU DOING ALL YOU CAN TO BUILD KNOW-HOW?

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ACTIVITY 3: ARE YOU DOING ALL YOU CAN TO BUILD KNOW-HOW?

DIRECTIONS

Take a step back. Are you doing all you can to build know-how and expand your knowledge about the issue you selected? Reflecting on what you have done so far is an important skill to acquire on your journey to becoming a stronger leader. Think about the additional knowledge and information you still need in order to understand the issue you selected and begin your Lead4Change project.

Reflect and respond to the following 3-2-1 reflections:

3	<p>Who are THREE people I know who have some knowledge that will help me with my Lead4Change project?</p> <p>(When and where can I connect with these people to gain additional know-how?)</p>	<p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p>
2	<p>What are TWO things I can start doing today that will help my team and me build know-how about the issue we selected?</p>	<p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p>
1	<p>What is ONE thing I can do to be sure I am listening to the thoughts and ideas of others?</p>	<p>1. _____</p> <p>_____</p>

SO WHAT?

Understanding the issues will be important throughout life 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 for your team. Use the issue you selected in this lesson to help generate ideas in the activities to come.

NOW WHAT?

Add to your Challenge entry:

- ▶ The name of the issue you are going to address with your Lead4Change project.

NOW GO CHOOSE!

AN INSIGHT-DRIVEN APPROACH TO LEADING PEOPLE AND ACHIEVING BIG GOALS

ACTIVITY 1: DETERMINE YOUR BIG GOAL

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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!



Use **#L4CBig** to share your goal on social media.

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.

Watch this video.



AN INSIGHT DRIVEN APPROACH TO LEADING PEOPLE AND ACHIEVING BIG GOALS



TIP!

With your team members, brainstorm examples of changes you want to affect and how to use technology/social media and other resources available to you to execute it.

YOUR TEAM'S BIG GOAL:



AN INSIGHT-DRIVEN APPROACH TO LEADING PEOPLE AND ACHIEVING BIG GOALS

ACTIVITY 2: GENERATE PROJECT IDEAS

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ACTIVITY 2: GENERATE PROJECT IDEAS

DIRECTIONS

- ▶ Now that you have thought about 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.** Your team will be comparing and selecting at least one project to implement to reach your big goal. Explore a variety of sources for current events and what groups of people are doing to make a difference. For example, try to identify online videos from experts or connect with local non-profit leaders in order to research needs and share with your teammates. Remember that family members or others nearby may have real-life experiences and can be reliable sources.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



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?



TIP!

Decide which projects will help the team reach the BIG GOAL especially if the entire team is working virtually.

AN INSIGHT-DRIVEN APPROACH TO LEADING PEOPLE AND ACHIEVING BIG GOALS

ACTIVITY 3: PROJECT DEVELOPMENT

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ACTIVITY 3: PROJECT DEVELOPMENT

DIRECTIONS

- ▶ If your Big Goal comes out of nowhere, you will have a hard time believing it. You need to have a realistic picture of who you are as an individual, and as a team, in order to understand what you are capable of achieving. A good sense of the knowledge needed to accomplish your goal helps, too.
- ▶ 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 Lessons 1–4 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 efforts are other non-profit organizations doing to help, or bring awareness, to this issue?

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.

As you write down the details of your project, consider the following:

1. How can you make your project idea better?
2. How can you make it align with your Big Goal?

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

Q Who are the experts and charities/organizations that your team can look to in order for you to reach your Big Goal?



TIP!

Reach out to non-profit organizations by phone or by email using the contact information listed. What is your message to these non-profit organizations? How will you share your BIG GOAL and its relationship with the non-profit organization? Who will make the call, prepare, and send the email message? (Necessary for next steps and Challenge Entry)

AN INSIGHT-DRIVEN APPROACH TO LEADING PEOPLE AND ACHIEVING BIG GOALS

ACTIVITY 3: PROJECT DEVELOPMENT

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SO WHAT?

During your life, you will have to set many goals—for your education, your career and your own personal achievements. Often people set goals that are easy to accomplish because they are scared to fail. In these lessons, you have learned to set Big Goals and to strive to be the very best you can be.

You've reached an exciting point in the lessons—you have selected a Big Goal and decided exactly what your project idea will be. 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.

***NOW GO
BRAND!***

ACTIVITY 1: BRAND YOUR TEAM

DIRECTIONS

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.



