

High School Student Leadership Workbook

Table of Contents

Module 1 Develop Self-Awareness

- 1.A.1 - My Lifeline (pg. 5)
- 1.B.1 - The 3x5 Exercise (pg. 8)
- 1.B.2 - Three Big Questions (pg. 9)

Module 2 How to Work With a Team

- 2.A.1 - Beyond Stereotypes (pg. 10)
- Optional Activity: Human Bingo (pg. 11)
- 2.B.1 - Get to Know Your Team (pg. 12)

Module 3 Identify the Problem You Want to Solve

- 3.A.1 - Look and Listen (pg. 13)
- 3.B.1 - Select A Problem For Your Project (pg. 15)
- Optional Activity: Five to Survive (pg. 16)
- 3.B.2 - Build Know-How (pg. 17)

Module 4 Determine Your Big Goal

- 4.A.1 - The Big Goal (pg. 19)
- 4.B.1 - S.M.A.R.T. Chart (pg. 20)
- 4.C.1 - Project Ideas Brainstorm (pg. 21)
- 4.C.2 - Picking Your Project (pg. 22)

Module 5 Create Your Action Plan

- 5.A.1 - Action Plan Brainstorm (pg. 23)
- 5.A.2 - Create Your Action Plan (pg. 24)
- 5.B.1 - Anticipate Obstacles (pg. 26)

Module 6 Launch Your Project

- 6.A.1 - Select Ad Types (pg. 27)
- 6.A.2 - Write Your "Hook" (pg. 28)
- 6.A.3 - Create Marketing Materials and Plan Campaign Launch (pg. 29)

Module 7 Reflect on Your Project

- 7.A.1 - Project Lifeline (pg. 30)
- 7.A.2 - After Action Review (pg. 32)
- 7.B.1 - How to Fail Forward (pg. 34)
- 7.C.1 - Personal Reflection (pg. 35)

Module 8 Create a Proposal

- 8.A.1 - Proposal Ideas Worksheet (pg. 37)
- 8.B.1 - Plan Your Proposal (pg. 38)

Module 9 Telling Your Story

- 9.A.1 - Create Your Project One Pager (pg. 41)
- 9.A.2 - Create Your Project Video (pg. 42)

LEAD4CHANGE VOCABULARY

Module 1

LEADER

The ability to influence others toward a common goal or purpose

SELF-AWARENESS

Recognizing and understanding what you think, feel, and do and how it impacts yourself, those around you, and your circumstances

Module 3

BUILDING CONSENSUS

Process of reaching an agreement or decision through open communication, active listening, and negotiation

KNOW-HOW

Seeking information to gain a better understanding of the problem so that you can best know-how to solve it

KEY INSIGHT

Things you learn that “unlock” understanding

Module 4

BIG GOAL

The major objective that your team aims to achieve

INSIGHT DRIVEN APPROACH

Insights learned that drive the decisions you make

S.M.A.R.T. GOAL

A goal with the components: Specific, Measurable, Achievable, Relevant, Time-Bound

QUANTIFIABLE

Able to be measured

Module 5

ACTION PLAN

Detailed list of steps that you need to take to reach a goal

OBSTACLE

Something that gets in the way of you reaching your goal

Module 6

LAUNCH CAMPAIGN

A plan to introduce a new product, service, or event to the public

AD TYPES

Different ways to advertise your project (social media, posters, announcements, commercials, fliers)

MARKETING MATERIALS

All of the things you need to create to support the promotion of your project. Posters, graphics, handouts, announcements, speeches, all digital and printed material

Module 7

AFTER ACTION REVIEW

Reflection and discussion of the intended outcome versus the actual outcome: what went well, what went wrong, what could be better or done differently; both as an individual and a team member

FAILING FORWARD

Learning from your mistakes and using those lessons to do better next time; figuring out what went wrong and trying again with that new knowledge

Module 8

PROPOSAL

A formal document that aims to persuade someone to take a specific action .. like buying a product or funding a project

BUY-IN

When people agree with and support an idea, plan, or decision. It means they believe it's a good idea and are willing to work together to make it happen

Module 1

Learn to Develop Self-Awareness



1.A.1.

My Lifeline

Directions:

1. Pick key events and experiences in your life.

Examples include victories achieved, challenges faced, fears overcome, stands taken, and lessons learned.

- You get to choose the experiences that have shaped you. It could be anything - achieving a goal, making a new friend, receiving an award, traveling with your family, moving to a new school, losing a pet, completing a project, joining a team, losing a championship or graduating to the next level.

