

# LEAD4CHANGE<sup>®</sup>

STUDENT LEADERSHIP PROGRAM

## EDUCATOR 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 6–12<sup>th</sup> 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 educator-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 educator 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 educators and activity instructions.

#### WHAT DOES COMMUNITY SERVICE MEAN?

“**Community**” within the Now Go Lead 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. Educators will coach teams and provide guidance with the assistance from the educator lesson plans. Even if a educator 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](http://Lead4Change.org).

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



#### INTRODUCTION TO LEAD4CHANGE

# LEAD4CHANGE®

STUDENT LEADERSHIP PROGRAM

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**ACTIVITY 1: MY LIFELINE** 20 minutes

- ▶ Invite one student to read the introduction and directions.
- ▶ As students examine David Novak’s Lifeline example, ask them to identify two items that stand out most to them.
- ▶ Choose a few students to share their ideas.
- ▶ Give students a few minutes to individually brainstorm a list of key events, create their personal Lifelines and respond in writing to the three follow-up questions.
- ▶ Direct students to stand and share their Lifelines with a partner. If there is time, direct students to share with several partners.

**▲ EDUCATOR TRANSITION** *“In the Lifeline Activity, you zoomed out and looked at your life history as a whole. Now, we will zoom in and look inside ourselves to define who we are today and how we can become better as we grow and change. When we begin lesson two, you will share and use your unique strengths, skills and interests as you begin to create your Lead4Change project with your team.”*

**ACTIVITY 2: GROW YOURSELF** 15 minutes

- ▶ Invite one student to read the introduction and directions.
- ▶ Direct students to look at the example provided. Ask students if they have any questions about how to complete their own cards and answer those questions for the entire class.
- ▶ Ask students to keep this card handy, as they will refer to it throughout the project.

NOTE: Due to the personal nature of this activity, you will not direct students to share their information with others during this lesson. As students begin to form teams, there will be time for students to build trust and share this information.

**▲ EDUCATOR TRANSITION** *“Now that you have defined some of your unique qualities and you have identified areas for growth to become even better, it is time to reflect on the lessons learned from these activities. Great leaders take the time to regularly reflect on their lives in order to gain greater self-awareness. As you respond to the three BIG questions. Think about how you can make big things happen in your life. Know that this is just the start of big thinking as we prepare to create big goals for our Lead4Change projects in future lessons. Being, knowing and growing yourself is the first step!”*

**OVERVIEW**

**TIME** 20–45 minutes

**MATERIALS**

- ▶ Student Edition Lesson One (one per student)
- ▶ One index card per student (optional)
- ▶ Videos:



**DAVID NOVAK – BE YOUR BEST SELF**



**ACTIVITY 1  
LIFELINE ACTIVITY**

**LESSON OBJECTIVES**

Students will:

- ▶ Reflect on their lives and determine important moments that have helped to shape who they are today.
- ▶ Identify characteristics or qualities about who they are today and define what they want to become in the future.
- ▶ Identify and explore the single biggest thing they can imagine that will help them to grow and change.

These lessons are based on the book “Taking People With You: The Only Way to Make Big Things Happen” by David Novak. Specific connections to the book can be found under Resources on Lead4Change.org. The Now Go Lead Lessons are carefully aligned with many educational standards and core subject areas. Check the Resources section of your member account (Lead4Change.org) to find Alignment Guides for: 21st Century Learning, Project Based Learning, Social Emotional Learning, Literacy, Common Core state Standards, Career Technical Education. Subject integration guides are available for ELA/Reading, Math, Social Studies, Science and Art. These guides provide lesson by lesson connections to the standards or subject most important to you.



**ACTIVITY 3: THREE BIG QUESTIONS** 10 minutes

- ▶ Invite one student to read the directions and the three BIG questions.
- ▶ Direct students to write a response to the follow-up questions.
- ▶ If there is time, invite several students to share one or more of their responses with the class. Examples: Making better grades, getting a promotion at my job; My family, my peers; Become more consistent with study habits, give 100% in every task at work.
- ▶ Students will be asked to submit a visual representation of their ideal team. Some students may be intimidated by the “art” aspect of this. Encourage students that this is not about the end product, but rather about the process of thinking of and representing their team in a fresh, new way.



**ACTIVITIES 2 & 3 TIP!**  
If you are short on time, consider having students complete activities two and three independently at home. At the beginning of next class, students can pair up and share their responses to activity three.

**SO WHAT?**

**NOW WHAT?**



**NOW GO BUILD!**

**ACTIVITY 1: BUILD TRUST** 10 minutes

- ▶ Invite one or more students to read the introduction about building trust.
- ▶ Direct students to independently respond to the two questions.
- ▶ Facilitate a class discussion as several students share their responses to the questions.
- ▶ If there is time, ask students to share moments when they have trusted others and when that trust has paid off. Also, ask students to share other ways to establish trust on a team.

**▲ EDUCATOR TRANSITION** *“So, we agree that building trust is an important foundation for any successful team. We will continue to explore what it means to work on a team by completing activities together and identifying the characteristics that help us build a successful team.”*

**ACTIVITY 2: SKILLS OF A TEAM** 20 minutes

- ▶ Invite one or more students to read the directions aloud.
- ▶ Have the students sit in a circle to complete the activity. Complete round one with an empty pitcher and round two with a selected substance to fill the pitcher.
- ▶ This can be a very fun activity for the students, but it also has the potential to be messy. Choose wisely for your classroom setting when selecting a substance to fill the pitcher in the second round. Some possibilities are water, shredded paper or packing peanuts. The key to making the activity more challenging in the second round is to select a substance that can easily fall out of the pitcher.

**▲ EDUCATOR TRANSITION** *“You have identified many characteristics needed to create a successful team. Now we will meet with our team members and apply what we just learned about building trust and working in teams. Bring you “Lifeline” page and “Grow Yourself” cards from lesson one. You can refer to these items from lesson one to help you get to know your team.”*

**OVERVIEW**

**TIME** 45 minutes

**MATERIALS**

- ▶ Student Edition Lesson Two (one per student)
- ▶ Large pitcher
- ▶ Substance to fill pitcher (water, shredded paper, packing peanuts, etc.)
- ▶ Videos:



**DAVID NOVAK – UNLEASH THE POWER OF PEOPLE**



**ACTIVITY 1  
BUILD TRUST**

**LESSON OBJECTIVES**

Students will:

- ▶ Explore the importance of building trust among team members in order to achieve success as a team.
- ▶ Develop a list of characteristics that are important for building a successful team.
- ▶ Discover how their talents and abilities and the talents and abilities of their team members can help make big things happen.

