

Day 1: Leadership & The Golden Circle

OBJECTIVES:

- Get to know our community and create a safe space where we can practice our leadership
- Reflect on great leaders and your own beliefs about leadership
- Discover our own values and create a class list of values

BEFORE THE LESSON:

- Complete the Introduction and Day 1 activities as if you were a student
- Review student work on “ACTIVITY: Agree or Disagree?” Select 1-2 examples that you can share that will let this student shine! (Look for: evidence of growth mindset, unique perspectives on what makes a leader)

MATERIALS:

- Sticky notes or small slips of paper (10 per student)
- Student Workbook

Community Building (20 min)

Arrange chairs in a circle. Warmly welcome students and introduce yourself. Remind students that they spent time learning about The Golden Circle, and specifically the importance of WHY. **Share your WHY (Why are you there to facilitate this in person class?)**

Give students an overview of the agenda: Introductory Activity, Group Discussion, Group Activity, and Closing Reflection). Introduce the introductory activity and its WHY: To get to know our community and create a safe space where we can practice our leadership.

Someone starts by saying an adjective that describes them + their name. The adjective must start with the same letter/sound as the name. (ex. Adventurous Ashley, Marvelous Michael, Cool Kyle). The next person says the previous person’s adjective+name, and adds their own. Each new person must try to remember and say the adjective+name of every person who came before them. If a student is struggling, it’s ok! Just encourage them, other students will likely encourage them as well. It helps if you make yourself go last to show that this will be hardest for you!

Group Discussion (20 min)

Introduce the next activity and its WHY: To reflect on great leaders and your own beliefs about leadership.

Give students 2 minutes to silently reflect (in their workbook) on the following: **Talk about a great role model or leader in your life.** This could be a coach, a

family member, a teacher, or anyone else. What qualities make them a great leader?

After silent reflection, pair students up and have them introduce themselves and share their responses. As they share with one another, circulate and make a mental note of excellent responses or common themes you heard. Once they have shared in pairs, summarize what you heard and shout-out student responses.

Remind students of the Great Man Theory. Remind students of the prompt from the online lesson: “Write in the space below whether you agree or disagree with this framework, and if you think anything might be missing.” Share the exemplar student response that you pre-selected and explain why you chose to highlight that response. Choose 2 or more of the following questions to discuss as a group:

- Do you agree with what _____ said? Why?
- Does the role model you chose possess any of these traits in the Great Man Theory?
- Do you think your role model was born that way or that they developed these traits over time?
- (Project Fixed vs. Growth Mindset Infographic) Do you think your role models have a fixed or a growth mindset? What evidence do you have of how they think?
- What advice do you think your role model would give as we are all working to develop our leadership skills?

Day 1: Leadership & The Golden Circle

Group Activity (30 min)

Transition to group activity, this could sound like, “It sounds like you all have some really special people in your life. I bet these people stood out to you for a really important reason, and I bet they all have a really powerful WHY that drives them to be the best role model they can be for you.”

Point out the Golden Circle on page 3 of the workbook. Ask if a student can summarize, if not summarize yourself. Ask: “**Why is why so important?**” (Example responses include: lead effectively, remain motivated, overcome difficulty, grounded decision making)

Tell students the WHY of this group activity: for you to think about your own values so that you can focus on them as you become a great leader yourself.

Hand out post-its to each student. Share the list of values. Ask students to silently review the list and pick the 10 values they care about most. Once finished, spread them out in front of them so they can see clearly.

Tell the students that they now have 30 seconds to pick the three post-its that are the least important to them, and throw them away. Try not to give more time! They should use their gut feelings.

Repeat the last step, now giving them 20 seconds to throw away two more.

Repeat once more, giving them 20 seconds to throw away two more. They should now be left with their three most important values. Have them write these values down in their workbook.

Now, separate the students into 3-4 groups. Have them share their most important values and answer any or all of these prompts:

- How do these values show themselves in your everyday life?
- Who is a person in your life who demonstrates this value?
- What happens when people don't have this value?
- How do you want people to see this value in you?

Tell the groups that they now have to decide on two values that they share as a group. They can come from the sticky notes that they have, or they can go back to the list if needed to build consensus. 100% of students should agree that these are important values for everyone in the group.

Record the shared group values on a whiteboard or virtual document, and work with the whole group to narrow down to 3-5 group values that will guide your work together in the coming sessions. Write down and save for the next session.

Close Out (5 min)

Return to circle. Ask 1 or more of the follow questions, having all students share one question at a time:

- Which of our class values is most important to you?
- How can you help our group to honor one or more of our values?
- Which value do you think will be hardest for us to practice, and why?
- Are there any group values you think are missing or important for us to consider?

Optional Extension Activity (15 min)

Randomly select a student to be in the “Hot Seat.” Set a timer for 1 or 2 minutes and have students pepper each other with questions from the list on page 20 of their workbook. Remind them to pay close attention so that they don't repeat a question.

> Take Home Challenge

At the start of each day, make a “micro-goal” - one tiny action you can take to bring your values to life. (ex. My value is love, so I can give my friend a hug today at some point she doesn't expect it.) At the end of the day, think back on if you accomplished that micro-goal and how that made you feel.

Example:

Monday's micro-goal: Intentionally smile and nod my head when the teacher is talking and looking in my direction.

Monday's micro-goal reflection: Ms. Peabody smiled back at me. She never does that. Smiling works!

Day 1: Leadership & The Golden Circle

OBJECTIVES:

- Get to know our community and create a safe space where we can practice our leadership
- Reflect on great leaders and your own beliefs about leadership
- Discover our own values and create a class list of values

Talk about a great role model or leader in your life. This could be a coach, a family member, a teacher, or anyone else. What qualities make them a great leader?

Notes:

1 Great Man Theory
 In the 1840s Thomas Carlyle suggests great leaders are born, not made.

**INTRINSIC LEADERSHIP TRAITS
 DEFINING A DESTINED LEADER:**

- Intelligence
- Sociability
- Confidence
- Charisma

"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"



Day 1: Leadership & The Golden Circle

Acceptance
 Accomplishment
 Accountability
 Accuracy
 Achievement
 Adaptability
 Alertness
 Altruism
 Ambition
 Amusement
 Assertiveness
 Attentive
 Awareness
 Balance
 Beauty
 Boldness
 Bravery
 Brilliance
 Calm
 Candor
 Capable
 Careful
 Certainty
 Challenge
 Charity
 Cleanliness
 Clear
 Clever
 Comfort
 Commitment
 Common sense
 Communication
 Community
 Compassion
 Competence
 Concentration
 Confidence
 Connection
 Consciousness
 Consistency
 Contentment
 Contribution
 Control
 Conviction
 Cooperation
 Courage
 Courtesy

Creation
 Creativity
 Credibility
 Curiosity
 Decisive
 Decisiveness
 Dedication
 Dependability
 Determination
 Development
 Devotion
 Dignity
 Discipline
 Discovery
 Drive
 Effectiveness
 Efficiency
 Empathy
 Empower
 Endurance
 Energy
 Enjoyment
 Enthusiasm
 Exploration
 Expressive
 Fairness
 Family
 Famous
 Fearless
 Feelings
 Ferocious
 Fidelity
 Focus
 Foresight
 Fortitude
 Freedom
 Friendship
 Fun
 Generosity
 Genius
 Giving
 Goodness
 Grace
 Gratitude
 Greatness
 Growth
 Happiness

Hard work
 Harmony
 Health
 Honesty
 Honor
 Hope
 Humility
 Imagination
 Improvement
 Independence
 Individuality
 Innovation
 Inquisitive
 Insightful
 Inspiring
 Integrity
 Intelligence
 Intensity
 Intuitive
 Irreverent
 Joy
 Justice
 Kindness
 Knowledge
 Lawful
 Leadership
 Learning
 Liberty
 Logic
 Love
 Loyalty
 Mastery
 Maturity
 Meaning
 Moderation
 Motivation
 Openness
 Optimism
 Order
 Organization
 Originality
 Passion
 Patience
 Peace
 Performance
 Persistence
 Spirituality

My Core Values

Our Class Values

Spontaneous
 Stability
 Status
 Stewardship
 Strength
 Structure
 Success
 Support
 Surprise
 Sustainability
 Talent
 Teamwork

Temperance
 Thankful
 Thorough
 Thoughtful
 Timeliness
 Tolerance
 Toughness
 Traditional
 Tranquility
 Transparency
 Trust
 Trustworthy

Truth
 Understanding
 Uniqueness
 Unity
 Valor
 Victory
 Vigor
 Vision
 Vitality
 Wealth

Day 1: Take Home Challenge

At the start of each day, make a “micro-goal” - one tiny action you can take to bring your values to life. (ex. My value is love, so I can give my friend a hug today at some point she doesn’t expect it.) At the end of the day, think back on if you accomplished that micro-goal and how that made you feel.

