

The Lead2Feed program is comprised of 10 interactive and engaging lessons aligned to Common Core State Standards and 21st Century Skills. Each lesson is designed to adapt to individual classroom needs and many lessons can be combined or expanded to fit varying schedules. Refer to the chart below for suggestions on combining and adapting lessons.

LESSON 1: BE YOUR BEST SELF

ELA/READING	SOCIAL STUDIES	SCIENCE	MATH	ARTS
<ul style="list-style-type: none"> • Use a plot diagram to write the story of a major event in your life. • Interview someone in your life and ask him/her about his/her life story—focus on a memorable event. • Write from the perspective of someone else in your timeline who greatly influenced your life. 	<ul style="list-style-type: none"> • Discuss the following question in a small group: How and why do historians use data? • Choose a world leader in history and create a timeline, noting his/her ups and downs. 	<ul style="list-style-type: none"> • Discuss the following question in a small group: What is data? How do scientists use data to bring about positive change? • How many ways do people grow and how do we measure that growth? 	<ul style="list-style-type: none"> • After you take the pre-assessment, graph the results of your data. What are your high marks? • After the entire class has taken the pre-assessment, graph the results of the data. What are the common high marks and challenges? 	<ul style="list-style-type: none"> • Music: What song best represents the timeline of your life—and/or your most memorable moments? Explain why. • Write a song/rap/instrumental tune that reveals your major life event. • Art: Draw/paint a picture and/or create a sculpture that illustrates your major life event.

Notes

LESSON 2: UNLEASH THE POWER OF PEOPLE

ELA/READING	SOCIAL STUDIES	SCIENCE	MATH	ARTS
<ul style="list-style-type: none"> • Research about the life and times of a leader who brought about positive change through trusting and bringing other people with him/her. Then write a series of letters from his/her perspective about what he/she did. 	<ul style="list-style-type: none"> • Find a current event that reveals the power of people—how they can change things in their own lives, in their community and in their worlds. • Research what skills are most valued by people in business today. Then, compare those skills with highly-valued skills in the past. What's changed and what's remained the same? • Discuss or research the following in a small group: What different types of teams are there and what similarities/differences do they share? For example, how is a football team different from a team of engineers? How is a ballet company similar to a baseball team? 	<ul style="list-style-type: none"> • Research brain science. How do people intake, organize and respond to information? • Forensic science relies on eyewitnesses. People perceive information differently, and a person's perception is their reality. View a variety of common logos and record your thoughts about each logo. Compare them with your classmates. Do people have different perceptions? Take this into account when designing your logo. 	<ul style="list-style-type: none"> • After studying reflections, and rotations, use tessellations to design your logo. See examples from M.C. Escher. 	<ul style="list-style-type: none"> • With a team of people, build a piece of art or an art installation that symbolizes the concept of trust. Then write a reflective essay in which you discuss what you learned from the process of working with others. • Research a leader who brought people with him/her. Then, pick and play a current song that illustrates what this leader accomplished—through its message, tone, theme and/or lyrics.

Notes

LESSON 3: BE AN AVID LEARNER

ELA/READING	SOCIAL STUDIES	SCIENCE	MATH	ARTS
<ul style="list-style-type: none"> Write a letter from the perspective of a world problem, like hunger. What would hunger say? What kinds of problems does hunger cause and how does it feel about those problems? How would hunger want you to help? Write an original poem in which you use a series of metaphors or similes to compare/contrast hunger to other things. For instance, hunger is like a brittle Autumn leaf waiting for warmth. What else is hunger like? 	<ul style="list-style-type: none"> Research the history of hunger in the U.S.—how has it changed over the years and how have people responded to it? Give concrete examples of outreach efforts and their impact. Discuss or research the following questions in a small group: How does the U.S. compare to other nations in terms of hunger and what’s being done to combat it? Research some past efforts to fight the hunger issue in the U.S. What impact have they had? What could have been done to improve those efforts? 	<ul style="list-style-type: none"> Discuss or research the following questions in a small group: How is climate related to hunger? Are there correlations? Discuss or research the following questions in a small group: How is population growth related to hunger? Are there correlations? 	<ul style="list-style-type: none"> Research U.S. populations from 1970 forward (census.gov) and use percent increase/decrease formulas to compare the population increase to the poverty rate (infoplease.com). Is hunger a mathematical function? What are the independent and dependent variables associated with hunger? Discuss or research the following questions in a small group: How does hunger affect the brain’s functioning and learning? In other words, research how student achievement is impacted by hunger. 	<ul style="list-style-type: none"> With a team, create your own country where hunger doesn’t exist. What would it look like? What would it be like to grow up there? Give your country a name, a flag, a currency, a national anthem and anything else a country would have to tell it’s story. Create a work of art that shows everything that hunger is to you—use your original poem (ELA/Reading #2) to guide this artistic assignment.