Place these events on your Lifeline on the following page in the order in which they happened,

- Put happy or good things above the line and sad or bad things below the line. Place them higher or lower to show how you felt about them at the time. You are shaped from both the highs and lows in your life. An experience that made you very happy should be higher on your Lifeline, while something that was sad should be lower.

3. Connect the dots.

- When you are finished, draw a line that connects the events by the date they happened. Add notes or pictures to make it more personal.



1.A.1.

My Lifeline

A large empty rectangular box for drawing a lifeline.

Beginning

Present Day



1.A.1.

My Lifeline

Q What did you learn about yourself in this exercise?

Q What experiences have shaped you the most as a person? These are likely the highest and lowest points on your Lifeline. Explain.



1.B.1.

The 3x5 Card Exercise

Directions:

You have the power to make certain changes in yourself ... so that you can continue to become the very best YOU that you can be. Leaders are always reflecting and working to grow and improve.

1. Who am I today?

On the left side of the page write 3 or 4 roles that you play that describe you today: son, student, teammate, brother, musician, grandson, etc.

2. How can I be even better tomorrow?

On the right side of the page, for each word/phrase, write how, in the future, you can be even better in that role.

Example:

What am I today?	How can I be even better tomorrow?
<i>Student</i>	<i>A student who always shows up prepared</i>
<i>Son</i>	<i>A son who shows initiative with chores at home</i>
<i>Musician</i>	<i>A musician who puts in extra practice 2 times a week</i>
<i>Big Brother</i>	<i>A big brother who is more patient when my little sister wants time with me</i>
<i>Friend</i>	<i>A friend who encourages my friends when they need it</i>

Who am I today?	How can I be even better tomorrow?



1.B.2.

Three Big Questions

Directions:

You've made a Lifeline with key events, and you've thought about how to become even better in the roles you play. It's time to make big things happen in your life.

Read the three big questions below and record your thoughts.

Q What's one big thing you can do that would really help you grow or change your life for the better?

Q Who is one person that you could really use their help or support to make these changes?

Q What habit do you need to create or change to help you reach your goal?

Module 2

Beyond Stereotypes



2.A.1.

Beyond Stereotypes

Part 1: Identifying Stereotypes

Directions:

Below are some common stereotypes. What other stereotypes can you think of? List them below.

- The Studious One
- The Techie
- The Jokester
- The Loud One
- The Slacker
- The Quiet One
- The Creative One
- The Problem Child
- The Athlete
- The Teacher's Pet

1		6	
2		7	
3		8	
4		9	
5		10	

Part 2:

Circle any of the stereotypes from the list above, or ones you have written, that you feel someone has labeled you at any point in your life.

- Of those that you have circled, put a star next to the ones that are not true about you.

Part 3:

Share with your team a stereotype you've been given that doesn't feel true or fair.



Human Bingo Board

Directions:

Write down the name of the person who matches the description in the box.

Ways to play: The first person to fill the entire card or get 5 spaces in a row, column, or a diagonal wins the game.

Optional Rule: You cannot have the same person's name on your board more than once or twice.

Human Bingo Board

Has a pet	Plays a sport with an ball smaller than a soccer ball	Has been to another state	Likes to draw	Is wearing something that ties
Plays an instrument	Loves pepperoni pizza	Has read a Harry Potter book	Can do a cartwheel	Has been on a boat
Prefers cats over dogs	Can whistle	Has a unique hobby	Speaks Spanish	Is left handed
Can bake a cake	Has a birthday this month	Likes video games	Loves to sing	Can tell you a joke



2.B.1.

Get to Know Your Team

Directions:

Part 1

Complete Part 1 independently. Look at each category below, read its definition, and circle the skills that you currently have. Add in your own words if you choose.

Category	Description	Skills
School	Skills for academic success and managing schoolwork	Organized, attentive to details, good listener, good speaker, problem solver, hardworking, good study habits, innovative thinker
Interpersonal	Skills for positive and effective interactions with others	Friendly, team player, respectful, good listener, reliable, kind
Talents	Natural abilities or developed skills related to hobbies or interests	Creative, artistic, athletic, tech-savvy, musical, funny, crafty, handyman skills
Values	Core beliefs and principles guiding behavior and decisions	Honest, respectful, responsible, empathetic, fair, brave, generous

Part 2

Discuss with your Team

- Share 2 skills that you have with your team and explain your answer.
Example: I circled "good speaker" because it is easy for me to get up in front of the class and talk confidently or talk with teachers at school.
- Turn back to the Lifeline Exercise from 1.A.1. Share two of the key experiences that have shaped you into the person you are today.
- Now turn to the 3x5 Card exercise from 1.B.1. Share one of your roles and how you would like to be even better in that role.