	MICRO-GOAL	END OF DAY REFLECTION
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Day 2: Searching For Your WHY

OBJECTIVES:

- Continue building our community and create a safe space where we can practice our leadership
- Explore our purpose and write a WHY statement, considering our values, interests, actions, and ideas

BEFORE THE LESSON:

- Complete the Day 2 activities as if you were a student
- Write the class values and post them prominently in the room.
- Print all student pictures from the online activity, and bring a picture of your own. Post the pictures on the walls using tape (or around the room taped to tables if you prefer), and place sticky notes around each one (one for each participant, including you).
- Fill in the Golden Circle Graphic Organizer TWICE, once for your adult self and again, thinking of what you might have written at your students' age. Make sure that your values from day 1 are reflected on the page.
- Optional: Prepare a short playlist with calming background music

MATERIALS:

- Sticky Notes, Tape
- Student Workbook

Community Building (20 min)

Arrange chairs in a circle. Warmly welcome students and re-introduce yourself. Ask if any student can recall the adjective+names of each participant, if not, try to recall all of them yourself! Ensuring that everyone can call each other by name is critical to building community. **Ask students about their take home challenge - how many micro-goals did they accomplish? Which one was a highlight of their week?**

Give students an overview of the agenda: Community Building, Group Activity, Why Statement Workshop, and Closing Reflection). Remind students of the highlights from the previous class, including the class values. Point to their position in the room and remind students of their importance.

Option 1: If you did not have time for the extension activity on Day 1, play Hot Seat. Randomly select a student to be in the "Hot Seat." Set a timer for 1 or 2 minutes and have students pepper each other with questions from the list on page 20 of their workbook. Remind them to pay close attention so that they don't repeat a question.

Option 2: Play This or That. Students will informally debate on light topics such as "Dog or Cat?" You have to choose a position, then physically move to the side of the room that represents your preference—one side means dogs, the other side means cats—and then talk about why you chose that spot. Use [this link](#) to generate some This or That prompts (Game: Get to Know you, Category: This or That). Note: If I find one that I think is boring, I usually just skip and move on.

Group Activity (25 min)

Explain the purpose of the group activity: To uplift one another and learn more about each other's why. Point out that the pictures posted on the online activity are placed around the room, with sticky notes around them. Explain the directions: Students will have 10-12 minutes (roughly 1-2 minutes per participant) to silently walk around the room and write comments or questions for each picture on the sticky notes. Prompts include:

- What do you like about the picture that they chose?
- What values does this picture demonstrate?
- Based on the picture, what do you think is their purpose, or WHY?

While students silently circulate and reflect, play some calming music. You can participate as well! Once finished, ask each student to walk to their picture, collect it and the sticky notes, and return to their seat. Give some time for them to read their feedback, then return to the circle for a group discussion. Have all students share:

- Why did you choose this picture to represent your WHY?
- What comment from another participant stood out to you the most, and why?

As the facilitator, share your own picture and comments first to model for them.

Day 2: Searching For Your WHY

Why Statement Workshop (25 min)

Transition, this could sound like, “It sounds like you all have some great initial ideas that will help you understand your purpose. Let’s each try to turn our values, interests, and ideas into a clear purpose, or Why Statement.”

Show students the Golden Circle worksheet on page 5 and explain that they will use this as a thinking tool. Explain to them that there are many ways to approach the worksheet, and they should not feel they need to do it in any particular order. Share your example from adulthood, as well as your example from childhood, thinking aloud about your process to finding your Why. Explain that their why could change as they get older, but that knowing their current why will help them develop as leaders throughout middle and high school.

Show students the link between the values discussed in day 1 and Why Statements, and provide a few examples:

- Apple’s values are Imagination, Exploration, and Uniqueness, so their WHY is, “Everything we do, we believe in challenging the status quo. We believe in thinking differently.”
- Ashley’s values are Improvement, Love, and Connection, so her WHY is, “My purpose is to constantly improve myself so that I can use my gifts to connect with others and build a better and more loving world.”
- My values are ____, ____, and ____, so my WHY is, “_____.”

Give students 10 minutes to silently complete the worksheet, circulating the room to support students who may get stuck. You can play calming music throughout.

Direct students to share their Why statement draft with a partner. After sharing, each partner should respond with:

- Something I really like about your purpose is...
- A question I have is...
- Something I am wondering about is...

Give students a few minutes to revise their statement, as needed.

Closing Reflection (5 min)

Return to circle. One at a time, have each student share their Why statement. Then ask 1 or more of the following questions:

- Which statement stood out to you, and why?
- Whose could you relate to, and why?
- What is one thing you can do today to make sure your actions align with your why?

Optional Extension Activity (15 min)

Option 1: This activity helps students develop as a community. Split students into two competing teams. They must count from 1 to 25 as a team. Every member of the group must say a number at some point. If two people say the same number at the same time, start again! Once they succeed, see which team can do it in the fastest time.

Option 2: This activity helps students develop their communication skills while also working collaboratively. Split students into partners, have one partner face you and the other one face away. Use the [random word generator](#) to select a clue word (which should be an object that can be drawn). Without naming the object, the partner facing you must give verbal directions to the other to draw the object in 1 minute or less. They may ONLY give instructions for how to draw the object - no clues about what it is! Then at the end, see which pair got the closest.

› Take Home Challenge

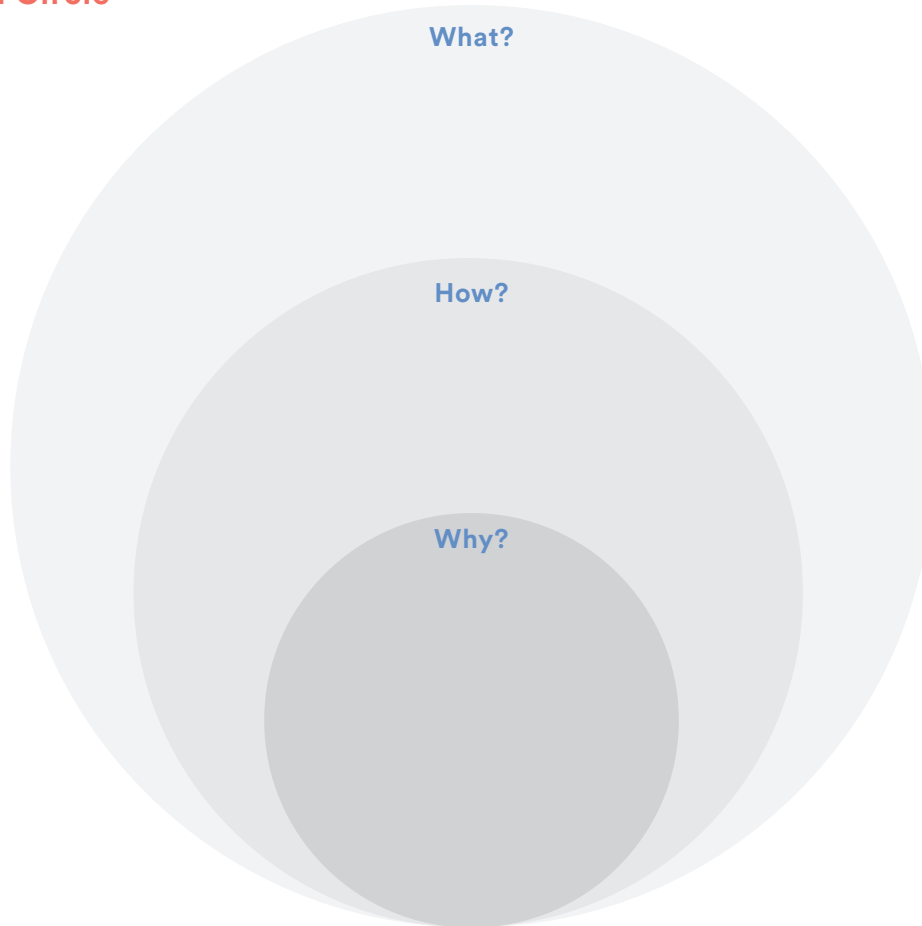
Write your WHY statement somewhere prominently in your house. You could put it on your bedside table, on your bedroom door, or even with a dry erase marker on your bathroom mirror (if your parents will let you, of course). See if being regularly reminded of your VALUES and your WHY helps improve your motivation.

Day 2: Searching For Your WHY

OBJECTIVES:

- Continue building our community and create a safe space where we can practice our leadership
- Explore our purpose and write a WHY statement, considering our values, interests, actions, and ideas

The Golden Circle



WHAT = RESULT

What is it that you do? What is the result of "Why"?
What do you offer?

HOW = PROCESS

What are the actions you take to realize the "Why"?
What makes you special? How are you different from others?

WHY = PURPOSE

Your purpose or cause. What is your purpose?
What are your values? What is your belief?

Day 2: Take Home Challenge

Write your WHY statement somewhere prominently in your house. You could put it on your bedside table, on your bedroom door, or even with a dry erase marker on your bathroom mirror (if your parents will let you, of course). See if being regularly reminded of your VALUES and your WHY helps improve your motivation.

