

The 7-Day Leadership Challenge

TEACHER HANDBOOK





Inside this Teacher Handbook, you'll find annotated lesson companions with suggested coaching moves designed to deepen SEL learning and promote student engagement. The suggested moves are intended to support teachers in implementing the lessons as whole-class or whole-group experiences. You would modify these suggestions if students were working asynchronously or in a blended learning environment.

In the front matter of the Teacher Handbook, you will find an overview of the five categories of Coaching Moves. And, at the end of the Teacher Handbook, you will find an Appendix that contains descriptions of the Teacher Touchpoints and a set of Class Routines & General Tips for overall implementation success. Each time you see a Teacher Touchpoint mentioned in the lesson annotations, it will be followed with an asterisk (*), indicating that the description of that touchpoint can be found in the Appendix.

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Suggested Time Parameters

Impacter Pathway provides flexibility in its implementation. Courses can be delivered either on a per-LESSON basis or be broken down into smaller, ACTIVITY-based segments.

Pre-Assessment

Min.

RECORD: Pre-Assessment: Leadership Snapshot	25
Exploration Of Anchor Attributes	20
Total:	45

Day 1: Leadership & The Golden Circle

Even Leaders Fail	10
Growth Mindset	10
Leading With Purpose	10
RECORD: Purpose In Progress	10
Total:	40

Day 2: Searching For Your WHY

Still Searching? No Problem	10
Skill Seekers	10
Guides To Greatness	10
RECORD: When You Experienced Your WHY	10
Total:	40

Day 3: HOW Matters

Physical Command	10
Hands That Hook	5
The Social Stretch	10
RECORD: Leading Through Curiosity	10
Total:	35

Day 4: Lead By Understanding Others

Min.

Reading Emotions	10
Masked Emotions	10
Mixed Emotions	10
RECORD: A Lesson In Perspective	10
Total:	40

Day 5: Lead By Expressing Yourself

Feeling It Out	5
Emote With Emojis	10
Expressions, Big And Small	10
RECORD: Connecting Through Compassion	10
Total:	35

Day 6: Make Your Goals SMARTer

It Doesn't Happen Overnight	10
Dedication, One Day At A Time	10
Can Goals Evolve?	10
RECORD: Goals That Grow	10
Total:	40

Day 7: Your Leadership Self-Portrait

Putting It All Together	10
Revisiting The Attributes	25
RECORD: Post-Assessment Leadership Self-Portrait	25
Total:	60



There are 5 Categories of Coach Moves:

PAUSE & CHAT OPPORTUNITY



Found in the blue boxes, Pause & Chats foster a sense of community and enhance the learning experience through informal yet meaningful brief discussions. These moments present an opportunity to gauge understanding, encourage active participation from the entire group, and inject some fun into the session.

KEY WORD SUPPORT OPPORTUNITY



The orange boxes contain ideas about how to support students' comprehension and usage of key words and concepts that appear in the lesson. Some of the terms themselves may be unfamiliar to students, or perhaps students might know the terms but be unfamiliar with their usage in a specific context. This explicit vocabulary instruction will also support students as they use the terms in their written, video, and audio responses.

IMPACTER QUESTION OPPORTUNITY



Inside the red boxes, you'll discover various ways to support students in answering the required questions on impacterpathway.com. The suggested supports range from quick and easy "1-2-3 VOTE" activities to more in-depth "Open Discussions." They serve as valuable opportunities for students to collectively grapple with the question prompts before they respond independently online.

EXTENSION OPPORTUNITY



The black boxes contain suggestions for additional activities that could foster deeper connection between the lesson content and students' lives and experiences. While these Extensions are optional, they provide valuable avenues for students to meaningfully engage with SEL concepts.

COACHABLE MOMENT OPPORTUNITY



Within the green boxes, you'll see Coachable Moments that draw attention to opportunities for providing timely feedback and guidance to students as they revise their answers and presentations. By providing clear guidance, you can help students enhance their communication skills and deliver more effective responses.

The 7-Day Leadership Challenge

Pre-Assessment

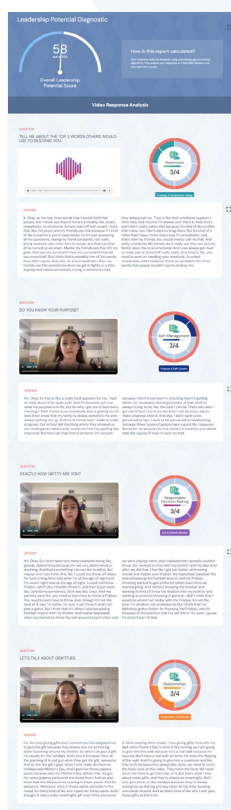
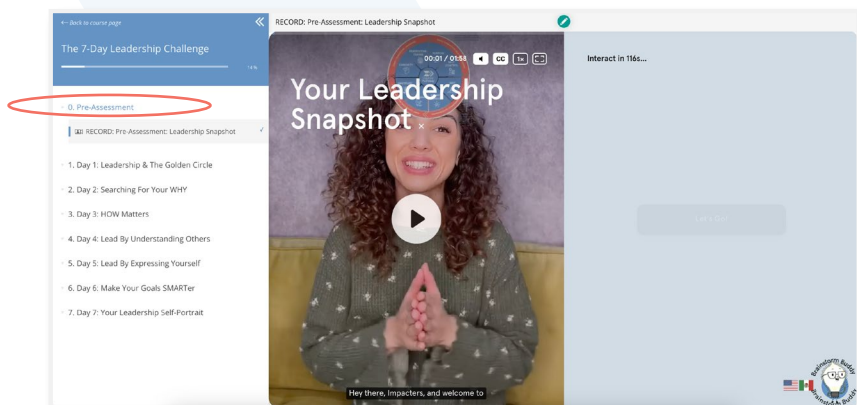
	Min.
RECORD: Pre-Assessment: Leadership Snapshot	25
Exploration Of Anchor Attributes	20
Total:	45



RECORD: Pre-Assessment: Leadership Snapshot

LOGGING IN

Ensure that all students can access impacterpathway.com, open the course player, and see the first part of lesson 0. Once students have located the first activity, tell them to tilt their screen (Screens DOWN) and direct their attention to the teacher.

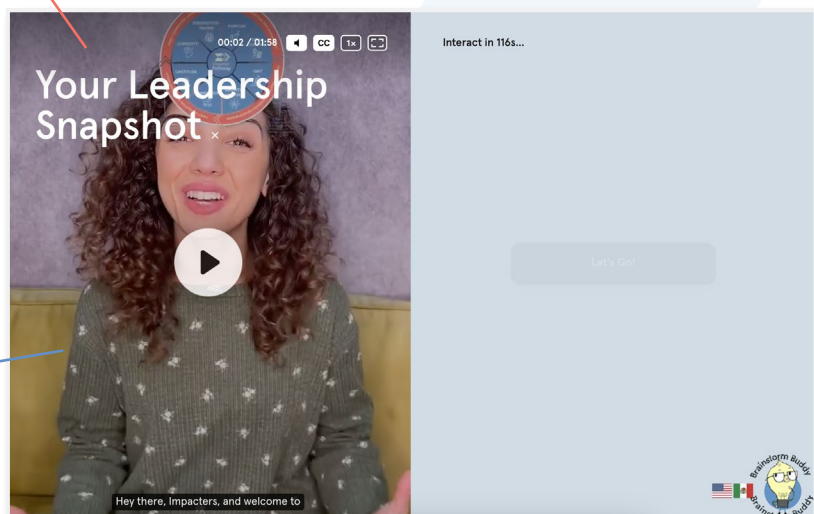


OBJECTIVES

Tell students that today's class will be a bit different from the others because it is a pre-course assessment. Explain that the activity, "RECORD: Pre-Assessment: Leadership Snapshot," consists of 4 recordings which will be analyzed to produce a report in their dashboard.



Play Rachel's introduction to the Pre-Assessment, "Your Leadership Snapshot"



PAUSE & CHAT



REFLECT

What are some moments that you would want to make sure to include in your leadership snapshot?

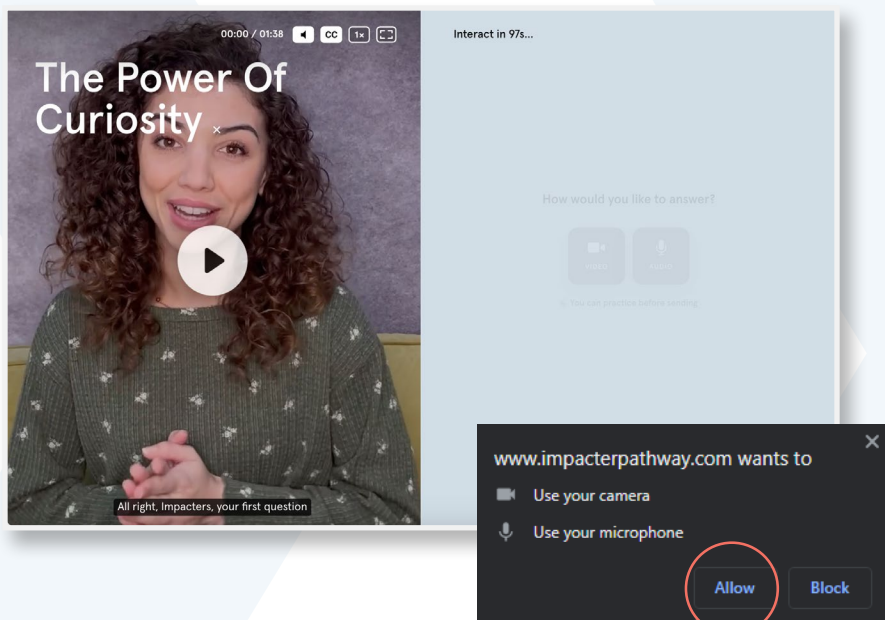


RECORD: Pre-Assessment: Leadership Snapshot

RECORDED RESPONSES

Student recordings play a crucial role in Impacter Pathway, as they provide essential natural language data to assess student learning and SEL development. To ensure that every student has the opportunity to shine and showcase their best efforts with minimal noise distraction, consider the following options and choose a suitable arrangement for your context:

- 1. Designated recording locations:** Assign recording locations to students across multiple indoor or outdoor workspaces.
- 2. Rotating recording stations:** In the classroom, set up recording stations in each corner of the room, allowing students to rotate among stations for their recordings.
- 3. Assign for homework:** Instruct students to choose quiet spaces outside of school to complete their recordings.



TECH TIP

Explain that, just once, students will need to click 'allow' to give microphone and camera access. They may see a pop up window, or may have to find it in the search bar of their browser.

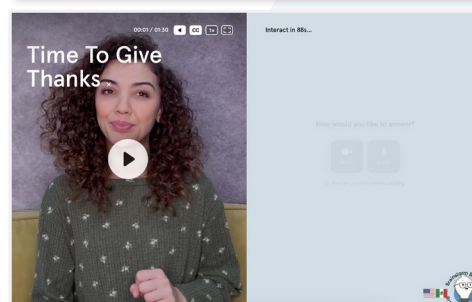
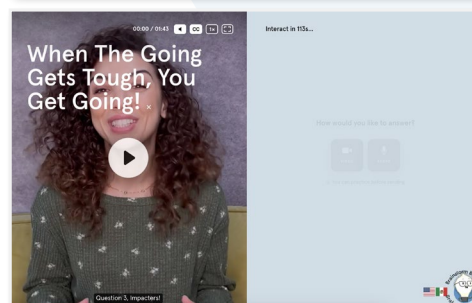
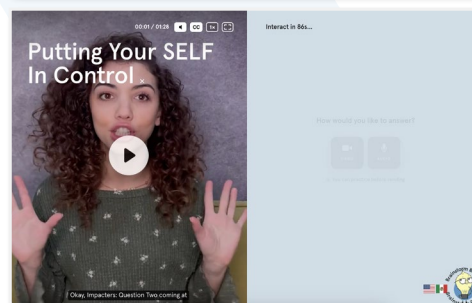
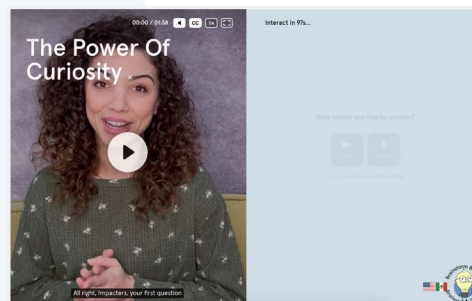


RECORD: Pre-Assessment: Leadership Snapshot

RECORDING RESPONSES

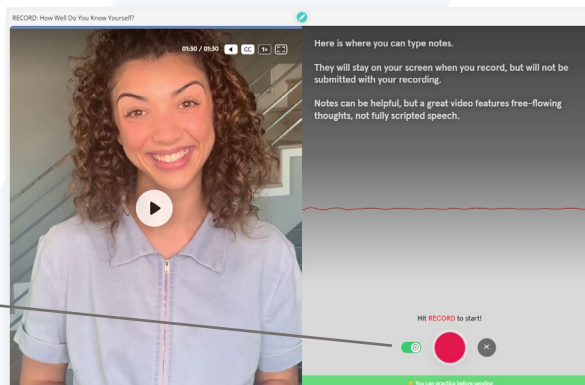
Instruct students to view the video and provide a recorded response using one of the following options:

1. Use a designated recording location.
2. Make use of rotating recording stations.
3. Record their response in a quiet location outside of school.
4. Opt for any other arrangement that best fits your learning context.



TECH TIP

Explain that students can use the “Notes” button to write down their thoughts before presenting them in a recording.





Exploration Of Anchor Attributes

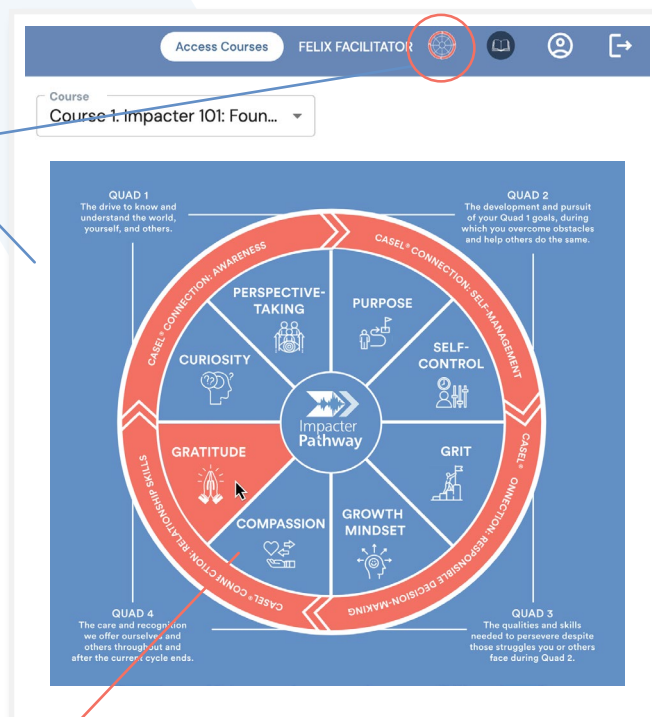
PAUSE & CHAT



CONNECT

From your Dashboard, click the wheel in the menu at the top right, which will allow you to project The Impacter Cycle. Explain to students that this course supports growth in all 8 Anchor Attributes depicted. If students have questions about any Anchor Attributes, you can click on the attribute to access an explanation and video example of the term.

Read all 8 Anchor Attributes aloud, then ask: “Do any of these 8 surprise you? Do you recognize them in a leader you know? A teacher, or parent, or the captain of your sports team?”



IMPACTER QUESTION



PASS THE MIC*

Ask: “What is one Anchor Attribute that you want to improve most over the next few weeks? What IMPACT will growing in this attribute have on you and others?”

CLOSING

Explain that today’s class was slightly different than what most of the others will be like since it was an assessment. Moving forward, there will be other types of videos, activities, and only one recording. Thank them for attending and warmly dismiss.



EXTENSION

DIGGING DEEPER*

Play Attribute Scavenger Hunt. Explain that for each attribute, one by one, students should find something in their possession or an online image that represents that attribute. Scoring: 1 point for the fastest student, but 2 points for the teacher’s favorite object (be mindful to spotlight multiple students). Use this game to build community and initial understanding of the attributes.

