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Lesson 1

BE YOUR BEST SELF

The Lead2Feed lessons use hunger as the project example. Your project focus may include hunger issues, or another social or cultural problem or need in your community. For example, you can help an existing charity or create a local, state-wide, or national project in your community. Wherever the lessons indicate hunger, simply replace with your chosen focus area.

Connection to Taking People With You by David Novak
- Chapter 1: An Insight Driven Approach to Leading People and Achieving Big Goals.
- Chapter 2: Be Your Best Self: Be yourself, know yourself, grow yourself.

Time: 20 – 45 minutes

Materials:
- Student Edition Lesson One (one per student)
- One index card per student (optional)
- Introduction video: lead2feed.org/10-lessons-track/lesson-1
- Be sure to visit USATODAY.com or other credible news sources for articles that may be relevant to this lesson.

Lesson Objectives
Students will:
- Reflect on their lives and determining 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.

Common Core State Standards
College and Career Readiness Anchor Standards for Speaking and Listening
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
ACTIVITIES

Activity One: 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 two follow-up questions:
  1. What are three specific things you learned about yourself?
  2. Which experiences have shaped you the most as a person? Explain?
- Direct students to stand and share their Lifelines with a partner. If there is time, direct students to share with several partners.

TEACHER 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 Lead2Feed project with your team.”

Activity Two: 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.)

TEACHER 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 Lead2Feed projects in future lessons. Being, knowing and growing yourself is the first step!”
ACTIVITIES

Activity Three: 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 following questions:
  · What is the single biggest thing you can imagine that will help you grow or change your life?
  · Who do you need to affect, influence or take with you to be successful?
  · What perceptions, habits or beliefs do you need to build, change or reinforce to reach your goal?

· If there is time, invite several students to share one or more of their responses with the class. Examples include:
  1. Making better grades, getting a promotion at my job
  2. My family, my peers
  3. Become more consistent with study habits, give 100% in every task at work

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.
UNLEASH THE POWER OF PEOPLE

The Lead2Feed lessons use hunger as the project example. Your project focus may include hunger issues, or another social or cultural problem or need in your community. For example, you can help an existing charity or create a local, state-wide, or national project in your community. Wherever the lessons indicate hunger, simply replace with your chosen focus area.

Connection to Taking People With You by David Novak
· Chapter 4: Unleash the Power of People

Time: 45 minutes

Materials:
· Student Edition Lesson Two (one per student)
· Big sheet of paper, poster board, flip chart paper and markers (optional)
· Introduction video: lead2feed.org/10-lessons-track/lesson-2
· Be sure to visit USATODAY.com or other credible news sources for articles that may be relevant to this lesson.

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

Common Core State Standards
College and Career Readiness Anchor Standards for Speaking and Listening
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

College and Career Readiness Anchor Standards for Reading
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
ACTIVITIES

Activity One: Build Trust (10 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 following two questions:
  1. What are three things you can specifically do to build trust with your team?
  2. Why is it important to build trust with your team before starting the Lead2Feed project?
- 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.

TEACHER TRANSITION

“So, we agree that building trust is an important foundation for any successful team. Now we will meet with our team members and apply what we just learned about building trust. Bring your ‘Lifeline’ page and “Grow Yourself’ cards from lesson one. You can refer to these items from lesson one to help you get to know your team.”

Activity Two: Get to Know Your Team (15 minutes)

- 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 activity two. (It is important that the students actually sit in a circle when completing activity two. 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 and ownership of this team building activity.
- Once teams have completed numbers one through four, direct students to independently respond to the following question: What are the strengths of your team members that will assist your team in accomplishing big things to address hunger at a local or global level?

TEACHER TRANSITION

“This is just the start of knowing and growing your team. You will continue to discover new things about your team members and about yourselves as you complete your Lead2Feed projects. Now that you know a little more about the members of your team, take some time to create a team identity. Work together to complete activity three. Be prepared to share your team brand.”
ACTIVITIES

Activity Three: Brand Your Team (20 minutes)

- Give students a big sheet of paper, poster board or flip chart paper and markers (optional).
- Direct students to follow the directions for activity three.
- 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 for homefun (a.k.a. homework).
- 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 Lead2Feed’s Facebook, Instagram and Twitter pages and post their team name and slogan. Use #L2FLesson2.

Sample Team Brand

<table>
<thead>
<tr>
<th>Team name</th>
<th>Team logo or mascot</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Blue Barracudas</td>
<td></td>
</tr>
</tbody>
</table>

Team slogan

Ending hunger one fish at a time!
Lesson 3

BE AN AVID LEARNER

The Lead2Feed lessons use hunger as the project example. Your project focus may include hunger issues, or another social or cultural problem or need in your community. For example, you can help an existing charity or create a local, state-wide, or national project in your community. Wherever the lessons indicate hunger, simply replace with your chosen focus area.

Connection to Taking People With You by David Novak

· Chapter 3: Be an Avid Learner: Seek and Build Know-How

Time: 20 – 45 minutes

Materials:

· Student Edition Lesson Three (one per student)
· Computer and internet access (You may print articles in advance from USATODAY.com or other credible new sources for student use.)
· Introduction video: lead2feed.org/10-lessons-track/lesson-3

Lesson Objectives

Students will:

· Conduct research about the issue of hunger through a variety of media sources in order to better understand the issue of hunger, who is involved in fighting hunger and how groups are working to fight hunger.
· Explore informational texts, including USATODAY.com, in order to extend their understanding about the issue of hunger, locally and globally.
· Collaborate with team members to seek and build know-how about the issue of hunger.
· Identify specific ways they can seek and build know-how beyond the classroom.

