WELCOME!
The lessons from the Lead4Change Student Leadership Program promise to transform your year!! The goal is to provide a leadership training framework for 6–12th 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 6 lessons, with three activities per lesson. This allows you to take the 18 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
  - **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 Lead4Change 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 an 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 are always available at Hello@Lead4Change.org or by clicking the Contact Us button on Lead4Change.org.

We want to celebrate your efforts to allow every student to #NowGoLead. Be sure to submit an entry to the Lead4Change Challenge.
LESSON 1:
BE YOUR BEST SELF

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BUILD A TEAM OF AVID LEARNERS

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SHARE YOUR STORY, THE CHANGE IS NEVER OVER

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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 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.

ACTIVITY 2 TIP!
If you are short on time, consider having students complete activity two independently at home.

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.

OVERVIEW
TIME 20–45 minutes
MATERIALS
- Student Edition Lesson One (one per student)
- One index card per student (optional)
- Videos:

ACTIVITY 1
LIFELINE ACTIVITY

ACTIVITY 2
GROW YOURSELF

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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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!”

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.

SO WHAT?

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

NOW WHAT?

Turn in “Now What” documentation.

NOW GO LEARN!

ACTIVITY 3 TIP!

If you are short on time, consider having students complete activity three independently at home.
**ACTIVITY 1: BUILD TRUST AND GET TO KNOW YOUR TEAM**  
30 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.
- 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 the activity. (It is important that the students actually sit in a circle when completing this portion of the lesson. 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 the first four questions, direct students to independently respond to the last question: What are the strengths of your team members that will assist your team in accomplishing big things?
- 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.

**OVERVIEW**

**TIME** 70–100 minutes

**MATERIALS**

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

**LESSON OBJECTIVES**

Students will:

- Explore the importance of building trust among team members in order to achieve success as a team.
- Discover how their talents and abilities and the talents and abilities of their team members can help make big things happen.
- 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.
EDUCATOR TRANSITION  “Now that you have taken time to meet your team, it is time to learn more about issues affecting your community. Your team will be working on a project to address a community issue you identify together. In order to make an informed decision, it is important to do your research and learn about the issues from reliable sources.”

ACTIVITY 2: RESEARCH THE ISSUES  30–60 minutes

- Introduce this lesson by asking a student to read the directions. Answer the questions in the directions 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.

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

ACTIVITY 3: 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 in this activity 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.

SO WHAT?

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

NOW WHAT?

- Turn in “Now What” documentation.

NOW GO CHOOSE!
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 on your team 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.
- 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.

OVERVIEW
TIME 60–90 minutes
MATERIALS
- Student Edition Lesson Three (one per student)
- Extra paper for each team (posterboard, flip-chart paper, markers) (optional)
- Videos: See videos below activity one

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.
- Develop a brand for their teams (name, logo/mascot, and slogan) in order to communicate their team identities.
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.
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?”

ACTIVITY 2: GENERATE AND DEVELOP PROJECT IDEAS 25–40 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.

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 Response:
- 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.

▶ 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.

EDUCATOR TIP!
As groups select a partner organization, 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.
EDUCATOR TRANSITION  “This is just the start of your Lead4Change journey. Now that you have determined your Big Goal and selected your project idea, take some time to create a team identity. Work together to create a brand, logo and slogan that will reflect both your team members and the focus of your project. Be prepared to share your team brand!”

ACTIVITY 3: 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 part 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. Use #L4COurTeam to share.

SO WHAT?  |  NOW WHAT?  |  NOW GO ARTICULATE!
---|---|---
Invite a student to read the “So What” statement for this Lesson. | Turn in “Now What” documentation. |
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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OVERVIEW
TIME 100–120 minutes

MATERIALS
- Student Edition Lesson Four (one per student)
- Videos: See videos to the left

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.
- Personalize their team vision and practice delivering an “elevator speech” in order to communicate their vision to others.
- 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)
ACTIVITY 1: CREATE AN ACTION PLAN AND ANTICIPATE HURDLES

30–45 minutes

Direct students to sit together as a team. Invite one or more students to read the directions.

PART ONE

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.

After completing this chart, invite a student to read the directions for the next chart.

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.

PART TWO

 Invite one student to read the directions.

 Allow students the necessary time to complete and discuss the chart.
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 some roadblocks along the way. 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.

You may find there are people who do not initially believe in your project, so it is important to be able to clearly share your goal and your vision in order to gain support for the work you plan to do.”

ACTIVITY 2: 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.
- 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 #L4CFPitch 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.
You now have a vision for your project that you can share with others. To lift your project off the ground, you need other people who will help your team as you work to achieve your Big Goal. In this next activity, you will take time to determine who those people are and persuade them to get involved with your project.

**Activity 3: Create a People Map**  
30–45 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 three.
- Walk around and be available to answer questions.
- Continue to ask students, “Are you thinking big enough?” and “Are you considering everyone’s ideas?”
- As students complete the people map and prepare to work on persuasive statements, they may work individually or may decide to 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.