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**ACTIVITY 3: GET TO KNOW YOUR TEAM** 15 minutes

- ▶ Assign teams based on specific criteria, randomly choose teams or allow for students to select their own teams. (Be sure this process takes no more than 1-2 minutes.) For the best results, each team should have 4-5 students.
- ▶ Direct each team to sit in a circle and follow the directions for activity three. (It is important that the students actually sit in a circle when completing activity two. Facilitate movement of desks and other classroom furniture in order for students to create a tight circle as they complete this activity.)
- ▶ Walk around the room and offer support where needed. Make an effort to be a peripheral presence in order for the students to take leadership/ownership of the team building activity.
- ▶ Once teams have completed numbers one through four, direct students to independently respond to the following question: What are the strengths of your team members that will assist your team in accomplishing big things?

**SO WHAT?**

**NOW WHAT?**



**NOW GO LEARN!**

**ACTIVITY 1: RESEARCH THE ISSUES**  
**ACTIVITY 2: SELECT AN ISSUE**

EDUCATOR EDITION

**ACTIVITY 1: RESEARCH THE ISSUES** 30–60 minutes

- ▶ Introduce this lesson by asking students to answer the questions in the activity one chart as part of an opening discussion.
- ▶ After students share some of their initial thoughts and ideas about these questions, move them into their teams to conduct research.
- ▶ Students will research more in-depth responses to these questions. They can start by discovering basic facts surrounding a broad issue, then zero-in on a more specific area of interest. This could be a particular website, non-profit organization, country, local community, initiative, group of people, etc.



**ACTIVITY 1 TIP!**

If you think your students need more time to conduct their research, you can extend the time for this part of the project and/or assign part of the research for homework.

**▲ EDUCATOR TRANSITION** *“Now that you have identified key information about the issues, meet with your team and share what you have discovered.”*

**ACTIVITY 2: SELECT AN ISSUE** 10 minutes

- ▶ Direct students to meet with their teams and share their findings.
- ▶ Students should record new information they learn from team members on their charts.
- ▶ Once each member of the team has shared, the team should discuss the four questions listed on the next page and then each student should record the team response for each question.
- ▶ If there is time, invite several teams to share one or more of their responses with the class.
- ▶ As students complete and share their responses, be sure to leave time at the end for them to work together as a team to reach consensus. Consider discussing the definition of consensus as stated in the lesson before moving into teams. The team should work together to select one issue they will focus on for their Lead4Change project and record it at the bottom of the page.

**OVERVIEW**

**TIME** 20–45 minutes

**MATERIALS**

- ▶ Student Edition Lesson Three (one per student)
- ▶ Computer and Internet access (You may print articles in advance from credible new sources for student use.)
- ▶ Videos:



**DAVID NOVAK – BE AN AVID LEARNER**



**RESEARCH THE ISSUES**

**LESSON OBJECTIVES**

Students will:

- ▶ Conduct research about the issues through a variety of media sources in order to better understand the issue, who is involved in the issue and how groups are working to address the issue.
- ▶ Explore informational texts in order to extend their understanding about the selected issues.
- ▶ Collaborate with team members to seek and build know-how about the issues.
- ▶ Identify specific ways they can seek and build know-how beyond the classroom.

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**ACTIVITY 3: ARE YOU DOING ALL YOU CAN?**

EDUCATOR EDITION

**△ EDUCATOR TRANSITION** *“We know that effective leaders take time to reflect on the work they are doing and progress they are making. Let’s take this time to reflect on our team’s progress and our participation and interactions throughout the process so far.”*

**ACTIVITY 3: ARE YOU DOING ALL YOU CAN?** 5 minutes

- ▶ Invite one student to read the directions.
- ▶ Direct students to independently complete the 3-2-1 reflection grid.
- ▶ If there is time, allow for students to meet with their teams and share their responses.

**SO WHAT?**

**NOW WHAT?**



**NOW GO CHOOSE!**

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

## ACTIVITY 1: DETERMINE YOUR BIG GOAL

EDUCATOR EDITION

**▲ EDUCATOR TRANSITION** *“Now that your teams are formed and you have increased your knowledge about the issues, it is time to start using 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 project. In this lesson, your team will determine its Big Goal—something specific that will serve as your goal throughout your Lead4Change project. In addition, you will generate a list of project ideas that could help you take steps toward your Big Goal.”*

*(Use this introduction as an opportunity for students to share their success stories or discuss examples of big successes they have seen in the world. You could also discuss how to define success within your classroom.)*

### ACTIVITY 1: DETERMINE YOUR BIG GOAL 20–35 minutes

- ▶ Invite one student to read the introduction and Part 1.
- ▶ Direct students to independently respond to the three questions.
- ▶ Once students have written their responses, direct students to meet with their team members to share their thoughts and determine their team’s Big Goal (Part 2).
- ▶ You will want to walk around the room and encourage students to create Big Goals that will challenge them and that are practical to be achieved within the timeframe you have set for this project.
- ▶ As your students complete their Big Goal, encourage them to head over to Lead4Change’s Facebook, Instagram and Twitter pages and post their progress.



Use **#L4CBig** to share.

#### STUDENT RESPONSE – Independent

Student’s answers will vary.

#### 1. What is the single biggest thing you can imagine that your team can do to help address the issue you selected?

*Sample Response: We can help our friends and neighbors live healthier, more productive lives by helping them get the food they need to survive.*

#### 2. Describe the outcome you envision if you accomplish your Big Goal.

**As you write it down, ask yourself: Am I thinking big enough? Does this challenge excite me? Does it make me a little nervous? Would my peers think it’s not just a goal, but a Big Goal?**

*Sample Response: Everyone in our community is brought closer together by our project. Fewer people go hungry and we can accomplish big things together.*

#### STUDENT RESPONSE – Team

#### 3. Our Big Goal:

*Sample Response: To feed people in our community who are going hungry.*

### OVERVIEW

#### LESSON OBJECTIVES

Students will:

- ▶ Determine a specific Big Goal.
- ▶ Generate specific project ideas to help determine the project their team will complete.
- ▶ Determine their team project focus as it aligns with their Big Goal.
- ▶ Select a partner non-profit organization.
- ▶ Videos:



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



BIG GOAL

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**AN INSIGHT-DRIVEN APPROACH  
TO LEADING PEOPLE AND  
ACHIEVING BIG GOALS****ACTIVITY 2: GENERATE PROJECT IDEAS**

EDUCATOR EDITION

**△ EDUCATOR TRANSITION** *“Now that you have thought about your Big Goal, it is time for your team to generate ideas for your Lead4Change project. In other words, how will you make your Big Goal happen?”*

**EDUCATOR TIP!**

As groups select a partner organization encourage them to refer back to the questions they answered in Lesson Three. Remember that you may select one organization to partner with as a class or groups may select organizations on their own. Either way, encourage students to reach out to the selected organization to confirm non-profit status and to share their Big Goal. This is important to do before creating action steps and assigning individual tasks.

**ACTIVITY 2: GENERATE PROJECT IDEAS** 10 minutes

- ▶ Invite one student to read the directions.
- ▶ Direct students to brainstorm ideas with their teams. Each student should record team ideas.
- ▶ Once teams have completed their list of ideas, direct students to discuss the different possibilities.

