

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.

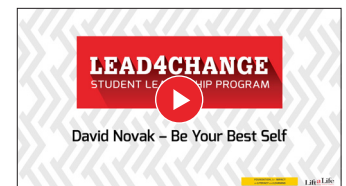
▲ EDUCATOR TRANSITION *“Now that you have defined some of your unique qualities and you have identified areas for growth to become even better, it is time to reflect on the lessons learned from these activities. Great leaders take the time to regularly reflect on their lives in order to gain greater 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

EDUCATOR EDITION

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?

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

Turn in “Now What” documentation.

NOW GO BUILD!