The 7-Day Leadership Challenge

Day 1: Leadership & The Golden Circle

	Min.
Even Leaders Fail	10
Growth Mindset	10
Leading With Purpose	10
RECORD: Purpose In Progress	10
Total:	40



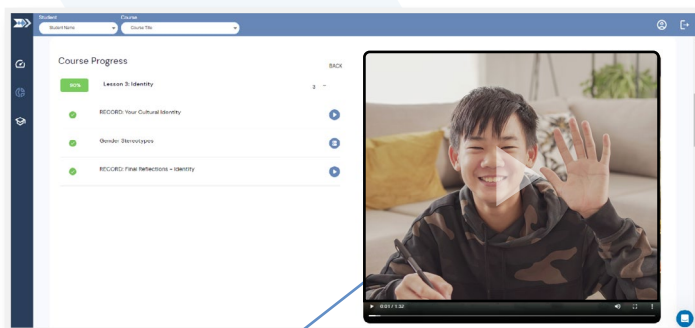
Even Leaders Fail

ENTRY

Warmly welcome students to class. Remind them to sign in to impacterpathway.com, locate lesson 1, and then Screens DOWN.

IMPACTFUL VIDEO SPOTLIGHT

Before each class, select 1-2 outstanding Recorded Responses from the previous lesson to showcase to the class. Before sharing student videos, ask students permission to share. Use this as an opportunity to provide praise! When sharing a student's video, be sure to offer specific and detailed commentary. Provide clear examples for other students to observe and strive for in their own submissions.



PAUSE & CHAT

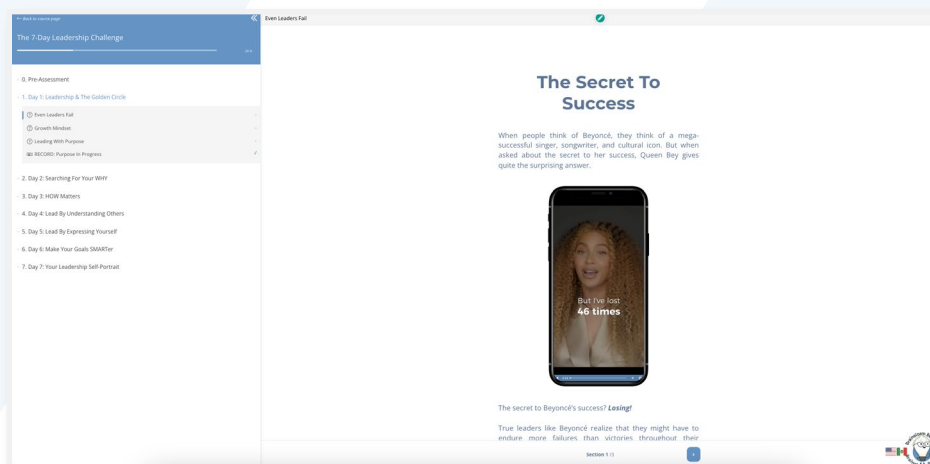


REFLECT

How could you incorporate an aspect of what you learned from watching ____'s recording into your own reflections at the end of this lesson?

OBJECTIVES

Explain that today's lesson, "Day 1: Leadership & The Golden Circle," will help students reflect on how embracing challenges and communicating their purpose can help them grow their leadership.





Even Leaders Fail

PAUSE & CHAT



CONNECT

Ask: "Is there anything you've worked hard enough at to experience a lot of losses or failures? What have you learned from those experiences?"

Possible Answers: team sports (soccer, football, baseball, volleyball); individual sports (dance, gymnastics, track); music (mastering an instrument); coding; engineering projects; etc.

IMPACTER QUESTION

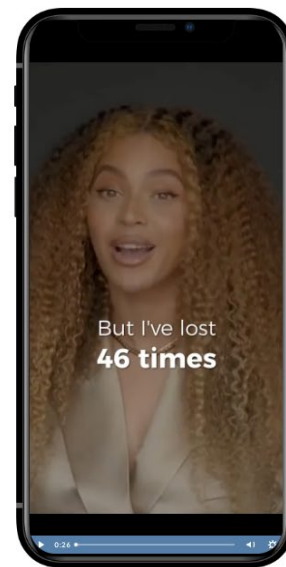


1-2-3 VOTE* then COLD CALL*

Ask students to share the number they chose for this response, then call on a few students to explain their thinking. Try to select students who gave different answers.

The Secret To Success

When people think of Beyoncé, they think of a mega-successful singer, songwriter, and cultural icon. But when asked about the secret to her success, Queen Bey gives quite the surprising answer.



The secret to Beyoncé's success? *Losing!*

True leaders like Beyoncé realize that they might have to endure more failures than victories throughout their leadership journey. Sure, she has brought home 24 Grammys, but she also had to face rejection *46 times*.

Based on the math alone, Beyoncé might seem like a dud. But we know that leadership is not about the win/loss ratio; it's about the **IMPACT** you make on others' lives.

Rate your agreement with the following:

"In order to be a strong leader, you need to accept losing."

Strongly disagree

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Strongly agree



Even Leaders Fail

PAUSE & CHAT



ANALYZE

Ask: "How can it be that Federer only won 54% of the points he played, but is still one of the greatest tennis players of all time? What does this statistic say about the difference between winning and greatness?"

KEY WORD SUPPORT



POINT & MATCH

A *point* in tennis is the smallest scoring unit, won by hitting the ball so the opponent can't return it. A *match* is the entire competition between players, requiring many points to win.

IMPACTER QUESTION



INTROSPECTION POINT*

Pause and ask students to independently reflect upon and answer this question.

Motivational Loss

Roger Federer was the #1-ranked tennis player in the world for 310 weeks straight. Based on his #1 status, what percentage of the points do you think he won throughout his tennis career? Listen to find out.



Only 54%. That's right, even though Federer won 80% of the matches he played, he lost almost half of the points.

If you think about it, Federer spent nearly half his time on the tennis court racking up lost points. And what did that teach him? The power of acceptance and moving on.

If you can't put a lost point behind you and face the next point with determination and optimism, you are going to get stuck. Just like Beyoncé, Federer realizes that "losing can be the best motivator to get you even bigger wins."

How do you typically react when you face a setback or lose a point in your own life?

- ☐ I get frustrated and give up.
- ☐ I dwell on it and have trouble moving on.
- ☐ I get frustrated but eventually shake it off.
- ☐ I try to learn from it and move forward.
- ☐ I become more motivated to succeed.



Even Leaders Fail

PAUSE & CHAT



REACT

Ask: “Why do you think that this gymnast posted this video, even though that vault was a pretty big fail?”

WRITING SUPPORT

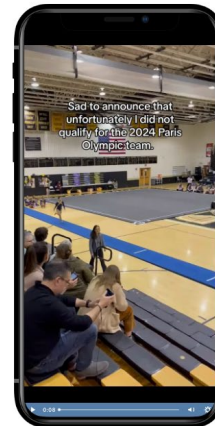


TEACHER THINK ALOUD*

Students may struggle to answer this question, both in identifying a defeat and describing ways that they stuck it out with grit. To help, share a personal story from when you were around their age and experienced a situation like this. Explain how you were able to recover from the loss and move forward. Encourage students to share their experiences and guide them to see the wide variety of ways that they could demonstrate grit.

Star-Spangled Fail

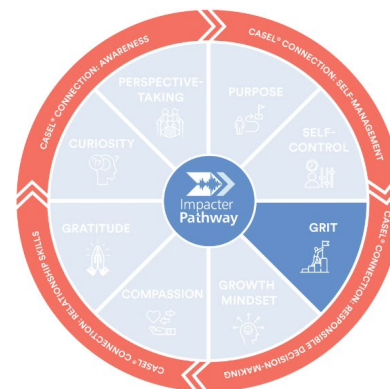
Not everyone can become royalty in their field like Queen Bey or Roger Federer. Watch this gymnast as she attempts to qualify for the 2024 U.S. Women's Olympic Team.



Just kidding! The gymnast who made this video was in no shape to try out for the 2024 U.S. Women's Olympic Team, but she did demonstrate the humor and humility to post her fail on social media.

A leader is not always defined by their shining moments and victory laps. This gymnast leads by demonstrating the willingness to share her failing moment in public and the **GRIT** to stick with gymnastics after suffering a humiliating defeat.

Now think about your own attitude about losing. You might not have lost a Grammy award or a US Open match point, but surely you know what it feels like to flub a line on stage or to take an embarrassing tumble.



Describe a moment of defeat or loss in your life. Were you able to recover, laugh it off, and stick it out with **GRIT**? Or, did you react in a different way?

Answer goes here



Growth Mindset

PAUSE & CHAT



REFLECT

Ask: “Do you tend to treat your skills more like plants, meaning that you nurture them because you believe they’re capable of growth? Or do you tend to treat your skills more like astroturf, meaning that you don’t put much effort into them because you don’t believe they can grow?”

IMPACTER QUESTION



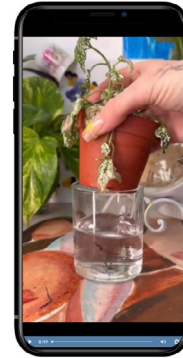
PASS THE MIC*

After students finish selecting their options, ask them to share one of the skills they chose and how they approach it with a growth mindset.

Growth Mindset Vs. Fixed Mindset

People with a **GROWTH MINDSET** realize that their abilities are capable of growth, and that they need to nurture their talents to realize results.

It's like caring for a plant: you water your plant because you know what it takes to promote growth.



On the other hand, those people with a **fixed mindset** think that they are not capable of growth, and they therefore don't try to develop their skills.

Would you put effort into watering Astroturf? Of course not! It's plastic and incapable of growth, so why bother?! People with a fixed mindset share this feeling; they see their abilities as fixed and figure, "Why bother working hard?"



It usually takes much more than water to master a challenging skill, but shifting your mindset to believe that you *have the ability* to grow and develop that talent is key.

Take a look at the list of topics below. Which of these skills do you approach with a **GROWTH MINDSET? (Check all that apply.)**

- ☐ Solving math problems
- ☐ Writing essays
- ☐ Public speaking
- ☐ Learning languages
- ☐ Playing a musical instrument
- ☐ Team sports
- ☐ Individual sports
- ☐ Art
- ☐ Coding/programming
- ☐ Time management
- ☐ Making friends
- ☐ Cooking
- ☐ Singing
- ☐ Dancing
- ☐ Creative writing
- ☐ Science experiments
- ☐ Reading comprehension
- ☐ Conflict resolution
- ☐ Leadership skills
- ☐ Acting/drama



Growth Mindset

PAUSE & CHAT



EMPATHIZE

Ask: "It's easy to overlook everything it takes for a star to make it big. What challenges do you think Chappell Roan probably experienced between the 2021 concert at the beginning of the video and the 2024 concert at the end?"

IMPACTER QUESTION



INTROSPECTION POINT*

Pause and ask students to independently reflect upon and answer this question.

Remix Your Mindset

It might seem like singer and celebrity Chappell Roan magically became an overnight sensation, but this video reveals that her leadership journey evolved over time.



By the looks of that first clip from 2021, Chappell Roan probably lugged her own equipment to the park to perform in front of a distracted audience of random passersby. By 2024, she had entranced 70,000 Bonnarooers to sing along with her.

Chappell Roan's evolution as a leader would not have been possible without a **GROWTH MINDSET**. If she would have seen herself as a singer limited to performing in the school choir, she would have remained stuck. Instead, she envisioned a future without limits.

Which of the following statements BEST captures your attitude about your mindset?

- ☐ My talents are fixed and can't be developed further.
- ☐ If I fail at something, it means I am not naturally good at that skill or talent.
- ☐ I can develop some of my skills but not all of them.
- ☐ Challenges are opportunities to learn and grow.
- ☐ If I work hard, I can accomplish anything.



Growth Mindset



EXTENSION

ENGAGE

Prepare papers before class and task students with the #pokeyourheadchallenge after they watch the first video. Give each student a paper with a hole in the center, then tell them, "Poke your head through the hole." See what solutions they come up with! If someone solves it, ask them to share how they thought of the solution. If no one does, explain the solution.

WRITING SUPPORT



TURN & TALK*

Instruct students to share their answer to the question with a partner before writing their response.

COACHABLE MOMENT

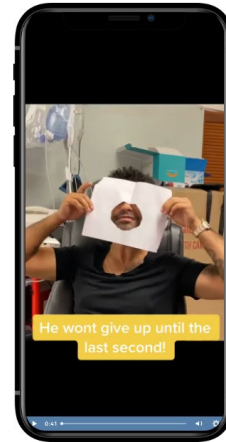


INCREASING SPECIFICITY

Encourage students to provide more specific information or examples of strategies they use to focus their mindset and see what is possible.

Approaching "The Impossible"

Here is someone attempting the #pokeyourheadchallenge, where he must poke his head through a small hole in a paper without tearing the paper. Does he approach this task with a **GROWTH MINDSET** or with a *fixed mindset*?



When you hear the word *impossible*, you can assume that someone is approaching a task with a *fixed mindset*. Someone with a **GROWTH MINDSET** tends to make the impossible possible through a magic combo of sheer determination and creativity.

Check out how this person sees the possible in the seemingly impossible.



Think about a task that you struggle with, one that can sometimes feel impossible.

What do you find challenging about this task?
How do you focus your mindset to see the possible in the seemingly impossible?

Answer goes here



Leading With Purpose

PAUSE & CHAT



CONNECT

Ask: "What other groups can you think of that have a clear WHY? They could be companies, charity organizations, sports teams, school clubs, etc. What would you say is the group's WHY?"

IMPACTER QUESTION



1-2-3 VOTE* then COLD CALL*

Ask students to share their chosen response number. Call on those with higher numbers to describe their WHY. If all numbers are low, reassure students that that is okay, then share your own WHY.



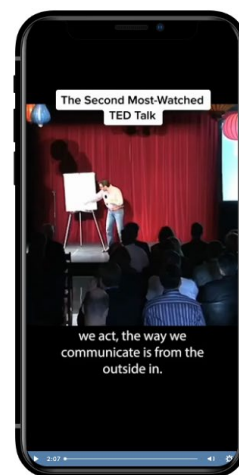
EXTENSION

DIGGING DEEPER* then PASS THE MIC*

If students need more practice with the Golden Circle concept, have them pair up and select a group or organization. Create a slideshow with "WHAT," "HOW," and "WHY" sections on each slide. Assign slides to pairs, asking them to title it with their chosen entity. Allow time for research to complete the Golden Circle. Present the slides, with each pair sharing their findings when their slide appears.

Simon Says

Great leaders have a **GROWTH MINDSET**, but what are they supposed to be growing? It's not just their bank accounts or their followers. Simon Sinek suggests a better starting point for growth: understanding your **WHY**, or **PURPOSE**.



It's amazing how such a simple switch, starting with your **WHY**, makes your message so much more powerful. But in order to start with your **WHY**, you need to be clear on what it even *is*.

Apple's leaders are crystal clear on their **PURPOSE**: "Everything we do, we believe in challenging the status quo. We believe in thinking differently."

The Golden Circle

What

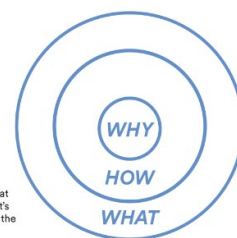
Every organization on the planet knows WHAT they do. These are products they sell or the services.

How

Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

Why

Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. WHY is a purpose, cause or belief. It's the very reason your organization exists.



Having a clear purpose isn't just for tech giants; it's for regular people, too. Your **WHY** is your personal **PURPOSE**, cause, or belief. Understanding your **WHY** can be difficult for anyone, but the process of figuring it out is key for reaching success — however you define it.

Rate your agreement with the following:

"I have a clear sense of my **WHY** — the **PURPOSE** that drives what I do."

Strongly disagree

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Strongly agree



Leading With Purpose

PAUSE & CHAT



CONNECT

Ask: "Have you had coaches like Coach Alberici, who had a really clear and powerful purpose? What was their WHY?"

IMPACTER QUESTION



INTROSPECTION POINT*

Pause and ask students to independently reflect upon and answer this question.



EXTENSION

REFLECT

Ask: "Is being inclusive is a strength of yours, or is it a skill you're working on growing? How can people get better at being inclusive?"