NOTE: Students will choose a project during the next activity.

**STUDENT RESPONSE – Team**

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

*Sample Responses:*

- Gather canned goods to stock the local food pantry for an entire month.
- Raise money to help sponsor a soup kitchen.
- Help the local food pantry by collecting canned goods door-to-door.
- Hold a can construction competition in the mall and donate the cans to the food pantry.
- Host a dance with canned goods as the entry fee.
- Host a free lunch for the homeless in a public place.
- Get local businesses to pledge money to our food pantry.
- Raise money to buy advertising space on a billboard.
- Volunteer for the food pantry as a team.



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

**ACTIVITY 3: PROJECT DEVELOPMENT**

EDUCATOR EDITION

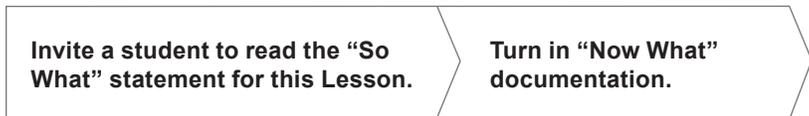
**ACTIVITY 3: PROJECT DEVELOPMENT** 15–30 minutes

- ▶ Ask students to form circles with their teams. Invite one student to read the directions and questions.
- ▶ Give students a few minutes to discuss the questions included in this activity with their team.
- ▶ Instruct students to synthesize their ideas and decide on a project based on the conversation they have during this activity.
- ▶ Direct students to describe the project about which their teams would like to take action. NOTE: Students may want to write longer descriptions about their projects on a separate sheet of paper.
- ▶ Let students know that they will continue to refine their projects during future lessons as new ideas emerge.
- ▶ Walk around the room and offer support where needed. Make an effort to be a peripheral presence in order for the students to take leadership and ownership of this project development activity.

**TEAM vs. CLASS:** A single class project may be easier to manage as an educator, while multiple team projects may give students a chance to bring their own ideas to life and play a larger role. You could have each team develop and launch a project or let each team share a Big Goal project idea and allow the class to vote on one project in which all students can participate.

**SO WHAT?**

**NOW WHAT?**



**NOW GO BRAND!**



**▲ EDUCATOR TRANSITION** *“This is just the start of knowing and growing your team. You will continue to discover new things about your team members and about yourselves as you complete your Lead4Change projects. Now that you know a little more about the members of your team, take some time to create a team identity. Work together to complete activity one. Be prepared to share your team brand!”*

**ACTIVITY 1: BRAND YOUR TEAM** 20 minutes

- ▶ Give students a big sheet of paper, poster board or flip chart paper and markers (optional) or it can be completed online (uploading the digital version).
- ▶ Direct students to follow the directions for activity one.
- ▶ Walk around the room and offer support where needed. Make an effort to be a peripheral presence in order for the students to take leadership and ownership of this team building activity.
- ▶ If you find that the students are very engaged and need more time, give students more time in class or assign it outside of class for completion.
- ▶ Give each team a chance to share its team brand with the class. (If you give students time to create a poster, hang these posters around the room for the duration of the project.)
  - » As your students complete their team brand, encourage them to head over to Lead4Change’s Facebook, Instagram and/or Twitter pages and post their team name and slogan.



**EDUCATOR TIP!**

It is good to remind students they are creating a Big Goal (push them to reach it, but that is not the purpose of the Lead4Change Challenge; the purpose is to learn the



Use **#L4COurTeam** to share.

**EXAMPLE TEAM BRAND**

TEAM NAME	TEAM LOGO/MASCOT	TEAM SLOGAN
The Blue Barracudas		Ending hunger one fish at a time!

**OVERVIEW**

**TIME** 55 minutes

**MATERIALS**

- ▶ Student Edition Lesson 5
- ▶ Extra paper for each team (posterboard, flip-chart paper, markers) (optional)
- ▶ Videos:



**DAVID NOVAK – YOU HAVE TO BELIEVE IT CAN BE DONE**



**BUILD YOUR TEAM**

**LESSON OBJECTIVES**

Students will:

- ▶ Develop a brand for their teams (name, logo/mascot, and slogan) in order to communicate their team identities.
- ▶ Clearly identify and write the team’s Big Goal integrated with their project idea
- ▶ Assess relevance and feasibility of the team’s goal and project

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**ACTIVITY 2: YOUR GOAL: WRITE IT, TELL IT, SHARE IT** 20 minutes

- ▶ Invite a student to read the directions aloud.

**STEP 1**

Share the example in the student edition for the S.M.A.R.T. Goal.

- ▶ Students are to first complete chart individually as it is an important step in understanding the overall specific goal and timeframe.
- ▶ Students may then compare answers and revise theirs as needed.

**STEP 2**

The team will write one complete sentence encapsulating the S.M.A.R.T. goal. This will be submitted for their entry as indicated in the “Now What” section.

*Sentence Examples:*

- *Team Recycling Ravens will raise \$500 at the dance on September 5, in order to purchase 10 recycling bins for the ongoing recycling awareness program.*
- *Collect 1,000 children’s books by Thanksgiving and then again by the end of April to donate to the elementary school so students can bring books home on the weekends.*

**▲ EDUCATOR TRANSITION** *“It is time to look back at some of the key lessons we have learned during the Lead4Change program so far. To continue thinking like a leader, remember to exhibit integrity by being yourself, stay open-minded by being an avid learner and believe in others so that you may unleash their true potential. These lessons will help you to maintain a leadership mindset. Most importantly, you must believe in your own capacity to get big things done.”*

**ACTIVITY 3: ASSESS AND VISUALIZE THE PLAN** 15 minutes

**STEP 1**

- ▶ Invite one student to read the directions aloud to the class.
- ▶ Give students a few minutes to reflect and answer the statements in the Assessment Table.
- ▶ Ask students to volunteer questions they stated ‘disagree’ to gain clarification.

**STEP 2**

- ▶ Invite one student to read the directions to the class.
- ▶ Give students a few minutes to develop what their vision looks like (future product or end-result)
- ▶ Instruct student teams to write down or draw what they think are the most important parts of their project vision.
- ▶ The personal reflection is to have students think about why these parts matter and to help personalize the team vision.

**SO WHAT?**

**NOW WHAT?**

Invite a student to read the “So What” statement for this Lesson.

Turn in “Now What” documentation.

**NOW GO INSPIRE!**

**▲ EDUCATOR TRANSITION** *“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.”*

**ACTIVITY 1: CREATE AN ACTION PLAN** 20 minutes

- ▶ Direct students to sit together as a team. Invite one or more students to read the directions and to define “culture”.

**STEP 1**

- ▶ Instruct students it is now time to create an action plan. This plan will include the tasks that need to be completed, the deadlines for each task and the person who will make sure that each task is completed.

