

LESSON 1: BE YOUR BEST SELF

- 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.

LESSON 2: BUILD A TEAM OF AVID LEARNERS

- Research about the life and times of a leader who brought about positive change through trusting and bringing other people with him/her.
 - > Write a series of letters from his/her perspective about what he/she did.
- 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?

LESSON 3: CREATE A STRUCTURE AND CULTURE

- 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.
- 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?

LESSON 4: YOU HAVE TO BELIEVE IT CAN BE DONE

- 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.
- 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's Persuasive Statements from Activity 3.
 - > 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.

LESSON 5: MARKET AND BE THE CHANGE

- 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.
- Research 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 about 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?

LESSON 6: SHARE YOUR STORY, THE CHANGE IS NEVER OVER

- After reading short stories about a leader who is trying to accomplish a big goal, write 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 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.