A Coach's WHY

No worries if your **WHY** isn't crystal clear yet — most people are still figuring it out. It can help to watch people who have that **PURPOSE** locked in. Listen to lacrosse coach Joe Alberici talk to his players and try to peg his purpose.



On the surface, Coach Alberici's job is to improve players' lacrosse skills and win games. But speeches like this reveal his deeper mission and PURPOSE — to inspire his players to act with **COMPASSION**.

Coach Alberici teaches his players that to be "tough" means "being inclusive" and acting with compassion to those peers who might struggle with fitting in.

How do you act when you recognize that someone is being excluded?

- ☐ I don't really notice when others are being excluded.
- ☐ I tend to notice when someone is being excluded, but I don't take action.
- ☐ I sometimes act inclusive, when I feel comfortable doing so and it's convenient.
- ☐ I tend to be inclusive, but every once in a while I could be more welcoming.
- ☐ I always act inclusive and invite others to join me.



Leading With Purpose

PAUSE & CHAT



OBSERVE

Ask: "What stood out to you about how Grammer and the students were singing? How does their body language communicate the purpose behind the music?"

WRITING SUPPORT

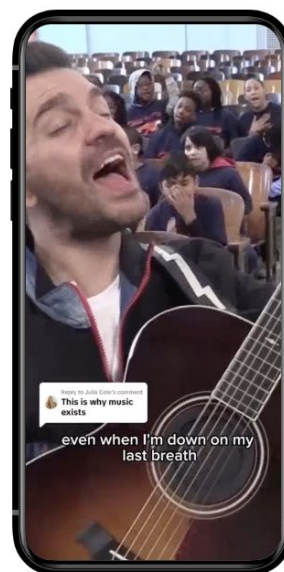


VOLUNTEER SHARE*

Before students write, ask students who are ready to share their ideas, ensuring they discuss both their talent/skill/passion and its connection to their deeper purpose. Share appreciation for those who make this connection. For those who don't make the connection, provide feedback to help them link their talent/skill/passion to their purpose. Have students type their answers after sharing.

A Musician's *WHY*

Some leaders rally teams on the field, others move audiences through music. Watch Andy Grammer team up with a school choir to sing "Don't Give Up On Me."



Did you see how the students lit up while singing? The swaying, the facial expressions, the hand gestures — they were really *feeling* every line. It's like they really got what "Don't Give Up On Me" means. That message of pushing through tough times hits home for just about everyone.

Think about both Coach Alberici and Andy Grammer. They're totally different, right? But they're actually both doing the same thing: sharing what matters to them. It's all about finding your voice and expressing what drives you.

How can you share your *WHY* with the world? What's a talent, skill, or passion that you can use to express your **PURPOSE in a way that feels natural to you?**

Answer goes here



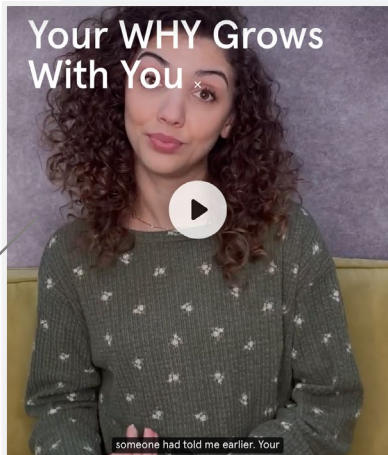
RECORD: Purpose In Progress

RECORDING RESPONSES



Instruct students to view the video and provide a recorded response using one of the following options:

1. Use a designated recording location.
2. Make use of rotating recording stations.
3. Record their response in a quiet location outside of school.
4. Opt for any other arrangement that best fits your learning context.



CLOSING

Review key takeaways from the lesson, highlighting student insights and contributions.

PAUSE & CHAT



CONNECT

How do you think the ideas we discussed today can be applied to make an IMPACT in your everyday life?

The 7-Day Leadership Challenge

Day 2: Searching For Your WHY

	Min.
Still Searching? No Problem	10
Skill Seekers	10
Guides To Greatness	10
RECORD: When You Experienced Your WHY	10
Total:	40



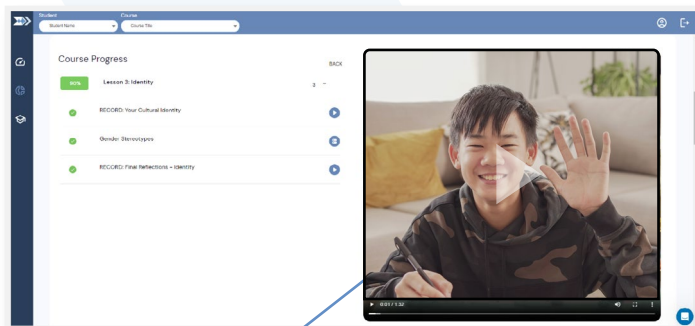
Still Searching? No Problem

ENTRY

Warmly welcome students to class. Remind them to sign in to impacterpathway.com, locate lesson 2, and then Screens DOWN.

IMPACTFUL VIDEO SPOTLIGHT

Before each class, select 1-2 outstanding Recorded Responses from the previous lesson to showcase to the class. Before sharing student videos, ask students permission to share. Use this as an opportunity to provide praise! When sharing a student's video, be sure to offer specific and detailed commentary. Provide clear examples for other students to observe and strive for in their own submissions.



PAUSE & CHAT

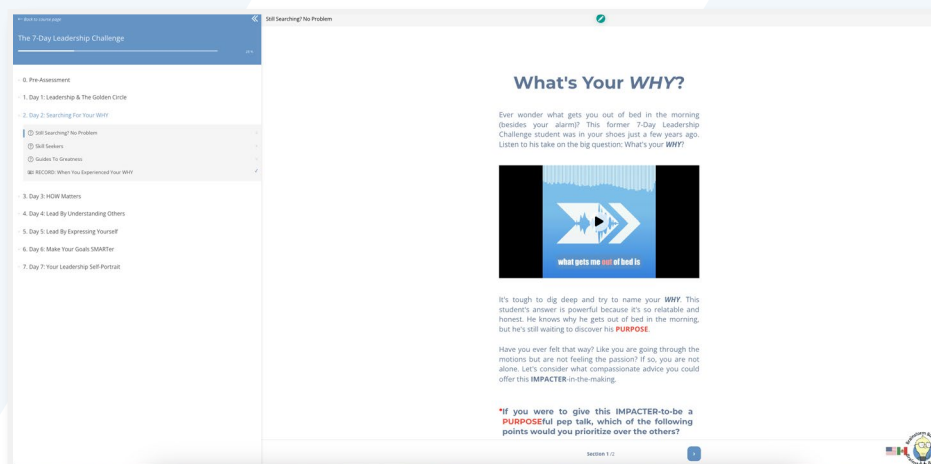


REFLECT

How could you incorporate an aspect of what you learned from watching ____'s recording into your own reflections at the end of this lesson?

OBJECTIVES

Explain that today's lesson, "Day 2: Searching For Your WHY," will help them reflect on what their unique purpose as a leader might be.





Still Searching? No Problem

PAUSE & CHAT



CONNECT

Ask: "Can you relate to this student? How similar are this student's feelings about purpose to your own?"

IMPACTER QUESTION



OPEN DISCUSSION*

Which of these responses do you find most reassuring, and why?

COACHABLE MOMENT



RESPONSIVE COMMUNICATION

Help students respond effectively to the points or questions raised by others by encouraging active listening and thoughtful communication, specifically in explaining why they find certain responses more reassuring.

What's Your *WHY*?

Ever wonder what gets you out of bed in the morning (besides your alarm)? This former 7-Day Leadership Challenge student was in your shoes just a few years ago. Listen to his take on the big question: What's your *WHY*?



It's tough to dig deep and try to name your *WHY*. This student's answer is powerful because it's so relatable and honest. He knows why he gets out of bed in the morning, but he's still waiting to discover his **PURPOSE**.

Have you ever felt that way? Like you are going through the motions but are not feeling the passion? If so, you are not alone. Let's consider what compassionate advice you could offer this **IMPACTER**-in-the-making.

If you were to give this IMPACTER-to-be a PURPOSEful pep talk, which of the following points would you prioritize over the others?

- ☐ You're already on the right track by thinking about this.
- ☐ Your purpose might be many things, not just one.
- ☐ Trust your gut; it often knows before your head does.
- ☐ You have time; don't let anyone rush you.
- ☐ It's okay if your purpose is just to be a good person.
- ☐ You're not alone in this search; we're all figuring it out.
- ☐ Your experiences now are shaping your future purpose.
- ☐ Being open to possibilities is half the battle.



Still Searching? No Problem

PAUSE & CHAT



ANALYZE

Ask: "What makes this an effective formula for finding your WHY?"

WRITING SUPPORT



TURN & TALK*

Students may struggle to begin defining their WHY, as there are many possible directions to take. To support them, provide the list of verbs below. Have students pair up to discuss and choose a verb to start their WHY statement, either from the list or one of their own choosing.

List of verbs: build, change, connect, create, discover, encourage, explore, fight, grow, help, inspire, invent, lead, learn, make, motivate, protect, share, solve, support

WRITING SUPPORT



PASS THE MIC*

Once students have drafted their WHY statement, ask them to share. Validate their efforts and offer support as needed to help them reach a deeper and more specific level of understanding.

Try This Formula

You might think formulas only appear in math class. In this video, Simon Sinek leads Vinh Giang in finding his **WHY** using a simple formula you can try using yourself.



Did you catch that? It's so simple that it might just work.

My **WHY** is to _____ so that _____.

Now you try it. Name how you want to help people in the first blank.

"My **WHY** is to _____."

Answer goes here

Explain the IMPACT you want to have in the second blank.

"so that _____."

Answer goes here



Skill Seekers

PAUSE & CHAT



CONNECT

Ask students if they have heard the phrase “I could do it with my eyes closed,” which means the task is so familiar or easy that a person can do it without even needing to see. Then, ask them how this phrase connects to the video they just watched.

IMPACTER QUESTION



1-2-3 VOTE* then COLD CALL*

Ask students to share the number they chose for their response, then call on students who chose a higher number to share the skill they would spend 10,000 hours mastering and what they enjoy about it.

PURPOSE Packs A Punch

For some **IMPACTERS**, their *WHY* is all about getting better at what they do. They see meaning in improvement, so they're willing to put in the hours to achieve greatness. Take this boxer, for example.



That's some serious progress! I wonder how long it took... Weeks? Months? Maybe even a year of training? This boxer's not just in it to win fights. He's all about beating *his past self*, pushing beyond previous boundaries — even blindfolded!

Some people say that it takes *10,000 hours* to become a pro at anything. If you do the math, that's about an hour a day for *27 years straight!* It really is the daily grind that turns beginners into masters. But if you love what you're doing, then all that time feels **PURPOSE**ful.

Rate your agreement with the following:

"I've got a skill that I'm so into, I'd absolutely spend 10,000 hours on it."

Strongly disagree

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Strongly agree



Skill Seekers

PAUSE & CHAT



EMPATHIZE

Ask: “What emotions do you think Damian experienced while compiling, editing, selecting background music, and eventually posting this compilation video?”

IMPACTER QUESTION



1-2-3 VOTE* then DIGGING DEEPER*

After students have voted, ask them to recall a specific example of a sacrifice they made while pursuing a long-term goal. How did motivation influence their pursuit?

Life Goals

All that time practicing solo isn't just for kicks; it can also open some serious doors. Check out where field goal kicker Damian Ramos landed after putting in his 10,000 hours.



How many times do you think Damian pictured that final moment? While he was kicking in his backyard, freezing his toes off in the snow, staying at practice after everyone else had gone home? Now he's at LSU, with 100,000 fans roaring. Damian built his own future, one kick at a time.

There's something powerful about pouring your heart into developing a skill. Sure, not everyone becomes a college athlete. But the discipline, the drive, the self-belief you gain? That's a victory in itself.

Out of the following potential benefits of long term dedication to developing a skill, which would motivate you the most?

- ☐ A sense of greater meaning
- ☐ Increased self-confidence
- ☐ The joy of doing something that I like
- ☐ Potential career opportunities
- ☐ The satisfaction of getting better bit-by-bit



Skill Seekers

PAUSE & CHAT



CONNECT

Ask: “When have people huddled around, hugged, or cheered you on for doing something awesome, and how did that feel? Did it make you feel pressure, support, or both?”

WRITING SUPPORT

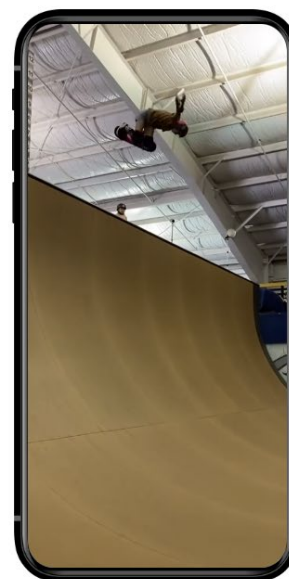


BRAINSTORM*

Before writing, have students brainstorm qualities of a truly great thank you note. Encourage them to consider how specific details—acknowledging particular actions or moments—make the message more meaningful and sincere.

Half Pipe, Full Support

The path to greatness can seem like it's lonely, but it doesn't have to be. Check out what happens when Arisa finally nails a tricky half-pipe move she's been working on forever.



Talk about a victory yell! And for good reason — what you just witnessed was Arisa becoming *the first woman ever to land that trick*. It's hard to even tell who was more stoked, Arisa or her crew! They're her personal cheer squad, the ones who've probably seen every wipeout along the way.

Having people in your corner can be rocket fuel for your dreams. They believe in you, pick you up when you fall (sometimes literally), and go wild when you finally make it.

Take a moment to think about the people who are in your corner — the ones who fuel your desire to be great and who are by your side cheering when you succeed.

Write a thank-you note to one of these people, explaining how their support has made a difference in achieving your goals. (You don't have to actually send it, but hey, why not? Sharing a little **GRATITUDE never hurts.)**

Answer goes here



Guides To Greatness

PAUSE & CHAT



EMPATHIZE

Ask students to share a time when a parent or someone else taught them something new. Then, have them imagine the moment from the teacher's perspective and consider how that might have felt.

IMPACTER QUESTION



INTROSPECTION POINT*

Pause and ask students to independently reflect upon and answer this question.



EXTENSION

IDEATE

Invite students to think of specific ways they can support others' success in the coming days and weeks in ways that align with their purpose.

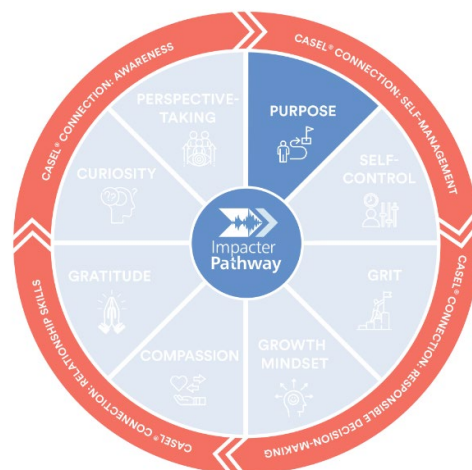
Ditching The Training Wheels

Not everyone's **WHY** is focused on ME, ME, ME. There are **IMPACTERS** out there who define themselves by the success of those they choose to help and support. Watch this dad guide his son to navigate the world on two wheels.



Did you notice how Dad went from pushing and steadying his son to jogging behind him on his wobbly first ride?

Then, after the ride wraps up, Dad celebrates his son by lifting him high in the air with excitement. Clearly, Pops's **PURPOSE** is supporting his son's success.



Is your **PURPOSE** more tied to your individual success or to the success of others?

Individual
success

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Success of
others



Guides To Greatness

PAUSE & CHAT



OBSERVE

Ask: "What did you notice about this teacher that shows he's great at his job?"

IMPACTER QUESTION



DIGGING DEEPER*

What actions from *your* teachers feel especially meaningful and validating to you?