Notes

LESSON 4: AN INSIGHT-DRIVEN APPROACH TO LEADING PEOPLE AND ACHIEVING BIG GOALS

ELA/READING	SOCIAL STUDIES	SCIENCE	MATH	ARTS
<ul style="list-style-type: none"> Write a persuasive essay or letter to your principal in which you try to convince him/her to support your Big Goal. What reasons would you give and how would you express them? How would you change that letter if you were writing it to a friend or someone in your family? Research the subject of email etiquette to determine the best ways to make contact with your potential non-profit partner. How do you write an effective introductory email? 	<ul style="list-style-type: none"> Research an effort that creates a major change in the U.S. and/or world history (i.e. Civil Rights Movement). What was the big goal of that effort and how did they get started? Discuss or research the following questions in a small group: What is a non-profit organization—how is one created and why? What are some examples of successful non-profit organizations and what made them successful? 	<ul style="list-style-type: none"> After generating ideas about the project goal, take into consideration habitat, populations, and environmental effects or limitations of your goal. Examine what people have done to overcome their environmental obstacles (i.e. LA Green Grounds—Parkway Gardens). 	<ul style="list-style-type: none"> Discuss or research the following questions in a small group: What is <i>tax-exempt status</i>? How does an organization become tax-exempt? What items are taxed and why? What is the tax rate in your state/country? How much could you save on gas or food over the course of a month if you did not have to pay taxes? Over the course of a year? Why is it important for a charity to obtain tax-exempt status? 	<ul style="list-style-type: none"> With your team, create a work of art (i.e. visual, musical, dramatic) that illustrates everyone’s ideas for the Big Goal. Be sure to give everyone’s goal an equal space in your work of art.

Notes

LESSON 5: YOU HAVE TO BELIEVE IT CAN BE DONE

ELA/READING	SOCIAL STUDIES	SCIENCE	MATH	ARTS
<ul style="list-style-type: none"> In peer response writing teams, discuss student's <i>Believe in Your Project</i> paragraphs from Activity 1. Start by having groups develop a rubric to evaluate the paragraph and then model how they should respond constructively. Write a reflective poem that uses figurative language to illustrate the hopes, impact, lessons, people, etc. involved in your Lead2Feed experience thus far. 	<ul style="list-style-type: none"> Discuss the following question in a small group: What role do people play in our communities and how do they help us achieve both small and big goals? Research an example from history in which a leader accomplished a goal when he/she used the talents of other people. How did other people help the leader accomplish the goal? 	<ul style="list-style-type: none"> Discuss or research the following questions in a small group: What scientific content should you share with the people in your people map? For example, you may need to understand the nutritional value of your foal, if there are genetic modifications in the food you plan to provide, and if it is ethical to provide food that has genetic modification. Examine how scientists organize people, animals, insects and other creatures—by classification, by the roles they play, etc. Why is that kind of organization/classification necessary and how doe that relate to your People Map and Big Goal? 	<ul style="list-style-type: none"> Write a logical symbolic argument to accompany your verbal logical argument from Activity 1. What percentage will you need each of the people/groups in your People Map to accomplish your Big Goal, and why? For instance, you may need other students 65% but cafeteria staff only 2%. Create a graph that shows the percentages for each group and be prepared to explain your choices. 	<ul style="list-style-type: none"> Create a work of art (i.e. visual, musical, dramatic) that illustrates your People Map or your reflective poem (see ELA/Reading #2). For the graph of your People Map, be sure the information is presented in an appealing and colorful way while also communicating the information clearly. Choose a song that represents each person and what he/she brings to the project. For example, who might be <i>Respect</i> by Aretha Franklin and who might be <i>Roar</i> by Katy Perry? Why?

