In CTE, competency-based systems give individuals "voice and choice" in how and where they learn as well as demonstrate their mastery of content and skills. The Lead4Change Student Leadership Program directly aligns with the concepts taught in CTE courses by offering hands-on leadership lessons combined with the formation and implementation of a student-led community service project.

LESSON 1: BE YOUR BEST SELF

- Based upon the leadership survey, identify an area of personal strength and weakness in terms of employability skills.
- After completing Activity 2: Grow Yourself, graph the students' personal characteristics and have a discussion on how it relates to their chosen CTE area.
  > Discussion: What are some skills that you posses that will be valuable in the workplace?
  > Why is it important to value team members' strengths and weaknesses?

LESSON 2: UNLEASH THE POWER OF PEOPLE

- Find and complete a trust building activity.
- Discuss issues that you are passionate about and their impact.

LESSON 3: BE AN AVID LEARNER

- Research a known brand and the issues they support. (Examples: Toms Shoes, White Elephant, Under Armour)
- In small groups, collaborate how teams can use what they learned to develop their own personal branding. One idea is to watch the Tom's Shoes video on branding.
- Have a student-led discussion on their issue to narrow their choices down (voting procedures, 21st century skills).

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

- Complete a SWOT (strengths, weaknesses, opportunities, threats) analysis on selected projects.
- With students, review component of short-term, intermediate and long-term goals.
- Discuss or research the following questions in a small group:
  > What is a non-profit organization?
  > How is one created and why?
- Invite a 501c3 guest speaker to the classroom.

LESSON 5: TELL IT LIKE IT IS

- Research well-known company brands and logos. In small groups, discuss what makes them effective.
- Write specific team goals using the acronym S.M.A.R.T. (specific, measurable, achievable, realistic, time-sensitive)
  > See activity 2.
- Select a company and review their visions. Discuss whether their vision matches their action and create your visions for your project.

LESSON 6: CREATE A TEAM STRUCTURE AND CULTURE

- Follow social media threads for Lead4Change and/or other pertinent charities.
- Develop an action plan for delegation of tasks and responsibilities.
- Predict future hurdles and brainstorm possible solutions for overcoming them.

LESSON 7: YOU HAVE TO BELIEVE IT CAN BE DONE

- Create a visual showcasing the people around you that can assist with achieving your team goal.
- Practice phone etiquette.
- Role play how to introduce yourself and you project mission.
- Create a short video interview explaining why you believe in your project.
- Discussion: How/why networking is important in the workforce/CTE area.
- Scan sites such as LinkedIn to find individuals on your people map and devise a plan for contacting them or utilizing them in your project.
- Discussion: Networking and employability as it relates to your chosen CTE area.

LESSON 8: PERSONALIZE YOUR VISION

- With students, review how to write a short sales pitch.
- Find video samples on sites such as YouTube to gain ideas as needed.
- Refine the delivery of project message for different media outlets (verbal, written, social, etc.).

LESSON 9: MARKET AND BE THE CHANGE

- Brainstorm various types of marketing strategies to reach your targeted audience (social media, print, radio, etc.).
- Invite a marketing representative to be a guest speaker. Have them review the student's current ads.
- Have students showcase current ads for teacher/administrator feedback.

LESSON 10: MEASURE PROJECT OUTCOMES AND OVERCOME BARRIERS TO SUCCESS

- Discuss how project success will be measured. Modify tasks as needed to reach success.
- Brainstorm and anticipate potential barriers and create solutions for problems.
- Role-play problem-solving scenarios.
- Discussion: The value of proactive vs. reactive responses to problems.
- Develop ways to share progress with community members, students, etc. (Charts, visual progress monitoring tools, etc.)

LESSON 11: THE CHANGE IS NEVER OVER

- Resume writing: Develop your resume, including skills gained from the project.
- Create a personal statement outlining leadership skills learned, philanthropy work, networking skills, public speaking, etc. that can be incorporated in college applications and job interviews.

LESSON 12: SHARE YOUR STORY

- Write and film a short video that summarizes the project and its outcome.
- In small groups, discuss how project outcomes can be improved upon or altered for the better.

ADDITIONAL SUGGESTIONS

- Skills Assessment
- Highlight strengths and how to leverage them with peers
- Areas of development— how to improve
- Color Assessment: Students begin to see themselves as employable
- Examine your lifeline and identify three skills and characteristics that will help with future goals
- Students create goals that relate to their future career choice
- Design a visual people map connecting everyone in the class to each other
- Networking: Connect to employability options
- How to link my strengths to a future career
- Research a skill that is most valued in the chosen CTE area and compare current skill-sets to determine what skills need improving
- Predict future skill-set and create a module
- Research a CEO, entrepreneur who brought people with them
- Analyze famous company brands for ideas/inspiration for your logo/branding