**LEAD -** Lesson 1: Introduction

Staff contact:

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| **Materials Needed**: |
| **Welcome** | Phone, speaker, classroom binder, Attendance QR Code, iPads, Name tags, snacks, drinks, attendance list, markers/pens, clipboards, consent forms, hand sanitizers, masks |
| **Who’s in the Room** | “Who’s in the Room” mural, sticky notes, markers/pens, tape, ribbon. |
| **A Piece of the Puzzle** | Supply bag per group, statements paper, scratch paper, markers/pens, posterboard puzzle pieces, tape. |
| **Closing** | QR code for the survey, Instagram handle, iPads. |

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| **Objectives** |
| Participants should be able to 1. Introduce themselves and learn who else is in the room.
2. Understand the expectation for participation by helping create a Social Contract.
3. Understand that they are to complete their survey before coming back next week.
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| **Welcome Students –** *20 minutes* |
| Before students enter 1. Set up check-in materials at the door. Check-in materials = QR code, iPads, blank attendance sheet, name tags, markers/pens, snacks and drinks.
2. Set up 10-15 desks with sticky notes and 1-2 markers/pens.
3. Have music playing.

**Coach #1:** Leads check-in by greeting students, having them scan check-in QR code with their phone or iPad, and write a name tag for themself. (In the case of technical difficulties have student’s sign in on blank attendance sheet).**Coach #2**: Assists with check-in by welcoming the student to the program, inviting them to add a sticker to their name tag, giving them a snack and drink and asking them to find a seat with a sticky note on it.**Coach #3:** Writes the agenda on the whiteboard. (Expo markers in the binder).**Remaining Coaches:** Prepare the room by unstacking chairs and putting one sticky note and two markers/pens at a desk. As students enter **s**it with them and get to know them. You can use the talking points below.* Introduce yourself and share your sticky note self-portrait.
* Get to know the students. ‘What is your favorite class in school?’ ‘What grade are you in?’ ‘Do you play any sports, what position do you play?’ ‘Why did you decide to come here today?’ ‘What languages do you speak?’
* Invite students to draw their own self-portrait on the sticky note and share what you know about today’s agenda.

**Materials needed:** phone, speaker, clipboards, QR code, iPads, student attendance lists printed out, name tags, stickers, markers/pens, sticky notes, snack, drink. |

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| **Activity: Who’s in the Room –** *30 minutes* |
| Participants will begin a classroom mural by drawing a self-portrait, introducing themself and sticking their portrait on the mural. After everyone has introduced themselves, invite participants to reflect on who they already know by connecting their picture to someone else's by taping a ribbon or string on the mural. **Lead Coach (20-30 minutes)**1. Grand “Welcome” to L.E.A.D.
2. Introduce yourself, share your sticky note, a “fun fact” about yourself and hang it on the mural.
3. Give 5 minutes for students to draw their self-portrait if they haven’t done so already.
4. Alternating between student’s and coaches, invite everyone up to introduce themself, share a “fun fact”, and hang their sticky note.
5. If time permits, invite participants to reflect on who they already know by connecting their picture to someone else's via ribbon/string.
6. Conclude activity. ‘How dynamic---so many people, ways of representation and fun facts. We have just begun our classroom mural! This mural is as much mine as it is yours. As we grow together, please add ribbon to map the connections you make along our 10 weeks together.”

**Coaches:**1. Should already have their self-portraits drawn.
2. Are spread out, sitting amongst the students.

**Materials needed:** “Who’s in the Room” mural, sticky notes, markers/pens, tape, ribbon. |

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| **Activity: A Piece of the Puzzle –** *40**minutes* |
| In small groups, participants will help create a Social Contract by sharing how they want to be treated and listening to how others want to be treated. As a large group, they will come together and commit to respecting the preferences shared.**Lead Coach (15 minutes)**1. Ask students to get in groups of 5. ‘On the topic of connections, let’s expand who you know by finding 4 people you do not know very well.’
2. Introduce the Social Contract as a list of agreements that will allow us to create so safe, fun and comfortable place for everyone. ‘Let’s start by talk about our personal preferences with a brainstorm sesh. After we brainstorm, we’ll use those preferences to create a list of agreements that we can all line up with for the next 9 weeks.’
3. Pass out supply bag to each group. Materials = Statements paper, scratch paper, markers/pens.
4. Ask groups to pick a **Motivational Team Name.**
5. Ask groups to pick 1 student to be the **Transcriber –** the person who writes everything down. Emphasize that every voice matters.
6. Ask students to take 10 minutes to talk amongst themselves and share what’s important to them.
7. Walk around the room, noting the progress and dropping in on conversations.
8. Give a 2-minute warning to wrap up discussion.

**Coaches (10 minutes)**1. Are sitting amongst the students, allowing them to lead the conversation.
2. When things lag, offer your answers and ask students to begin thinking about the group instead of just themselves. ‘Well, as a group, what about this\_\_\_\_\_\_?’ ‘Do we care about \_\_\_\_\_\_?’