Common Core State Standards

College and Career Readiness Anchor Standards for Reading

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

College and Career Readiness Anchor Standards for Writing

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Activity One: Research the Issue of Hunger (30 – 60 minutes)

- Introduce this lesson by asking students to answer the questions in the activity one chart 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 the hunger 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.
- Some basic hunger facts and resources are listed below. Students can use these resources as a starting point for their research.

**Sample Chart**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Local (Madison, WI)</strong></td>
<td>Local (Madison, WI)</td>
<td>Local (Madison, WI)</td>
</tr>
<tr>
<td>- Unemployed veterans</td>
<td>- Poverty</td>
<td>- WISPIRG Students</td>
</tr>
<tr>
<td>- Poor and low income households</td>
<td>- Lack of access to resources</td>
<td>- Campaign Against Hunger and Homelessness</td>
</tr>
<tr>
<td>- Homeless people</td>
<td>- Unemployment</td>
<td>- 32 different food pantries serving different populations</td>
</tr>
<tr>
<td><strong>National</strong></td>
<td>National</td>
<td>National</td>
</tr>
<tr>
<td>- In 2010, 17.2 million households were food insecure. This is the highest number recorded in United States history.const.</td>
<td>- Hunger in the United States can be directly linked to poverty. And according to world hunger reports, poverty is a factor of political and economic systems.</td>
<td>- 55% of food-insecure households in the United States participate in one or more of Federal food programs: Supplemental, Nutrition Assistance Programs (SNAP), Food Stamp Program and Special Supplemental Nutrition Program for Women Infants and Children (WIC).</td>
</tr>
<tr>
<td><strong>Global</strong></td>
<td>Global</td>
<td>- Feeding America</td>
</tr>
<tr>
<td>- There are 925 million undernourished people in the world today.</td>
<td>- Natural disasters, conflict, poverty, poor agricultural infrastructure and over-exploitation of the environment</td>
<td>- National Student Campaign Against Hunger</td>
</tr>
<tr>
<td>- Hunger and malnutrition are in fact the number one risk to health: greater than AIDS, malaria and tuberculosis combined.</td>
<td></td>
<td>- America’s Second Harvest</td>
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<tr>
<td></td>
<td></td>
<td>- WhyHunger</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- United Nations World Food Programme</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- U.S. Agency for International Development (USAID)</td>
</tr>
</tbody>
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**TIP!**
If you think your students need more time to conduct their research, you can extend the time for this part of the project and/or assign part of the research for homework.
ACTIVITIES

Activity Two: So What? Now what? (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 three questions listed on the next page and then each student should record the team response for each question:
  1. What does all of this information mean to you and your team?
  2. How can you use this information to help decide where to focus your efforts?
  3. Who might benefit from your help?
- If there is time, invite several teams to share one or more of their responses with the class.
- As students share responses to question three, begin to solicit names of specific organizations found during the research process. This list will be used to select the partner organization for this project. Remind students that the partner organizations must be a 501c3.

Activity Three: Are You Doing All You Can? (5 minutes)
- Invite one student to read the introduction.
- Direct students to independently complete the 3-2-1 reflection grid.
- If there is time, allow for students to meet with their teams and share their responses
LESSON

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

The Lead2Feed lessons use hunger as the project example. Your project focus may include hunger issues, or another social or cultural problem or need in your community. For example, you can help an existing charity or create a local, state-wide, or national project in your community. Wherever the lessons indicate hunger, simply replace with your chosen focus area.

Connection to Taking People With You by David Novak

- Chapter 1: An Insight-Driven Approach to Leading People and Achieving Big Goals

**Time:** 45 – 75 minutes

**Materials:**

- Student Edition Lesson Four (one per student)
- Introduction video: lead2feed.org/10-lessons-track/lesson-4
- Be sure to visit USATODAY.com or other credible news sources for articles that may be relevant to this lesson.

**Lesson Objectives**

Students will:

- Determine a specific Big Goal.
- Generate specific hunger 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

**Common Core State Standards**

**College and Career Readiness Anchor Standards for Reading**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**College and Career Readiness Anchor Standards for Writing**

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection and research.
ACTIVITIES

**TEACHER INTRODUCTION**

“Now that your teams are formed and you have increased your knowledge about the issue of hunger, 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 you take with you to guide your hunger project. In this lesson, your team will determine its Big Goal — something specific that will serve as your goal throughout your Lead2Feed 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 One: 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 (Part 2).
- 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 Lead2Feed’s Facebook, Instagram and Twitter pages and post their progress. Use #L2FBig to share.

**Sample student responses** (independent)

1. Student answers will vary.

2. What is the single biggest thing you can imagine that your team can do to help fight hunger?

   *Global example:* We can provide lots of food to people who need it around the world!
   
   *Local example:* We can help our friends and neighbors live healthier, more productive lives by helping them get the food they need to survive.

3. 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?

   *Global example:* One ton of food delivered to people who need it to survive in places like Africa, the Middle East, Asia and South America. The UN World Food Programme acknowledges our project on their website. We win an award from the Lead2Feed Challenge for our awesome project!