Notes

LESSON 6: CREATE A VISION, STRUCTURE AND CULTURE

ELA/READING	SOCIAL STUDIES	SCIENCE	MATH	ARTS
<ul style="list-style-type: none"> Read/listen to famous speeches by world leaders throughout history. How did those leaders share their vision? What words, phrases, etc. did they use that struck you? Write a fictional narrative about someone who accomplishes a big goal. use a plot diagram to include characters, setting, rising actions, climax, falling action and resolution. Follow the social media threads of business or non-profit organizations. How do they use technology and social media as communication (and celebration) tools? 	<ul style="list-style-type: none"> Discuss the following question in a small group: What makes a vision statement powerful? What words, phrases, etc. should be used and why? Research vision statements from schools, businesses, government agencies, etc. What do they have in common? How do they differ? What are some especially powerful ones and why? Discuss the following question in a small group: How do groups communicate successfully? How has team communication changed and/or stayed the same throughout history? 	<ul style="list-style-type: none"> When programming a computer or a robot, you must apply computational thinking to come up with a logical path that will allow you to reach your goal. Apply computational thinking to devise a linear, logical plan to reach your Big Goal. 	<ul style="list-style-type: none"> Create algebraic equations to represent how you can reach your quantifiable goals. For instance, if each person donated "x" amount, how many people would have donated to reach your monetary goal? When researching vision statements from schools, businesses, etc., keep track of the number of times certain terms or phrases are used across those statements. Create a graph that shows those results. 	<ul style="list-style-type: none"> Create a work of art (i.e. visual, musical, dramatic) that shows your vision for your Big Goal. What will the future look like when you reach that goal—what shapes, colors, images, etc. come to mind? Develop a playlist of songs that you think represent your vision for your Big Goal. Will those songs change over time? Why did you choose those songs?

Notes

LESSON 7: PERSONALIZE YOUR VISION

ELA/READING	SOCIAL STUDIES	SCIENCE	MATH	ARTS
<ul style="list-style-type: none"> • Discuss the following questions in a small group: What does it mean to be persuasive? What words, images and rhetorical techniques do leaders use to persuade others? • In peer response writing teams, discuss student <i>elevator speeches</i>. Start by having groups develop a rubric to evaluate the speeches and then model how they should respond constructively to each other's writing. • Each student should give his/her elevator speech in front of his/her peer response writing team and then in front of the class. 	<ul style="list-style-type: none"> • Research what techniques have been used by leaders, advertisers and the media throughout history to persuade people to participate in activities, follow ideas, etc. What examples have had a positive impact and which ones have had a negative impact? • Find a quote said by a famous leader in history, research the context in which it was said, how people at the time reacted to it and why you think the quote is so important and memorable. How do you think people would react to the same statement if it was said today? 	<ul style="list-style-type: none"> • Use your lab report to write an abstract. An abstract is similar to an elevator speech in that it sums up the critical information and findings for the reader. • Read articles where the teacher has removed the title. Write your own title that sums up the author's meaning and purpose. 	<ul style="list-style-type: none"> • Video each team member delivering his/her speech. Rate the effectiveness of the speeches and compare this to the time using a graph. • Using the rubric created to evaluate the student elevator speeches, assign numerical ratings for each element. As you watch the videos of the speeches and use the rubric to measure them, write down the points each student earns. Then, add up all the points from all the students and display those findings in a graph. What elements of the elevator speech does the class need to work on and which ones are really good? 	<ul style="list-style-type: none"> • Create a work of art (i.e. visual, musical, dramatic) that illustrates the main points of your elevator speech. • Discuss the following question in a small group: How has art (i.e. visual, music) been used throughout history to persuade others?