Day 3: HOW Matters

OBJECTIVES:

- Learn about different leadership styles and reflect on their pros and cons
- Practice our leadership in a fun acting challenge
- Plan for a future leadership opportunity and HOW we will lead

MATERIALS:

- Student Workbook

BEFORE THE LESSON:

- Read “[Leadership That Gets Results](#)” to familiarize yourself with the 6 Leadership Styles
- Complete the Day 3 activities as if you were a student
- Write the class values and post them prominently in the room.
- Read through the letters to the hand raisers in the online lesson, and select one to feature at the start of class

Community Building (10 min)

Welcome students. Ask what they thought about the hand raising activity. Was it fun? Scary to record themselves? Tell the story of how you have raised your hand in class. Share the letter you pre-selected, and highlight the reasons you selected it.

Give students an overview of the agenda: Community Building, Learning about Leadership and Handraising Practice, Leadership Acting Challenge, and Closing Reflection). Remind students of the highlights from the previous class, including the class values. Point to their position in the room and remind students of their importance. **Ask students about their take home challenge: where they placed their WHY statements, and if this had any positive impact on their week.**

Remind students that HOW you do things affects the way others perceive, listen to, and engage with you over time. Ask students to look around the circle at HOW each person is sitting, and what that might be communicating. You might notice students adjusting their posture or position - don't call any slouchers out! You can jokingly model a couple different seating positions (ie. super sloucher, elbows on table and hands on face, sitting up super straight with hands in lap) and ask students how each posture would affect the way they perceive, listen to, and engage with you over time.

Tell students that they will have chances to practice HOW they raise their hand and HOW they lead today. Give students a couple minutes to silently reflect, then ask students to raise their hand and answer one or both of these questions:

- **Thinking back to the role model you shared on day 1, HOW do they show their leadership?** (example responses include: my coach talks loudly and confidently, my teacher stands in front of the room and makes sure everyone listens when she speaks, my pastor makes eye contact when I am talking to him)
- **Of the list below, what are the first three words that best capture “leader” to you?** Bold, Charismatic, Clever, Compassionate, Conceited, Dedicated, Dominant, Domineering, Dynamic, Educated, Energetic, Forgiving, Hard-working, Helpful, Intelligent, Knowledgeable, Loud, Manipulative, Motivated, Pushy, Selfish, Sensitive, Sincere, Strong, Sympathetic, Understanding, Warm, Wise

Record notes on the whiteboard as students share of HOW to lead. Validate students for both WHAT they say and HOW they raise their hand! Perhaps, allow some student debate when choosing the three words!

Learning about Leadership and Handraising Practice (20 min)

Transition to the next activity, this could sound like, **“It looks like we have a great list of HOWs for leadership already started, but did you know that there are actually many different styles of leadership? There is actually a psychologist named Daniel Goleman who went to UC Berkeley, Harvard, and traveled all around the world to research this. He has written many books and articles on HOW to be a great leader. I am going to teach you about his six leadership styles. While I do that, I want you to practice HOW and HOW OFTEN you raise your hand.**

Day 3: HOW Matters

You could raise your hand for many reasons, including something to add, a clarifying question, or a connection you are making to your prior experiences.”

Share the Six Leadership Styles, reading through the table one style at a time. Pause throughout to ask questions like:

- Does anyone have someone in their life with a ___ style? HOW do you know?
- What questions do you have about the ___ style?
- Which leadership style sounds like it would be most comfortable for you? Why?

Give students a chance to raise their hands and praise them for confident handraises.

Leadership Acting Challenge (30 min)

Transition to the next activity, this could sound like, “Now that we have had a chance to learn about the different leadership styles, let’s practice them in a fun acting challenge!” Split students into 6 groups. Give each group one of the leadership styles. They will all get the same situation, and will need to make up a 1-2 minute skit where one student in the group acts out that leadership style. Here is the situation:

You are all working on a group presentation for your science class. You are noticing that there is an imbalance in workload. Some of your teammates are doing most of the work while the rest are disengaged. What do you do?

Give groups 10-12 minutes to plan their skits. They can write a script or work through it verbally, whatever they prefer as a group. Then have each group present their skit, providing lots of validation in the form of clapping and positive affirmation from you (and other students if they are comfortable).

Closing Reflection (10 min)

Bring students back to circle for closing reflection. Give students some silent time to reflect on page 7 of their workbook, then ask all students to respond to each question, one question at a time:

- Out of the leadership styles you saw today, which one do you want to emulate, and why?
- If you are feeling frustrated or upset, which leadership style do you think you would have a tendency to do, and why?
- Do you see any connections between your values, your why, and your how (leadership style preferences)? (For example: Since one of my values is Connection, I might tend more toward the Affiliative leadership style)

An optional extension question: What is a situation you might be in soon where you will need to practice your leadership? HOW will you lead?

Optional Extension Activity (20 min)

Split students back into their groups. Give them a new leadership style and tell them to make up their own scenario and design a skit. Share out if time permits.

> Take Home Challenge

Confidently raise your hand in class. Be ready to share about the experience in the next class. If you are already a confident hand raiser, share the information you learned with a friend who is more shy about hand-raising and see if you can influence them to try.

Day 3: HOW Matters

OBJECTIVES:













- Learn about different leadership styles and reflect on their pros and cons
- Practice our leadership in a fun acting challenge
- Plan for a future leadership opportunity and HOW we will lead

Thinking back to the role model you shared on day 1, HOW do they show their leadership?

Of the list below, circle the first three words that best capture “leader” to you.

- | | |
|---------------|---------------|
| Bold | Intelligent |
| Charismatic | Knowledgeable |
| Clever | Loud |
| Compassionate | Manipulative |
| Conceited | Motivated |
| Dedicated | Pushy |
| Dominant | Selfish |
| Domineering | Sensitive |
| Dynamic | Sincere |
| Educated | Strong |
| Energetic | Sympathetic |
| Forgiving | Understanding |
| Hard-working | Warm |
| Helpful | Wise |

THE SIX LEADERSHIP STYLES (GOLEMAN)

<p>Commanding</p>  <p>“Do what I tell you”</p> <p>The leader’s modus operandi: Demands immediate compliance</p>  <p>Negative</p>	<p>Visionary</p>  <p>“Come with me”</p> <p>The leader’s modus operandi: Mobilizes people toward a vision</p>  <p>Strongly Positive</p>	<p>Affiliative</p>  <p>“People come first”</p> <p>The leader’s modus operandi: Creates harmony and builds emotional bonds</p>  <p>Positive</p>	<p>Democratic</p>  <p>“What do you think”</p> <p>The leader’s modus operandi: Collaboration, team leadership, communication</p>  <p>Positive</p>	<p>Pacesetting</p>  <p>“Do as I do, now”</p> <p>The leader’s modus operandi: Sets high standards for performance</p>  <p>Negative</p>	<p>Coaching</p>  <p>“Try this”</p> <p>The leader’s modus operandi: Develops people for the future</p>  <p>Positive</p>
---	---	---	--	--	---

Notes:

Day 3: HOW Matters

REFLECTION

Out of the leadership styles you saw today, which one do you want to emulate, and why?

If you are feeling frustrated or upset, which leadership style do you think you would have a tendency to do?

Do you see any connections between your VALUES, your WHY, and your HOW (leadership style preferences)?

(For example: Since one of my values is Connection, I might tend more toward the Affiliative leadership style)

What is a situation you might be in soon where you will need to practice your leadership? HOW will you lead?

Day 3: Take Home Challenge

Confidently raise your hand in class. Be ready to share about the experience in the next class. If you are already a confident hand raiser, share the information you learned with a friend who is more shy about hand-raising and see if you can influence them to try.

Day 4: Emotional Intelligence

OBJECTIVES:

- Hone our ability to understand facial expressions and body language
- Learn about the 5 aspects of emotional intelligence, and assess our areas of strength and growth

BEFORE THE LESSON:

- Complete the Day 4 activities as if you were a student
- Write the class values and post them prominently in the room.

MATERIALS:

- Student Workbook

Community Building (10 min)

Arrange chairs in a circle. Warmly welcome students. Ask what they thought about the face reading challenge - harder than they thought? **Remind students about the hand raising take home challenge. Ask them to reflect on what that experience was like.**

Give students an overview of the agenda: Community Building, Identifying Emotions Competition, Emotional Intelligence Self Assessment, and Closing Reflection). Remind students of the highlights from the previous class, including the class values. Point to their position in the room and remind students of their importance.

For community building, ask students to share highs and lows of the week. A low, something unpleasant or sad from the last week, and a high, a great thing that happened since the last time you met. You can share first to model vulnerability, then ask someone to confidently raise their hand to start first.