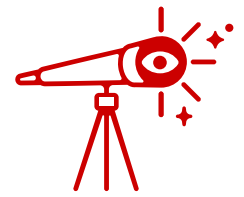
Part 3

Independently Respond

Now that you've learned more about your team, think about the strengths of your team members that will assist your team in accomplishing big things. Write 2 team member names and list one strength or skill they bring to the team.

Module 3

Identify the Problem You Want to Solve



3.A.1.

Look and Listen

Directions:

1. Identify 3 people you can LOOK to (Example: Counselor, Head Custodian, Cafeteria Manager, Office Staff, Librarian, Parent, Coach, Peer, or someone leading a non-profit organization)
2. Conduct an investigation by asking the questions below or add some of your own. LISTEN to and record their responses in the chart below.

Questions to ask

- What is something in your day to day life (or life in general) that causes problems or that you notice as a problem?
- What do you know about this problem that you think I should know?
- Has someone done something about this problem or need before? What was it? Did it work?

WHO am I listening to?	What problem or need am I hearing?	Notes
<i>Ex: Counselor</i>	<i>Students don't know about the free mental health resources available to them.</i>	<i>Most free resources go unused. Students don't know how the counselor can help. Some students are afraid to ask for help.</i>



3.A.1. (Continued)

Look and Listen

WHO am I listening to?	What problem or need am I hearing?	Notes

WHO am I listening to?	What problem or need am I hearing?	Notes

Myself	What problem or need do I see?	Notes



3.B.1.

Select A Problem For Your Project



Include with project submission

By the end of this activity, you will select a problem that your team will address with your Lead4Change project. Read the diagram about building consensus and then, as a team, consider what problem you all should seek to solve .

1. Review your personal Look and Listen Activity Sheet.
2. Each team member shares ideas for a problem to solve.
3. As they share, record in the chart below the ideas that you like/ dislike.
4. Read the paragraphs below on “Building Consensus” with your team.
5. Decide as a team on a problem to solve. Make sure that the problem you solve really would impact others in your school or community!

The Importance of Building Consensus:

Consensus building is the process of reaching an agreement or decision through open communication, active listening, and negotiation. It involves considering different perspectives, finding common ground, and making compromises to achieve a shared goal.

Building Consensus

- ✓ Use Open Communication
- ✓ Actively Listen to Others
- ✓ Negotiate Ideas
- ✓ Respect Others Ideas
- ✓ Be Kind

Ideas I Like and Why	Ideas I Don't Like and Why

The problem we have selected is:



Group Survival Scenario Exercise

Directions:

In this team-building exercise, you will work together to prioritize survival items for a hypothetical scenario. Your goal is to practice communication and decision-making skills as a group and to build consensus even with differing opinions. Focus on the process of decision-making and communication rather than achieving a “perfect” answer. Notice any behaviors such as avoiding conflict or changing opinions just to agree with others. Look for ways to compromise and cooperate with your teammates.

Introduction:

Imagine your group has been in a plane crash, and you need to choose the most useful items to survive. You can only take 12 items from the list provided.

Task:

1. Your task is to individually rank the items based on their importance for survival.
2. Discuss your choices with your group members to reach a consensus on the top 5 items needed for survival.
3. Discuss your choices and reasons for ranking certain items higher than others.
4. Debrief:
 - How did your group communicate and collaborate to reach a consensus?
 - Reflect: Did everyone’s input feel valued during the discussion?
 - What challenges did you face in reaching an agreement?
 - How did you balance individual opinions with the group’s goal?

List of items:

Knife	First-Aid Kit
Saw	Toilet Paper
Jacket	Sewing Kit
Fishing Pole	Gun
Suntan Lotion	Backpack
6 Water Bottles	Belt
3 Packets Ramen Noodles	Mirror
Radio	Pens
Hat	Rope
Magnifying Glass	Hiking Boots
Compass	Duct Tape
Dog	Blanket
Lighter	Tarp
Flare Gun	

1	
2	
3	
4	
5	



3.B.2.