COACHABLE MOMENT

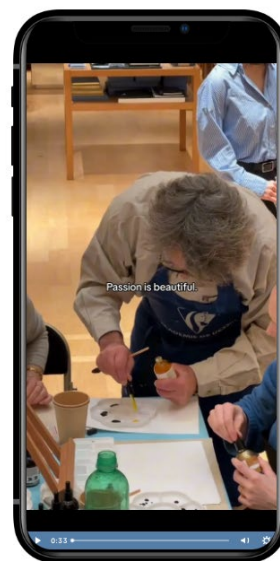


PERSONAL ANECDOTE

Encourage students to incorporate a relevant personal story or experience to add authenticity to the answer.

Brushes With Greatness

It's one thing to tie your purpose to your offspring's success, but what about **IMPACTERS** who dedicate themselves to the success of their students? Watch this teacher circulate around the art room, sharing his passion with each artist.



There were no words used in the video to describe this teacher's passion, but his actions alone paint a picture of what type of teacher he is.

Which of the following actions by the teacher do you feel was the most meaningful to his students?

- ☐ Providing individual feedback to each artist
- ☐ Demonstrating how to mix paints
- ☐ Photographing the artists' work
- ☐ Circulating around the room and visiting each artist



Guides To Greatness

PAUSE & CHAT



REACT

Ask: "What reactions do you have to this live TV moment?"

KEY WORD SUPPORT



PANIC ATTACK

A *panic attack* is a sudden burst of intense worry with physical symptoms like trouble breathing, even when there's no real danger. They can happen to anyone, and although they can be distressing, they don't actually harm a person's health.

Ask: "This video features a weatherman who sometimes experiences panic attacks. Why do you think someone who has panic attacks would choose a job that involves so much public speaking?"

WRITING SUPPORT



OPEN DISCUSSION*

Before writing, have students share examples of situations where someone needed compassion. Encourage them to reflect on the specific challenges they faced when responding, whether emotional, practical, or personal. Discuss the various ways compassion can be expressed, from small gestures to larger acts of support, and how their reactions may have differed depending on the situation.

Meeting Purpose With Compassion

Watch Nate Byrne, an ABC News Australia weatherman, struggle during a live broadcast and consider how he leads with transparency and vulnerability.



On one level, Nate Byrne's **PURPOSE** is to share the weather forecast with his viewers on a daily basis. Meteorology is his passion, and he based his career around it.

On another level, as a person who suffers from sudden panic attacks, Byrne's purpose is to be open about his anxiety disorder and to raise awareness among his viewers about the condition.

After Byrne's announcement, his colleague and co-anchor Lisa Millar acts with **COMPASSION** and grace, expressing her admiration for Byrne's openness and transparency.

Have you ever been in a situation where someone you know is suddenly in need of your **COMPASSION**? How did you react? Were you able to provide them with the needed support?

Answer goes here



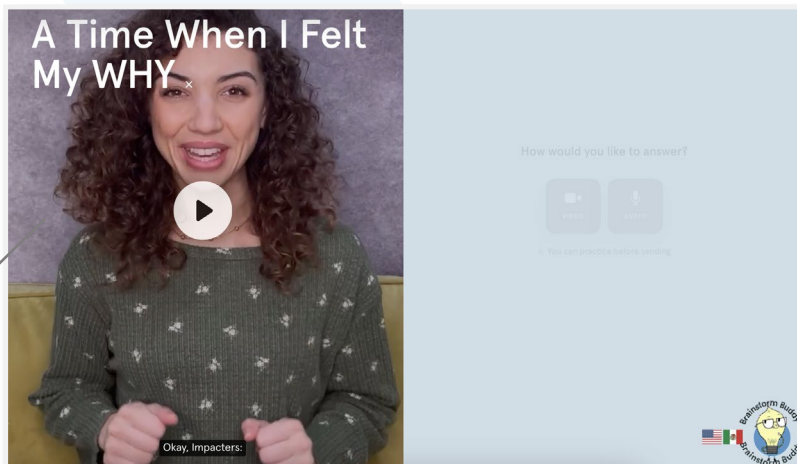
RECORD: When You Experienced Your WHY

RECORDING RESPONSES



Instruct students to view the video and provide a recorded response using one of the following options:

1. Use a designated recording location.
2. Make use of rotating recording stations.
3. Record their response in a quiet location outside of school.
4. Opt for any other arrangement that best fits your learning context.



CLOSING

Review key takeaways from the lesson, highlighting student insights and contributions.

PAUSE & CHAT



CONNECT

How do you think the ideas we discussed today can be applied to make an **IMPACT** in your everyday life?

The 7-Day Leadership Challenge

Day 3: HOW Matters

	Min.
Physical Command	10
Hands That Hook	5
The Social Stretch	10
RECORD: Leading Through Curiosity	10
Total:	35



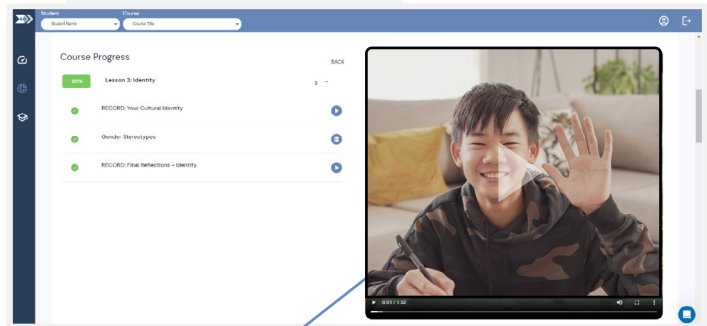
Physical Command

ENTRY

Warmly welcome students to class. Remind them to sign in to impacterpathway.com, locate lesson 3, and then Screens DOWN.

IMPACTFUL VIDEO SPOTLIGHT

Before each class, select 1-2 outstanding Recorded Responses from the previous lesson to showcase to the class. Before sharing student videos, ask students permission to share. Use this as an opportunity to provide praise! When sharing a student's video, be sure to offer specific and detailed commentary. Provide clear examples for other students to observe and strive for in their own submissions.



PAUSE & CHAT

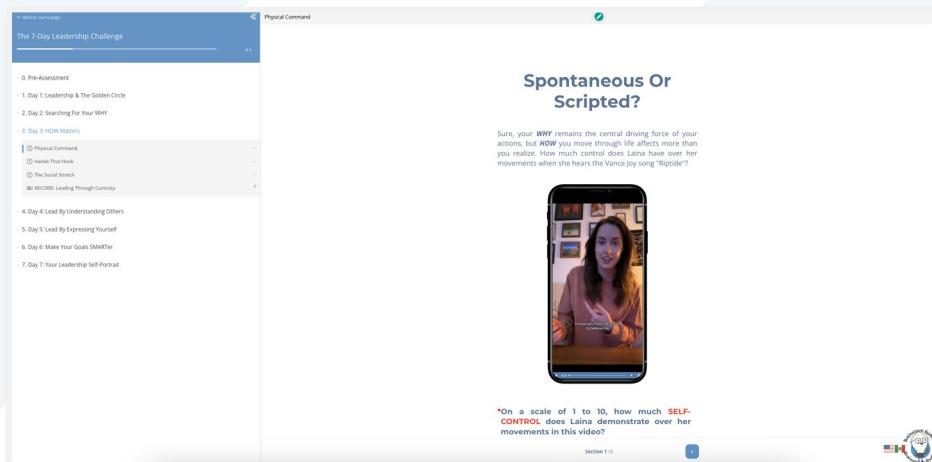


REFLECT

How could you incorporate an aspect of what you learned from watching ____'s recording into your own reflections at the end of this lesson?

OBJECTIVES

Explain that today's lesson, "Day 3: HOW Matters," will help them reflect on the impression that they create through the way that they carry themselves.





Physical Command

PAUSE & CHAT



REACT

Ask: "Wait... so was she in control of her shoulder, or not?"

IMPACTER QUESTION



1-2-3 VOTE* then COLD CALL*

Ask students to share the number they chose, then call on students with differing answers to explain their reasoning.

IMPACTER QUESTION



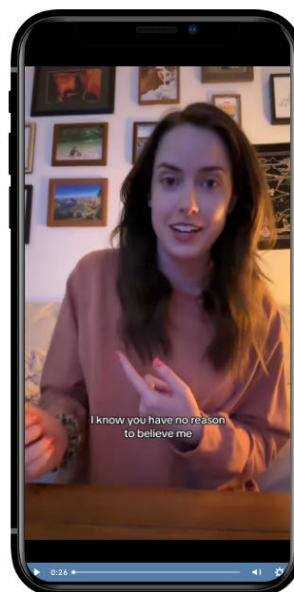
TEACHER THINK ALOUD*

To help students consider scenarios requiring intentional movement, share personal examples from your life. After providing these examples, rank yourself on how intentional you are with your movements overall.

Possible Examples: Presenting, playing sports, performing, navigating social settings, or maneuvering in a busy kitchen

Spontaneous Or Scripted?

Sure, your **WHY** remains the central driving force of your actions, but **HOW** you move through life affects more than you realize. How much control does Laina have over her movements when she hears the Vance Joy song "Riptide"?



On a scale of 1 to 10, how much **SELF-CONTROL** does Laina demonstrate over her movements in this video?

No control

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 Complete control

It's a tricky question, right? At the beginning of the video, you might understandably believe that Laina has no control over the reflexive movements of her right shoulder when it responds to the catchy upbeat tune of "Riptide."

By the end of the video, when Laina times her dance moves to the chorus of "Riptide," you realize that Laina has complete control of this funny video "performance" and that all of her movements are intentional.

How intentional are you with your movements?

Not intentional

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 Extremely intentional



Physical Command

PAUSE & CHAT

CONNECT

Ask: "To whom do you show your not-having-it face, and why?"



IMPACTER QUESTION

1-2-3 VOTE* then VOLUNTEER SHARE*

Ask students to share the answer they chose, then ask volunteers to share their reasoning for their answer.



WRITING SUPPORT

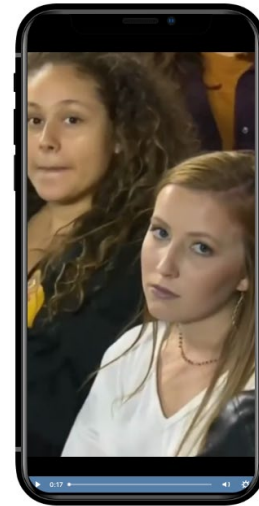
BRAINSTORM*

Students may struggle to identify specific body language that communicates their frustration. To help, brainstorm a list of examples with the class before students write their responses.



Stand And *Don't Deliver*

Being intentional with how you move (or don't move) your body can pack a powerful message in itself. Watch this LSU fan's body language as the cameraperson chooses to zoom in on her spot in the crowd.



Usually when a fan in the crowd gets their brief time on a nationally televised broadcast, they show their team spirit — despite whether or not their team is tanking. But this fan?

She wasn't having it.

What about this fan's appearance MOST CONVINCINGLY communicated that she knew "it was over"?

- ☐ Her stare
- ☐ Her emotionless expression
- ☐ Her crossed arms
- ☐ Her motionlessness

This fan makes a meme-worthy statement by intentionally refusing to budge, physically and emotionally. Now think about your own stance and expression when you're fed up.

Describe how you tend to express yourself when you're simply "not having it."

How do you use your eyes, your facial expressions and/or your body language to communicate your frustration?

Answer goes here



Physical Command

PAUSE & CHAT



REFLECT

Ask: "Why do you think Giang gave Tim this feedback?"

PAUSE & CHAT



CONNECT

Ask: "Can you think of any unintentional body movements that you make that you've had to work on?"

Possible Examples: Hunching over, facial tics, shuffling feet back and forth, fiddling with hands, furrowing brows (and looking angry as a result)

IMPACTER QUESTION



TURN & TALK*

After they choose their responses, have students share their favorite ways of showing gratitude, or ways they want to start showing it.

Grateful Gestures

Watch Communication Skills coach Vinh Giang demonstrate how you can alter your body language to accept the gift of a compliment with confidence and **GRATITUDE**.



Giang is not only an effective and skilled communicator; he is a skilled translator of the movements others make and the unintentional messages they may be sending.

People commonly rehearse body language movements for formal presentations or for acting performances, but seldom do people practice how to receive the gift of a compliment with their physical and verbal language.



Rate your agreement with the following:

"When I receive compliments, I do a good job of expressing my **GRATITUDE**."

Strongly disagree

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Strongly agree



Hands That Hook

KEY WORD SUPPORT



CAPTIVATE

The word *captivate* (v) means “to attract and hold someone’s interest or attention strongly.” Ask students if they’re familiar with the noun *captive* and how that word might relate to the action of *captivating* a group of people.

PAUSE & CHAT



IDEATE

Ask: “Why do you think this magician is practicing sleight of hand, or manipulating the cards in this way, even if she’s not performing a trick?”

IMPACTER QUESTION



VOLUNTEER SHARE*

Ask students to volunteer one of the strategies that they use and give an example of a time that they used that strategy effectively.

+ EXTENSION

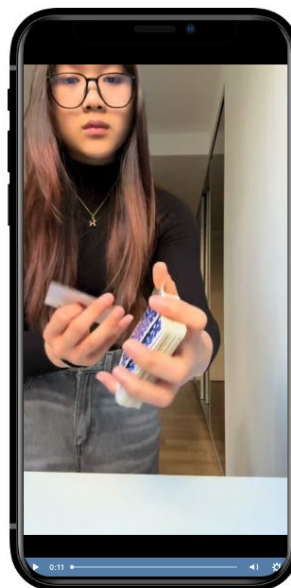
ENGAGE*

Brainstorm a list of topics that students find interesting. Have students choose a topic from the list (or a topic of their own) for the following challenge.

Tell students that they have 30 seconds to capture a partner’s interest in the topic they chose. Give students a few minutes to prepare their “hook” using some of the strategies in the list to the right. Place students in pairs and have them take turns capturing their partner’s interest.

Drawing You In

Captivating leaders are like master magicians — they know **HOW** to draw you in and captivate your attention. As you watch this video of an aspiring magician practice her moves in front of a mirror, notice where your eyes are drawn.



This magician knows that the secret to pulling off a good card trick is to perfect those sleight of hand skills.

She moves her hands in such a way that she directs your attention to the card she displays and then quickly and smoothly returns it to the deck. It’s almost like she is hypnotizing you with her hands.

Successful leaders don’t usually need to rely on magic tricks. Here is a list of many strategies that tend to capture people’s attention. Which of these strategies do you tend to use? (Check all that apply.)

- ☐ Telling a personal story
- ☐ Asking a thought-provoking question
- ☐ Using unexpected humor or a joke
- ☐ Sharing a shocking statistic or fact
- ☐ Maintaining eye contact
- ☐ Employing engaging facial expressions
- ☐ Using dynamic hand gestures
- ☐ Changing your voice’s tone or pitch
- ☐ Introducing a controversial idea



Hands That Hook

PAUSE & CHAT



EMPATHIZE

Ask: "When have you been in a conversation that was so engaging that you felt like you just could not wait to talk?"

IMPACTER QUESTION



1-2-3 VOTE* then COLD CALL*

Ask students to share the position of the woman they chose (left, center, or right), and then call on students with differing answers to explain their reasoning.

WRITING SUPPORT



BRAINSTORM*

Students may struggle to identify hand moves that they make during a debate. Brainstorm a list with students before they write their responses.

Possible Examples: Pointing finger, counting off numbers, finger wag, air quotes, clasping hands together, crossing arms, waving away an idea

Take The Lead

Three friends are deep in conversation, but only one is truly in command. Based on the way they are moving their hands, who do you think is **leading** this conversation?



Who is leading this conversation?

- ☐ The woman on the left waving her hand and tapping the table
- ☐ The woman in the center with her raised hand and serious expression
- ☐ The woman on the right using hand gestures while speaking

Spot on if you picked the woman on the right! While her buddies are competing for attention, the leader remains in control. She uses her hands purposefully to emphasize her points, maintaining command of the conversation.

HOW we use our hands can project confidence or anxiety. While all three friends clearly have something to say, their different approaches to getting attention tell very different stories about their **SELF-CONTROL** and leadership.

You're in a heated debate and REALLY want to make your point. Break down your go-to hand moves. Do they scream 'pick me!' or 'I got this'?

Answer goes here



The Social Stretch

PAUSE & CHAT



OBSERVE

Ask: "Which different hand-raising styles did you notice? Do you think some of them are more effective than others?"

IMPACTER QUESTION



TURN & TALK*

Have students think through their answers with a partner. This way, they can consider aloud which answer is most true about them.