**STEP 2**

- ▶ Select a student to read the directions in Part 2.
- ▶ Give students time to divide up the tasks and assign/choose which is appropriate for them based off of their interests and skills.
- ▶ Once teams have completed their action plans and defined the individual roles of members on the teams, direct students to respond to the questions about their specific role(s) on the team.
- ▶ Give students time to share their reflections with their team members. This open communication will help students to improve upon their action plans and to ensure that all members are performing to their greatest potential.

**▲ EDUCATOR TRANSITION** *Show the group your lifeline, or David Novak’s lifeline, in Lesson One to remind the students that life has many ups and downs.*

*“As you work towards reaching your team’s goal, you may encounter people that do not have the same belief, enthusiasm or vision as your team does. Your team may encounter calendar double-bookings or inclement weather. Obstacles do not cause us to stop or quit. There is always an alternate way to create a positive from a negative.”*

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**OVERVIEW**

**TIME** 40–50 minutes

**MATERIALS**

- ▶ Student Edition Lesson Seven (one per student)
- ▶ Videos:



**DAVID NOVAK – CREATE A VISION STRUCTURE AND CULTURE**



**ANTICIPATE HURDLES**



**CREATE AN ACTION PLAN**

**LESSON OBJECTIVES**

Students will:

- ▶ Create an action plan to identify tasks that must be completed in order to complete their Lead4Change projects.
- ▶ Anticipate hurdles or obstacles and develop ways to successfully overcome and continue the progress.
- ▶ Create a list of criteria to define a successful team culture as teams complete their Lead4Change projects.

**ACTIVITY 2: ANTICIPATE THE HURDLES** 10–15 minutes

- ▶ Invite one student to read the directions.
- ▶ Allow students the necessary time to complete and discuss the chart.

**▲ EDUCATOR TRANSITION** *“Now that you have an action plan to follow as you work toward your Big Goal, you must think about what it means to win as a team. As a leader on your team, you need to think about how you can create a culture (or environment) that makes people feel supported and appreciated. People like to be excited about getting big things done and knowing they can grow as a person.” You may facilitate a discussion with the following questions:*

- *What does it mean to win as a team?*
- *How can you make people excited to grow as a part of your team?*
- *What is an example of how you’ve grown as a person as a result of being a part of a group?*

**ACTIVITY 3: DEFINE HOW WE WIN TOGETHER** 10 minutes

- ▶ Invite one or more students to read the directions.
- ▶ Instruct students to create a list of criteria that will define success for their teams.
- ▶ If there is time, invite one student from each team to share their criteria with the class.
- ▶ As your students complete this, encourage them to head over to Lead4Change’s Facebook, Instagram and Twitter pages and post their progress.



Use **#L4CProject** to share.

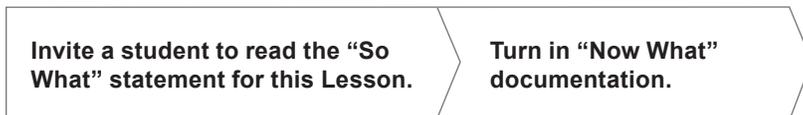


**EDUCATOR TIP!**

Find additional quotes regarding ‘success’ and post around the room along with their positive success statements.

**SO WHAT?**

**NOW WHAT?**

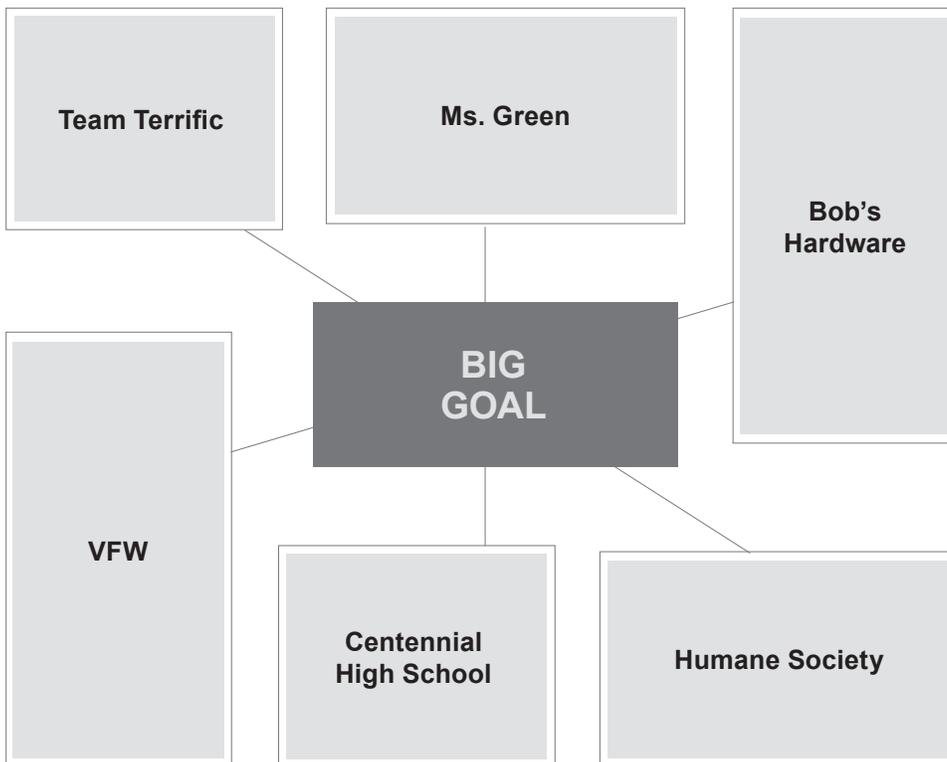


**NOW GO ARTICULATE!**

**ACTIVITY 1: CREATE A PEOPLE MAP** 15 minutes

- ▶ Show the animated video explaining how to create a People Map. (If you do not have Internet access, you may assign this to students prior to this lesson or not at all.)
- ▶ Continue to facilitate student-centered, team interactions as they complete activity one.
- ▶ Walk around and be available to answer questions.
- ▶ Continue to ask students, “Are you thinking big enough?” and “Are you considering everyone’s ideas?”
- ▶ Once teams have completed their People Map, direct students to independently respond to the two reflection questions located in the student edition.

**PEOPLE MAP EXAMPLE**



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**OVERVIEW**

**TIME** 30–45 minutes

**MATERIALS**

- ▶ Student Edition Lesson Six (one per student)
- ▶ Videos:



**IMPORTANCE OF CREATING A PEOPLE MAP**



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



**ACTIVITY INSTRUCTION: CREATING A PEOPLE MAP**

**LESSON OBJECTIVES**

Students will:

- ▶ Create a People Map in order to identify the people they will need in order to achieve the Big Goal.
- ▶ Develop a persuasive statement to explain why they believe their projects can be done. (Literacy connection)
- ▶ Reflect upon the moments students have encountered during the Lead4Change program so far and visualize how the change will affect the community/school.