Identifying Emotions Competition (15 min)

Transition to the next activity, this could sound like, “As you all were sharing, I couldn’t help but reflect on how your facial expressions and body language changed as you went from sharing your lows to your highs. Let’s do a fun activity to continue to practice our ability to read faces and body language.”

Directions: Teacher will show a [short animated silent film](#), and during it, students will write the longest list they can of emotions they see during the film. The student with the highest number of unique words wins! No cheating by writing random emotion words, they need to be able to justify where they saw the emotion. Students can use the emotions wheel to help them, but they can also list words that are not on the wheel (this will help them win since they are less likely to be repeated).

Give students a moment to review the emotions wheel. They can write their list in the space below. Play the [film](#), then have one student read out their words one at a time, telling students to shout out when they have the same word and cross them out. Repeat with the other students until each student has a count of their unique words. Highest number wins!

Ask students to reflect on the following questions, and RAISE THEIR HAND to share out:

- **HOW did you feel as you watched that short film? Did you relate in any way?**
- **Do you think people have an easy or hard time understanding your emotions based on your facial expressions and body language?**

Emotional Intelligence Inventory (30 min)

Transition to the next activity, this could sound like, “**You guys are getting really good at reading emotions! This is a really important part of leadership, because you will need to understand how the people around you are feeling to best lead them.** Do you remember that guy Daniel Goleman from the last session? The one that studied leadership styles? He wanted to learn more about what qualities make a good leader, and he found that reading emotions, along with other skills called Emotional Intelligence are the most important. Today we are going to spend some time learning about Emotional Intelligence and self-evaluating our own strengths and growth areas.”

Direct students to the Emotional Intelligence Self-Assessment. Read through the exposition at the top, pausing to ask clarifying questions:

- **Can you think of someone in your life that is really good at ___?**
- **Which of these competencies include your ability to read faces and body language?**

Day 4: Emotional Intelligence Self-Assessment

Give students silent time to complete the inventory, total their results, and reflect. Circulate the room to support students. This will likely take at least 15-20 minutes.

Closing Reflection (20 min)

Return to the circle. Ask each student to share their answers to the two reflection questions. Note any commonalities in the room (ie. **“I noticed that a lot of us are strong in _____.”**)

Ask one or more of the following questions:

- What did someone share that stood out to you, and why?
- How does improving your <insert emotional intelligence skill> (self awareness, managing emotions, motivating oneself, empathy, social skill) make you a better leader?
- Think back to our leadership types from the last session (show them as a reminder). What connections do you see between the leadership styles and emotional intelligence? Do you think some styles are stronger or weaker in certain aspects of EI?
- How can emotional intelligence help you reach your purpose (your WHY)?

Optional Extension Activity (20 min)

If time permits, you can play the Identifying Emotions activity again with one or more of the following videos.

- [Defective Detective](#)
- [Snack Attack](#)
- [Extinguished](#)
- [Like an Elephant in a Chinashop](#)

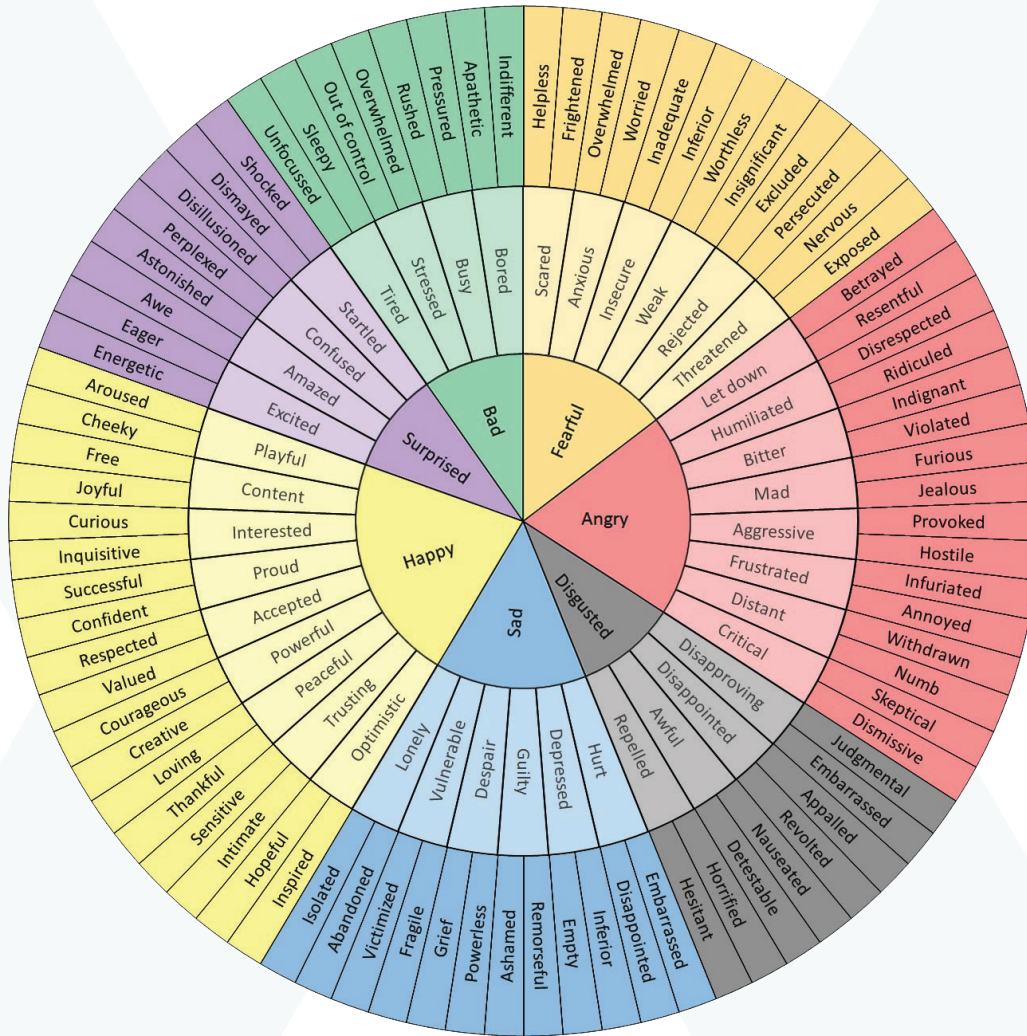
› Take Home Challenge

Pick one person this week and check in with them about their emotions. Maybe they seem distracted? Disconnected? Or feel alone? Ask them how they are feeling and show them warmth through a kind or uplifting word.

Day 4: Emotional Intelligence

OBJECTIVES:

- Hone our ability to understand facial expressions and body language
- Learn about the 5 aspects of emotional intelligence, and assess our areas of strength and growth



Notes:

Day 4: Emotional Intelligence Self-Assessment

This self-assessment questionnaire is designed to get you thinking about the various competences of emotional intelligence as they apply to you. Daniel Goleman first brought 'emotional intelligence' to a wide audience with his 1995 book of that name.

He found that while the qualities traditionally associated with leadership such as intelligence, toughness, determination and vision are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes:

Self-awareness

The ability to recognise what you are feeling, to understand your habitual emotional responses to events and to recognise how your emotions affect your behavior and performance. When you are self-aware, you see yourself as others see you, and have a good sense of your own abilities and current limitations.

Managing emotions

The ability to stay focused and think clearly even when experiencing powerful emotions. Being able to manage your own emotional state is essential for taking responsibility for your actions, and can save you from hasty decisions that you later regret.

Motivating oneself

The ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks.

Empathy

The ability to sense, understand and respond to what other people are feeling. Self-awareness is essential to having empathy with others. If you are not aware of your own emotions, you will not be able to read the emotions of others.

Social Skill

The ability to manage, influence and inspire emotions in others. Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership.

WHAT TO DO: Assess and score each of the questionnaire's statements.