   *Local example:* Everyone in our community is brought closer together by our project. Fewer people go hungry and we can accomplish big things together.
ACTIVITIES

Sample student responses (team)

OUR BIG GOAL:

*Global example:* To feed people around the world who are in need of food for survival.

*Local example:* To feed people in our community who are going hungry

TEACHER TRANSITION

“Now that you have thought about your Big Goal, it is time for your team to generate ideas for your Lead2Feed project. In other words, how will you make your Big Goal happen?”

Activity Two: Generate project ideas (10 minutes)

- Invite one student to read the introduction.
- 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.

(Note: Students will choose a project during the next activity.)

Sample student responses (team)

Make a list of at least 10 project ideas that are big, but possible. You can use your team research, personal experiences or even USA TODAY as inspiration for ideas.

**Global examples:**
- Get 500 people to “like” the UN World Food Programme Facebook page.
- Arrange mailing of donated items to Africa.
- Organize a basketball tournament as a fundraiser.
- Create a hunger service learning club.
- Hold a hunger-awareness dance.
- Fundraise food or money to donate to one of the international aid agencies.
- Organize an annual volunteer abroad opportunity.
- Connect with international hunger organizations to learn what they need most.
- Create a Facebook donation drive.
- Create a team vs. team Free Rice tournament.

**Local examples:**
- Gather canned goods to stock the local food pantry for an entire month.
- Raise money to help sponsor a soup kitchen.
- Deliver free meals to people who need them.
- 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.
ACTIVITIES

Activity Three: Project development (15 – 30 minutes)

· Ask students to form circles with their teams. Invite one student to read the directions and questions.
· Give students a few minutes to discuss the questions included in this activity with their team.
· Instruct students to synthesize their ideas and decide on a project based on the conversation they have during this activity.
· 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 a teacher, 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.

TIP!

As groups select a partner organization encourage them to refer back to the list generated in Lesson Three. 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 501c3 status and to share their Big Goal. This is important to do before creating action steps and assigning individual tasks.
The Lead2Feed lessons use *hunger* as the project example. Your project focus may include hunger issues, or another social or cultural problem or need in your community. For example, you can help an existing charity or create a local, state-wide, or national project in your community. Wherever the lessons indicate hunger, simply replace with your chosen focus area.

**Connection to Taking People With You by David Novak**

- Chapter 5: You Have To Believe It Can Be Done

**Time:** 30 – 45 minutes

**Materials:**
- Student Edition Lesson Five (one per student)
- Introduction video: lead2feed.org/10-lessons-track/lesson-5
- Be sure to visit USATODAY.com or other credible news sources for articles that may be relevant to this lesson.

**Lesson Objectives**

Students will:
- Develop a logical argument to explain why they believe their projects can be done.
- Create a People Map in order to identify the people they will need in order to achieve the Big Goal.
- Reflect upon the biggest “Aha!” moments they have encountered during the Lead2Feed program so far.

**Common Core State Standards**

**College and Career Readiness Anchor Standards for Speaking and Listening**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**College and Career Readiness Anchor Standards for Writing**

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well structured event sequences.

**College and Career Readiness Anchor Standards for Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ACTIVITIES

**TEACHER INTRODUCTION**

“Now that you have decided on a project as a team, think about why you believe you and your team can accomplish this project. Take a few moments to gather data and information from the research and other information you have compiled over the past four lessons and write a logical argument explaining why you believe you can get your project done.”

**Activity One: Believe in Your Project** (15 – 30 minutes)

- Let students know that they will work on this next activity independently and silently.
- Invite one student to read the introduction and directions.
- Ask students if they have any questions and provide clarification and direction as needed.
- Once students have completed their paragraphs, direct them to meet with their teams to share their logical arguments about why they believe they will accomplish their projects.

**Activity Two: Create a People Map** (15 minutes)

- 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?”
- Once teams have completed their People Maps, direct students to independently respond to the following reflection questions:
  1. Why is it important to take people with you as you set out to achieve your Big Goal?
  2. How can you remain open to new ideas and people to work with?

**TEACHER TRANSITION**

“It is time to look back at some of the key lessons we have learned during the Lead2Feed program so far. To continue thinking like a leader, remember to exhibit integrity by being yourself, stay open-minded by being an avid learner and believe in others so that you may unleash their true potential. These lessons will help you to maintain a leadership mindset. Most importantly, you must believe in your own capacity to get big things done.”

**Activity Three: Self-Reflection** (15 minutes)

- Invite one student to read the four summary statements, the directions and the three reflection questions.
- Direct students to work independently and write a response to each question.
- If there is time, invite several students to share one of their responses with the class.
Sample student responses: Global (team)

- My team
- My teacher
- U.N. World Food Programme

To feed people around the world who are in need of food for survival.

- My class
- My school
- U.S. Agency for International Development

Sample student responses: Local (team)

- My team
- My teacher
- Community members

To feed people in our community who are hungry.

- Local businesses
- My parents
- My school
The Lead2Feed lessons use hunger as the project example. Your project focus may include hunger issues, or another social or cultural problem or need in your community. For example, you can help an existing charity or create a local, state-wide, or national project in your community. Wherever the lessons indicate hunger, simply replace with your chosen focus area.