**Lead Coach (10 minutes)**1. Ask students to take out their puzzle piece.
2. Ask students to transfer their standards from the scratch paper to the puzzle piece. ‘Based on the statements shared, what agreements can we align with for the next 9 weeks? Transfer those agreements to **Your Teams ‘Piece of the Puzzle’.**
3. Once complete. Ask students to sign their puzzle piece and choose a place to hang it up.
4. Have the participants walk around the room observing other group’s posters.

**Group Discussion (10 minutes)**1. ‘What common themes did y’all see in the posters?’
2. ‘Would you like to add anything to your poster?’
3. ‘What statements stood out to you?’
4. ‘What do you want to hear more about?’ / ‘What questions do you have?’
5. ‘What was something that surprised you?’

**Conclude (2 minutes)**‘Thank you for sharing your thoughts and opinions. They are so valuable, not only to this space but to all the spaces you are a part of. Yes, these are the expectations we will hold each other to for our remaining 9 weeks, and also they’re great ways of understanding yourself and others. We hope you’ll begin to catch on that what is practiced here at L.E.A.D is also applicable beyond these walls. But the choice to be x, y, z (from the puzzle pieces) is your choice and yours alone.’**Materials needed:** Statements paper, scratch paper, markers/pens, posterboard puzzle pieces, tape. |

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| **Closing Announcements –** *10 minutes* |
| Students will receive QR code for the survey and understand that they must complete the survey before the next session. Students will learn about the L.E.A.D Instagram account and what to look forward to for next week.**Lead Coaches**: 1. Ask students to scan the QR code for the Survey.
2. Ask students to put their name tag next to their ‘Self Portrait’ (so we can remember whose picture is whose).
3. Explain that this survey is to help us improve future meetings together and that there are no right answers, only honest answers.
4. Introduce the L.E.A.D Instagram. ‘Once you complete the survey, DM us your name and we’ll accept your follow request on Instagram. We follow back 😉. This Instagram will help us connect in this group, across groups and school sites.’
5. Invite students to hang out and complete the survey so they can ask questions if they have them.
6. Departure. ‘Thanks for gracing us with your presence. We hope to see you next week! Fill out your survey before next week for a special prize!’

**Materials needed:** QR code for the survey, Instagram handle, iPads. |

**Statement Prompts**

**Intention:** Use the statements below to inspire conversation about personal preferences. We will use these preferences to create a list of agreements that will ensure safety and comfort for everyone.

**Directions:** Assign one person to **Transcribe** – write everything down. Take turns finishing the sentences. Example statements are *italicized.*

1. I want \_\_\_\_\_\_\_\_\_\_\_. *‘Grace.’ ‘To feel safe.’ ‘Respect.’ ‘To be listened to.’ ‘To be myself.’ ‘To be creative.’*
2. I want to learn more about \_\_\_\_\_\_\_\_\_. *‘Myself.’ ‘Allowing others to be themselves.’ ‘What inspires me.’ ‘What’s important to me.’ ‘The community and resources around me.’*
3. I am passionate about \_\_\_\_\_\_\_\_. *‘My family.’ ‘Style and aesthetic.’ ‘Building wealth.’*
4. I prefer \_\_\_\_\_\_\_\_\_\_. *‘One Beyonce, one Mic.’ ‘Verbal communication.’ ‘Late afternoons, over early mornings.’*
5. I am more comfortable \_\_\_\_\_\_\_\_\_. *‘On the sidelines.’ ‘On center-stage' ‘On the soccer field.’ ‘By myself.’ ‘When I have plenty of time.’ ‘When I have a say.’*
6. I can \_\_\_\_\_\_\_\_\_\_\_\_\_\_. ‘*Lead people through a breathing activity.’ ‘Make delicious soup.’ ‘Create my own reality.’*
7. I feel seen when \_\_\_\_\_\_\_\_\_. *‘People acknowledge that I’m there.’ ‘People call me by my name.’*
8. I feel heard when \_\_\_\_\_\_\_\_\_\_. ‘*Folks look at me while talking I’m talking.’ ‘People comment on what I said before sharing their point of view.’*
9. It bothers me when \_\_\_\_\_\_\_\_\_\_\_\_. *‘I’m cut off.’ ‘I’m talked over.’ ‘I’m not valued.’ ‘I’m lied to.’*
10. Please don’t \_\_\_\_\_\_\_\_\_\_. *‘Yuck my yum.’ ‘Touch my hair.’ ‘Put me down (even if it’s a joke).’ ‘Forget to pick up after yourself.’*
11. We don’t have to \_\_\_\_\_\_\_\_\_\_\_\_. *‘Always agree.’ ‘Exchange personal contact information.’*
12. Let’s \_\_\_\_\_\_\_\_\_\_. ‘*Talk about sports, art and baking.’ ‘Take this party outside.’ ‘Practice forgiveness.’ ‘Problem solve.’*
13. WILD CARD. ‘*What would you like to share, that was not addressed above?’*

**Transition**: Based on the statements shared, what agreements can we align with for the next 9 weeks?

Transfer those agreements to **Your Teams ‘Piece of the Puzzle’.**