Build Know-How

Directions:

Building know-how is like an investigation. You have to seek information to gain a better understanding of the problem so that you can best “know how” to solve it. Record the key insights in the notes section below. Use these guiding questions to direct your research then share your findings with your team to ensure communication is open and everyone is on the same page

Q What sources can provide information? Specific people, websites, books, etc.

Q Have I already spoken with someone that can give us more information?

Q Who else would have insight on the problem? (could be other students or adults) List at least 3 possibilities.

Q Is there an expert that could help me understand this problem better? List 3 possibilities.



3.B.2. (Continued)

Build Know-How

Q Is there a cost (time, money, people) involved to solve the problem? What is it, and why does it exist? Research if necessary.

Q What has been done about this problem in the past? Did it work - why or why not?

Q Are there opposing viewpoints that would be helpful to learn? Who thinks differently about this problem?

Q What facts are important to know before we move forward?

Q Are there any rules or regulations that we should be aware of?

Module 4

Determine Your Big Goal



4.A.1.

The Big Goal

Discuss as a team and record your answers.

Think about the problem your team wants to solve and the key insights you've learned.

- **What do you want to see accomplished with this project? Consider the impact or positive change that you want to see.**

- **What's the single biggest thing your team can do to address the problem you selected?**

- **Picture Success-Describe the feelings and thoughts that you'd have if you reached your Big Goal:**

Finalize Your Big Goal as a Team

Now your team will decide on a big goal. Big Goals may not feel specific and that's ok! But they must be a solution to the problem that you're trying to solve.

Our Big Goal Example:

We will help students at our school with food resources who need it.

Our big goal:



4.B.1.

S.M.A.R.T. Chart



Include with project submission

Team Activity

S

Specific. What exactly do you want to do? Ask questions like, WHO, WHAT, WHERE, WHEN (date), and HOW in order to make your goal more specific. Add numbers where necessary.

Example: We want to collect 100 non-perishable food items so our counselor can give them to kids who need it over the weekends.

M

Measurable. How will you know when you reached your goal? Can you track your progress?

Example: We will track our items collected on Monday and Friday afternoons 10 minutes before the bell rings.

A

Achievable. Is this goal achievable and will it be worth your time to complete?

Example: Yes, the goal is achievable. We will plan to collect items for two weeks and if we need to, add a third week.

R

Relevant. Does it actually solve the problem and does it matter to others? Why?

Example: Yes. We can't help everyone who might need it, but our counselor has 4 or 5 kids in mind that need resources to eat over the weekend.

T

Time-Bound. What is the exact date your goal will be completed?

Example: Our collection will be done by November 1st.

Our final S.M.A.R.T. goal:

Example: Collect 100 non-perishable food items by November 1 to give the counselor so that 5 kids can have food to take home on the weekends.

Make sure your entire team knows the S.M.A.R.T. Goal. This will be your north star when doing your project. Everything you do should be work towards completing your S.M.A.R.T. Goal.













4.C.1.

Project Ideas Brainstorm

Directions:

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.



4.C.2.

Picking Your Project



Include with project submission

Directions:

Your team has come up with some great ideas! But you can't do them all. Together, decide which project(s) must happen to reach your goal.

#1 Project Idea: This is the project we will execute and will best help us reach our goal. Describe it in detail.

Secondary Project Idea (Optional)

Third Project Idea (Optional)

Module 5

Create Your Action Plan



5.A.1.

Action Plan Brainstorm

Before you can create an action plan, you need to brainstorm all the possible actions you'll need to take as a team. Think about the details...do you need to organize rides? Do you need to acquire permission slips? Are there tools or products you need to purchase?

Use this worksheet to brainstorm all the possible actions you and your team will need to make a part of their action plan. Complete this independently.



5.A.2.

Create Your Action Plan



Include with project submission

Directions:

Order the actions that are needed to complete your project, decide the action deadline, what details are relevant to the action, and who will do it. Work with your team and create a list of actions to complete the chart below.

Consider...

- The workload should be shared as evenly as possible so keep that in mind as you volunteer for certain actions.
- Utilize team members' strengths when assigning tasks.
- Be willing to do things you don't want to do in order to help the team

Action Steps	Deadline (Due Date)	Details	Team Member(s)
<i>Example: Secure donation location for boxes</i>	<i>Nov. 15</i>	<i>Talk to the School Counselor about where we are allowed to place donation boxes and how long we can leave them there. Report back to the team.</i>	<i>Ryan</i>



5.A.2. (Continued)

Create Your Action Plan



Include with project submission

Action Steps	Deadline (Due Date)	Details	Team Member(s)













5.B.1.