**Connection to Taking People With You by David Novak**

- Chapter 6: Strategy: Tell It Like It Is …and How It Could Be
- Chapter 9: Structure: Resources, Organization, and Process Enable Execution
- Chapter 10: Culture: Make “Winning Together” a Big Idea

**Time:** 45 minutes

**Materials:**

- Student Edition Lesson Six (one per student)
- A copy of each non-profit organization's 501c3 tax-exempt letter
- Introduction video: lead2feed.org/10-lessons-track/lesson-6
- Be sure to visit USATODAY.com or other credible news sources for articles that may be relevant to this lesson.

**Lesson Objectives**

Students will:

- Create a vision for their team Lead2Feed projects.
- Create an action plan to identify tasks that must be completed in order to complete their Lead2Feed projects.
- Create a list of criteria to define a successful team culture as teams complete their Lead2Feed projects.

**Common Core State Standards**

**College and Career Readiness Anchor Standards for Speaking and Listening**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**College and Career Readiness Anchor Standards for Writing**

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well structured event sequences.
ACTIVITIES

Activity One: Create a Vision (15 minutes)

- Direct students to sit with their teams.
- Invite one student to read the directions and questions aloud to the class.
- Give students a few minutes to discuss the questions included in this activity with their team members.
- Instruct student teams to write down or draw what they think are the most important parts of their project vision.
- Direct students to respond individually to the personal reflection question. They will use this personal reflection for activity two.

1. What positive change(s) will happen when we complete our Lead2Feed project and accomplish our Big Goal?
   
   **Global example:** Working with the United Nations World Food Programme and Freerice, we will help provide food to hungry people around the world. If our program is a great success, we may win an award that will further our cause!

   **Local example:** Fewer people in our city would be hungry because of the positive results of our project!

2. How will that positive change look?

   **Global example:** We will use Freerice to raise one ton of rice by engaging students and teachers. We will use social media to update and communicate the competition status and overall goal.

   **Local example:** Hundreds of can donations will be collected to build huge can structures in the middle of the mall.

3. What will that positive change feel like for everyone involved in or touched by our project?

   **Global example:** Excitement will be generated and a sense of community and accomplishment will be built for all of those involved.

   **Local example:** It will be a satisfying to know that we can help others in our community.

**Personal reflection:** Take a few moments and outline the parts of your team’s vision that are most important to you. Explain why these parts matter to you the most. This will help you personalize your team vision.

CHECK IN ON MILESTONE #2 ON YOUR MEMBER DASHBOARD!

Teams will summarize their vision in one or two sentences.

IMPORTANT: Please contact the non-profit organization(s) selected by your students and request a copy of their tax-exempt letter. Submit your vision and 501c3 letter at lead2feed.org. This is an official requirement for your project submission.
ACTIVITIES

**Activity Two: Create an Action Plan** (20 minutes)

- Direct students to sit together as a team. Invite one or more students to read the directions.
- Instruct students to create an action plan. It should 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.
- Let students know that they should keep the people they identified in their People Maps in mind as they work on their action plans.
- 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.

**TEACHER TRANSITION**

“Now that you have an action plan to follow as you work toward your Big Goal, you must think about what it means to win as a team. As a leader on your team, you need to think about how you can create a culture (or environment) that makes people feel supported and appreciated. People like to be excited about getting big things done and knowing they can grow as a person.”

You may facilitate a discussion with the following questions:
- What does it mean to win as a team?
- What is an example of how you have grown as a person as a result of being a part of a group?
- How can you make people excited to grow as a part of your team?

**Activity Three: Define How We Win Together** (10 minutes)

- Invite one or more students to read the directions.
- Instruct students to create a list of criteria that will define success for their teams.
- If there is time, invite one student from each team to share their criteria with the class.
- As your students complete this, encourage them to head over to Lead2Feed's Facebook, Instagram and Twitter pages and post their progress. Use #L2FProject to share.
Lesson 7

PERSONALIZE YOUR VISION

The Lead2Feed lessons use hunger as the project example. Your project focus may include hunger issues, or another social or cultural problem or need in your community. For example, you can help an existing charity or create a local, state-wide, or national project in your community. Wherever the lessons indicate hunger, simply replace with your chosen focus area.

Connection to Taking People With You by David Novak

- Chapter 7: Strategy: Create a Vision and Personalize It
- Chapter 8: Strategy: Gain Alignment Every Step of the Way at Every Level

Time: 25 – 45 minutes

Materials:
- Student Edition Lesson Seven (one per student)
- People Map from lesson four
- Extra paper for each team (optional)
- Introduction video: lead2feed.org/10-lessons-track/lesson-7
- Be sure to visit USATODAY.com or other credible news sources for articles that may be relevant to this lesson.

Lesson Objectives

Students will:
- Personalize their team vision and practice delivering an “elevator speech” in order to communicate their vision to others.
- Reflect on gaining alignment with their target audience.
- Reflect upon their team experiences in order to determine how they can improve their roles on their teams.

Common Core State Standards

College and Career Readiness Anchor Standards for Speaking and Listening
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
ACTIVITIES

Activity One: Personalize Your Vision (25 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 Lead2Feed project vision. They can use the key statements and visuals they identified in the “Create a Vision” activity as a starter for what to talk about (or show) in their elevator speeches. The key is to improvise from this foundation.
- 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 Lead2Feed's Facebook, Instagram and Twitter pages and post their speech! Use #L2FPitch to share.