Use **#L4COurTeam** to introduce your team on social media.

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



- ▶ Print this page to use the space below or use a separate sheet of paper.
- ▶ If drawn separately, take a picture and attach it to this lesson or place it into your digital team folder.

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.

Team logo/mascot:

INTRODUCTION

Up to this point, you have taken an in-depth look at yourself. You have built trust with your team and researched issues that are important to you and your classmates to determine a Big Goal. In the following activities, 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. By creating this identity, or brand, you are communicating who you are as a team. Also, you will create the context and begin presenting your story of the research. You will use your project ideas and Big Goal from Lesson 4 to develop a plan.

Watch this video.



YOU HAVE TO BELIEVE IT CAN BE DONE

ACTIVITY 2: YOUR GOAL: WRITE IT, TELL IT, SHARE IT

DIRECTIONS

To keep your team focused, you will now write a specific goal combining everything you have discussed and planned this far. You may have heard of the acronym “S.M.A.R.T.” which is used to be sure your goal is meaningful. By doing so, your team will be able to visualize, write, and talk about your goal.

STEP 1 Complete the following chart independently with your information according to the definitions, when finished compare answers with your team, revise as necessary and complete Step 2.

Your Big Goal: _____

From Lesson 4, Activity 1

Your Project Idea: _____

From Lesson 4, Activity 3

<p>S Specific</p>	<p>What exactly do you want to do?</p>	<p><i>Example: Paint the school’s five outdoor benches by the front walkway. By doing this, we will provide a happy and welcoming atmosphere for all who enter.</i></p> <p>_____</p> <p>_____</p>
<p>M Measurable</p>	<p>How will you know when you reached your goal? Can you track your progress?</p>	<p><i>Example: Benches will be sanded and painted.</i></p> <p>_____</p> <p>_____</p>
<p>A Achievable</p>	<p>Is this goal achievable and will it be worth your time to see it to completion?</p>	<p><i>Example: Yes. These benches are an eyesore, are used continuously and seen by all. We will need to get 6 gallons of paint donated.</i></p> <p>_____</p> <p>_____</p>
<p>R Realistic</p>	<p>Does everyone believe this goal can be achieved?</p>	<p><i>Example: Yes. Our team and the entire class thinks it is a fantastic idea and always waited for “someone else” to do it. Our team can safely complete all parts of the process.</i></p> <p>_____</p> <p>_____</p>
<p>T Time-Sensitive</p>	<p>What is the exact date your goal will be completed?</p>	<p><i>Example: We need to finish by November 10, before the bad weather begins.</i></p> <p>_____</p> <p>_____</p>

STEP 2 Use the above information to write **one** complete sentence below.

Example: The five entry benches at our school will be sanded and painted by our team by November 10.

ACTIVITY 3: ASSESS AND VISUALIZE THE PLAN

DIRECTIONS

Now that you have your team established and you have decided on the one action to take to achieve your goal, take a moment to reflect on the following questions to determine if you believe this plan can indeed work. In the workplace, adults ask, "Is this feasible?"

STEP 1 Reflect on the following statements individually and record your responses. Then, as active listeners, discuss the responses with the others on your team. (Meeting virtually or short on time? Pick one concern to discuss/ share with your team.)

STATEMENT	YOUR EXPLANATION / ASSESSMENT
I can get excited about this plan.	<input type="checkbox"/> Agree Why: _____ <input type="checkbox"/> Disagree _____ _____ _____
This project is unique.	<input type="checkbox"/> Agree Why: _____ <input type="checkbox"/> Disagree _____ _____ _____
Classmates and others in the school will see this as a good idea.	<input type="checkbox"/> Agree Why: _____ <input type="checkbox"/> Disagree _____ _____ _____
We will be able to get the financial assistance we need to complete this project?	<input type="checkbox"/> Agree Why: _____ <input type="checkbox"/> Disagree _____ _____ _____ I realize an obstacle may be: _____ _____ This is how we will tackle an obstacle or set-back: _____ _____ _____
Each person on this team knows our Big Goal and believes in it.	<input type="checkbox"/> Agree Why: _____ <input type="checkbox"/> Disagree _____ _____ _____
Everyone involved with or touched by our project will feel the positive impact when we accomplish our goal.	<input type="checkbox"/> Agree Why: _____ <input type="checkbox"/> Disagree _____ _____ _____

STEP 2

After answering the previous questions, you are now ready to visualize what the future will look like when you have achieved your Big Goal. Work with your team to create a clear vision for your Lead4Change project that will inspire your team and will encourage others to join in.