# YOU HAVE TO BELIEVE IT CAN BE DONE

**ACTIVITY 2: PERSUASIVE STATEMENT**  
**ACTIVITY 3: SELF-REFLECTION**

EDUCATOR EDITION

**△ EDUCATOR TRANSITION** *“To lift your project off the ground, you need a plan. Before you get in too deep, you need to let stakeholders aware of your goals and how you plan on achieving your goal. It is now time to share your vision with these groups and make them aware that your team would like to set up an appointment to discuss the goal and project in more detail.”*

## **ACTIVITY 2: PERSUASIVE STATEMENT** 15–30 minutes

- ▶ Students should work on this next activity independently.
- ▶ Invite one student to read the introduction and directions.
- ▶ As an option, teams may divide the list of names between their group members.
- ▶ Ask students if they have any questions and provide clarification and direction as needed.
- ▶ If you are noticing students are getting stuck, you may want to suggest the following sentence starters or show sample movie or book trailers:
  - We believe (this project) can and should be done for the following reasons...
  - Include your facts/findings such as, “Do you know...”
  - This project is important because....
  - We are passionate about this project because...
  - We believe, that when we finish...
- ▶ Once students have completed their statement(s), direct them to meet with their teams to share their logical arguments about why they believe they will accomplish their projects.



### **EDUCATOR TIP!**

Remind students this part is the “attention grabber” and should be the key that opens doors for communication and action. It is always good to make administration stakeholders aware of your plans and purpose.

## **ACTIVITY 3: SELF-REFLECTION** 15 minutes

- ▶ Invite one student to read the four summary statements, the directions and the four reflection questions.
- ▶ Direct students to work independently and write a response to each question.
- ▶ If there is time, invite several students to share one of their responses with the class or within their team.

### **SO WHAT?**

Invite a student to read the “So What” statement for this Lesson.

### **NOW WHAT?**

Turn in “Now What” documentation.

**NOW GO PLAN!**

**ACTIVITY 1: CREATE YOUR ELEVATOR SPEECH**

EDUCATOR EDITION

**ACTIVITY 1: CREATE YOUR ELEVATOR SPEECH** 45–50+ minutes

- ▶ Invite one student to read the directions.
- ▶ Direct students to write down the key parts of their elevator speeches that would help someone understand their Lead4Change project vision. They can use the key statements and visuals they identified in the “Create a Vision” activity as a starter for what to talk about (or show) in their elevator speeches. The key is to improvise from this foundation.
- ▶ After they have completed their first elevator speech, give students a moment to revise their speeches.
- ▶ Direct students to repeat the process with new partners. Continue this process as long as time allows.
- ▶ If there is time, invite several students to share their elevator speeches with the class.
- ▶ As your students complete this, encourage them to head over to Lead4Change’s Facebook, Instagram and Twitter pages and post their speech!



Use **#L4CPitch** to share.

**ELEVATOR SPEECH EXAMPLE**

*There are people living in our city who are suffering from hunger. I have been thinking about what that means for our community and I want to do something about it. I could be the one who is hungry and there is little difference between me and people who cannot afford regular meals each day. The only difference between me and the people I am trying to help is that they do not have what they need. If I were hungry, I would want someone to help me. My team has set a Big Goal to raise enough canned food items so that we can build creative structures out of them. Wouldn't that look cool? Then we will donate the food to the Second Harvest Food Bank in our city. What we are doing is simple:*

1. We are gathering canned goods by placing collection barrels around our school and community.
2. We are building a cool can structure in the mall to gather attention about the issue of hunger.
3. We are donating our canned goods to the food pantry, feeding people who need food the most!

*Can you see the vision we have to feed people who need it in our own community? Do you have some ideas about how we can achieve this goal? Do you think you would like to be a part of this? Please spread the word as we are gathering as many canned goods as possible this semester. You will see the barrels in the school lobby soon.*

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**OVERVIEW**

**TIME** 25–45 minutes

**MATERIALS**

- ▶ Student Edition Lesson Eight (one per student)
- ▶ People Map from lesson six
- ▶ Extra paper for each team (optional)
- ▶ Videos:



**DAVID NOVAK – PERSONALIZE YOUR VISION**



**CREATE YOUR ELEVATOR SPEECH**



**ACTIVITY INSTRUCTION: CREATE AN ELEVATOR SPEECH**

**LESSON OBJECTIVES**

Students will:

- ▶ Personalize their team vision and practice delivering an “elevator speech” in order to communicate their vision to others.
- ▶ Reflect on gaining alignment with their target audience.
- ▶ Reflect upon their team experiences in order to determine how they can improve their roles on their teams.

**△ EDUCATOR TRANSITION** *“It is time to look back at some of the key lessons we have learned during the Lead4Change program so far. To continue thinking like a leader, remember to exhibit integrity by being yourself, stay open-minded by being an avid learner and believe in others so that you may unleash their true potential. These lessons will help you to maintain a leadership mindset. Most importantly, you must believe in your own capacity to get big things done.”*

**ACTIVITY 2: GAINING ALIGNMENT** 10 minutes

- ▶ Invite one student to read the directions. (Give students a chance to ask clarifying questions. You may need to take a few minutes to explain what it means to gain alignment.)
- ▶ Also address how to “set up a meeting for success” by leading a discussion and discussing the following points. It may be beneficial to write and keep these in a place where students can see them.

**DISCUSSION POINTS FOR STUDENTS****Before the meeting:**

- ▶ Practice good communication.
  - Ask students what a good listener looks and sounds like.
- ▶ Brainstorm and share ideas. Construct a classroom chart of examples.
- ▶ Provide examples of good communication techniques. Such as:
  - Eyes on the speaker.
  - No talking when others are talking.
  - Give everyone a fair chance to speak.
  - Limit the time for each member to talk so that no individual dominates the conversation
- ▶ Practice how to express opinions:
- ▶ Teach, model and provide a safe way for students to express their opinion and to value others’ opinions. For example, teach students how to respond to ideas with which they do not agree, (such as: ‘Let’s write that thought down, as it may be a good idea to discuss at a different time or during a different lesson.’).
- ▶ Discuss the role they play during the meeting. Who will be the:
  - Note-keeper (take minutes) (remember to add other “to-do” tasks mentioned)
  - Time keeper

**After the meeting:**

- ▶ Be sure to write a note saying “thank-you for your time” afterwards and to acknowledge any follow-up points discussed.
- ▶ Adjust roles/action plan to incorporate necessary steps discussed during meeting in order to implement and achieve the goal.