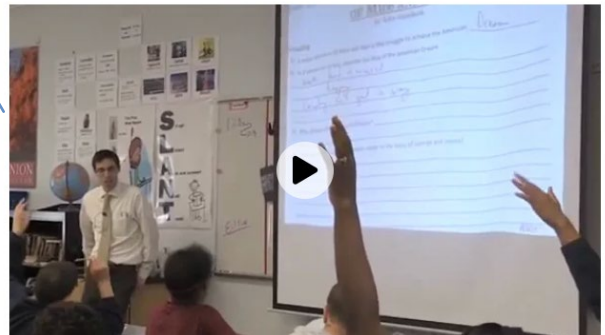
EXTENSION

DIGGING DEEPER*

Task students with ranking these hand-raising styles from the one that makes the best impression on teachers to the one that makes the worst impression. Have students share their rankings with a partner, then discuss students' rankings as a class, asking them to explain their thoughts and allowing for discussion and disagreement.

Pick ME!

It's one thing to wave down your friends for attention, but facing a teacher? That's a **whole** different game. Watch this classroom discussion in action and see how many signature hand-raising styles you can spot.



From the desperate finger-flutter to the cool, calm raise-and-wait, this classroom's got the full menu of hand-raising moves at the ready.

Then there are the students who keep their hands down, even when they might have something to say. Same teacher, same question — yet each student makes their own choice about jumping in or hanging back.

When a teacher asks a question to the whole class, what's your typical reaction? Choose the response that best matches your usual style.

- ☐ My hand shoots up right away. I love being the first to answer!
- ☐ I take a few seconds to think, then raise my hand if I'm confident.
- ☐ I switch between different hand-raising styles depending on my mood.
- ☐ I start with a half-raised hand while I double-check my answer in my head.
- ☐ I wait to see if anyone else raises their hand before deciding.
- ☐ I keep my hand down even when I know the answer. I prefer to listen.



The Social Stretch

PAUSE & CHAT



EMPATHIZE

Ask: "Who can relate? What do you think leads to this fear?"

IMPACTER QUESTION

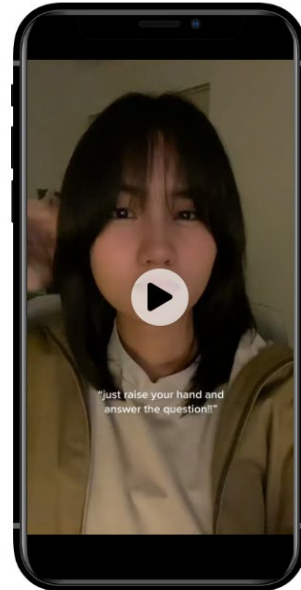


INTROSPECTION POINT*

Pause and ask students to independently reflect upon and answer this question.

The Inner Battle

When raising your hand feels like the biggest decision ever, there's usually a debate happening in your head. Watch what happens when this student faces the classic "to-raise-or-not-to-raise" dilemma.



We all know those two voices: one pushing us to speak up ("Go for it - raise that hand!"), while the other undermines us with doubt ("But what if you're wrong?"). Let's be honest: fear often wins, keeping our hand safely in our lap while our heart races.

The real kicker? Sometimes, after we've chickened out, **someone else** gives the exact answer we were thinking. All that stress, all that worry about being judged by teachers and classmates — and we actually knew it all along.

On a scale of 1-10, which voice usually wins in your head?

Fear always wins ("What if I'm wrong?")

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Confidence always wins ("Just go for it!")



The Social Stretch

PAUSE & CHAT



IDEATE

Ask: "Are there times when it's worth it to keep your hand up this long? If so, what are they?"

PAUSE & CHAT



REFLECT

Ask: "Even if it doesn't feel good in the moment, what could be the benefit of raising your hand and getting an answer wrong?"

WRITING SUPPORT



TEACHER THINK ALOUD*

To help students consider scenarios when they had to choose between playing it safe and putting themselves out there, share a personal example about yourself from when you were around their age. Reflect on why you made the decision that you did and the advice you would give your younger self looking back.

COACHABLE MOMENT

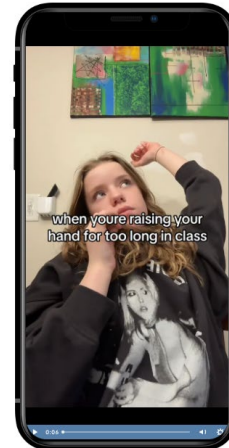


INCREASING SPECIFICITY

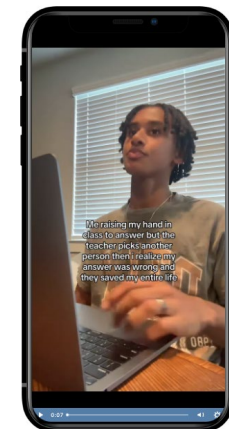
Encourage students to provide more specific information or examples to enhance clarity and precision of their reflection on this decision.

Hand Raised... Now What?

Winning that inner battle and raising a hand might feel like victory, but it's only the beginning. Watch how Susanna's determined effort leads to an unexpected lesson in **GRIT**.



While Susanna's handraising fatigue leaves her frustrated, Andre discovers an unexpected upside to being overlooked.



Andre might have felt relieved when he realized his answer was wrong, but did he dodge a bullet or miss an opportunity to actively engage in the discussion?

While nobody loves being wrong, the most inspiring leaders aren't the ones who always get it right; they're the ones who aren't afraid to get it wrong on the path to getting it right.

Leaders grow by taking risks. Describe a classroom moment when you had to choose between playing it safe and putting yourself out there. Looking back, what would you tell yourself about that decision?

Answer goes here



RECORD: Leading Through Curiosity

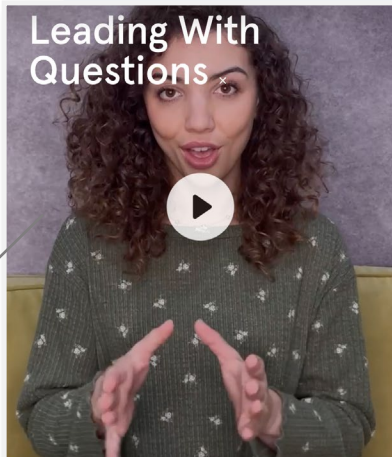
RECORDING RESPONSES



Instruct students to view the video and provide a recorded response using one of the following options:

1. Use a designated recording location.
2. Make use of rotating recording stations.
3. Record their response in a quiet location outside of school.
4. Opt for any other arrangement that best fits your learning context.

Leading With Questions



How would you like to answer?



You can practice before sending



CLOSING

Review key takeaways from the lesson, highlighting student insights and contributions.

PAUSE & CHAT



CONNECT

How do you think the ideas we discussed today can be applied to make an **IMPACT** in your everyday life?

The 7-Day Leadership Challenge

Day 4: Lead By Understanding Others

	Min.
Reading Emotions	10
Masked Emotions	10
Mixed Emotions	10
RECORD: A Lesson In Perspective	10
Total:	40



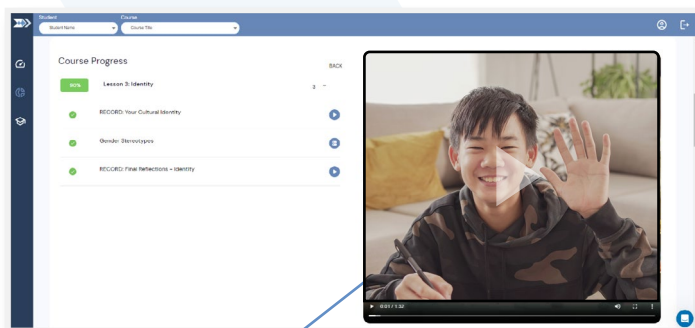
Reading Emotions

ENTRY

Warmly welcome students to class. Remind them to sign in to impacterpathway.com, locate lesson 4, and then Screens DOWN.

IMPACTFUL VIDEO SPOTLIGHT

Before each class, select 1-2 outstanding Recorded Responses from the previous lesson to showcase to the class. Before sharing student videos, ask students permission to share. Use this as an opportunity to provide praise! When sharing a student's video, be sure to offer specific and detailed commentary. Provide clear examples for other students to observe and strive for in their own submissions.



PAUSE & CHAT

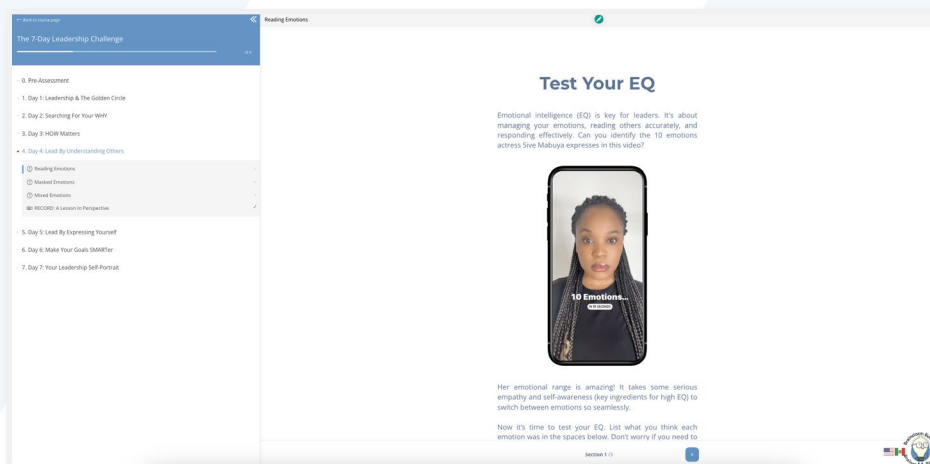


REFLECT

How could you incorporate an aspect of what you learned from watching ____'s recording into your own reflections at the end of this lesson?

OBJECTIVES

Explain that today's lesson, "Day 4: Lead By Understanding Others," will help them explore the concept of emotional intelligence and practice reading others' emotions.





Reading Emotions

KEY WORD SUPPORT



EMOTIONAL INTELLIGENCE

Emotional intelligence, or EQ, (*n*) is the ability to recognize, understand, and manage emotions in oneself and others.

Pause here to ask students what they already know about this term. Invite them to share about any people in their lives who they think have high EQ, and why they think so.

IMPACTER QUESTION



1-2-3 VOTE* then VOLUNTEER SHARE*

For each response, have students vote on which emotion they think is correct. Replay the video and pause it as needed. Allow for discussion and disagreement.

PAUSE & CHAT



REFLECT

Ask: "How did you do? Which answers surprised you the most?"



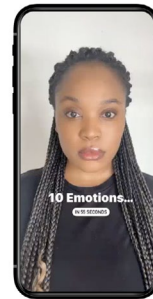
EXTENSION

ENGAGE

Organize students into groups of 3-4 for an emotion-charades game. Each player selects and acts out an emotion from Mabuya's video without speaking, while their group tries to guess the emotion being portrayed.

Test Your EQ

Emotional intelligence (EQ) is key for leaders. It's about managing your emotions, reading others accurately, and responding effectively. Can you identify the 10 emotions actress Sile Mabuya expresses in this video?



Her emotional range is amazing! It takes some serious empathy and self-awareness (key ingredients for high EQ) to switch between emotions so seamlessly.

Now it's time to test your EQ. List what you think each emotion was in the spaces below. Don't worry if you need to rewatch or pause the video above to study each expression more closely, that's all part of sharpening your people-reading skills.

Emotion 1:

☐ Happy

☐ Nervous

Emotion 2:

☐ Nervous

☐ Humiliated

Emotion 3:

☐ Disappointed

☐ Angry

Emotion 4:

☐ Scared

☐ Shy

Emotion 5:

☐ Scared

☐ Nervous

Emotion 6:

☐ Sad

☐ Angry

Emotion 7:

☐ Disappointed

☐ Shy

Emotion 8:

☐ Overwhelmingly happy

☐ Nervous

Emotion 9:

☐ Sad

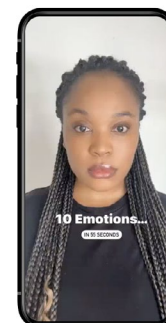
☐ Shy

Emotion 10:

☐ Numb

☐ Disappointed

Time for the moment of truth! Watch the video below to see each emotion revealed. How did you do?





Reading Emotions

PAUSE & CHAT



CONNECT

Ask: "What are some other songs that are worthy of this kind of enjoyment?"

IMPACTER QUESTION



1-2-3 VOTE* then COLD CALL*

Ask students to share their chosen response numbers. Then, invite those who selected higher numbers to describe a time when they picked up on someone's true feelings despite their facial expression not matching.

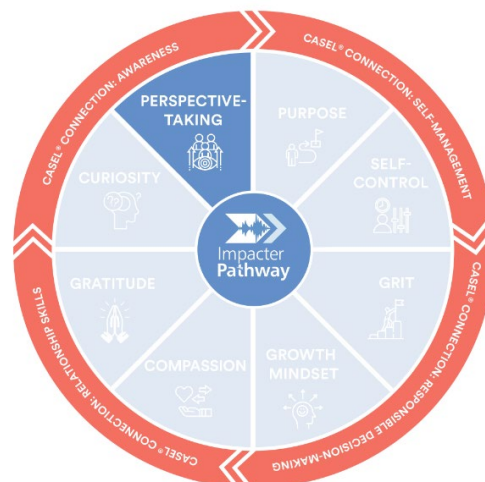
You Like It... Right?

Have you ever noticed that sometimes a person's face seems to say the *opposite* of what they're feeling? Check out how Terry and Kaniya show that they *like* Chappell Roan's hit song "Good Luck, Babe!"



Did you catch all those *stank* faces? Scrunched noses, frowns, furrowed brows... Those usually say "*gross*," but in this case they're saying, "*fantastic*." All this goes to show that EQ is more complicated than simple equations like, "*frowning = sad*" or "*smiling = happy*."

True emotional intelligence requires taking in the whole picture and practicing **PERSPECTIVE-TAKING**. It's about catching those subtle cues that show how someone is really feeling, the little things that show that even if someone is frowning, they're actually delighted, or even if someone is smiling, they're actually nervous.



Rate your agreement with the following:

"Even when someone's face doesn't quite match what you'd normally expect, I can usually tell how they're actually feeling."

Strongly disagree

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Strongly agree



Reading Emotions

PAUSE & CHAT



REFLECT

Ask: "It's pretty common for people to assume the worst about what someone else is thinking or feeling. Why do you think people do this?"

WRITING SUPPORT



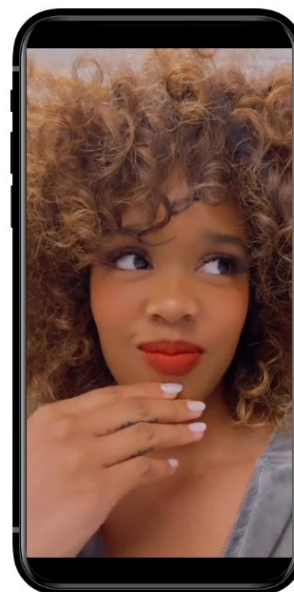
TEACHER THINK ALOUD*

Students may struggle to address each part of this multi-part question. Share your own example of when you had a wrong first impression of what someone else was feeling. Break down for students (1) what you thought they were feeling, (2) what they were actually feeling, and (3) how perspective-taking helped you understand them better in the end.

Possible Examples: Assuming someone is angry, but they're just tired; assuming someone is rude for not saying hello, but they're just lost in thought; assuming someone is laughing at you, but they're just laughing at something unrelated

Second Impressions Also Count

What about if you misread someone's emotions? It can lead to disaster, but if you've got the right mindset, it doesn't have to. Watch as R&B singer H.E.R. describes her own take-aways from a near-misunderstanding.



H.E.R. nails it: EQ works both ways. We need to make sure our face matches our feelings. But just as important? Pumping the brakes on those knee-jerk negative assumptions about others' emotions.

Leaders know that their first impression isn't always the right one. They slow down their thinking, then use their observation and **PERSPECTIVE-TAKING** to remain open-minded. That's the kind of EQ skill that can turn an interaction that ruins your day into a moment that makes it.