Notes

LESSON 8: MARKET THE CHANGE

ELA/READING	SOCIAL STUDIES	SCIENCE	MATH	ARTS
<ul style="list-style-type: none"> • Do a connotation/denotation exercise about creativity. What comes to mind when you hear the word <i>creativity</i>? How would you define it? Who are creative people you know? How do they use their creativity to help others? • In peer response writing teams, discuss student <i>advertisements</i>. Have groups develop a rubric to evaluate the advertisement and then model how they should respond to each other's writing. • Each student should present his/her advertisement in front of his/her peer response writing team and then in front of the class. 	<ul style="list-style-type: none"> • Research advertising campaigns, brands, logos and slogans throughout history. Explore the context in which they were created—what was going on in the world at the time? Pick two advertising campaigns to compare/contrast. 	<ul style="list-style-type: none"> • Research the brain and what types of advertisements stimulate the best response for viewers. Use this information to craft your ad. • Discuss and/or research the following question in a small group: How have we tried to measure creativity and is it possible to increase someone's creative abilities? 	<ul style="list-style-type: none"> • Select 5–10 commercials or advertisements to watch. Time each one and record how long it takes for the advertisers to grab your attention. Using measures of central tendency, decide whether or not 6.5 seconds is an accurate average of how long it takes advertisements to grab your attention. • As you look at different ad campaigns throughout history (see SS Assignment #1), quantify the number of times certain words, phrases, colors, etc. are used. Put your findings in a data chart or spreadsheet. 	<ul style="list-style-type: none"> • With a team or independently, create an original advertisement for you project—using color, messages, and other brand signifiers. Be sure that your advertisement clearly communicates your Big Goals as well. • With a team or independently, write a catchy jingle/song about your Big Goal—something that will make people remember your goal and will persuade them to support it. • Make a collection of famous and rare logos throughout history—see what artistic elements they have in common and how they differ.

Notes

LESSON 9: UNDERSTAND AND OVERCOME THE BARRIERS TO SUCCESS

ELA/READING	SOCIAL STUDIES	SCIENCE	MATH	ARTS
<ul style="list-style-type: none"> • Research about a famous leader who faced barriers and obstacles and write a series of letters from that person's perspective in which he/she describes his/her journey to accomplishing the Big Goal. Who would he/she write to and how? • Read short stories that have a leader who is trying to accomplish a big goal. For example, read Homer's <i>The Odyssey</i> and keep track of the obstacles that he faced on his journey. What were they and how did he overcome them? How does his journey relate to your Big Goal? 	<ul style="list-style-type: none"> • Discuss and/or research the following questions in a small group: What is a barrier? What obstacles have been faced by famous leaders as they tried to accomplish their big goals? How did they overcome them and how did they keep track of their progress along the way? • Discuss and/or research the following questions in a small group: Why is it important to celebrate people? How do successful teams and leaders honor the work done by others? 	<ul style="list-style-type: none"> • Discuss and/or research the following question in a small group: What are barriers that can be found in nature and how have people crossed or overcome them? For instance, how have people dealt with high mountain ranges? Or wide rivers? • Quantify the information from each project. Create graphs representing the data. • Use statistical formulas to make projections about your data. 	<ul style="list-style-type: none"> • Create visual graphs representing your progress. For example, using poster board or foam core board, create a bar graph to represent your benchmark goal(s). Update your graph each time you meet to track your team's progress. 	<ul style="list-style-type: none"> • See Math assignment. Use colorful visuals to make your mathematical representation clear and vivid. • Create a work of art (i.e. visual, musical, dramatic) that illustrates a famous or fictional leader's journey.

Notes

LESSON 10: THE CHANGE IS NEVER OVER

ELA/READING	SOCIAL STUDIES	SCIENCE	MATH	ARTS
<ul style="list-style-type: none"> • After reading short stories that have a leader who is trying to accomplish a big goal, wrote a sequel in which you imagine what happens to the leader after the big goal is accomplished. For example, what happened to Odysseus after the end of his Odyssey? • After researching about a famous world leader who accomplished a big goal, write a reflective essay or dramatic scene from his/her perspective in which he/she tells what his/her life is like after accomplishing the big goal. 	<ul style="list-style-type: none"> • Discuss and/or research the following questions in a small group: What are the characteristics of famous world leaders—especially as they are working on a Big Goal and after it has been accomplished? • Research a famous world leader who accomplished a big goal and find out what they did after the accomplished the goal. How did they change? What did they do next? How did they treat them? How did they treat others? 	<ul style="list-style-type: none"> • Create if/then hypothesis statements about future outcomes of your project. • Write a reflection/summary of the project including the data from Lesson 9. 	<ul style="list-style-type: none"> • Update your graph from Lesson 9. In order to visualize the impact you have had, create a variety of graphs and chart in Excel or in Numbers with graphical representations of the work you have done and the progress you have made. Show your graph sheet to others so that they can support your team as well. 	<ul style="list-style-type: none"> • See "ELA/Reading" Assignments #1 and #2. With both choices, perform the readings dramatically in front of the class—in costume and with props. • Create a work of art (i.e. visual, musical, dramatic) that shows the journey of a famous or fictional world leader who accomplished the goal and then what happened afterwards.

Notes