Sample elevator speech

Global example: Did you know that hunger kills more people each year than AIDS, malaria and tuberculosis combined? Hunger is the world's most solvable problem. My team is trying to do something about it. For example, have you heard about what is happening in Sudan in Africa? People are starving to death and emergency shipments of rice are being air-dropped by the United Nations (UN). That could be rice from us! We want to fight hunger by helping the people around the globe who need it the most, like those in Sudan. We have a Big Goal to raise one ton of rice for our Lead2Feed Leadership Program project. We are working with the UN World Food Programme to do this. They have a game called Freerice. We are trying to get other students to play this game. You answer test prep questions and for each correct answer, 10 grains of rice are donated. You can fight hunger while you learn. We are organizing a competition in our school. We will have students from all over our school competing next month. Do you want to be a part of it? Using Freerice, we could provide food to those who need it the most and be part of a global effort to reduce hunger. If we submit an awesome project, we may even win one of 425 World Hunger Leadership Challenge awards of $1,000 so we could have an even bigger impact. That buys a lot of rice! What do you think?

Local 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.
Sample notes on personalizing team’s visions

Global example: Initially, I only had facts to share with people. After discussing my elevator speech with a few people, I found a better way to describe my project. I started with the question, “Did you know hunger kills more people each year than AIDS, malaria and tuberculosis combined?” I also told them that hunger is the world’s most solvable problem. Finally, I told them how they can get involved by playing an online game and entering a competition. Using Freerice, we could provide food to those that need it the most and be part of a global effort to reduce hunger.

Local example: I made my project personal by thinking about the fact that there are people in my city that are hungry and what that means for us as a community. People suffering from hunger live in my city — they use the same public transportation, they walk the same sidewalks and they go to the same schools as I do. The only difference between me and the people I’m trying to help is that they do not have what they need. If I were hungry, I would want someone to help me out.

Activity Two: Gain Alignment Self-Reflection (10 minutes)
- Invite one student to read the directions. (Give students a chance to ask clarifying questions. You may need to take a few minutes to clarify what it means to gain alignment.)
- Direct students to respond to the reflection questions.
- If there is time, invite several students to share one of their responses with the class.

Activity Three: Self-Reflection (10 minutes)
- Invite one or more students to read the directions, the summary and the two reflection questions.
- Direct students to write a response to each question.
- If there is time, invite several students to share one of their responses with the class.

TIP! If you are short on time, consider having students complete activities two and three independently for homework. At the start of the next class, invite several students to share their responses.
MARKET THE CHANGE

The Lead2Feed lessons use hunger as the project example. Your project focus may include hunger issues, or another social or cultural problem or need in your community. For example, you can help an existing charity or create a local, state-wide, or national project in your community. Wherever the lessons indicate hunger, simply replace with your chosen focus area.

Connection to Taking People With You by David Novak

- Chapter II: Market the Change - Be a Bold Ad for Your Big Goal

Time: 45 - 90 minutes

Materials:

- Studen Edition Lesson Eight (one per student)
- Extra paper for each team (optional)
- Introduction video: lead2feed.org/10-lessons-track/lesson-8
- Be sure to visit USATODAY.com or other credible news sources for articles that may be relevant to this lesson.

Lesson Objectives

Students will:

- Explore USA TODAY to learn about effectively catching the attention of their target audience.
- Create an ad as a team.
- Launch and refine their ad.

Common Core State Standards

College and Career Readiness Anchor Standards for Reading

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

College and Career Readiness Anchor Standards for Speaking and Listening

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
ACTIVITIES

Activity One: 6.5 Seconds That Matter (15 minutes)

- Direct students to sit in their teams. Invite one or more students to read the introduction and directions.
- Instruct students to explore articles and ads on USATODAY.com, taking note of those they find particularly effective. Direct students to share the most effective article or ad they find with their team.
- If there is time, ask students to share their findings with the class.

TEACHER TRANSITION
“Now that you have identified effective and engaging elements of an article as exemplified in USA TODAY, it is time to create an ad of your own to market your team’s project. With social media and the Internet, it is important to think broadly about what an ad is and how you can use your ad in as many places as possible to give you the best exposure possible.”

Provide a few examples of ads and ask the class:
- Which ad is your favorite? What makes the ad special, catchy and memorable?
- Which ads have good hooks? What makes them good hooks?
- Who is your target audience? To whom will you market your project?
- Where would you place your ad to attract as many people as possible?
- Are there any other communication techniques you can think to use to get your message across?

Activity Two: Create an Ad (20 – 30 minutes)

- Invite one or more students to read the directions.
- Instruct students to begin creating an ad as a team.
- Ask students to focus on the message of their ad first, then decide the method(s) they will use to distribute their ad.
- If there is time, invite one student from each team to share their ad with the class.

Global example

Our headline or hook is: Alleviate world hunger like it’s 2013...by playing an online game! Compete against other teams from our school and beyond!

Our target audience is: High School Students

The problem we are trying to solve is: Provide food to regions significantly impacted by food shortages.

The solution we are proposing is (our project): Play the online game – Freerice – where every correct answer is worth 10 grains of rice. Work with the United Nations World Food Programme to give rice to those that need it most.

We are asking people to (call to action): Play Freerice to help us raise one ton of rice.

When: October 1st – October 31st
Where: Freerice.com/OurSchool

What: Set a personal goal to play 20 questions a day for the month of October and bring 10 friends with you!

Purpose: This can be a flyer or the image and text can be used for a Facebook event invitation.
ACTIVITIES

This is what our ad might look like:

Be part of a solution to alleviate hunger: The world's greatest solvable problem.
Solve world hunger like it’s 2013...by playing an online game!
Compete against other teams from our school and beyond!
Play Freerice to help us raise one ton of rice.