Anticipate Obstacles

Directions:

In the table below, write down the predicted obstacle and how you plan to address it. Answers like “try harder” or “think of another way” aren’t really answers at all! Think of real possible solutions to the obstacles you’ll encounter so that you aren’t derailed from reaching your goal.

Predicted Obstacle/Hurdle	How to Overcome
<i>Example:</i> <i>We cannot leave a collection box in the front entry.</i>	<i>Ask if we can come early and sit with the collection box as people arrive, then store it in our teacher’s room.</i>
	
	
	
	
	

Module 6

Launch Your Project



6.A.1.

Select Ad Types

Directions:

With your team, look at the types of ads below and circle the ones that might help you spread the word about your project.

Think about how to get your message out to the largest community. Remember, don't pick the ad types that just sound fun, or just the ones that you want to do – pick the ad types that will get the word out and make an impact.

**You may need to connect with an adult at your school for approval regarding social media use or other ad types.*

Social Media

Instagram
Facebook
Twitter
Tiktok
Snap Chat

In School

School Announcement
Posters
School Newsletter
Event
Assembly
Bulletin board
Booth in Cafeteria

Outside School

Local Radio Station
Bulletin board at community center
Flyers at local stores
Local TV Station
Local Newspaper
Info Booth in the community
Influencer (Valued Person to represent your cause)

Our Ideas:

Work with your team to agree on the top 3 ad types that you will launch. List those 3 ad types below and share why you think they will be most effective.

	Ad Type	This will be effective because...
1		
2		
3		



6.A.2.

Write Your "Hook"



Include with project submission

Directions:

On the left, write the type of ad and in the box on the right, write your hook! Some ads will have the same or similar wording and that's ok. Remember, you want to capture your reader's attention within seconds so be clear and creative!

Create at least 3 ad types with hooks in the boxes below. Make sure the whole team is on the same page with your hook!

Ad Type	Hooks
<p>Ad Type: Morning announcement</p>	<p>Ex (Sample Script): Hey there, bearcats! We are collecting non perishable food items for the next 2 weeks. Bring in your cans and boxed food items and drop them in the collection boxes in the lunchroom. Help us "Feed Hope, Fight Hunger!"</p>



6.A.3.

Create Your Marketing Materials and Plan Your Campaign

Directions:

Work with your team to create a list of all the ad types you need for your campaign. Then plan a launch date(s) for each.

	Marketing Materials	Launch Date
	<i>Ex: School Instagram Post #1</i>	<i>Feb. 6</i>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Next comes the fun part! Time to launch your campaign!

Module 7

Reflect on Your Project



7.A.1.

Project Lifeline

Directions:

1. Pick key events and experiences from your time in the Lead4Change curriculum.

Examples include victories achieved, challenges faced, emotional highs and lows, activities you enjoyed, parts of the project, and surprising successes.

2. Place these events on the Project Lifeline in the order in which they happened, starting from when you began the Lead4Change lessons and ending at this present time. Plot the events higher or lower depending on how positively or negatively you view them.

3. Connect the dots.

- When you are finished, draw a line that connects the events in the order they happened. Make it personal by adding drawings, notes, or colors.



7.A.1. (Continued)

Project Lifeline

Beginning

Project Complete!



7.A.2.

After Action Review



Include with project submission

Directions:

With your team, read, discuss and answer the questions below. Start by writing your S.M.A.R.T. goal so that you can remember what your intended outcome was!

Our S.M.A.R.T. Goal was...

Did you fully achieve the goal you set? YES NO

If not, what kept you from reaching your goal? If you did reach your goal, what had the biggest impact on your success?

Looking back, was your Action Plan a helpful tool to keep your team on track? Or did you end up having to do a lot of steps that you did not initially intend? If so, what were they?



7.A.2. (Continued)

After Action Review



Include with project submission

Were the obstacles that you anticipated accurate? Were you able to overcome them like you planned?

Why or why not?

Did your team members find success in their team roles? Did roles change throughout the project? If so, why and how did that help the team?

If you could go back in time and start the same project from the beginning, what is one suggestion that you would have for your team?



7.B.1.

How to Fail Forward

Directions:

On the left side of the worksheet, write down every failure that you can think of that happened during your project. And on the right side, write what that failure taught you, how it allowed you to accomplish something different, or how it ultimately worked out for the better.

EXAMPLES

Failure: Only 3 out of 10 students were able to go to the Food Bank to deliver the cans we had collected.

