

The *Now Go Lead* Lead4Change program is comprised of 12 interactive and engaging lessons. 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"> How do timelines aid scientists in making decisions or collecting data? What are some data-driven timelines that are used in the sciences today? How have these driven scientific thought or decisions? What is data? How do scientists use data to bring about positive change? 	<ul style="list-style-type: none"> After students/classes have taken the Leadership Survey, students should score their individual questions with points from the rubric (or your own 5-point Likert Scale). Graph the results of class data. What are the high marks? Where are the challenges or areas for growth? (Keep this graph for comparison at the end of Lesson 12) Students time and track their heartbeat throughout various times of the day (5-8 different times). Graph the results on a line graph. Compare how a heartbeat is similar to their lifeline. 	<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.

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"> Many of the world's greatest challenges are beyond the ability of any one nation to solve by itself. Research at least one of these global challenges, and discuss how countries may have to work together to solve it. Why would it be important for these countries to come together to solve these issues. What are some coalitions or groups that are already in place to tackle these challenges? 	<ul style="list-style-type: none"> Research a mathematician who made a significant discovery in or contribution to the field of mathematics who worked with others to accomplish success. Draw a bar graph comparing common characteristics to illustrate how each individual contributed to the overall accomplishment. Track and record the time it takes to pass the pitcher. Discuss if time pressures affect teamwork, schoolwork, deadlines, etc. Students can make a time schedule of their personal day/week—or for the project later on (Lesson 6). They can also create a pie chart with categories illustrating percentages of time spent on different tasks. 	<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.

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 or cyber-bullying. What would hunger/cyber-bullying say? What kinds of problems does hunger/cyber-bullying cause and how does it feel about those problems? How would hunger/cyber-bullying want you to help? • Write an original poem in which you use a series of metaphors or similes to compare/ contrast your selected issue to other things. For instance, hunger is like a brittle Autumn leaf waiting for warmth. What else is your selected issue like? 	<ul style="list-style-type: none"> • Research the history of your selected issue 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 your selected issue and what’s being done to combat it? • Research some past efforts to address your selected 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: How is the global challenge you researched in lesson 2 related to your issue? Are there correlations? • Research: Are there other global challenges related to your issue? 	<ul style="list-style-type: none"> • Give three statistics about the topic of choice. The statistics should include past and present comparisons. • Discuss dependent and independent variables associated with a selected issue. 	<ul style="list-style-type: none"> • With a team, create your own country where your selected issue 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 its story. • Create a work of art that shows everything that your selected issue is to you—use your original poem (ELA/Reading #2) to guide this artistic assignment.

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 nonprofit 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 tax-exempt status? How does an organization become tax-exempt? What items are taxed and why? What is the tax rate in your state/ country? Why is it important for a charity to obtain tax-exempt status? • After Activity 2, have students brainstorm project ideas individually. Then, tally the team’s brainstorming results to determine common interests. Create fractions or percentages summarizing their categories. 	<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.

LESSON 5: TELL IT LIKE IT IS

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? • 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? 	<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? • 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? 	<ul style="list-style-type: none"> • Did you know that there is a science behind logo design? For example, certain colors elicit specific emotions in people. The color blue reflects secure and calm feelings and can be found in the Ford and Visa logos. Research the science (psychology) of a logo's design and take this into account as you design your own. 	<ul style="list-style-type: none"> • After studying reflections, and rotations, use tessellations to design your logo. See examples from M.C. Escher. • 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?