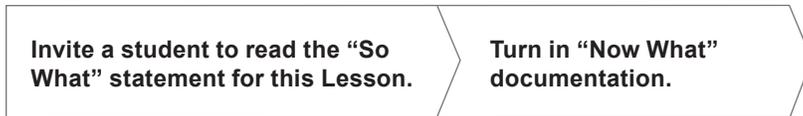


**ACTIVITY 3: SELF-REFLECTION** 10 minutes

- ▶ Invite one or more students to read the directions and the five reflection questions.
- ▶ Direct students to write a response to each question.
- ▶ If there is time, invite several students to share one of their responses with the class.

***SO WHAT?***

***NOW WHAT?***



***NOW GO EXECUTE!***



**EDUCATOR INTRODUCTION:**

Share your sample ads with students. Invite them to comment on which ads are the most interesting or have the greatest appeal to them and why? Ask them to identify:

1. The “headlines” or “hook” statements that grabs their attention in their favorite ads,
2. Other ads that they recall, like and why.
3. What the ads are selling (a product, good will, emotions-security, love, peace of mind, happiness).
4. Common themes—emotional “hook,” visual appeal, length of ad—across the favored ads.



This lesson may need to be completed over a few days. Students will create and launch ads as well as implement their service project.

If students already have completed some actions on their service project, they will now complete the project. Other students may be only now fully implementing their service project. The amount of time allocated to it will be dependent on the scope of the work.

Read through the lesson and decide on an appropriate structure and timeline (extra class periods, working outside of class) for students to complete the work for this lesson.

**OVERVIEW**

**MATERIALS**

- ▶ Student Edition Lesson 9 (one per student)
- ▶ Extra paper for each team (optional)
- ▶ Videos:



**DAVID NOVAK – MARKET THE CHANGE**



**MARKET THE CHANGE**

- ▶ Sample ads from credible sources that could include examples from newspapers, and magazines as well as from social media sites.

**LESSON OBJECTIVES**

Students will:

- ▶ Create an ad
- ▶ Launch and refine their ad
- ▶ Implement their service project.

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**▲ EDUCATOR TRANSITION** *“Now that you have identified effective and engaging elements of ads it is time to create an ad of your own to market your team’s project. With so many options for people to get information, it is important to think broadly about the ad’s message, locations for placing the message and timing. Consider words and actions that connect to your target audience’s interests and preferences. Plan your time so that you can move as quickly as possible to get your ad out to your target audiences.”*

**ACTIVITY 1: CREATE AN AD** 45–60 minutes

- ▶ Invite one or more students to read the directions.
- ▶ Instruct students they will complete this activity in two parts. First, they will brainstorm and write their ad’s headline or “hook.” Second, they will sketch out the full message for their ad.
- ▶ Share examples below. (if time allows, ask students if they have suggestions they think will make the ads better.)
- ▶ Direct students to complete the activity.
- ▶ Monitor students’ work.
- ▶ Invite one or more students to share their final ad.

**AD EXAMPLE**

<b>Our headline or hook is:</b>
Own it — Your future; the environment
<b>Our target audience is:</b>
High School Students
<b>The problem we are trying to solve is:</b>
Less plastic waste for a greener school.
<b>The solution we are proposing is (our project):</b>
Buy 10 new recycling bins for the cafeteria. We’re asking people to (call to action): Buy a ticket for Ravens Eco Dance Marathon on August 15.
<b>Add Team Logo</b>

**OWN IT! YOUR FUTURE; THE ENVIRONMENT.**

**STEP UP AND BE PART OF THE SOLUTION. RECYCLE WATER BOTTLES.**

**RB** **Recycling Ravens ECO Dance Marathon**  
August 15 – Riverside High School Gym

**Tickets: \$5.00** All proceeds will be used to purchase the recycling bins!

**Special Guest: DJ Paul Lennon**

*The winner of the marathon will be recognized as Riverside’s top ECO Dancer and receive an Paul Lennon autographed ECO Dance tee shirt!*

**MARKET AND BE  
THE CHANGE****ACTIVITY 2: LAUNCH YOUR AD**

EDUCATOR EDITION

**▲ EDUCATOR TRANSITION** *“Now that you have an ad, you get to launch it to the world! Think back to what you learned about successful ads in our earlier class discussion. Use as many outlets as possible to launch your ad to as many people in your target audience as you can. Remember your time constraints and consider dividing the tasks for your ad launch among team members.”*

**ACTIVITY 2: LAUNCH YOUR AD** 30–45 minutes

- ▶ Invite one or more students to read the directions.
- ▶ Direct students to create a list of ways to effectively reach their target audience.  
NOTE: This activity can be completed on the page provided, on a separate sheet of paper, in a student’s journal or as part of a digital portfolio.
- ▶ Invite one or more students to share launch strategies.
- ▶ Share examples below.
- ▶ Facilitate a discussion of inhibitors such as time, cost and availability.
- ▶ Guide students to available school resources—media/resource person.
- ▶ Facilitate, as applicable, placement of student ads in various media.

**SCHOOL SERVICE PROJECT EXAMPLES**

- Post on school website
- Article in school newspaper
- Meet with PTO/PTA and ask to share link to the ad

**COMMUNITY SERVICE PROJECT EXAMPLES**

- Share with other schools and ask to include on their websites
- Presentation at City Council Meeting to seek support
- Place public service announcements about your service project on local radio/TV stations



**△ EDUCATOR TRANSITION** *“This is what you have been preparing to do—implementing your service project. You will want to utilize all of your research and activities completed to inform your project launch. Consider time and resources. Do you have everything you need to move from process to action? Refer back to Lesson 4 where you described what success will look and feel like, your People Map in Lesson 5, your Action Plan in Lesson 7, and to the ad created earlier in this lesson. All these resources will help you put your plan into action.”*

**ACTIVITY 3: IMPLEMENT YOUR SERVICE PROJECT** Adapt time to project needs.

- ▶ Invite one or more students to read the directions.
- ▶ Respond to questions students may have.
- ▶ Discuss and agree on timelines and expectations for their service project completion.
- ▶ Schedule dates and times for follow up with student teams to monitor their implementation and provide guidance/support.
- ▶ Facilitate, as applicable, access to school and community resources.
- ▶ Invite students to share their service project implementation highlights and challenges.

**SO WHAT?**

**NOW WHAT?**



# MEASURE PROJECT OUTCOMES AND OVERCOME BARRIERS TO SUCCESS

## ACTIVITY 1: MEASURE YOUR PROJECT OUTCOME

EDUCATOR EDITION

**▲ EDUCATOR TRANSITION** *“You have implemented your service project. Now it is important to reflect back on what worked and what did not. What tasks were critical and which had to be modified or added to get you to your end goal? Your Action Plan is your tool to guide you in your review of the process and outcomes of your service project. You want to answer the question—if I do this again, what would I do to make it better?—for yourself as well as for others.”*

### ACTIVITY 1: MEASURE YOUR PROJECT OUTCOME 30 minutes

- ▶ Direct students to sit with their teams.
- ▶ Invite one or more students to read the directions.
- ▶ Engage students in a discussion of how they used their Action Plans. Were they static (completed as a lesson assignment and not used again) or dynamic (used as a tool to stay on task and make modifications or add and delete, as applicable)?
- ▶ Direct students to complete the activity.
- ▶ Invite one or more students to share what they found when comparing their Action Plans to what actually occurred.
- ▶ Ask students why having a strong, dynamic Action Plan is important.