When: October 1st – October 31st
Where: Freerice.com/OurSchool
What: Set a personal goal to play 20 questions

Local example

Our headline or hook is: Jefferson High School’s Can Construction 2013 Is Here!
Our target audience is: High School Classes
The problem we are trying to solve is: There are not enough canned goods to sustain the local food pantry.
The solution we are proposing is (our project):
Gather canned goods and use those canned goods to create structures in the mall. Those structures will help get the word out about our food pantry.

We are asking people to (call to action): Donate canned goods and/or compete in the contest.
Purpose: This text can be used on the morning announcements, as a blog post or press release, or even as a public service announcement on the radio. We can then share these posts on Facebook and other social media sites.

This is what our ad might look like:

Jefferson High School’s Can Construction 2013 is Here!
Teams from all over the city will compete to build the biggest, most creative Can Construction they can, bringing awareness to the issue of hunger in our communities.

When: October 1st – October 15th
Where: Ms. Haver’s classroom
What: Collect as many cans as possible to build the biggest can construction we can!
More information: Facebook.com/JHScancollection
After the competition, all food will be donated to the Second Harvest Food Pantry.
ACTIVITIES

The methods we will use to share our ad include:

Global examples

· Facebook: Create a fan page to recruit students and give frequent updates (three times a day) on competition status. All team members will post status updates and our ad image to their personal pages.

· Twitter: Create a Twitter account and link it to Facebook to bring about even greater awareness.

· Flyers: Give flyers to teachers to post and announce the competition in their classrooms.

· Local media: Contact local newspapers or TV channels to see if they can cover the story with the goal of recruiting other students to join, follow and participate in the Freerice challenge.

Local examples

We will create social media pages to share our ad and message with our friends, family and community. We will give posters to local schools and encourage people to start their own team. Then, we will get local media outlets to cover the construction event.

TEACHER TRANSITION

“Now that you have an ad and a method, you get to launch your ad to the world! Think back to what you learned about successful ads in activity one. Use as many outlets as possible to launch your ad to as many people in your target audience as you can.”

Activity Three: Launch Your Ad (10 – 45 minutes)

· Invite one or more students to read the directions.

· Direct students to create a list of ways to reach their target audience more effectively. (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.)

· If there is time, invite one student from each team to share their list with the class and also on social media using #L2FMyAd.

Global examples:

· Get schools to write about our project on their website.

· E-mail our ad to teachers in the area.

· Contact news outlets about our ad.

Local examples:

· Get more people to share our social media pages.

· Have local celebrities share links to our ad.

· Get feedback from people with advertising experience before launching our ad.

EXTRA WORK TIME

The activities in this lesson may take your students more than 45 minutes to complete. If students wish to create a video ad and/or launch their ad on multiple channels (social media, video, radio, etc.), we recommend including extra class periods or group time for students to work on their ads. You may also wish to give students extra class periods at this stage of the program to work on launching their project or assign some of this lesson for homework. If students work on their ads outside of class, you may wish to complete activity three during a future class period.
LESSON

9

UNDERSTAND AND OVERCOME THE BARRIERS TO SUCCESS

The Lead2Feed lessons use hunger as the project example. Your project focus may include hunger issues, or another social or cultural problem or need in your community. For example, you can help an existing charity or create a local, state-wide, or national project in your community. Wherever the lessons indicate hunger, simply replace with your chosen focus area.

Connection to Taking People With You by David Novak

· Chapter 12: Understand and Overcome the Barriers to Success
· Chapter 13: Use Recognition to Drive Performance

Time: 45 minutes

Materials:
· Student Edition Lesson Nine (one per student)
· Extra paper for each team (optional)
· Introduction video: lead2feed.org/10-lessons-track/lesson-9
· Be sure to visit USATODAY.com or other credible news sources for articles that may be relevant to this lesson.

Lesson Objectives

Students will:
· Track and measure progress on their project.
· Explore ways to understand and overcome barriers to success.
· Reflect on personal “Aha!” moments.

Common Core State Standards

College and Career Readiness Anchor Standards for Speaking and Listening
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
ACTIVITIES

Activity One: Track Progress and Measure Your Project (20 minutes)

- Direct students to sit with their teams.
- Invite one or more students to read the directions.
- Instruct students, as a team, to set specific numerical goals for their project to display how close they are to reaching their Big Goal. Have students identify what they will measure, indicate their current progress and set their benchmark goal.
- Direct students to take notes on what they can do to reach their benchmark goals.
- If there is time, ask one student from each team to share their progress with the class.

Global example

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Progress</th>
<th>Benchmark Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update Facebook and Twitter accounts</td>
<td>Three days in a row</td>
<td>14 days in a row</td>
</tr>
<tr>
<td>Distribute flyers to teachers</td>
<td>20 teachers</td>
<td>30 teachers</td>
</tr>
<tr>
<td>Get the media to run a story about our project</td>
<td>Two media stories</td>
<td>Five media stories</td>
</tr>
<tr>
<td>Total rice donated</td>
<td>25 pounds of rice</td>
<td>100 pounds of rice</td>
</tr>
</tbody>
</table>

Note: Updated Big Goal

We will earn rice through gaming and bring awareness to hunger with a more manageable goal of 100 pounds of rice. Then, by launching this successful program, we will increase our chances of winning an award from the Lead2Feed Challenge. If we win, we will give our prize to the United Nations World Food Programme to buy more rice, hopefully reaching one ton of rice which was our original BIG Goal.