1 = Never true 3 = True about half the time 5 = Always true

#	STATEMENT	CIRCLE ONE
1	I realize immediately when I lose my temper.	1 2 3 4 5
2	I can 'reframe' bad situations quickly.	1 2 3 4 5
3	I am able to motivate myself to do difficult tasks.	1 2 3 4 5
4	I am able to see things from the other person's viewpoint.	1 2 3 4 5
5	I am an excellent listener.	1 2 3 4 5
6	I know when I am happy.	1 2 3 4 5
7	I do not wear my 'heart on my sleeve'.	1 2 3 4 5
8	I am usually able to prioritize important activities at school and get them done.	1 2 3 4 5
9	I am excellent at empathizing with someone else's problem.	1 2 3 4 5
10	I never interrupt other people's conversations.	1 2 3 4 5
11	I usually recognize when I am stressed.	1 2 3 4 5
12	Others can rarely tell what kind of mood I am in.	1 2 3 4 5

7-DAY STUDENT LEADERSHIP CHALLENGE

1 = Never true 3 = True about half the time 5 = Always true

13	I always meet deadlines.	1	2	3	4	5
14	I can tell if someone is not happy with me.	1	2	3	4	5
15	I am good at adapting and getting along with a variety of people.	1	2	3	4	5
16	When I am being 'emotional' I am aware of this.	1	2	3	4	5
17	I rarely lose my control and get angry at other people.	1	2	3	4	5
18	I never waste time.	1	2	3	4	5
19	I can tell if a team of people are not getting along with each other.	1	2	3	4	5
20	People are the most interesting thing in life for me.	1	2	3	4	5
21	When I feel anxious I usually understand the reason(s).	1	2	3	4	5
22	Difficult people do not annoy me.	1	2	3	4	5
23	I do not procrastinate.	1	2	3	4	5
24	I can usually understand why people are being difficult toward me.	1	2	3	4	5
25	I love to meet new people and get to know what makes them 'tick'.	1	2	3	4	5
26	I always know when I'm being unreasonable.	1	2	3	4	5
27	I can consciously alter my frame of mind or mood.	1	2	3	4	5
28	I believe you should do the difficult things first.	1	2	3	4	5
29	Other people are not 'difficult' just 'different'.	1	2	3	4	5
30	I need a variety of friends to make my life interesting.	1	2	3	4	5
31	Awareness of my own emotions is very important to me at all times.	1	2	3	4	5
32	I do not let stressful situations or people affect me once I have left school.	1	2	3	4	5
33	I see the importance of delayed gratification or reward.	1	2	3	4	5
34	I can understand if I'm being unreasonable.	1	2	3	4	5
35	I like to ask questions to find out what is important to people.	1	2	3	4	5
36	I can tell if someone has upset or annoyed me.	1	2	3	4	5
37	I rarely worry about school or life in general.	1	2	3	4	5
38	I believe in getting things done as soon as possible.	1	2	3	4	5
39	I can understand why my actions or words sometimes offend others.	1	2	3	4	5
40	I see working with difficult people as simply a challenge to win them over.	1	2	3	4	5
41	I can let anger go quickly so that it no longer affects me.	1	2	3	4	5
42	I can suppress my emotions when I need to.	1	2	3	4	5
43	I can always motivate myself when I feel low.	1	2	3	4	5
44	I can see things from others' point of view.	1	2	3	4	5

7-DAY STUDENT LEADERSHIP CHALLENGE

1 = Never true 3 = True about half the time 5 = Always true

45	I am good at resolving differences with other people.	1	2	3	4	5
46	I know what makes me happy.	1	2	3	4	5
47	Others often do not know how I am feeling about things.	1	2	3	4	5
48	Motivation has been the key to my success.	1	2	3	4	5
49	Reasons for disagreements are always clear to me.	1	2	3	4	5
50	I generally build solid relationships with people around me.	1	2	3	4	5

Total and interpret your results

Record your 1, 2, 3, 4, 5 scores in the grid below. The grid organizes the statements into emotional competency lists. Then, calculate a total for each area of competency.

Self Awareness		Managing Emotions		Motivating Oneself		Empathy		Social Skill	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	
31		32		33		34		35	
36		37		38		39		40	
41		42		43		44		45	
46		47		48		49		50	
Total SA =		Total ME =		Total MO =		Total E =		Total SS =	

Compare your scores to determine some areas of strength and areas for growth.

1. What are your top areas of strength in Emotional Intelligence? Provide examples of how you see these strengths in your everyday life.

2. What are one or two actions you can take immediately that will help you strengthen your emotional intelligence?

Day 4: Take Home Challenge

Pick one person this week and check in with them about their emotions. Maybe they seem distracted? Disconnected? Or feel alone? Ask them how they are feeling and show them warmth through a kind or uplifting word.

Day 5: Understanding Yourself & Others

OBJECTIVES:

- Hone our ability to lead when we are unsure of how someone else is feeling
- Practice our Emotional Intelligence through interviewing another classmate, creating a piece of art, and presenting to the class

BEFORE THE LESSON:

- Complete the Day 5 activities as if you were a student
- Write the class values and post them prominently.

MATERIALS:

- Student Workbook
- Optional: Art materials (colored pencils, crayons, or markers)

Community Building (10 min)

Arrange chairs in a circle. Warmly welcome students. Ask what they thought about the Mona Lisa smile - was it easy or hard to figure out how she was feeling? **Ask students to share about their take home challenge. Was it easy or hard to find someone to check in with? What was that experience like?**

Give students an overview of the agenda: Community Building, Partner Interviews, Art Creation, Partner Presentations, and Closing Reflection. Remind students of the highlights from the previous class, including the class values. Point to their position in the room and remind students of their importance.

For community building, ask students to share, one by one, if they have ever been in a situation where, like Mona Lisa, they could not tell what another person was feeling. How did they navigate that situation? (ex. Someone didn't invite you to something, someone was staring at you from across the room and whispering, someone in your group project was really quiet). Then, support the class in brainstorming a list of different strategies they could try or things they could say when they are unsure of how another person is feeling.

Partner Interviews & Art Creation (45 min)

Transition to the next activity, this could sound like, **“Checking in with others and connecting with them about their feelings is one important aspect of emotional intelligence. Can anyone remember any of the 5 core competencies of emotional intelligence that we discussed last session?”** Support students in creating a list: Self Awareness, Managing Emotions, Motivating Oneself, Empathy, Social Skill. **“In today’s activity we are going to practice all 5 of these skills by interviewing one of our classmates, creating a piece of art to represent them, and presenting about them to the class.”**

Put students in pairs. If needed, you can create a group of three, but it may take more time for this group to interview each other. Read through the exposition on the student workbook, pausing for questions. Share your house (you should create your own before class begins) to model the types of answers and vulnerability you hope for. Give students plenty of time to interview one another and create their house. Circulate the room to support as they interview and create.

Day 5: Understanding Yourself & Others

Closing Reflection (20 min)

Return to the circle. Students take turns presenting their partners. Pause after each presenter, asking the group to provide 2 affirmations or appreciations, one for the speaker and one for the subject. (ie. "I like the way that you..." "Thank you for sharing about..." "I related to you when...")

Close by thanking students for sharing about themselves, then ask:

- How did it feel to share about yourself to a partner, and to have a person share about you to the class?
- Do you feel like you grew in or had an opportunity to practice any aspects of emotional intelligence today?
- How does this activity relate to your values and/or your why?

Optional Extension Activity (20 min)

Add to the house created by your partner, creating more detail, writing in things that you thought of after relating to others in the room, and finding creative ways to incorporate the concepts covered so far. These include:

- Values, Why, Leadership Styles, Emotional Intelligence Competencies

> Take Home Challenge

Share your house with a family member and be prepared to talk about that experience in the next session. Ask your family member to "react" to your house by sharing the first three words that come to mind. Remember those words, write them down, and then be prepared to share them next week with other students if you're comfortable.

Day 5: Understanding Yourself & Others

OBJECTIVES:

- Hone our ability to lead when we are unsure of how someone else is feeling
- Practice our Emotional Intelligence through interviewing another classmate, creating a piece of art, and presenting to the class

You will interview your partner and draw a house. Each component will symbolize a different aspect of your partner's life. Then you will share your drawing and present your partner to the class.

- The **walls** are their strengths, things that keep them strong
- The **roof** is a representation of how they protect themselves, their health and their mental well-being
- The **chimney** represents how they let off steam
- The **door** will reflect those things that they welcome into their life (people, things, hobbies, etc.)
- The **windows** represent how others see them (friends, family, someone they have just met); they are also how they hope to present themselves to the world.
- The **basement** represents things that other people might not know about them. These things may be fairly private or difficult to talk about.
- The **attic** will hold challenges that they have overcome in your life.

Keep in mind: One aspect of leadership is showing vulnerability, so you are encouraged to be open with your partner. However, another important aspect of leadership is self-awareness, so if you feel worried about sharing things that are too personal, you are not required to!

