LESSON 1: BE YOUR BEST SELF

- 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 6)
- 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.

LESSON 2: BUILD A TEAM OF AVID LEARNERS

- 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 5). They can also create a pie chart with categories illustrating percentages of time spent on different tasks.
- 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.

LESSON 3: CREATE A TEAM STRUCTURE AND CULTURE

- 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/county?
  - > 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.
- After studying reflections, and rotations, use tessellations to design your logo. Use 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

LESSON 4: YOU HAVE TO BELIEVE IT CAN BE DONE

- 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.
- Video each team member delivering their 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?
- Write a logical symbolic argument to accompany your persuasive statement.
  - > 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.

LESSON 5: MARKET AND BE THE CHANGE

- 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 4) throughout your implementation of your service-learning project. You will use this information to measure project outcomes (i.e., items collected/created, hours worked).
- 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.

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

- 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.
- Update your graph of benchmark goals from Lesson 5.
  - > In order to visualize the impact you have had, create a variety of graphs and charts 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 2).
  - > 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.