### OVERVIEW

**TIME** 45–60 minutes

#### MATERIALS

- ▶ Student Edition Lesson 10 (one per student)
- ▶ Extra paper for each team (optional)
- ▶ Videos:



**DAVID NOVAK – OVERCOME BARRIERS**



**IMPLEMENT PROJECT**

- » Be sure to visit several credible news sources for articles that may be relevant to this lesson.

### LESSON OBJECTIVES

Students will:

- ▶ Measure progress on their project.
- ▶ Describe barriers encountered when implementing their project and how they were overcome.
- ▶ Identify ways to recognize the people who helped them along the way.

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

**ACTIVITY 2: OVERCOME BARRIERS TO SUCCESS**

EDUCATOR EDITION

**△ EDUCATOR TRANSITION** *“Every big project will come with barriers to success, but if you think about those barriers the right way, there is a good chance you can work past them to accomplish your goals. During the preparation for and implementation phases of your service project, you encountered barriers that may have impeded your success. Think about those barriers specific to your service project and how you overcame them.”*

**ACTIVITY 2: OVERCOME BARRIERS TO SUCCESS** 15 minutes

- ▶ Invite one or more students to read the directions.
- ▶ Share with students the examples below or others you may have observed when monitoring students’ work.
- ▶ Direct students to complete the activity.
- ▶ Invite students to share one or more barriers and how they overcame them.

You may consider asking students to research “students making a difference” in their schools, communities and the world. Refer to the Lead4Change website for winning entries to the Lead4Change Challenge.

**LOCAL EXAMPLE** – Based on the example to hold an eco-dance to raise funds to buy recycling bins for the school cafeteria.

BARRIERS
<p><b>Not enough people to register dancers</b>  <b>One (Educator) Judge was sick and could not participate</b>  <b>Ran out of soda at concession stand.</b></p>
ACTION IDEAS TO OVERCOME BARRIERS
<p><b>Recruited three students to help</b>  <b>Ms. Anderson, Librarian, agreed to judge</b>  <b>Principal permission to get bottles of water from cafeteria.</b></p>

**△ EDUCATOR TRANSITION** *“There are many routes to achieve your Big Goal and ways to avoid or overcome barriers.”*

Ask students:

- *Did you find yourself open-minded to suggestions to help you achieve your Big Goal, even when they were not a part of your original plan?*
- *Is there anything that happened in the project that was not a part of your original plan, but helped you to achieve your goal?*
- *Did other people suggest new ideas and ways to achieve your Big Goal? Who?*

**ACTIVITY 3: RECOGNIZE SUPPORTERS** 30 minutes

- ▶ Invite one or more students to read the directions.
- ▶ Direct students to work in their teams to respond to the questions and prepare a public announcement to thank all those who helped them along the way.
- ▶ Ask one or more students where they think the best spot will be to place their public announcement for maximum access and viewing.

**SO WHAT?**

**NOW WHAT?**



**NOW GO SUSTAIN!**



**ACTIVITY 1: TEAM REFLECTION**  
EDUCATOR EDITION

**ACTIVITY 1: TEAM REFLECTION** 30 minutes

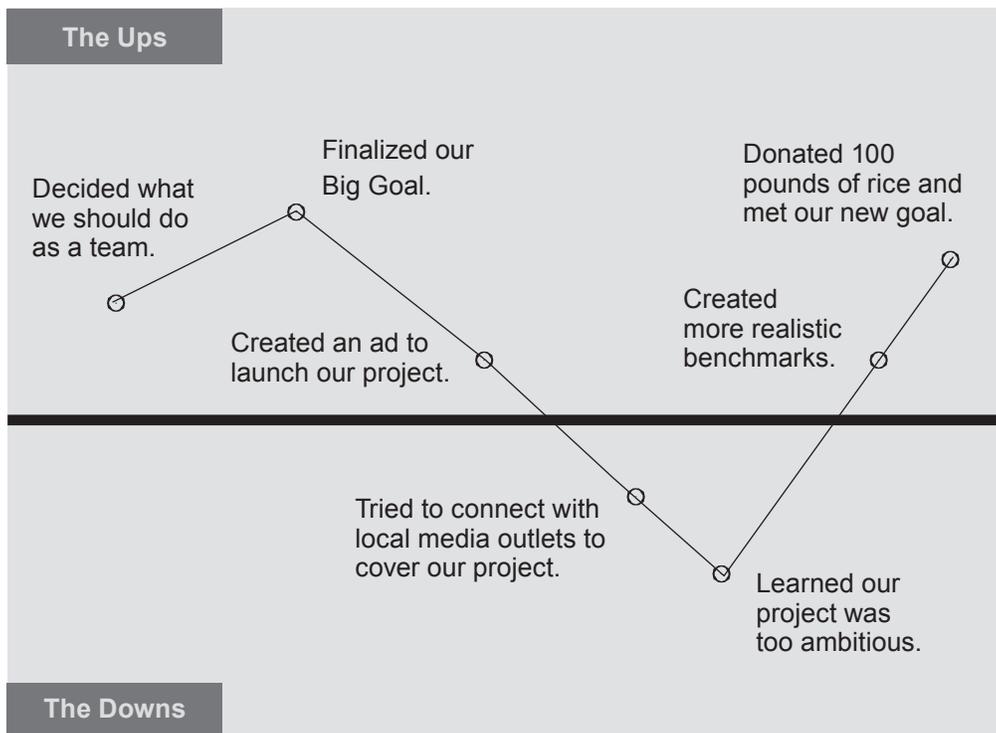
- ▶ Direct students to sit with their teams.
- ▶ Invite one or more students to read the directions and the questions.
- ▶ Invite students to share their responses to the questions.
- ▶ Ask each team to share one idea from their discussion that they all want to keep and remember.

NOTE: You may want to hold this discussion after students complete their Team Lifeline activity when students may have more to say after a group reflection.

- ▶ Direct students to create a Team Lifeline with the highs and lows of their experiences working toward their Big Goal.

NOTE: See lesson one to review the Lifeline activity.

**LIFELINE EXAMPLE – Team**



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**OVERVIEW**

**TIME** 50 minutes

**MATERIALS**

- ▶ Student Edition Lesson 11 (one per student)
- ▶ Extra paper for each team (optional)
- ▶ Videos:



**DAVID NOVAK – CHANGE IS NEVER OVER**



**THE CHANGE IS NEVER OVER**



**ACTIVITY INSTRUCTION: RECOGNITION**



**CELEBRATE & RECOGNIZE**

**LESSON OBJECTIVES**

Students will:

- ▶ Reflect on their team participation in the Now Go Lead Lesson Package.
- ▶ Celebrate finishing their project and working together as a team.
- ▶ Reflect on their original three BIG questions and continue to pursue personal growth.