DIRECTIONS:

1. Switch packets with your partner so that your answers and your house end up on your own packet.
1. Interview your partner, recording notes on the next page. Then, reverse roles.
2. On page 14, create the house. It can be a traditional looking home or something totally different! The only rules are that it must have walls, a door, chimney, windows, a basement and an attic.
3. Have fun with the house, be creative, and make it a reflection of them!
4. Prepare to present the house

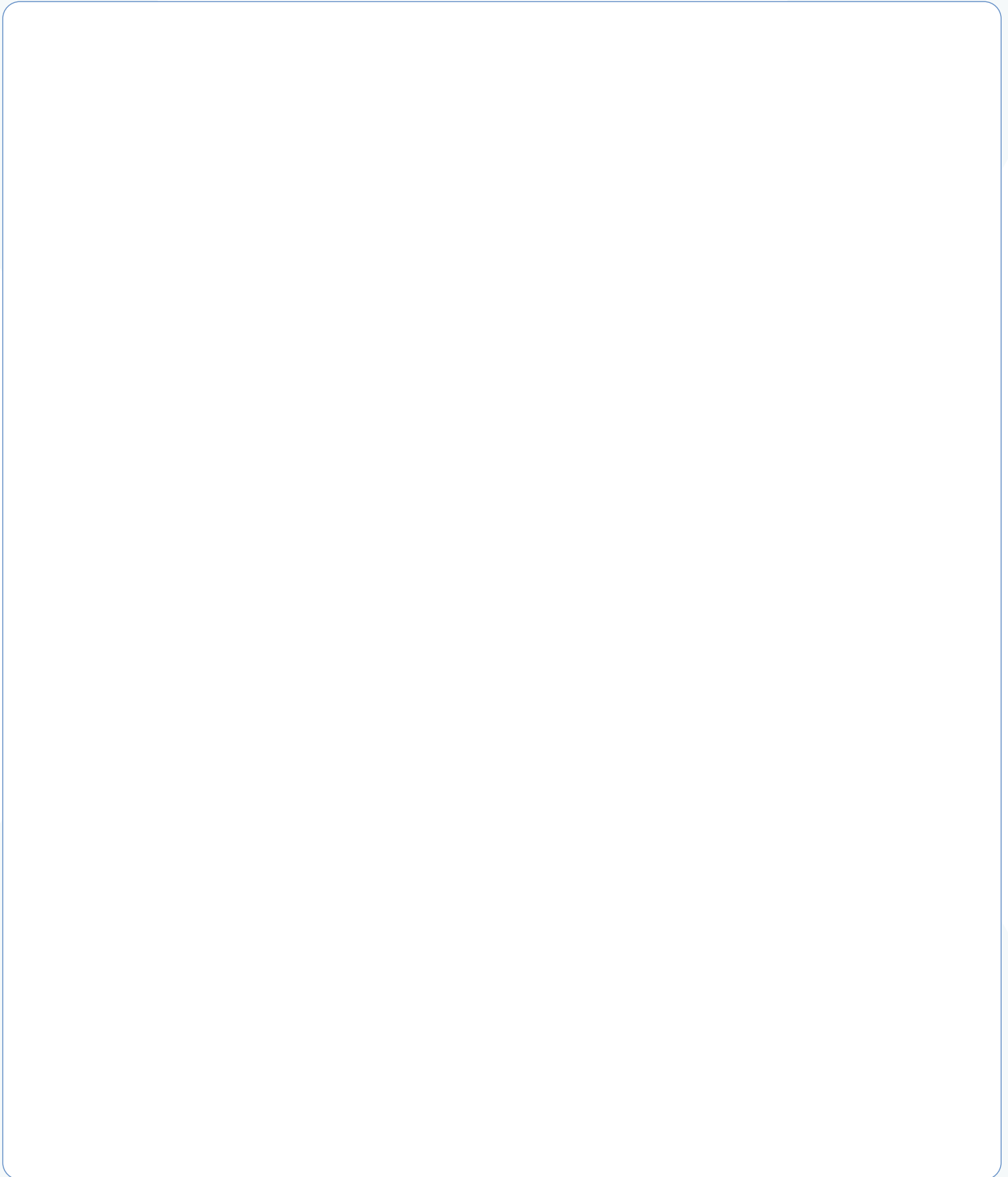
Day 5: Understanding Yourself & Others

INTERVIEW QUESTIONS:

1. What are your strengths? What things keep you strong?
2. How do you protect: (1) yourself, (2) your health, and (3) your mental well-being?
3. How do you let off steam?
4. What people, things, and hobbies do you welcome into your life?
5. How do others see you? How do you hope to present yourself to the world?
6. What are things that other people might not know about you?
7. What challenges have you overcome in your life?

Day 5: Understanding Yourself & Others

HOUSE DRAWING:



Day 5: Take Home Challenge

Share your house with a family member and be prepared to talk about that experience in the next session. Ask your family member to “react” to your house by sharing the first three words that come to mind. Remember those words, write them down, and then be prepared to share them next week with other students if you’re comfortable.

I shared with: _____

The first three words they shared were:

1. _____

2. _____

3. _____

Day 6: Make Your Goals SMARTer

OBJECTIVES:

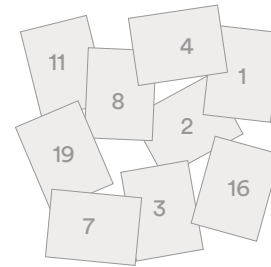
- SMARTify some goals
- Set a goal for our Emotional Intelligence development

BEFORE THE LESSON:

- Complete the Day 6 activities as if you were a student

MATERIALS:

- Student Workbook
- 2 sets of the following: 20 sheets of paper, numbered 1 through 20. Arrange the papers in two separate circular piles, randomly, so that each number can be seen. The piles can be on the floor or on tables, whichever you prefer.



Community Building (25 min)

Arrange chairs in a circle. Warmly welcome students. Tell them the agenda for the day: Community Building, Goal SMARTification, Goal of the Week, and Closing Reflection. **Ask them to share about their take home challenge - what was it like to share their house with a family member? How did they react? Did they learn anything new about you?**

Split students into two teams for a friendly competition. **Directions: Stand, sit, or kneel in a circle around your pile of numbers. As a team, you need to work together to touch the numbers 1-20, in order, as quickly as possible. You may not move the numbers, and if someone touches a number out of order, you must start over. Everyone on the team must touch at least one number. Tell them they will need a timekeeper who keeps track of the fastest record on their phone. Oh, and one more thing, absolutely NO TALKING. You can only communicate with your body language and gestures.**

Give teams 5 minutes to play the game several times silently, and compare the times to determine which team went fastest! Then, give the teams 3 minutes to talk, strategize, and think of ways they can reach their goal in a faster way.

Give teams 5 more minutes to play, and compare the times once again. Bring students to the circle to discuss:

- **Did your times improve once you were able to discuss your goal and get more specific about HOW to accomplish it?**

- **There is a famous phrase, “A goal without a plan is just a wish.” Do you agree with this? Why or why not?**

SMARTify Goals (20 min)

Transition to the next activity, this could sound like, **“It is clear that when you are able to strategize and think in a detailed way about your goal, you are much more likely to accomplish it. Do you remember what you learned in the online lesson about SMART goals? Can anyone remember what any of the letters in SMART stand for?”** Work with the group to generate the acronym for SMART and redefine what each letter means and its importance.

Point the SMARTifying Goals worksheet on page 15 and tell students they will practice making goals smarter before they create their own SMART goals. Provide an example of a non-SMART goal, such as, “I will do better on my report card in the next marking period.” Here is a way to make it SMARTer: “In the next marking period, I will get at least a C on all my math tests, and at least a B on most of my quizzes and homework assignments.” But it’s not SMART yet because it has no action plan or benchmarks. Here is a pretty SMART goal: “In the next marking period, I will take careful notes and review them at least two days before tests and quizzes so that I can ask the teacher questions about what I don’t understand. I will do my math homework before I do things with friends, and when I hand it in, I will ask the teacher about anything I am not sure about. When I get anything wrong, I will make sure to ask the teacher, or one of my classmates how they got the right answer.”

Day 6: Make Your Goals SMARTer

Give students time to work in groups. Imagine that they are a student with the goal listed at the top. Fill in the boxes to make the goal SMARTified. Review student responses as a whole class and compare different, accurate responses.

Goal of the Week (20 min)

Transition to the next activity, this could sound like, **“Now that you know how to SMARTify goals, let’s set a specific, measurable, achievable, relevant, and timely goal for your emotional intelligence development.”** Direct students back to the Day 4 materials and have students review the EI competencies and their own growth areas.

Here is a list of 12 values that are tied to emotional intelligence (you can choose to discuss each one, ask students to add to the list, etc., as your time and interest allow): caring, confidence, kindness, courage, perseverance, courtesy, respect, enthusiasm, responsibility, patience, generosity, and truthfulness. Write these values on the whiteboard.

“I am going to pair you up with a classmate (or two) so that you can discuss these values and each set a goal regarding a value that is most important to you. Once you are paired off (or in trios), please follow this set of interview or conversation questions.” Write the questions on the whiteboard.

- Who is someone you admire, either in your life or in history, and what is the core value that you think they have followed?
- Find one of your own values on the list and share a few words about how you try to live this value.
- What is a value that you would like to work on to improve your life?
- What are some ways that you can show this value?
- How can I help you to do this successfully?

Once one student has answered all of these questions, have students reverse roles in the interview.

Afterward, direct students to the back side of the SMARTifying goals sheet. Each student will silently reflect on their goal for EI development and ensure they have considered the ways to make it SMART.

Make a list of the student pairs and the values they are working on. Tell students that next week, the pairs will check in with one another about how they are progressing on their chosen value.

Closing Reflection (10 min)

Return to a circle, having each student share:

- How does your goal support your WHY?
- How does your goal align with your VALUES?

Optional Extension Activity (20 min)

In the circle, have each student share their SMART goal for values. After each share, have students respond with affirmations, such as:

- Something I really liked about your goal was...
- I related to this goal when...
- I think this goal will help with your leadership because...