Using two to three sentences, record your vision for the future. You may wish to add images or symbols to enhance this vision.

SO WHAT?

You have a team, project and Big Goal. Your group is bonding and developing an identity which will bring this project and Big Goal to life. Similar to athletes who envision completing a race or making a free-throw, your team has established a vision of the future.

At this point, it is time to develop your leadership style and bring your team and other people together to create an executable plan. Like Benjamin Franklin said, "If you fail to plan, you are planning to fail."

NOW WHAT?

Add to your Challenge entry:

- ▶ Team name, slogan, and mascot

Turn in to your teacher:

- ▶ SMART Goal sentence from Activity Two

**NOW GO
INSPIRE!**

PART 2

- ▶ 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 above tasks 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.

ACTIVITY 2: ANTICIPATE HURDLES

DIRECTIONS

- ▶ 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 team members begin 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.

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



TIP!

Consider the hurdles of communicating when team members are in different locations. How will you overcome them?



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.

ACTIVITY 3: DEFINE HOW WE WIN TOGETHER

DIRECTIONS

As a leader on your team, think about creating a culture that makes people feel supported and appreciated. Just as you created a vision for your Lead4Change project, create a vision for how your team will operate and interact with one another. Remember that all people want to know they are important and want to have fun while they are working on a task.

Success means:

SO WHAT?

A culture where everyone wins together is going to make it possible for you and your team to accomplish your Big Goal. To truly motivate people, you need to create a culture where all members know they matter, feel appreciated and are respected.

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. This is leadership and is called "holding each other accountable."

NOW WHAT?

Add to your Challenge entry:
▶ Your Action Plan

NOW GO
ARTICULATE!

ACTIVITY 1: CREATE A PEOPLE MAP
STUDENT EDITION

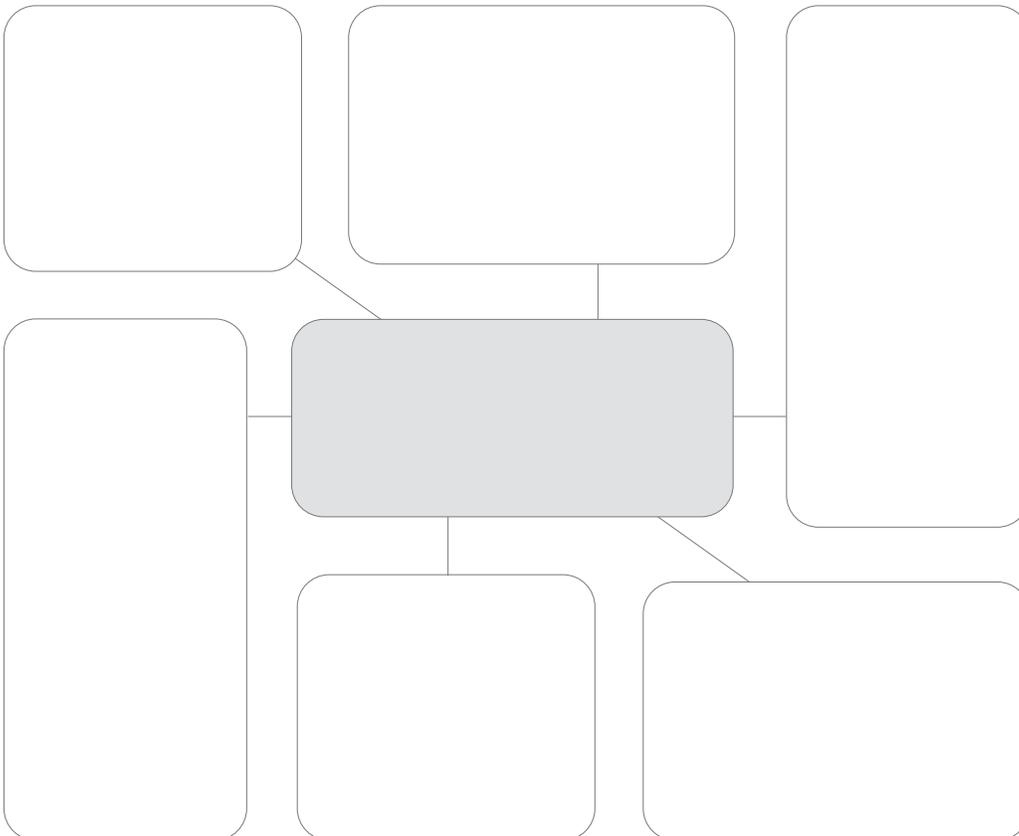
ACTIVITY 1: CREATE A PEOPLE MAP

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.
▶ If drawn separately, take a picture and attach it to this lesson or place it into your digital team folder.