290,000 correct Freerice answers equals 100 pounds of rice.

Local example

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Progress</th>
<th>Benchmark Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total cans collected</td>
<td>850 cans</td>
<td>1,000 cans</td>
</tr>
<tr>
<td>Facebook event RSVPs</td>
<td>125 RSVPs</td>
<td>500 RSVPs</td>
</tr>
<tr>
<td>Twitter followers</td>
<td>25 followers</td>
<td>100 followers</td>
</tr>
<tr>
<td>Teams competing</td>
<td>10 teams</td>
<td>20 teams</td>
</tr>
</tbody>
</table>
ACTIVITIES

Activity Two: Overcoming Barriers to Success (15 minutes)

- Invite one or more students to read the directions.
- Instruct students to list the barriers to success they have come across as a team.
- Ask students to list at least one way they can overcome each barrier.
- If there is time, invite one student from each team to share their list with the class.

Global example

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Action idea to overcome barrier</th>
</tr>
</thead>
</table>
| It might be hard to raise one ton of rice at the rate and speed we are going.  
- 3,650,000 correct Freerice answers equals one ton of rice  
- We need more students and a longer time to reach this goal. | We will multiply our efforts by launching a successful project to collect 100 pounds of rice and then we can apply to win the $1,000 challenge award.  
- Ultimate goal: Win the $1,000 challenge award with the more manageable goal of 290,000 Freerice answers, donating 100 pounds of rice. |
| Reaching 25 more students to participate in the challenge.  
- We did not ask enough students.  
- Not everyone we asked said “Yes.” | Each team member will recruit at least five more people to sign up.  
- We will recruit friends outside of our school. |
| We still need two more local outlets to run the story.  
- We did not get a response from the two TV stations we contacted.  
- We only contacted one newspaper. | We will e-mail and call different people working in media. We will tell them about the project goal and our current progress.  
- We will ask coffee shops to post our flyer. |
ACTIVITIES

Local example

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Action idea to overcome barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not enough teams have signed up.</td>
<td>Create incentives by getting local businesses to donate prizes for the best structures.</td>
</tr>
<tr>
<td>Teams do not have enough canned goods for their structures.</td>
<td>Create a list of ways teams can gather canned good. Organize an official can construction pre-competition food drive.</td>
</tr>
<tr>
<td>The mall is unavailable for the time we wanted to use it.</td>
<td>Reschedule our competition.</td>
</tr>
</tbody>
</table>

TEACHER TRANSITION

“There are many routes to achieving your Big Goal. There may be ways to avoid barriers you can’t get through.”

You may ask the class questions such as these:

- Do you find yourself open-minded to suggestions that might help you achieve your Big Goal, even when they were not a part of your original plan?
- Is there anything that happened in the project that was not a part of your original plan, but helped you to achieve your goal?
- Sometimes people suggest new ideas and ways to achieve your Big Goal. Did you get any suggestions? From whom?

“As a team, you have assessed the reality of your project and the barriers to your success. How would you overcome these specific barriers in order to achieve your goal as a team? Can you go over, under, around or through the barriers? Sometimes a barrier cannot be easily overcome. Is there another way to achieve your Big Goal or make it more realistic?”

Activity Three: Self-Reflection & Recognition (10 minutes)

- Invite one or more students to read the directions and the three reflection questions.
- Direct students to write a response to each question.
- If there is time, invite several students to share their responses with the class.
The Lead2Feed lessons use hunger as the project example. Your project focus may include hunger issues, or another social or cultural problem or need in your community. For example, you can help an existing charity or create a local, state-wide, or national project in your community. Wherever the lessons indicate hunger, simply replace with your chosen focus area.

Connection to Taking People With You by David Novak
- Chapter 1: An Insight Driven Approach to Leading People and Achieving Big Goals.
- Chapter 14: The Change is Never Over.

Time: 50 minutes

Materials:
- Student Edition Lesson Ten (one per student)
- Extra paper for each team (optional)
- Introduction video: lead2feed.org/10-lessons-track/lesson-10
- Be sure to visit USATODAY.com or other credible news sources for articles that may be relevant to this lesson.

Lesson Objectives
Students will:
- Review their Lead2Feed projects individually and as a team.
- Celebrate finishing the program and working together as a team.
- Reflect on their original three BIG questions and continue to pursue personal growth.

Common Core State Standards

College and Career Readiness Anchor Standards for Reading
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

College and Career Readiness Anchor Standards for Speaking and Listening
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
**ACTIVITIES**

**Scheduling**
You may want to schedule Lesson 10 at the end of the class or semester, based on the amount of time needed for your students to complete their Lead2Feed projects, instead of immediately after lesson nine. Make sure to give your students the amount of time they need to be successful in completing their projects within the deadline you set. You may also want to complete parts of Lesson 10 at different times.

**Optional Final Team Submission**
You may want your students to submit their team projects for a final grade. A good framework to use for what the students should submit may be aligned with the submission guidelines for the Lead2Feed Challenge found at Lead2Feed.org. This will focus students on sustaining their efforts and winning an award for their team and funding for their charity.

**OPTIONAL PRESENTATION**
Some teachers may want their students to present their projects at the end of the program. This lesson could be an appropriate time for your class to do so or you may want to schedule the presentations at a later date.