› Take Home Challenge

Write a short daily journal reflecting on your progress with your EI SMART goal.

Example:

JOURNAL ENTRY 9-1-22: I did it! Kind of. Today, I actually ran the mile I told myself I would two weeks ago. Sure, it took 12 minutes. But it’s a start. It’s a baby step.

Day 6: Make Your Goals SMARTer

OBJECTIVES:

- SMARTify some goals
- Set a goal for our Emotional Intelligence development

SMARTIFYING GOALS:

"I want to get better at basketball."

"I want to learn computer programming."

"I want to get into Stanford."

<p>S</p> <p>M</p> <p>A</p> <p>R</p> <p>T</p>	<p>Specific:</p> <ul style="list-style-type: none"> • WHAT do I want to accomplish, specifically? • HOW will I accomplish it? • WHY do I want to accomplish this? 			
	<p>Measurable:</p> <ul style="list-style-type: none"> • HOW will I measure my progress? • HOW will I know the goal is accomplished? 			
	<p>Achievable:</p> <ul style="list-style-type: none"> • HOW can the goal be accomplished? • WHAT are the logical steps to completing it? 			
	<p>Relevant:</p> <ul style="list-style-type: none"> • Is this a worthwhile goal? Is it aligned with my long term goals? • Do I have the necessary skills and resources? 			
	<p>Timely:</p> <ul style="list-style-type: none"> • How long will it take to accomplish this goal? • Is this the right time? • When am I going to work on this goal? 			

Day 6: Make Your Goals SMARTer

<p>S</p>	<p>Specific:</p> <ul style="list-style-type: none"> • WHAT do I want to accomplish, specifically? • HOW will I accomplish it? • WHY do I want to accomplish this? 	
<p>M</p>	<p>Measurable:</p> <ul style="list-style-type: none"> • HOW will I measure my progress? • HOW will I know the goal is accomplished? 	
<p>A</p>	<p>Achievable:</p> <ul style="list-style-type: none"> • HOW can the goal be accomplished? • WHAT are the logical steps to completing it? 	
<p>R</p>	<p>Relevant:</p> <ul style="list-style-type: none"> • Is this a worthwhile goal? Is it aligned with my long term goals? • Do I have the necessary skills and resources? 	
<p>T</p>	<p>Timely:</p> <ul style="list-style-type: none"> • How long will it take to accomplish this goal? • Is this the right time? • When am I going to work on this goal? 	

Day 6: Take Home Challenge

Write a short daily journal reflecting on your progress with your EI SMART goal.

	END OF DAY REFLECTION
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	

Day 7: Final Performance

OBJECTIVES:

- Create your personal shield and present it to the class
- Problem-solve when a goal needs to be modified, and how to do this

BEFORE THE LESSON:

- Complete the Day 7 activities as if you were a student

MATERIALS:

- Art materials (colored pencils, crayons, or markers)
- SMART goals from online lesson 7, all printed on one page, 1 copy per student
- Student Workbook

Community Building (10 min)

Arrange chairs in a circle. Warmly welcome students. Tell them the agenda for the day: Community Building, Goal of the Week Reflection, Personal Shield Creation & Sharing, and Closing Reflection.

Pass out the printed SMART goals, and tell them they are the SMART goals everyone set, anonymously. Give them time to look through the goals, and assign each student one goal (that is not their own) to give feedback. They should answer:

- I thought this goal was really SMART because...
- I would make this goal SMARTer by... (point to an idea of how it could be more Specific, Measurable, Achievable, Relevant, or Timely)

Goal of the Week Reflection (10 min)

Remind students that in the last session they worked in pairs to determine values they are working on. Put them back in their pairs to check in with one another about how they are progressing on their chosen value. They could share parts of their daily journal entries from their take home challenge to help explain their progress and challenges. They should ask each other.

- What are some actions you took to work on ____ in the last week? How did that go?
- What are some difficulties you are having with ____?

Encourage them to problem-solve any difficulties. Consider having them join with other pairs working on one of the same virtues to expand the problem-solving pool. You can also assist as needed.

Personal Shield Creation (30 min)

Transition to final activity, **“I have seen so much growth in you all throughout this 7 Day Leadership Challenge,**

both in your self-awareness and ability to share openly with others. Now it’s time to bring together everything you have learned by making a personal shield.”

Read the directions, pausing for questions.

Share your shield and its symbolism. Give students time to brainstorm and create their shields.

Personal Shield Sharing (15 min)

Students stand in front of the class and present their personal shields, explaining the symbols and colors they chose. After each presentation, students share out:

- Something I really liked about your shield was...
- Something new I learned about you from your shield was...

Closing Reflection (10 min)

Return to the circle, asking:

- What was your most memorable activity from the 7 Day Leadership Challenge, and why?
- What is something you learned about yourself through this 7 Day Leadership Challenge?
- How can you use what you’ve learned to make a greater impact on your community?

Optional Extension Activity

Write a letter to your parents. In this letter, answer the questions from the Closing Reflection. Remember, letters start with a salutation (Dear ____,) and end with a Closer (Sincerely, ____)!

› Take Home Challenge

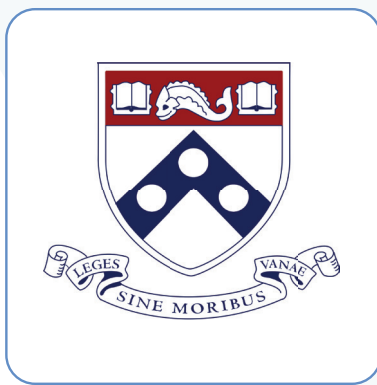
Read your letter to your parents. Celebrate all the ways you have learned and grown!

Day 7: Final Performance

OBJECTIVES:

- Create your personal shield and present it to the class

Personal shields, or “Coat of Arms,” have been used throughout history to declare oneself. Everything on the personal shield reflects something symbolic about the person, family, or institution. See some examples below:



The shield (or coat of arms) of the University of Pennsylvania was adopted by the school’s trustees in 1932-1933. It features three major symbolic elements: the open books, to signify learning; the dolphin, taken from the center of Benjamin Franklin’s coat of arms; and the three “plates” (circles on the chevron), taken from the center of the Penn family’s coat of arms. The colors (Red, White, and Blue) are meant to conform with the United States’ symbolic colors. The scroll translates to, “Laws without morals are useless.”



This seal contains USC’s official flower, the California poppy, a heraldic symbol of remembrance, hope, joy and growth. The seal also includes a shield bearing a setting sun and three torches. In heraldic tradition, the torch symbolizes learning, and the three torches displayed here represent learning in the arts, the sciences and philosophy. The sun signifies the West and, according to heraldic symbolism, power and life. Finally, enfolding the shield is a scroll displaying the university’s motto, “palmam qui meruit ferat.”



The Supporters to the arms are the English Royal Lion (on the left) and the Welsh Dragon (on the right), symbolizing she is Queen of England and Wales. The crown and golden color is the symbol of monarchy. The motto on the coat of arms “Semper Eadem” is the latin for “always the same” and is a personal motto of Elizabeth I.