MY PEOPLE MAP



INTRODUCTION

Think about who you will need to take with you to achieve your Big Goal. You will never accomplish anything big if you try to do it alone. Think about the people you will need and who will be interested in helping you reach your Big Goal.

If a leader creates a vision but doesn't believe it can be done then people are not likely to follow. If you have a vision, you also have to have the belief as a leader that you can accomplish it with the people you bring with you!

Watch these videos.



YOU HAVE TO BELIEVE IT CAN BE DONE



CREATING A PEOPLE MAP



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.



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

ACTIVITY 1: CREATE A PEOPLE MAP
(CONTINUED)

STUDENT EDITION

People Map Self-Reflection

▶ Achieving your Big Goal is a living and growing process—you will always be thinking of new ideas and people to take with you.

Q Why is it important to take people with you as you set out to achieve your Big Goal?

Q How can you remain open to new ideas and people to work with?

ACTIVITY 2: PERSUASIVE STATEMENT

DIRECTIONS

- ▶ 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 team goals. Follow the steps below to write your persuasive statement to share during the appointment. Remember your persuasive statement is meant to convince others to assist you in your work.
- 1. Look at your people map and identify your key stakeholder(s).**
- 2. Write a logical argument explaining why this stakeholder should support your project (to be carried forth by your team) and state how you may need his or her assistance.**
- 3. 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.**
- ▶ As you are writing your statement to each stakeholder, think of it as a movie trailer or book trailer. A trailer is a snapshot of information leading someone to want more.
 - 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.

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.



TIP!

Consider other ways to contact stakeholders virtually such as by phone or email. Who will be responsible for making the contacts? Consider assigning the task among multiple team members each taking responsibility for contacting one or more of the stakeholders. Be sure to thank the stakeholders you contact for their assistance.



TIME MANAGEMENT

To save time, divide the people map segments evenly between each team member to get the writing done quickly. If a meeting time or more information is requested by the shareholders sooner than you planned, use the guides found in Lessons 7 and 8 (or schedule the meeting to a later date).



TIP!

Working virtually or running short on time? Try using a group recording platform to record, share, and listen/comment to each other's statements.

ACTIVITY 3: SELF-REFLECTION

DIRECTIONS

Remember that reflection is an important tool that leaders use to help them grow as individuals. Take a few moments to independently reflect on the questions below.

Q What positive change(s) will happen when we complete our Lead4Change project and accomplish our Big Goal?

Q How will that positive change look?

Q What will that positive change feel like for everyone else involved or touched by our project?

Q What will it feel like to hit a barrier and how might some people respond to barriers?

SO WHAT?

Believing in your project and goal is one thing. Sharing this vision makes it real. People will ask about your progress, and check to see if you are carrying forward with your project. Use the power of people to get big things done.

NOW WHAT?

Turn in to your teacher:

- ▶ Select one team member's persuasive statement from Activity 2 or merge them to create a persuasive statement that represents your team's project.

**NOW GO
PLAN!**

ACTIVITY 2: GAINING ALIGNMENT

DIRECTIONS

- ▶ In this activity you will schedule a formal meeting with your stakeholder(s) for you to provide them with greater detail on your project and for them to make suggestions to strengthen the project. Keep in mind, you have many stakeholders and many people on your people map and will not need to formally meet with all. Decide on the few key people with whom you need to meet.
- ▶ With your vision, action plan and elevator speech, you have all of the tools you need for a very productive meeting.

1. Create an Appointment

- ▶ Suggestions to consider when making the appointment:
 - Is there an administrative assistant who will schedule the appointment?
 - Who from your team will attend the meeting? (Keep in mind, too many people may be overwhelming)
 - What do you need to bring?
 - Rehearse your speech to confidently explain goals, plan, and vision.