LESSON 6: CREATE A TEAM STRUCTURE AND CULTURE

ELA/READING	SOCIAL STUDIES	SCIENCE	MATH	ARTS
<ul style="list-style-type: none"> • 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 nonprofit organizations. How do they use technology and social media as communication (and celebration) tools? 	<ul style="list-style-type: none"> • Research a historical leader who accomplished a big goal. Determine how they created a plan for their goal and the steps they took to accomplish the goal. 	<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. Someone not connected to your group should be able to understand and follow your thinking. Apply computational thinking to devise a linear, logical plan to reach you Big Goal. Share your plan with another group to see if they can find holes or find it confusing. 	<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? • From Lesson 2, elaborate on student time schedules or enforce creating a time schedule for the project using technology such as spreadsheets, calendar, and appointment reminders. 	<ul style="list-style-type: none"> • Draw/paint a picture and/ or create a sculpture that illustrates the definition of Success that your team developed in Activity 3.

LESSON 7: 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 Persuasive Statements from Activity 2. 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 Lead4Change 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 food, 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 does that relate to your People Map and Big Goal? 	<ul style="list-style-type: none"> • Write a logical symbolic argument to accompany your persuasive statement from Activity 2. • 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 Respect by Aretha Franklin and who might be Roar by Katy Perry? Why?

LESSON 8: PERSONALIZE YOUR VISION

ELA/READING	SOCIAL STUDIES	SCIENCE	MATH	ARTS
<ul style="list-style-type: none"> • In peer response writing teams, discuss student elevator speeches. 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"> • 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. • Discuss the following in your group: Can scientific reports be persuasive? How can they be made to be more persuasive? Use some of these strategies in writing your elevator speech. 	<ul style="list-style-type: none"> • Video each team member delivering his/her speech. Create a line graph comparing the effectiveness of the speech versus length of speech. Discuss correlations if any. What elements of the elevator speech(es) does the class/team need to work on and which ones are 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.

LESSON 9: MARKET AND BE 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 creativity? 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 advertisements. 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"> • Just as there is a science to designing a “just right” logo, slogans can also elicit certain feelings in those that view them. Use this information, along with what you learned about the psychology of color to make your advertisement. • The engineering design process involves planning, creating, testing, and redesigning if necessary. With your group, discuss the areas your action plan could be improved with redesign? 	<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. • Keep track of data and progress (Action Plan, Lesson 6) throughout your implementation of your service learning project. You will use this information in Lesson 10 (i.e., items collected/created, hours worked). 	<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.

LESSON 10: MEASURE PROJECT OUTCOMES & OVERCOME 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 The Odyssey 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? 	<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? <p>Quantify the information from each project. Create graphs representing the data. Use statistical formulas to make projections about your data.</p>	<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 you 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.

LESSON 11: 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? 	<ul style="list-style-type: none"> • 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"> • When conducting a scientific investigation, it's important to understand the variables that could affect the overall outcome. Identify the independent, dependent, and controlled variables in your project. Use these variables to write an if/then hypothesis statement about the future outcomes of your project. 	<ul style="list-style-type: none"> • Convert your Team Lifeline to a Bar Graph. Assign each event a numerical score (either positive or negative) to reflect how significant the event was in your life. 	<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.

LESSON 12: SHARE YOUR STORY

ELA/READING	SOCIAL STUDIES	SCIENCE	MATH	ARTS
<ul style="list-style-type: none"> • 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"> • 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 other treat them? How did they treat others? 	<ul style="list-style-type: none"> • No lab report is complete without a well written conclusion. Conclusions will include: <ol style="list-style-type: none"> 1. A restatement of the problem (The Big Goal) 2. A summary of the process followed (action plan) 3. A summary of your results 4. A comment on whether your hypothesis was supported (Was the Big Goal met?) 5. Areas of future study (How can the project be extended in the future?) • Use these steps to write a conclusion to your project. Discuss how conducting a community service project is similar to conducting a science investigation. 	<ul style="list-style-type: none"> • Update your graph of benchmark goals from Lesson 10. 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. Compare to beginning statistics found (Lesson 3). Show your graph sheet to others so that they can support you. • Retake the beginning Leadership Survey, score using the same rubric and compare beginning and end results. Discuss what the class has learned and where the most growth occurred. 	<ul style="list-style-type: none"> • 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.