Example presentation frameworks:
- Teams present their Team Lifeline in activity one to the class.
- Teams present key events from all ten lessons or from a selection of lessons.
- Teams share their Big Goals, projects and who they took with them to make big things happen.
- Teams present their projects in a way that is relevant to class curriculum, focus, or subject.
- Teams have absolute freedom within a specified time limit.

**Activity One: Reviewing Your Project** (20 minutes)

**TEACHER INTRODUCTION**
Ask teams to share their general findings and feelings about their projects with the class. Informally ask students to share their personal highlights, including what they did, how many people they helped, ideas they obtained during the project and what they found rewarding or challenging. This conversation can also be done after completing the Team Lifeline activity when students might have more to say after a group reflection.

- Direct students to sit with their teams.
- Invite one or more students to read the directions, the summary and the questions.
- Direct students to write a response to each question on their own.
- Ask students to review their projects and share any new measurements or benchmarks with their teams.
- 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. This can be done individually or as a team.)
Global Example

The “Ups”
- Decided what we should do as a team
- Finalized our Big Goal.
- Created an ad to launch our project.
- Created more realistic benchmarks.
- Tried to connect with local media outlets to cover our project.
- Learned our project was too ambitious.
- Donated 100 pounds of rice and met our new goal.

The “Downs”

Local Example

The “Ups”
- Came up with some really cool ideas.
- Listened to each other and overcame our arguments.
- We gained alignment and made people believe we could do it.
- We collected 1,568 cans for the food pantry and brought awareness to hunger charities!

The “Downs”
- Argued with teammates without listening.
- Not many people thought our project would work at first.
ACTIVITIES

TEACHER TRANSITION

“You’ve come a long way since the beginning of the program, and it is time to celebrate. Celebrations are essential. They are shared experiences that keep people motivated and invested in achieving your Big Goal. There are a million ways to celebrate, so make it personal and relevant to your team and your Big Goal.”

If you would like to have a class discussion, you may:

- Ask teams to share with the class the highlights of their Team Lifeline that give them reason to celebrate.
- Ask students what kept them motivated during the project.
- Ask students, “How could you celebrate as a team and recognize your teammates for their contributions?”

Activity Two: Celebrate and Recognize (15 minutes)

- Invite one or more students to read the directions.
- Instruct students to create a celebration unique to their team.
- Head over to Lead2Feed’s Facebook, Instagram and Twitter pages to celebrate team members! Give a shout-out! Use #L2FCelebrate to share.

TEACHER TRANSITION

“Now that you have completed a series of activities to accomplish your Big Goal to fight hunger as part of a team, use those same principles to grow and change your life. Complete the circle and sustain leadership development for your own personal Big Goals. You should now be at a higher level of leadership as a result of this program. Put your new skills and tools to use!”

If you would like to have a class discussion, you may:

- Ask students to share how the Lead2Feed program helped them grow or change their lives.
- Ask students to share specific new skills they have learned during their project.
- Elicit discussion about personal Big Goals students would like to set or other social issues that they have noticed and what they might want to do to address these problems.

Activity Three: Self-Reflection (15 minutes)

- Invite one or more students to read the directions and the three reflection questions.
- Instruct students to review their original Three BIG Questions activity from lesson one.
- Direct students to write a new response to each question.
- If there is time, invite several students to share their responses with the class.

OPTIONAL! Prepare a special end to the program. You may collect photos and videos to create a unique presentation, treat your students to something special, or allow students to have a big celebration. If teams worked locally, you could prepare a celebration with community members. Submit your celebration to the Lead2Feed social media pages.
Finish and Submit Your Students' Projects for an Award

Are you ready to submit your students' projects for a Lead2Feed Challenge award? If so, please make sure you have reviewed thoroughly all of the challenge guidelines located at Lead2Feed.org. This is your opportunity to help your students win a funding award for their hunger project charities. This way their projects will have an even bigger effect on their Big Goals.

Project Submission Checklist

In order to submit your project to the Lead2Feed Challenge please be sure:

- Your team is comprised of three students or more. (There is no limit to the size of the team.)
- A teacher or adult advisor has worked with your team. (A teacher/advisor can work with more than one team.)
- You have completed all the Lead2Feed lessons.
- Your teacher or adult advisor has completed all three Milestone checkpoints.
- The non-profit organization with which you have partnered is a 501c3. Non-profit status MUST be verified by submitting a copy of the tax-exempt letter in the teacher checkpoint in lesson three.
- The final project submission includes all of the following:
  - An online entry form submitted by a teacher or adult advisor.
  - A video of your team in action or a video recap of the project
  - Three or more photographs – action photos from your project work are best.
  - Two written student reflections
- You understand the criteria that will be used to judge all eligible entries include:
  - **Demonstration of "Strategy, Structure and Culture."** (Refer to lessons three and four.)
    - Strategy: Clearly states your goal and action plan.
    - Structure: Shows effective use of the right resources and processes to meet your goal and execute your plan.
    - Culture: Demonstrates how you created a supportive, engaging and encouraging team environment.
  - **Creativity and innovation of the solution** (Refer to lessons three through five.)
  - **Impact on the need you chose as your focus:** projected and/or actual results. (Refer to lessons five and six.)

- Final project is submitted by April deadline. (Winning teams will be announced on or about mid May.)
- Your teacher or advisor has referred to Lead2Feed.org for all rules and regulations about the final project submission.