Describe a time when you had a wrong first impression of what someone else was feeling. What did you think they were feeling? What were they actually feeling? How did **PERSPECTIVE-TAKING help you to understand them better in the end?**

Answer goes here



Masked Emotions

PAUSE & CHAT



CONNECT

Ask: "Have you ever used one of these face-changing filters? Which ones do you find the funniest?"

IMPACTER QUESTION



1-2-3 VOTE*

Ask students to share their response, then read the text that follows.

IMPACTER QUESTION

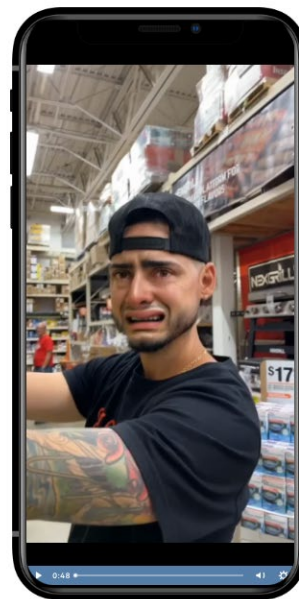


1-2-3 VOTE* then OPEN DISCUSSION*

After students vote, ask: "Do you think it's more accurate to rely on a person's words or a person's facial cues to really understand what they're feeling?" Allow for open discussion of the question, prompting students to provide examples to support their thinking.

Filtered Expressions

A mark of EQ is being able to easily interpret other people's feelings, but what happens when a filter gets in the way? Can you tell what this Home Depot shopper is feeling even though his wife is using an app to twist his facial expression?



How do you think this shopper *really* feels about his trip to Home Depot?

- ☐ Excited
- ☐ Sad
- ☐ Bored

If you selected "Excited," you were listening to this shopper's words, but if you selected "Sad," you were looking at his facial expression.

But here's the deal: this dude got sad-face-filtered by his wife and he is completely unaware of the disconnect between his *internal feelings* and his *external image*.

When you are reading a person's feelings, do you tend to rely more on interpreting their verbal cues (words) or their facial cues?

Verbal cues

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

 Facial cues



Masked Emotions

IMPACTER QUESTION



1-2-3 VOTE* then COLD CALL*

Ask students to share which answer they chose, then call on students to explain their reasoning for their response.

PAUSE & CHAT



IDEATE

Ask: "Do you think that there are 'right' times to use a fake smile?"

IMPACTER QUESTION



TURN & TALK*

After students select their response, have them turn to a partner to share the number they chose and why they chose it.

Smiles That Beguile

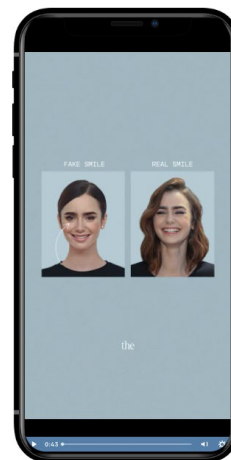
One of the most telling facial cues is a smile, but even smiles can be somewhat deceiving! Watch Nico smile twice and try to determine which of his smiles is genuine.



Which smile seems more genuine?

- ☐ Nico's first smile ☐ Nico's second smile

If you decided Nico's second smile seemed more genuine, then you would agree with the 19th century scientist Guillaume Duchenne who studied the muscles that control facial expression. Watch this video to learn more about why Nico's second smile is the real deal.



You probably know people who are considered "smiley" no matter what they are feeling on the inside. When you encounter those smiley types, you might need to tap into your **CURIOSITY**, delving deeper to try to figure out what they're *really* feeling.

How curious are you about trying to figure out what someone is really feeling, instead of just relying on their facial expression?

Not at all
curious

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Extremely
curious



Masked Emotions

PAUSE & CHAT



IDEATE

Ask: "What are other scenarios you can think of when masking your emotions would be appropriate?"

WRITING SUPPORT

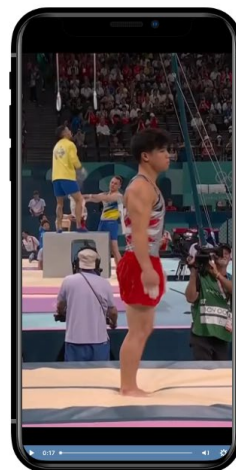


VOLUNTEER SHARE*

Students may struggle to answer all parts of this multi-part question. Before students write, ask for a volunteers to share their thoughts. On the board, track (1) the circumstances, (2) when they showed their true feelings, and (3) what that transition looked and felt like. Students can refer back to the board as they structure their responses to answer all the questions.

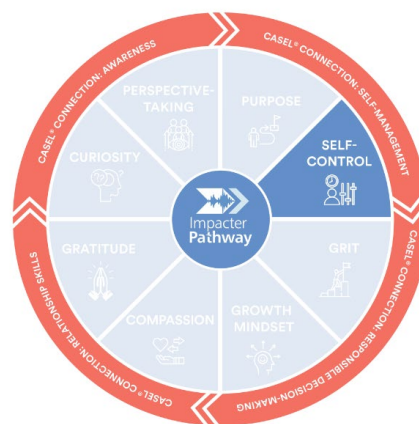
Game Face

There are times when it is ideal to hide one's emotions intentionally. Watch Olympic gymnast Asher Hong dominate the vault... and his emotions.



If you watch Hong's face throughout his performance, it remains serious, stoic, and fixed. Then, as soon as the event officially ends, his official expression evaporates and another Hong takes over.

It takes **SELF-CONTROL** to keep your game face on during the competition and to not let it crack. Hong deliberately delays his victory-flexing and screaming until he knows it is the appropriate time to celebrate.



Can you think of a time when you needed to tap into your **SELF-CONTROL** and to mask your emotional state?

What were the circumstances? When did you allow yourself to show your true feelings? What did that transition look and feel like?

Answer goes here



Mixed Emotions

IMPACTER QUESTION



1-2-3 VOTE* then VOLUNTEER SHARE*

Ask students to share their response to the question. Then, open up discussion for students to share why they chose the emotion they did. Encourage students to make direct reference to the painting's features as they justify their response.

IMPACTER QUESTION



1-2-3 VOTE*

Ask students to share their response to the question.



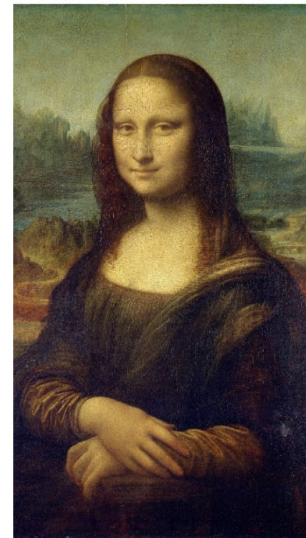
EXTENSION

DIGGING DEEPER*

Give students ten minutes to research why Mona Lisa's expression has been a mystery for so long and what different answers exist for how she's actually feeling. When you come back together, ask students to report back any interesting findings.

The Mystery Of Mona

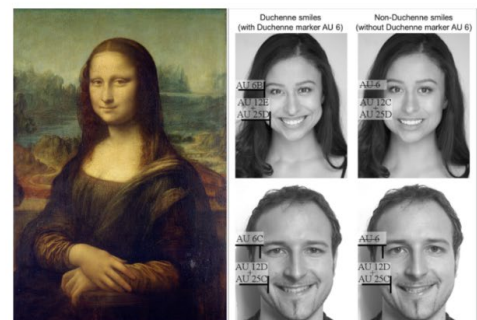
Here is one of the most famous hard-to-read faces of all time: Mona Lisa. Take a good hard look at her facial expression to see if you can figure out what she's feeling.



What emotion do you think Mona is expressing?

- ☐ Happiness
- ☐ Sadness
- ☐ Fear
- ☐ Anger
- ☐ Surprise
- ☐ Disgust
- ☐ Contempt

Now, based on what you've learned about Duchenne Smiles, consider if Mona's famous smile is genuine or not.



Do you think Mona's smile is genuine?

- ☐ Yes, her smile is real!
- ☐ Nope — definitely a fake smile.



Mixed Emotions

PAUSE & CHAT



IDEATE

Ask: "Assuming she is surprised, what do you think she would be surprised about?"

PAUSE & CHAT



EMPATHIZE

Ask: "Why might it make sense that this girl paused after she first saw her dad?"

IMPACTER QUESTION

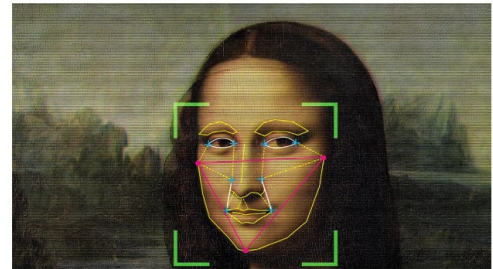


TURN & TALK*

It might take students a moment to understand the answer choices for this question. Have them take turns reading the choices aloud with a partner, then discuss which choice best describes them.

Scientists Say...

There have been countless scientific studies that attempt to "nail" Mona's expression and to give it a definitive label based on the various measurable angles and proportions of her different facial features.



It turns out, her expression is conveying a **mix** of emotions, and some scientists have labeled it as **surprised**. If you think about the feeling of being surprised, this might not surprise you! While most emotions are clearly positive or negative, surprise can be **both**.

Surprise is also an emotion that passes quickly, until another emotion takes over. Watch this video of a daughter reuniting with her father and try to track her emotions.



Each time this little girl says "Daddy," she expresses a different emotion. She cycles through excitement, shock, confusion, and finally... joy! Processing a powerful moment can be like shifting emotional gears.

Which statement best describes your experience with mixed emotions?

- ☐ I usually feel or identify one emotion at a time.
- ☐ I sometimes feel conflicting emotions and find it confusing and overwhelming.
- ☐ I often recognize mixed emotions in myself and others.
- ☐ I'm very aware of the complexity of emotions in most situations and accept mixed emotions as natural.



Mixed Emotions

PAUSE & CHAT



REACT

Ask: "What stood out to you most about this sweet moment?"

WRITING SUPPORT



PASS THE MIC*

Can you share an example from your experience where the way something was said changed your understanding or feelings about the message? How did it affect your reaction?

COACHABLE MOMENT



PERSONAL ANECDOTE

Encourage students to incorporate a relevant personal story or experience to add authenticity to the answer.

When Joy Overflows

Mixed emotions tend to show up during life's big moments. See if you can catch all the mixed emotions that Uncle Hayden feels when he meets his baby nephew for the first time (and gets a big surprise).



Part of what makes the moment so special is how Hayden lets himself feel and show all of his mixed emotions. He's *happy* to meet his nephew, he's *nervous* to not drop him, he's *shocked* at learning his middle name, and in the end his happy tears of **GRATITUDE** flow.

Hayden's ability to feel and show that big mix of emotions is powerful! It shows just how much he loves his nephew.

Write about a time when you also felt an overwhelming sense of **GRATITUDE — maybe even to the point of having those happy tears well up.**

What was the occasion? What were you grateful for? What emotions did you show in the moment?

Answer goes here



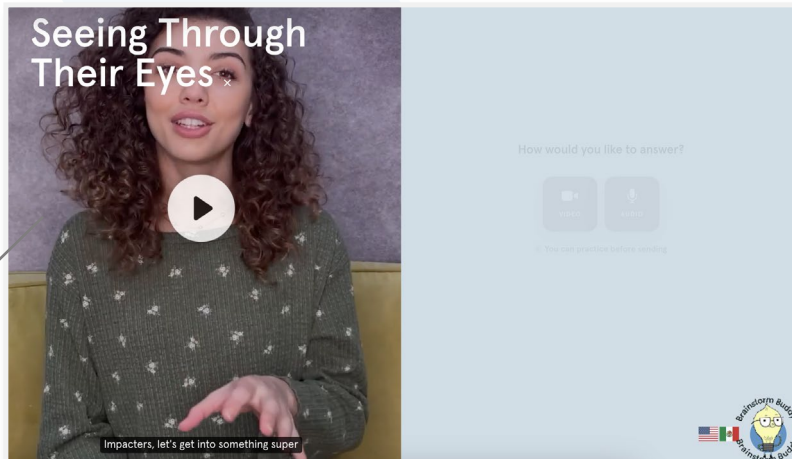
RECORD: A Lesson In Perspective

RECORDING RESPONSES



Instruct students to view the video and provide a recorded response using one of the following options:

1. Use a designated recording location.
2. Make use of rotating recording stations.
3. Record their response in a quiet location outside of school.
4. Opt for any other arrangement that best fits your learning context.



CLOSING

Review key takeaways from the lesson, highlighting student insights and contributions.

PAUSE & CHAT



CONNECT

How do you think the ideas we discussed today can be applied to make an **IMPACT** in your everyday life?

The 7-Day Leadership Challenge

Day 5: Lead By Expressing Yourself

	Min.
Feeling It Out	5
Emote With Emojis	10
Expressions, Big And Small	10
RECORD: Connecting Through Compassion	10
Total:	35



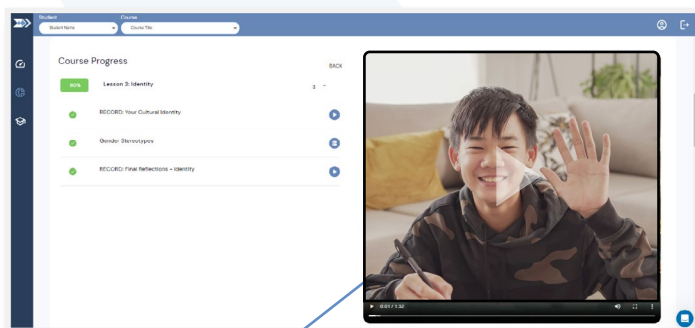
Feeling It Out

ENTRY

Warmly welcome students to class. Remind them to sign in to impacterpathway.com, locate lesson 5, and then Screens DOWN.

IMPACTFUL VIDEO SPOTLIGHT

Before each class, select 1-2 outstanding Recorded Responses from the previous lesson to showcase to the class. Before sharing student videos, ask students permission to share. Use this as an opportunity to provide praise! When sharing a student's video, be sure to offer specific and detailed commentary. Provide clear examples for other students to observe and strive for in their own submissions.



PAUSE & CHAT

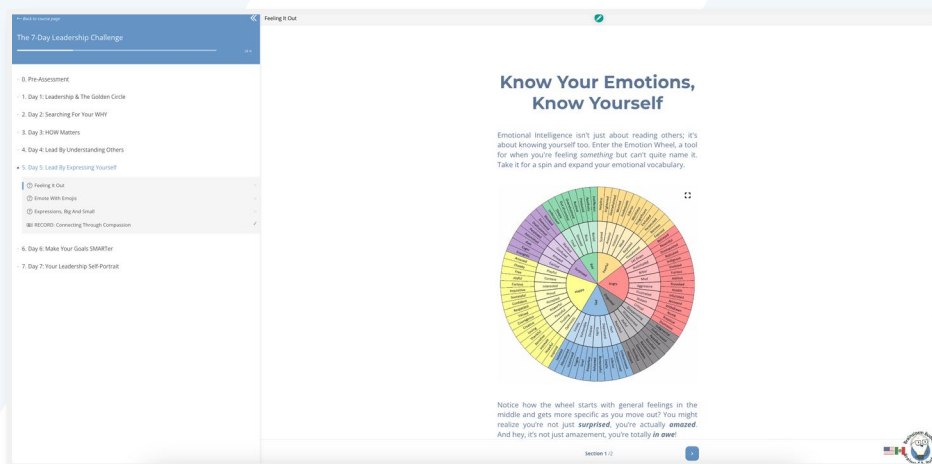


REFLECT

How could you incorporate an aspect of what you learned from watching ____'s recording into your own reflections at the end of this lesson?

OBJECTIVES

Explain that today's lesson, "Day 5: Lead By Expressing Yourself," will help them reflect on the value of identifying and expressing their own emotions.





Feeling It Out

PAUSE & CHAT



DIGGING DEEPER*

Give students time to investigate the Emotion Wheel so that they can understand how it works and to discover new words for emotions. Tell students to ask about words they're not familiar with, and see if others can explain what they mean. If nobody knows one of the words, you can explain it or look the word up together as a class.

IMPACTER QUESTION



INTROSPECTION POINT*

Pause and ask students to independently reflect upon and answer this question.