Day 7: Final Performance

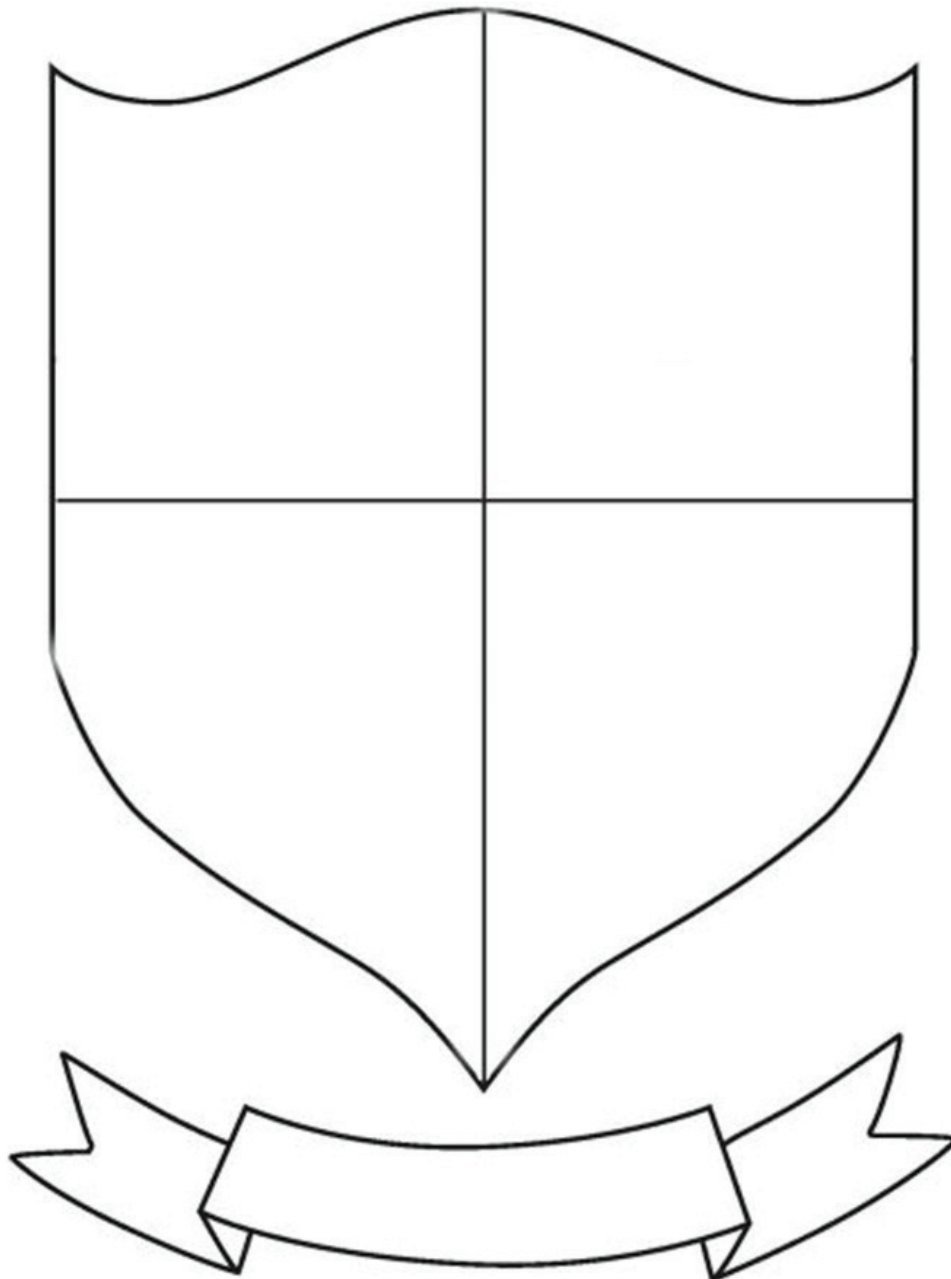
Your shield should be a reflection of WHO you are as a leader. Wherever possible, you should use symbols and images, rather than words.

Must Haves:

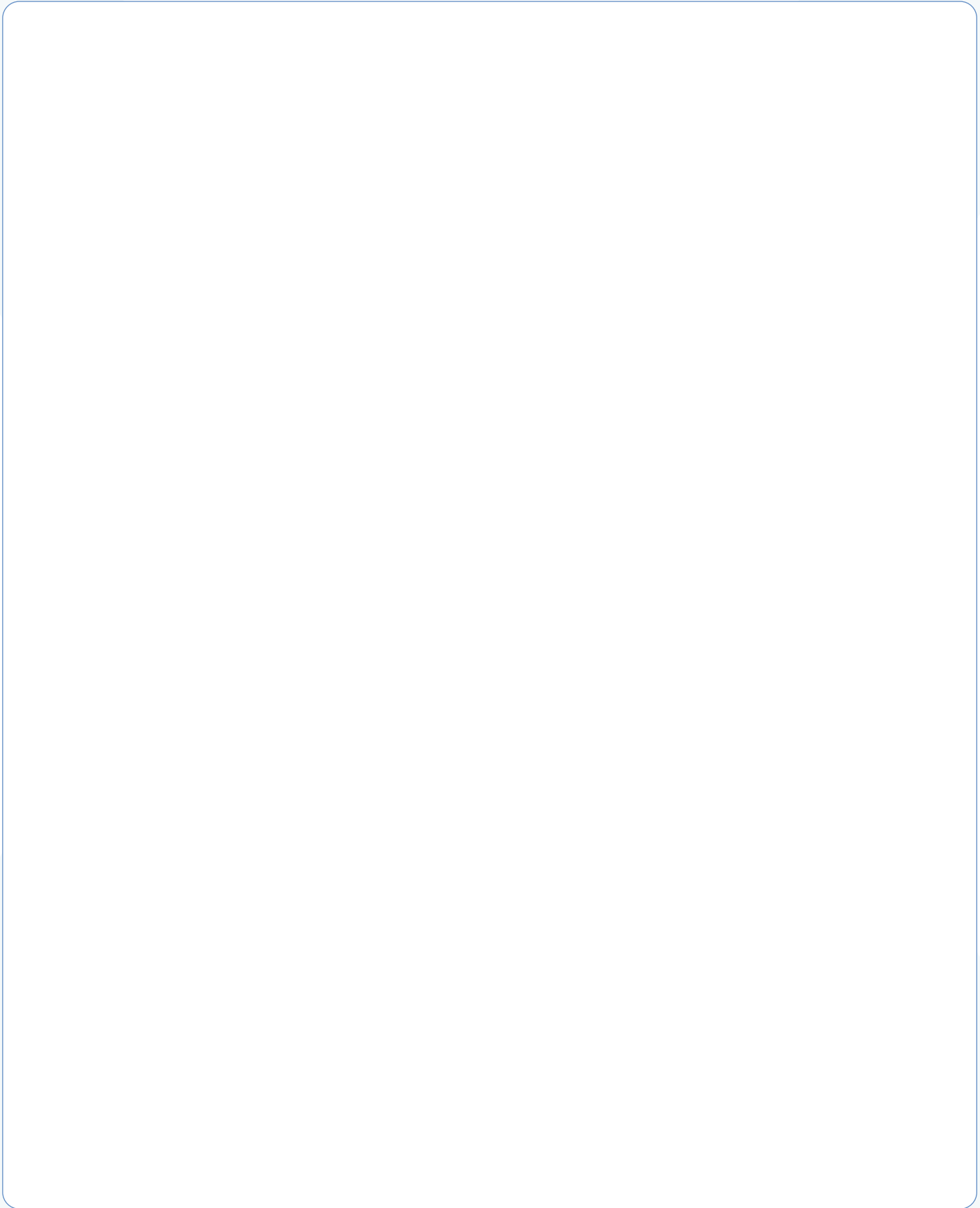
- Your Name
- Section 1: Your WHY
- Section 2: Your values
- Section 3: Your goals & future aspirations
- Section 4: Your leadership strengths
- Ribbon: Words that describe you or a motto

May Haves:

- An animal that reflects you
- A representation of your family, or whatever you consider your family to be
- Other things that are important to you
- Symbolic color choices, pictures, and decorations



Final Reflections



Day 7: Take Home Challenge

**Read your letter to your parents.
Celebrate all the ways you have learned and grown!**

Hot Seat Questions

1. What is your favorite book?
2. What is your favorite song?
3. What is your favorite color?
4. If you could be any animal, what would you be?
5. If you could open a store, what would you sell?
6. If you could grow anything in the garden, what would it be?
7. What is the best smell?
8. What would you do if you made the rules at home?
9. If you got to choose what's for dinner, what would you pick?
10. Would you rather be as small as a mouse or as big as an elephant?
11. When you become an adult, what's the first thing you want to do?
12. What is something you are really good at?
13. What career do you want when you grow up?
14. What makes you feel nervous?
15. If you could be a superhero, what would your powers be?
16. If you could trade places with anyone for a day, who would it be?
17. If you could be any age, what would it be?
18. If you had \$50 what would you spend it on?
19. What is the hardest part about going to school?
20. What is the most annoying sound?
21. What is the funniest thing that has happened to you?
22. If you could be a character from any book, who would you be?
23. If you could get rid of one thing in the world, what would it be?
24. What is something you want to learn how to do?
25. What was the best part of your day?
26. When was the last time you made someone smile?
27. What is your favorite day of the week?
28. What is your favorite thing to do with friends?
29. What is your favorite flavor of ice cream?
30. If you could eat one thing every day for the rest of your life, what would it be?
31. What's the worst smell in the world?
32. What three things would you grab if the house was on fire?
33. What job would you never want to have?
34. If you could invent something to make your life easier, what would you create?
35. If you could do anything, what would be the perfect day?
36. What qualities make a best friend?
37. What does it mean to be a good friend?
38. What motivates you?
39. What's one thing you couldn't live without?
40. What is your favorite family tradition?
41. What is your favorite time of year?
42. Where is your favorite place to go on vacation?
43. If you could visit anywhere in the world, where would you go?
44. If you could go back and do something differently, what would it be?
45. If you could be a famous person for a week, who would you be?
46. If you were a teacher what rules would you make?
47. What's the best gift you've ever received?
48. If you had a million dollars what would you spend it on?
49. If you wrote a book what would it be about?
50. If you could design a house, what would it look like?
51. An Amazon box shows up, what do you hope is inside?
52. What is your favorite thing about yourself?
53. What made you laugh today?
54. What makes you feel loved?
55. What do you worry about the most?
56. If your friend asked you to keep a secret that makes you uncomfortable, what would you do?