**ACTIVITY 2: CELEBRATE AND RECOGNIZE**  
**ACTIVITY 3: COMPARE RESPONSES TO THE THREE BIG QUESTIONS**

EDUCATOR EDITION

**△ EDUCATOR TRANSITION** *“You’ve come a long way since the beginning of the program, and it is time to celebrate. Celebrations are essential. They are shared experiences that keep people motivated and invested in achieving your Big Goal. There are many ways to celebrate, so make it personal and relevant to your team and your Big Goal.”*

*If you would like to have a class discussion, you may ask students:*

- *to share with the class the highlights of their Team Lifeline that give them reason to celebrate.*
- *what kept them motivated during the project.*
- *what made their team work so well for them.*

**ACTIVITY 2: CELEBRATE AND RECOGNIZE** 15 minutes

- ▶ Invite one or more students to read the directions.
- ▶ Instruct students to consider the best ways to get their special and personalized thank you notes to their team members.
- ▶ Invite students to identify ways they want to celebrate their team and project.

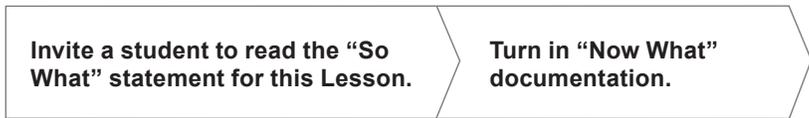
**△ EDUCATOR TRANSITION** *“You have had quite a journey as a team to complete your service project. Reflect on all that you accomplished since you wrote your answers to the Three Big Questions in Lesson 1.”*

**ACTIVITY 3: COMPARE RESPONSES TO THE THREE BIG QUESTIONS** 15 minutes

- ▶ Invite one or more students to read the directions and the three reflection questions.
- ▶ Instruct students to review their original Three BIG Questions activity from Lesson 1.
- ▶ Direct students to write a new response to each question.

**SO WHAT?**

**NOW WHAT?**



**NOW GO SHARE!**

**ACTIVITY 1: TELL YOUR STORY**

(One or more class periods –or– assign as homework)

- ▶ Direct students to sit in their teams
- ▶ Invite one student to read the directions
- ▶ Instruct students to quickly assign the questions among their team members for response.
- ▶ Invite one or more team to share their message and presentation ideas. (Help facilitate meetings with the English teacher and school media person to get their suggestions on content and presentation.)
- ▶ Share ideas for recording their presentations. (Smartphones, ipads, school video camera/webcam. Have your school media resource person talk to students about videotaping tips).

**▲ EDUCATOR TRANSITION** *“This is a story you want to tell to as many people as you can. Let them know how you worked as a team, about the people who supported your project, and the contribution you made to your school and community. Your story can rally others to action.”*



Consider sharing one or more of the stories with the school administration, staff and the community.

**OVERVIEW**

**TIME** 45–60 minutes

(Students may need more time to record their video. You may want to assign the actual videotaping as a homework or after school assignment).

**MATERIALS**

- ▶ Student Edition Lesson 12 (one per student)
- ▶ Videotaping tips (School media or resource person will be helpful. Also, smartphone, video camera, computer companies all provide tips for using their equipment to videotape).
- ▶ Schedule and process for submitting documentation to Lead4Change.

**LESSON OBJECTIVES**

Students will:

- ▶ Tell the story of their project process and outcomes.
- ▶ Reflect on their participation in the Lead4Change lessons.
- ▶ Submit their “What Now” documentation to Lead4Change project and working together as a team.
- ▶ Reflect on their original three BIG questions and continue to pursue personal growth.

*These lessons are based on the book “Taking People With You: The Only Way to Make Big Things Happen” by David Novak. Specific connections to the book can be found under Resources on Lead4Change.org. The Now Go Lead Lessons are carefully aligned with many educational standards and core subject areas. Check the Resources section of your member account (Lead4Change.org) to find Alignment Guides for: 21st Century Learning, Project Based Learning, Social Emotional Learning, Literacy, Common Core state Standards, Career Technical Education. Subject integration guides are available for ELA/Reading, Math, Social Studies, Science and Art. These guides provide lesson by lesson connections to the standards or subject most important to you.*

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**ACTIVITY 2: SELF-REFLECTION**  
**ACTIVITY 3: SUBMIT YOUR NOW WHAT DOCUMENTATION**

EDUCATOR EDITION

**ACTIVITY 2: SELF REFLECTION** 20 minutes

- ▶ Invite students to read the directions.
- ▶ Instruct students to individually respond to the questions.
- ▶ Invite students to share their responses.

**△ EDUCATOR TRANSITION** *“Thank you. It has been exciting, challenging and fun working with you and all the people who helped along the way on the Lead4Change journey and rewarding to see you achieve your Big Goal.”*

*Ask students to describe their one big ‘takeaway’ from this project and how they’ll use it.*

**ACTIVITY 3: SUBMIT YOUR NOW WHAT DOCUMENTATION** 20 minutes

- ▶ Invite students to read the directions.
- ▶ Review the checklist with students.
- ▶ Provide students with a timeline and process for submitting their documentation.



**ARE YOU READY TO SUBMIT YOUR STUDENT'S DOCUMENTATION TO LEAD4CHANGE?**

If yes, please make sure you have carefully reviewed the guidelines at [Lead4Change.org](http://Lead4Change.org).



**OPTIONAL**

Treat your students to something special, or allow students to have a big celebration. You could consider a celebration with school and community members.

**SUBMISSION CHECKLIST**

- |   |   |
|---|---|
| <b>LESSON 1:</b><br>No submission   | <b>LESSON 7:</b><br>No submission   |
| <b>LESSON 2:</b><br>No submission   | <b>LESSON 8:</b><br><input type="checkbox"/> Project elevator speech (one from your team)   |
| <b>LESSON 3:</b><br><input type="checkbox"/> Name of the issue addressed in this project. | <b>LESSON 9:</b><br><input type="checkbox"/> Ad created to promote your project<br><input type="checkbox"/> Service Project Highlights and Challenges |
| <b>LESSON 4:</b><br><input type="checkbox"/> Social Media post of Big Goal                | <b>LESSON 10:</b><br><input type="checkbox"/> Barriers Chart  |
| <b>LESSON 5:</b><br><input type="checkbox"/> Team Name, slogan, mascot                    | <b>LESSON 11:</b><br><input type="checkbox"/> Team Timeline/Lifeline  |
| <b>LESSON 6:</b><br><input type="checkbox"/> Detailed Action Plan                         | <b>LESSON 12:</b><br><input type="checkbox"/> Story Video (Optional)  |

**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?**

**NOW WHAT?**



**NOW GO LEAD!**