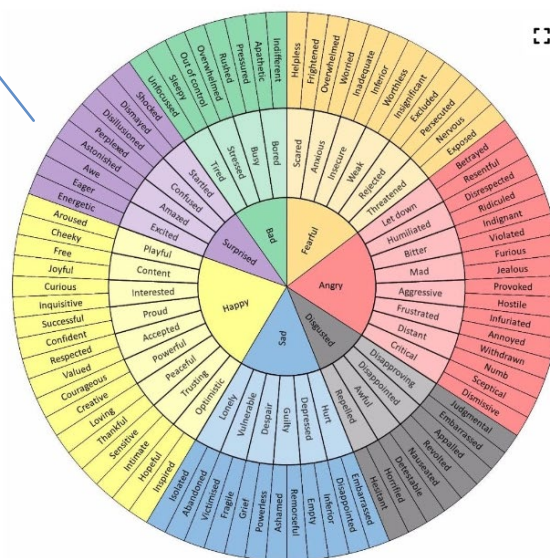
+ EXTENSION

ENGAGE

Tell students to use the Emotion Wheel to find the best word for how they're feeling today. Then, have students share with their partner the emotion they chose and why they're feeling that way.

Know Your Emotions, Know Yourself

Emotional Intelligence isn't just about reading others; it's about knowing yourself too. Enter the Emotion Wheel, a tool for when you're feeling *something* but can't quite name it. Take it for a spin and expand your emotional vocabulary.



Notice how the wheel starts with general feelings in the middle and gets more specific as you move out? You might realize you're not just **surprised**, you're actually **amazed**. And hey, it's not just amazement, you're totally **in awe**!

Once you identify exactly how you're feeling and put it into words, things can start to click. You can let others know precisely how you feel and avoid misunderstandings.

Rate your agreement with the following:

"At any given moment, I can pinpoint specific words for how I feel."

Strongly disagree

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Strongly agree



Feeling It Out

PAUSE & CHAT



IDEATE

Ask: “Why do you think pausing to find more specific words for how you’re feeling can have such a positive impact?”

WRITING SUPPORT



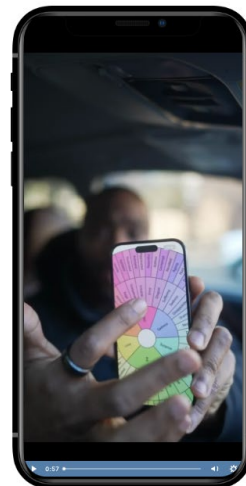
TEACHER THINK ALOUD*

Students may struggle to identify a best time of day for using the Emotion Wheel. Share a time of day when using the Emotion Wheel would have been beneficial to you when you were their age. Explain why you chose that routine time and how it could have helped.

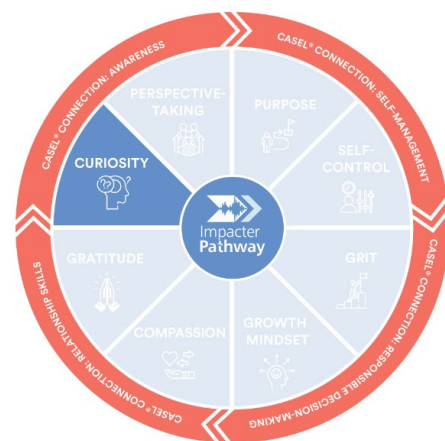
Example Responses: First thing in the morning, during lunch time, at the end of the school day, right before/after sports practice, on the way home, before bed

Getting Real With The Wheel

Curious how the Emotion Wheel works in real life? Cedric's got you covered. He's made it a daily habit, using the wheel at a specific time. Let's see how he puts it into practice.



Cedric uses the wheel at the end of his work day to center himself, reflect on the day, and get real with his feelings before walking through the door. By digging deeper than the surface level, he gets **CURIOS** about his feelings, allowing him to gain crucial insight after a long day.



Pick a daily moment to use the Emotion Wheel, just like Cedric. When's your ideal check-in time? Why then? Reflect on how a daily routine of boosting your **CURIOSITY** about your emotions could positively impact the way you interact with others.

Answer goes here



Emote With Emojis

PAUSE & CHAT



IDEATE

Ask: "Do you think there's a 'right' or 'wrong' way to use emojis?"

PAUSE & CHAT



CONNECT

Ask: "Have you ever had one of these moments, when you meant to sound one way in a text but it came across a totally different way?"

IMPACTER QUESTION



VOLUNTEER SHARE*

After students select their response, ask for a few volunteers to share which answer they chose and to elaborate on how they approach writing a text or email.

Emojis Are Everywhere!

In today's digital world, we express feelings both in person and online. When you can't see someone's raised eyebrow or grin, emojis swoop in to save the day. Even Google's caught on, finally adding those little mood-savers to email.



As Google says, emojis have the power to "show how you feel." Like, have you ever noticed how a simple 😊 can totally change the vibe of a text? They're the difference between "Sounds good." and "Sounds good. 😊."

When you pick the perfect emoji, you're putting yourself in the other person's shoes, thinking, "How could this come across? Could it be misread?" A well-placed emoji can save you from sounding sarcastic or coming off as upset when you're not. Thinking about how your message will land is **PERSPECTIVE-TAKING** in action.

Reflect on your own approach to communicating online. Which of the following best describes how you think about writing a text or email?

- ☐ I just type and send. I don't really think about how it'll come across.
- ☐ Sometimes I throw in an "lol" or a smiley face, but I don't give it much thought.
- ☐ I try to avoid mix-ups, but sometimes I don't realize how my writing actually sounds.
- ☐ I take a quick second to re-read my messages before I hit send. Most of the time I get it right.
- ☐ I'm a pro at matching my tone to the situation. I can even handle tricky conversations online without issues.



Emote With Emojis

PAUSE & CHAT



IDEATE

Ask: "What other emojis might reveal something about the people who frequently use them?"

IMPACTER QUESTION



1-2-3 VOTE* then VOLUNTEER SHARE*

Ask students to share their response, then invite volunteers to share their reasoning for their response.

COACHABLE MOMENT



PERSONAL PRESENTATION

Support students with enhancing the delivery, tone, speed, volume, and overall presentation of their response to engage the audience.

Beyond Emotions

Emojis can communicate more than just how someone is feeling; they can act as a reflection of identity. Watch as dancers decode their teammates' personalities through carefully chosen emoji sequences.



If you had to represent yourself with a series of emojis, what would you choose? Maybe you're all about the cute animal emojis (🐸 🐼 🐾), or you could have a preference for the more unique options (🍀 🌀 🦋), or maybe you just can't resist a classic thumbs up (👍).

Whatever your emoji style, each tiny image could be saying something about you — maybe more than you realize.

Rate your agreement with the following:

"My emojis don't just show how I feel; they show something about who I am."

Strongly disagree

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Strongly agree



Emote With Emojis

PAUSE & CHAT



OBSERVE

Ask: "What did you notice about how the breakdancer and audience interacted and influenced each other's energy?"

WRITING SUPPORT



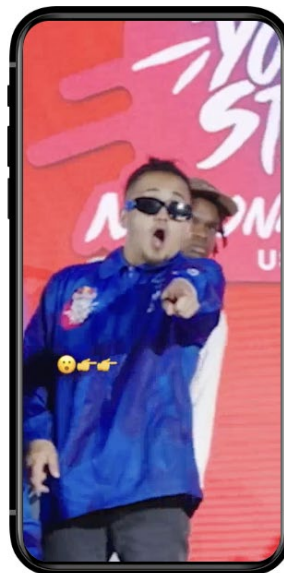
BRAINSTORM*

Students may struggle to identify times when their energy can have an effect on the room. Brainstorm situations where a person can help set the right mood.

Example Responses: Cheering for a friend at a performance, showing respect for a teacher on the first day of school, accepting a loss in sports with your head held high, bringing effort to the warm-up during sports practice

Emojis Come To Life

Ever seen someone's face light up like a real-life emoji? When we're really feeling it, our expressions can speak louder than words. Check out this breakdancer's hyped-up audience; it's like emojis jumped right off your phone!



Wow, did you see those reactions? The audience was feeling it, big time. Their faces were like real-life emojis, perfectly matching those pop-ups. When you're caught up in a moment like that, your face tells the whole story.

That crowd was giving the dancer (and each other) a boost by letting their excitement shine through. That's how you build a vibe. Think about it: if you were there, how would your reaction add to the energy? When you can read the room and let your face match that feeling, that's **PERSPECTIVE-TAKING** at work. You become a part of one big, excited team.

Share a time when you felt your reaction helped set the mood for everyone else. Maybe you got people hyped at a game, or your laughter got others giggling too. How did it feel to impact the vibe like that?

Answer goes here



Expressions, Big And Small

PAUSE & CHAT



ANALYZE

Ask: "Why do you suppose Zendaya had a micro-expression of disgust at that question?"

IMPACTER QUESTION



1-2-3 VOTE* then COLD CALL*

Ask students to share their chosen number, then invite a few with diverse responses to give an example of why that choice is true for them.



EXTENSION

ENGAGE

Challenge students to maintain a "poker face" while you read the series of statements below. After each statement, allow students to show the facial expression they'd naturally make in response to that information.

Statements:

Surprise! All homework for the week has been canceled.

I lost all of your tests, so the entire class will have to retake the exam.

There are 15 puppies in the room next door, and they're all coming here to visit us for the rest of class!

A Meaningful Micro-Expression

Ever caught yourself making a face before you even realized how you felt? Those lightning-fast flashes of emotion are called *micro-expressions*. Watch as Zendaya's face reveals her feelings in a flash.



That tiny nose wrinkle said a lot! Micro-expressions like Zendaya's are like emotional leaks, they sneak out before we can put on our "everything's cool" mask. Whether it's a quick eyebrow-raise of surprise or a lip-curl of disgust, these mini-reactions can reveal what we're really thinking.

While we might not always catch our own micro-expressions, others often do. If you tune into these tiny tells, you can get better at showing only the emotions you want to show. That kind of **SELF-CONTROL** can help you play it cool when needed.

Rate your agreement with the following:

"If I need to, I can keep my cool and not let my face give away how I'm really feeling."

Strongly disagree

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Strongly agree



Expressions, Big And Small

PAUSE & CHAT



CONNECT

Ask: "What do you usually do if you start to notice someone showing this body language?"

KEY WORD SUPPORT



THE COLD SHOULDER

The phrase "to give someone the cold shoulder" means to purposely ignore someone or act unfriendly towards them.

Ask students if they've ever gotten "the cold shoulder" from someone else, and what it was like to experience that.

IMPACTER QUESTION

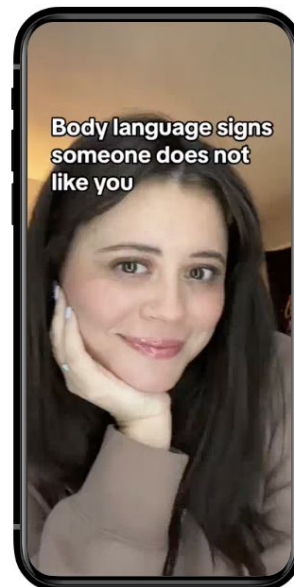


DIGGING DEEPER*

Ask: "What are some of the benefits of keeping things cordial with someone, even if you're not very fond of them?"

Melting The Ice

So, even tiny expressions can reveal big feelings. This is especially the case when people just don't get along. Watch as Valerie breaks down some tell-tale, icy signs of dislike.



Yikes, just seeing Valerie recreate those body language cues could make anyone want to curl up into a ball! But let's be real, we've all been on both sides of the cold shoulder. Even when we're around people who aren't our favorite, we've got to find ways to keep things friendly enough.

What's your go-to approach when you're around someone you're not crazy about?

- ☐ I can't help it, I roll my eyes and turn away.
- ☐ I just keep to myself and avoid eye contact.
- ☐ I try to act normal, but I probably seem a bit stiff.
- ☐ I keep things neutral, even if I'm not feeling that way inside.
- ☐ I make an effort to be open and friendly, regardless of my feelings.



Expressions, Big And Small

PAUSE & CHAT



ANALYZE

Ask: “What feelings or emotions do you think Braylon was trying to express through dance here?”

WRITING SUPPORT



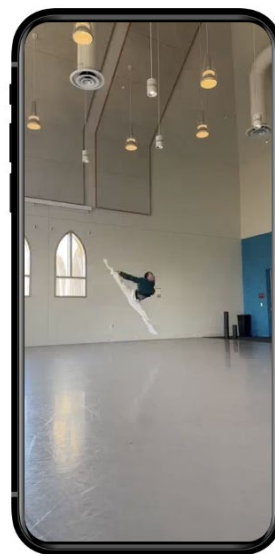
TEACHER THINK ALOUD*

Students may struggle to think of examples of times when they used their whole body to express themselves. Share an example from your own life, preferably one that is not dance. Share how it made you feel, and what it may say about how you present your feelings to others.

Example Responses: Getting concert tickets for my birthday, winning a soccer game in overtime, getting an A on a really hard test, arguing with my sibling over chores, dropping my phone and seeing that the glass shattered

Expression From Head To Toe

Okay, so we just zoomed in on those tiny twitches and movements. Now, let's go big... like, whole-body big. Check out how Braylon uses dance to express himself.



That's talent! If micro-expressions are whispers, then Braylon's whole body is basically shouting from the rooftops. Every move, every gesture is a chance for him to share a story with the world.

Sure, not all of us can pull off those moves, but we all have our own way of letting our bodies do the talking. Maybe it's your victory dance after scoring a goal or the way you pump your fist after you've aced a test. When you use your whole body, it gives people added insight into how you're feeling.

Think of a time when you used your whole body to express yourself — maybe through a sport, dance, or just goofing around. How did it make you feel, and what might it say about how you present your feelings to others?

Answer goes here



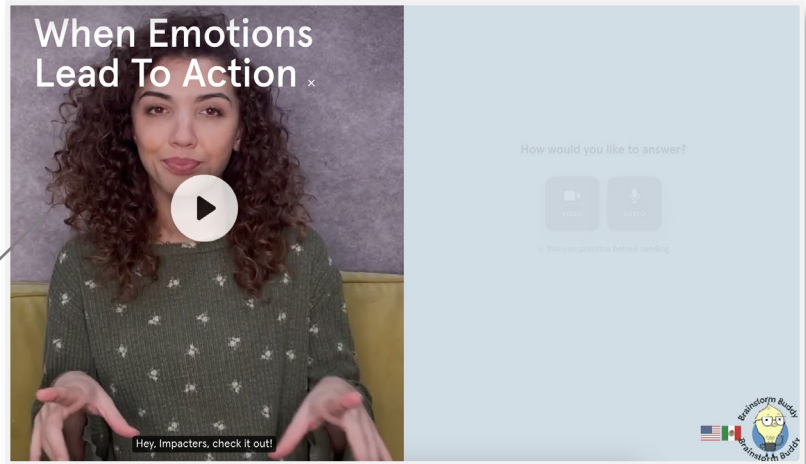
RECORD: Connecting Through Compassion

RECORDING RESPONSES



Instruct students to view the video and provide a recorded response using one of the following options:

1. Use a designated recording location.
2. Make use of rotating recording stations.
3. Record their response in a quiet location outside of school.
4. Opt for any other arrangement that best fits your learning context.



CLOSING

Review key takeaways from the lesson, highlighting student insights and contributions.

PAUSE & CHAT



CONNECT

How do you think the ideas we discussed today can be applied to make an **IMPACT** in your everyday life?

The 7-Day Leadership Challenge

Day 6: Make Your Goals SMARTer

	Min.
It Doesn't Happen Overnight	10
Dedication, One Day At A Time	10
Can Goals Evolve?	10
RECORD: Goals That Grow	10
Total:	40



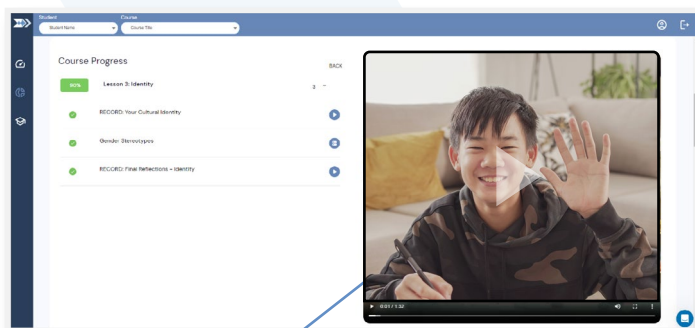
It Doesn't Happen Overnight

ENTRY

Warmly welcome students to class. Remind them to sign in to impacterpathway.com, locate lesson 6, and then Screens DOWN.