Failing Forward: In the future, we will plan further in advance around people's schedules for things that happen outside of the school day.

Failure: The Administration would only allow us to put out two can collection boxes in the school lobby when we had planned for 5.

Failing Forward: In the future, we should ask other teachers if they would be willing to have a collection box in their classroom.

	Failures	Failing Forward
1		
2		
3		
4		
5		



7.C.1.

Write Your Reflection



Include with project submission

Directions:

Write your personal reflection on the project. It must be less than 300 words. Please include details about your Lead-4Change experience and its personal impact on you. This could include but is not limited to sharing “wins” that brought encouragement and “failures” that caused frustration and doubt, details of personal leadership growth, or comments about how a lesson had a personal impact on you.

First Name: _____ Last Initial: _____ Date: _____

Module 8

Create a Proposal



8.A.1.

Proposal Ideas Worksheet



Compose the proposal in a separate document; include with project submission

1. Why should your project receive additional funds? What impact will you continue to make with additional resources? How could your project grow in scale with additional funding?

2. What makes your project unique? How are you uniquely positioned to make a difference in your community for the issue you've selected?

3. What do you intend to do with the additional funds should your project idea be selected? (Be as specific as possible)

4. How much money exactly do you need? Or if you are making a donation to a non-profit, what exactly is the donation for? If you are purchasing something, consider the exact cost. If you are shipping something, consider the cost of delivering it. In the box below, make a list of all the items you need and the cost of each and make a specific request! Conduct online research to get accurate dollar amounts.

\$		\$	
\$		\$	
\$		\$	
\$		\$	
\$		Total:	



8.B.1.

Plan Your Proposal



Compose the proposal in a separate document; include with project submission

Directions:

Complete the proposal planning worksheet. To finalize your proposal, take your answers from here and compile them in a word/google doc and save it as a PDF for your project submission.

1. Describe the issue and explain the difference your team can make.

Spell out the issue your team has identified in your school or community. Be sure to describe how it might be negatively affecting neighborhoods, people groups, the environment or morale. You may also include how it might be affecting people's emotions or outlook on life. Also, share how your team is uniquely qualified to solve the problem.

2. Describe Your Solution

Describe in detail how your team's project attempted to solve the problem and any benefits that came to others because of it.



8.B.1. (Continued)

Plan Your Proposal



Compose the proposal in a separate document; include with project submission

3. Ask for the Investment

This section will ask for the desired investment your team wants to secure to continue, improve upon, or finish your project. You may ask for up to \$10,000 USD. You must include specific details regarding what the funds will go towards and how you intend to use the money. A convincing proposal is detailed and specific, so stay away from generalizations and explain your request clearly.

4. Include a Plan

Spell out exactly what your team plans to do should you get additional funding from Lead4Change. Imagine your team was selected, then provide the plan your team will execute to continue, improve upon, or finish your project.

Step 1	
Step 2	
Step 3	



8.B.1. (Continued)

Plan Your Proposal



Compose the proposal in a separate document; include with project submission

5. Offer a Story of Hope

End your proposal with 2-3 sentences that describe what impact your team could make and how lives will be changed because your project was chosen for additional funds. Make this section hopeful and exciting for the judges.

Reminder

Once you complete this worksheet, put each section together into your proposal that you will submit with your Lead4Change Project. This should be a word/google doc, saved as a PDF.

Module 9

Telling Your Story



9.A.1.

Create Your Project One Pager



Include with project submission

Your One-Pager should include...

- ✓ Introduction of your team (team name, number of members, school, club and grade level)
- ✓ Your S.M.A.R.T. Goal, why it matters and why you decided to pursue it
- ✓ Overview of the action plan
- ✓ Measured outcomes of the project and who was impacted by the work
- ✓ The total dollar amount of your funding request and what the money will be used for.

*Type your one-pager as a word/ google doc and save it as a PDF to be uploaded with your project submission.



9.A.2.

Create Your Project Video



Include with project submission

Your Project Video should include...

- The story of your project from start to finish
- Your S.M.A.R.T. Goal clearly communicated
- Representation of everyone on the team
- Mixed media – photos and videos of events that happened throughout the project
- Your proposal statement “We are asking for X dollars to do _____”. Support your proposal statement with details such as the impact you hope to make.
- To stand out:
 - Add graphics and names in the lower third
 - Include music
 - Transitions between segments
 - Clear audio
 - Brief student testimonies are encouraged