**SO WHAT?**

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

**NOW WHAT?**

- Turn in “Now What” documentation.

**NOW GO EXECUTE!**
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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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 AND LAUNCH YOUR AD** 45–75 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 provided. (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.
- After students complete their ad, invite one student to read the directions about launching their ad.
- 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.
- 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

**AD EXAMPLE**

<table>
<thead>
<tr>
<th>Our headline or hook is:</th>
<th>Own it — Your future; the environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our target audience is:</td>
<td>High School Students</td>
</tr>
<tr>
<td>The problem we are trying to solve is:</td>
<td>Less plastic waste for a greener school.</td>
</tr>
<tr>
<td>The solution we are proposing is (our project):</td>
<td>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.</td>
</tr>
</tbody>
</table>

**ADD TEAM LOGO**

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

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

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

**Tickets: $5.00**

**Special Guest:** DJ Paul Lennon

All proceeds will be used to purchase the recycling bins!

The winner of the marathon will be recognized as Riverside’s top ECO Dancer and receive a Paul Lennon autographed ECO Dance tee shirt!
"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 the previous lesson for your vision, your People Map, your Action Plan and to the ad created earlier in this lesson. All these resources will help you put your plan into action.”

This is a great time to pause the work students are doing with the lessons for the project. Be sure to allow plenty of time during this phase for students to actually implement their projects. Use the project implementation checklist, on page 22 of the Student Edition, to guide students as they work and to help keep them on track. The implementation phase could take days, weeks or even a month so you may want to help students keep an eye on due dates and the calendar to ensure they have enough time to complete the project, finish the lessons that follow and submit their project.

"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 2: MEASURE PROJECT OUTCOMES  30 minutes

- Direct students to sit with their teams.
- 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.
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 3: 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.

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

<table>
<thead>
<tr>
<th>BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not enough people to register dancers</td>
</tr>
<tr>
<td>One (Educator) Judge was sick and could not participate</td>
</tr>
<tr>
<td>Ran out of soda at concession stand.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTION IDEAS TO OVERCOME BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruited three students to help</td>
</tr>
<tr>
<td>Ms. Anderson, Librarian, agreed to judge</td>
</tr>
<tr>
<td>Principal permission to get bottles of water from cafeteria.</td>
</tr>
</tbody>
</table>

SO WHAT? | NOW WHAT? | NOW GO SHARE!
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Invite a student to read the “So What” statement for this Lesson. | Turn in “Now What” documentation. |
ACTIVITY 1: CELEBRATE AND RECOGNIZE  45 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.
- Once students have finished celebrating their team, direct them to work in their teams to respond to the questions about recognizing supporters.
- Have them 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.

OVERVIEW

TIME 20–45 minutes

MATERIALS

- Student Edition Lesson Six (one per student)
- Extra paper for each team (optional)
- 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).
- Videos: See videos below activity one

LESSON OBJECTIVES

Students will:

- Celebrate finishing their project and working together as a team
- Identify ways to recognize the people who helped them along the way.
- Tell the story of their project process and outcomes.
- Reflect on their team participation in the Now Go Lead Lesson Package.
LESSON 6
SHARE YOUR STORY, THE CHANGE IS NEVER OVER
ACTIVITY 2: TELL YOUR STORY
EDUCATOR EDITION

EDUCATOR TRANSITION “Now that you have taken time to celebrate and recognize all those who have helped with your project, it is time to share the story of your work with a larger audience. 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.”

ACTIVITY 2: 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 teams to share their message and presentation ideas.
  (Help facilitate meetings with an 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 “You have had quite a journey as a team to complete your service project. Reflect on all that you accomplished since you completed your first Lifeline in Lesson 1.”
LESSON 6
SHARE YOUR STORY, THE CHANGE IS NEVER OVER
ACTIVITY 2: TELL YOUR STORY
EDUCATOR EDITION

ACTIVITY 3: 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.

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 will use it.

**SO WHAT?**

**NOW WHAT?**

Invite a student to read the “So What” statement for this Lesson.  
Turn in “Now What” documentation.  

NOW GO LEAD!

ARE YOU READY TO SUBMIT YOUR STUDENT’S DOCUMENTATION TO LEAD4CHANGE?
If yes, walk through the submission checklist with your students. Provide students with a timeline and process for submitting their documentation. Be sure to allow time for students to compile all their work and “So What, Now What” documents. At the same time, please make sure you have carefully reviewed the guidelines at 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

Review the submission checklist with your teacher. Remember there is a due date for the submission. Schedule a time for your team to read through the documentation for the six lessons to ensure that everything required is included and accurate.

LESSON 1:
No submission

LESSON 2:
☐ Name of the issue addressed in this project.

LESSON 3:
☐ Social Media post of Big Goal
☐ Team name, slogan, mascot

LESSON 4:
☐ Detailed Action plan
☐ Agreed upon elevator speech

LESSON 5:
☐ Ad created to promote your project
☐ Barriers Chart
☐ Project highlights and final outcomes

LESSON 6:
☐ Story Video (Optional)
☐ Team Lifeline

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.