TIME MANAGEMENT

Remember your stakeholder will likely be busy. Respect their time, but also listen to suggestions and be ready to answer any questions.



TIP!

If you are working virtually with classmates or with association club members, be sure you have decided in your action plan who will be contacting which stakeholders and whether it is in person or via email/phone. Be sure someone proofreads the email. If you schedule a phone conversation, be sure you are confident and ready to share your project goals. Have your notes in front of you. Be specific in what you are asking them to do and next steps.

We asked _____ for a meeting to be held.

The following information was arranged and confirmed on _____ .
date

Meeting date: _____ **Time:** _____

Location: _____

Who is attending: _____

What we need to bring: _____

Who will take notes during the meeting: _____



ACTIVITY 3: SELF-REFLECTION

DIRECTIONS

- ▶ After the meeting, meet with those who did not attend and share what was discussed. Take a few moments to reflect on the questions below.

Independently answer the following questions.

Q Did you gain any new ideas for your project from others that are useful for you or your team? Explain.

Q How effective were you in sharing your vision? How will you improve your “elevator speech?”

Q Were you able to clearly explain why you want to accomplish your vision? Explain.

Q Now that your team has shared your vision with others and received feedback, what is most exciting to you about your team’s Lead4Change project? Why?

Q Do you feel the team is using each team member effectively? Do you feel valued as a team member? Explain.

SO WHAT?

The following summary statements are intended to remind you how the lessons of this program encourage you to take people with you and to instill a leadership mindset:

- Every leader needs a plan to get big things done and consider those involved.
- You will build a better plan if you start out with a compelling vision for the future.

How does it feel to have a vision and be able to talk clearly to someone about it? Elevator speeches are useful for many areas in life. When you go for a job interview you will need your own elevator speech to explain who you are and why you want the job.

NOW WHAT?

Add to your Challenge entry:

- ▶ After collaborating, upload the agreed-upon Elevator Speech.

NOW GO EXECUTE!

ACTIVITY 1: CREATE AN 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 5. 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.
- ▶ If drawn separately, take a picture and attach it to this lesson or place it into your digital team folder.

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.

Watch this video.



MARKET THE CHANGE



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.



TIP!

Although you may not be able to meet in person with other classmates or club members, you can send them your ad by email, text a pic, etc.



ACTIVITY 2: LAUNCH YOUR AD
DIRECTIONS

- ▶ 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

1. 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.

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

3. 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.



TIME MANAGEMENT

Remember that you need to move quickly. Think about some quick ways for getting your ad out to the public. Consider a “coming soon” announcement on your school’s public address system, on Twitter or other social media.



TIP!

Be creative in considering virtual strategies to launch your ad. Think about the many social media sites where you see ads. How could one or more of them be used to launch your ad?

MEASURE PROJECT OUTCOMES AND OVERCOME BARRIERS TO SUCCESS

ACTIVITY 1: MEASURE YOUR PROJECT OUTCOME

STUDENT EDITION

ACTIVITY 1: 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 electronic responses to messages on social media; not enough participants; cost of bins higher than expected.)

2. Your Action Plan completed in Lesson 6 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: Identified electronic apps to connect daily with team members; 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: Followed up on lack of responses with a second more animated message to get attention, i.e., used emojis, gifs or photographs to highlight important points in the message; 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.)

INTRODUCTION

Tracking the progress of your project gives you information on what is working and what is not. You can use this information to respond to problems or barriers as they occur. Measuring how you are doing is the best way to keep a successful project on track.

Watch this video.



OVERCOME BARRIERS



**MEASURE PROJECT
OUTCOMES AND OVERCOME
BARRIERS TO SUCCESS**

ACTIVITY 2: OVERCOME BARRIERS TO SUCCESS

STUDENT EDITION

ACTIVITY 2: 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. Using the information from Activity One, 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
<i>Example: Too little time -----></i>	<i>Identified priorities; maximized team skills</i>
<i>Example: Lack of Support -----></i>	<i>Clarified benefits and customized them to our target audiences showing how this is important/useful to them.</i>
<i>Example: Working from separate locations. -----></i>	<i>Used email, social media to communicate with each other.</i>

ACTIVITY 3: RECOGNIZE SUPPORTERS

DIRECTIONS

Good leaders understand that they do not achieve success on their own. 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 social media?)

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?

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** _____

team name

who supported us in reaching our goal to _____



TIP!

Consider setting up a team website explaining your project. Are you or a team member tech savvy and able to set up a website? You could include on it *Who We Are* (about your team), *Project Goals and Outcomes* (with photographs), next steps and contact information.



**MEASURE PROJECT
OUTCOMES AND OVERCOME
BARRIERS TO SUCCESS**

ACTIVITY 3: RECOGNIZE SUPPORTERS

STUDENT EDITION

SO WHAT?

NOW WHAT?

The follow up to project implementation is a critical step for understanding what worked and what did not. This information will provide guidance on what you may need to add, delete or modify for a stronger and better outcome. There will always be some barriers when planning and implementing a project. Turn them into opportunities to generate creative solutions.

Add to your Challenge entry:
▶ Your Barriers Chart

***NOW GO
SUSTAIN!***

ACTIVITY 1: TEAM REFLECTION

STUDENT EDITION

ACTIVITY 1: 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.

1. 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 highlights 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?

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.

Watch these videos.



THE CHANGE IS NEVER OVER



RECOGNITION

ACTIVITY 1: TEAM REFLECTION
(CONTINUED)

ACTIVITY 2: CELEBRATE & RECOGNIZE

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.
- ▶ If completed separately, take a picture of your completed lifeline and attach it to this lesson or place in your digital folder.

The UPS

The DOWNS

ACTIVITY 2: CELEBRATE AND RECOGNIZE YOUR TEAM

DIRECTIONS

- ▶ It is important to celebrate together by recognizing the special skills each of you 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.
- ▶ If handwritten separately, take a picture and attach it to this lesson or place it in your digital team folder.



ACTIVITY 3: COMPARE RESPONSES TO THE THREE BIG QUESTIONS

STUDENT EDITION

ACTIVITY 3: COMPARE RESPONSES TO THE THREE BIG QUESTIONS

DIRECTIONS

Leaders continue to grow and develop. Think about how you will continue to build on the skills learned in these lessons and make positive changes in your school, community and the larger world. In Lesson 1, you answered three BIG questions. Now that you are almost at the end of this project, **answer the questions again and compare your responses to those in Lesson 1.**

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?

Q Have your responses changed?

SO WHAT?

You have developed a leadership base on which to build your skills for the future. Seek ways to expand and build on those skills to further your project outcomes and to create other ideas to engage a larger audience to implement actions for a better world.

NOW WHAT?

Add to your Challenge entry:
▶ Your Team Lifeline

NOW GO SHARE!

ACTIVITY 1: TELL YOUR STORY

ACTIVITY 2: SELF-REFLECTION

STUDENT EDITION

ACTIVITY 1: 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, parent(s) or teacher(s) and ask if they will review and make suggestions.**
- 3. With your team members, edit the script that will be used for the video. Develop some presentation ideas.**
- 4. Record your video to tell your “leadership story.” Ask your parents, or a sibling to help. This is another opportunity for you or a teammate to use your tech knowledge to put together a story including pieces from each team member.**

ACTIVITY 2: SELF-REFLECTION

DIRECTIONS

Use the following questions to guide you as you personally reflect on your experience with the project.

Q How has participation in this project changed you?

Q What will you start doing differently as a result of participating in this project?

Q How will what you learned be helpful in reaching your school, college and career goals?

Q What did you find most interesting and most challenging about this project?

Q What is your biggest take away from this project? (Describe what went well and the part that makes you most proud).

INTRODUCTION

This 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. It is a way to take your project and expand it. The Lead4Change Lessons provide a format for submitting your story, but as important, 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.



ACTIVITY 3: SUBMIT YOUR NOW WHAT DOCUMENTATION TO LEAD4CHANGE

DIRECTIONS

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 12 lessons to ensure that everything required is included and accurate.

LESSON 1:

No submission

LESSON 2:

No submission

LESSON 3:

- Name of the issue addressed in this project.

LESSON 4:

- Social Media post of Big Goal

LESSON 5:

- Team Name, slogan, mascot

LESSON 6:

- Detailed Action Plan

LESSON 7:

No submission

LESSON 8:

- Project elevator speech (one from your team)

LESSON 9:

- Ad created to promote your project
- Service Project Highlights and Challenges

LESSON 10:

- Barriers Chart

LESSON 11:

- Team Timeline/Lifeline

LESSON 12:

- Story Video (Optional)



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.

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)

NOW GO LEAD!

Good Luck on your leadership journey!