IMPACTFUL VIDEO SPOTLIGHT

Before each class, select 1-2 outstanding Recorded Responses from the previous lesson to showcase to the class. Before sharing student videos, ask students permission to share. Use this as an opportunity to provide praise! When sharing a student's video, be sure to offer specific and detailed commentary. Provide clear examples for other students to observe and strive for in their own submissions.



PAUSE & CHAT

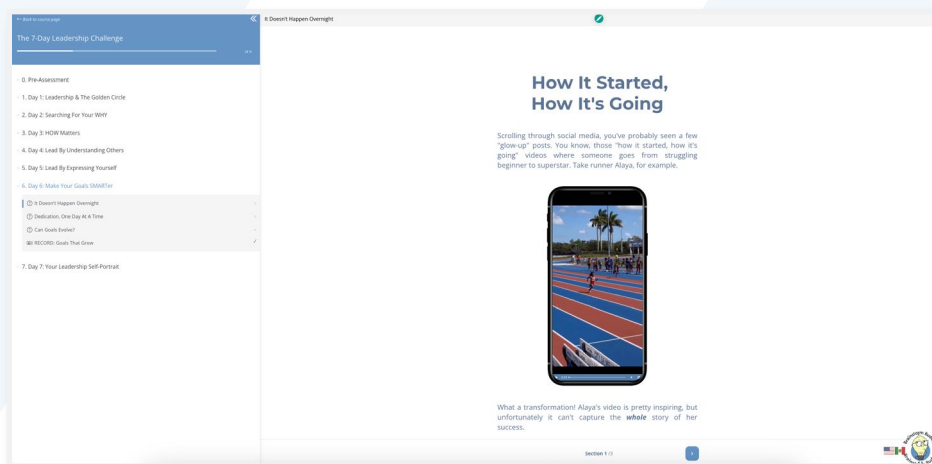


REFLECT

How could you incorporate an aspect of what you learned from watching ____'s recording into your own reflections at the end of this lesson?

OBJECTIVES

Explain that today's lesson, "Day 6: Make Your Goals SMARTer," will support them with thinking about how to set effective goals and reach them one step at a time.





It Doesn't Happen Overnight

PAUSE & CHAT



IDEATE

Ask: "Alaya's skill growth is impressive, but her attitude growth is even more impressive. What do you think are the top reasons for Alaya's change in attitude?"

IMPACTER QUESTION

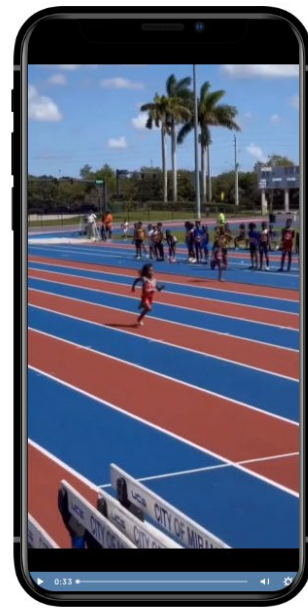


1-2-3 VOTE* then COLD CALL*

Ask students to share the number they chose. Call on students who chose higher numbers to share a bit about their experience working hard to achieve a tough goal.

How It Started, How It's Going

Scrolling through social media, you've probably seen a few "glow-up" posts. You know, those "how it started, how it's going" videos where someone goes from struggling beginner to superstar. Take runner Alaya, for example.



What a transformation! Alaya's video is pretty inspiring, but unfortunately it can't capture the *whole* story of her success.

Hitting a big goal is never an overnight transformation. More often, it's a messy, years-long process of small wins and "why-am-I-doing-this?" moments that take true **GRIT**.

Rate your agreement with the following:

"I've put in the blood, sweat, and tears that it takes to achieve some pretty tough goals."

Strongly disagree

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Strongly agree



It Doesn't Happen Overnight

PAUSE & CHAT



REFLECT

Give students a few minutes to investigate the chart and ask clarifying questions. Then, ask students: "Which of the elements of a SMART goal do you think you'd have the easiest time including in a goal? Which do you think you'd have the toughest time with?"

PAUSE & CHAT



OBSERVE

Ask: "How do the captions in the video reveal Fuji's personal dance goals?"

IMPACTER QUESTION



1-2-3 VOTE* then COLD CALL*

For each statement, asks students to share their response, then call on one of the students that selected the correct response to explain their reasoning.

Answer Key: 1) B 2) A 3) A 4) B



EXTENSION

ENGAGE

Challenge students to write their own SMART goals. Have them start by writing a vague goal, like, "I want to run a mile faster," then have them improve it one step at a time by making it more specific, measurable, attainable, relevant, and time based.

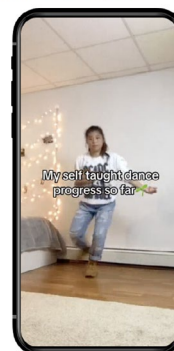
Set SMART Goals

How do great goal-setters get from Point A to Point B? They break things down one step at a time by making their goals SMART (Specific, Measurable, Attainable, Relevant, and Time-based). Check out what we mean in the chart below.

S	M	A	R	T
SPECIFIC	MEASURABLE	ATTAINABLE	RELEVANT	TIME-BASED
Make goals clear and specific.	Define measurable progress.	Confirm your goals are attainable.	Verify your goals are relevant.	Set up a time-based plan.

Big dreams need breaking down, or you'll just get frustrated. Take climbing Mount Everest — sounds impossible, right? Start small and SMART instead. This weekend, tackle a five-mile hike. Next month, push to ten miles. Your legs will be jelly by the end of it, but that sense of "I did it" will keep you pushing toward the next goal.

If there's anyone who knows about progressing one step at a time, it's a dancer. Watch this video of K-pop and hip-hop dancer Fuji as she charts her journey of mastering various dance moves over the course of *years*.



Fuji's "little by little" approach adds up over time. What might have started as a few small and awkward moves ultimately coalesces in amazing fluid dance performances.

Take a look at the goals below. Which of them are SMART (Specific, Measurable, Achievable, Relevant, and Time-based) and which are not?

1. "I will win more dance competitions by practicing more over time."

- ☐ SMART
☐ Not SMART

2. "I will learn five new K-pop dance moves by practicing for 30 minutes every day for three months."

- ☐ SMART
☐ Not SMART

3. "I will create and master a 2-minute hip-hop routine to perform at a school event in five months."

- ☐ SMART
☐ Not SMART

4. "I will work hard to achieve my dream: to get noticed by a major artist and go on tour with them someday."

- ☐ SMART
☐ Not SMART

Ready to check your answers and get SMARTer?

Goals 2 and 3 are SMART, while goals 1 and 4 are too general to meet the expectations of a SMART goal.



It Doesn't Happen Overnight

KEY WORD SUPPORT



RUN

In singing, a *run* (n) is when a singer quickly slides through a series of notes in a smooth, flowing way. The singer makes their voice “dance” up and down on a single word, adding extra flair to the song.

PAUSE & CHAT



OBSERVE

Ask: “What are all the ways that you noticed Evan and Cheryl breaking the run down into smaller pieces?”

IMPACTER QUESTION



VOLUNTEER SHARE*

Students may struggle to think of all of the ways that they have broken down a task into more manageable steps. Before students write, ask a few volunteers to share examples of how they’ve broken tasks into manageable steps. Acknowledge the steps they mention, and encourage them to identify even more ways they may have broken down tasks without realizing it.

COACHABLE MOMENT



INCREASING SPECIFICITY

Encourage students to provide more specific information or examples of how they broke the task down into more manageable steps.

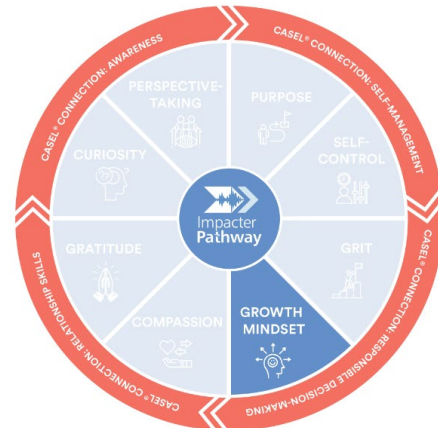
Break It Down

Let's take a look at a SMART goal in action. Check out how singer Evan and her coach Cheryl SMARTly break a tough vocal run into smaller bits so that Evan can master it.



When Evan slowed down and just focused on the most challenging part, she was able to nail it. Little by little, she is mastering the song and proving to herself that she can develop her vocal talents.

Evan clearly has a gift, but her **GROWTH MINDSET** and ability to improve will take that gift to the next level. In the end, that's the whole point of a SMART goal: to get you to higher heights, one step at a time.



Share about a time when you faced a challenging project or goal that seemed overwhelming at first. How did you break it down into more manageable steps? How did approaching it piece by piece help you to (hopefully) get to the finish line?

Answer goes here



Dedication, One Day At A Time

PAUSE & CHAT



IDEATE

Ask: "Why do you think Megan posts videos of herself performing the job of puppeteering?"

IMPACTER QUESTION

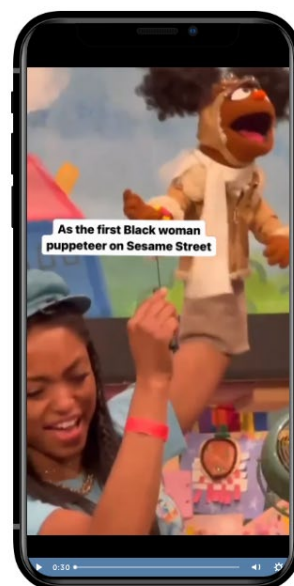


1-2-3 VOTE* then COLD CALL*

Ask students to share the number that they chose, then call on students who chose higher numbers to share about their passions and how they discovered them.

How Dreams Take Flight

What does it look like when you line up your goals with your childhood dreams? Meet Megan Piphus, who did just that by becoming a puppeteer on *Sesame Street*. Watch her live out that dream *and* bring history to life.



You can really see the joy and pride that Megan feels in her performance. Being a puppeteer isn't just a 9-to-5 job for her, it's a chance to inspire young minds and share stories that matter. When your work aligns with your deepest dreams, it shows in everything you do.

It's that kind of commitment that turns lifelong aspirations into actual achievements. True passion becomes a part of who you are, and it fuels your **PURPOSE** day in and day out.

Rate your agreement with the following:

"I've got a passion that's so important to me that it pushes me to reach for new heights."

Strongly disagree

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Strongly agree



Dedication, One Day At A Time

PAUSE & CHAT



EMPATHIZE

Ask: "What challenges do you think Lin-Manuel Miranda faced during the journey from laundry room to Broadway stage?"

IMPACTER QUESTION



DIGGING DEEPER*

Ask: "Some people might say that clinging to a dream that only you believe in can be impractical, unwise, and even selfish. How might someone be able to tell the difference between a dream that's worth sacrificing for and a dream that is simply unrealistic?"

Allow for open discussion.

COACHABLE MOMENT



RESPONSIVE COMMUNICATION

Support students with effectively addressing the points or questions raised by others, demonstrating active listening and thoughtful communication.

Spin Cycle To Spotlight

Ever feel like your dreams are spinning in place? Lin-Manuel Miranda gets it. Before "Hamilton" took off, it was just Lin rehearsing between rinse cycles. Watch him turn laundry time into showtime, then see that passion on Broadway.



From a makeshift laundry room stage to global phenomenon, Lin-Manuel's journey shows the power of believing in yourself, even when you're the only one who sees the vision.

It's about finding those pockets of time, between loads of laundry, during lunch, or in the early morning hours, to feed your passion and sharpen your craft.

Imagine you're in Lin-Manuel's position. How do you think you would respond if you had a dream that only you believed in?

- ☐ I'd probably give up; it's too hard to go it alone.
- ☐ I'd keep it as a hobby, but I wouldn't take it too seriously.
- ☐ I'd try to get others to believe in me before putting in too much effort.
- ☐ I'd work at it in my free time, but I'd have a backup plan just in case.
- ☐ I'd stay committed to my vision, using every spare moment to improve my skills and bring my dream to life.



Dedication, One Day At A Time

PAUSE & CHAT



OBSERVE

Ask: “What stood out to you about how this climber approached each step of this tough vertical climb?”

IMPACTER QUESTION



BRAINSTORM*

Students may struggle to identify different ways to describe the “burn” (or struggles) that they face while pursuing their goals. They may also struggle to identify specific strategies for pushing through these struggles. Create a T-chart that’s labeled “Burns You Feel” on one side and “Strategies to Keep Going” on the other. Have students brainstorm lists for both sides of the T-chart.

COACHABLE MOMENT



PERSONAL ANECDOTE

Encourage students to incorporate a relevant personal story or experience of pushing through struggle to reach a goal to add authenticity to the answer.

No Pain, No Gain

So, chasing your dreams is worth it, but it's not always easy. Sometimes, it feels like scaling a vertical wall with your bare hands. Watch as this climber pushes through the burn to reach new heights.



He makes it look smooth, but you can trust that each move is a battle. His arms are probably *screaming*, but he keeps his wits about him and keeps reaching upward for the next handhold. This climb isn't just about physical strength; it's about mental toughness too.

That's what it often feels like to pursue a passion. There's some fear, some adversity, and even some pain along the way, but your patience, determination, and **GRIT** can keep you climbing higher and higher. That's how dreams become reality: by embracing the struggle as a part of the journey.

Think about a goal you're working on. What's the "burn" you're feeling as you pursue it? How do you push through when things get tough? Describe a strategy you use to keep going, even when progress feels slow or painful.

Answer goes here



Can Goals Evolve?

PAUSE & CHAT



REACT

Ask: "We usually think of finishing a degree as a celebration. What's your reaction to seeing someone respond to this moment with sadness and regret?"

PAUSE & CHAT



CONNECT

Ask: "What's a time when you had to let go of something that you loved or that you wanted?"

IMPACTER QUESTION



INTROSPECTION POINT* then TURN & TALK*

Ask students to pause and reflect before selecting their answer. Then, have students share their response with their partner and reflect aloud about why they chose that response.

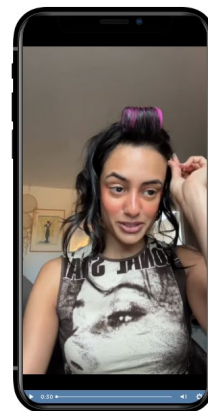
+ EXTENSION

DIGGING DEEPER*

One way to know how much a goal matters is to compare it to other goals we have. Have students brainstorm all the goals they have for themselves that they can think of. Then, instruct students to rank the goals that they wrote down from most important to least important.

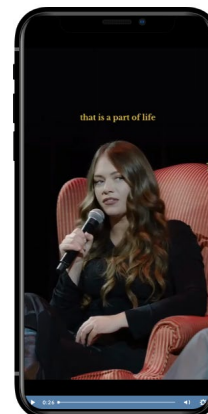
The Moving Target

What happens when you finally attain a goal you've been chasing for a long time? Watch this video of Sabrina's *initial* reactions to finishing her degree, and then hear her reflect on those feelings *in retrospect*.



Sabrina *thought* she knew what it would feel like to achieve her goal of flinging her graduation cap into the air and feeling the burden of all of her hard work disappear. Instead, she felt like a failure because she did not excel in the things that she *truly loves*.

Now that Sabrina is in a better place, she gets the chance to *let go* of old goals and embrace new ones that really matter to her. Let's hear what bestselling author Brianna Wiest has to say about letting go.



Brianna reminds us that it's natural for our goals to grow and evolve as we grow and evolve. And leaders must continuously ask themselves: Are my goals in sync with my **PURPOSE**, even as I am evolving?!

Real talk: Are your goals actually lined up with what matters most to you? Pick the answer that fits you best.

- ☐ I've never thought about it. I just go with the flow.
- ☐ My goals are what others expect, not what I want.
- ☐ I'm still figuring it out. Some goals feel right, others don't.
- ☐ Most of my goals line up with my values, but some could use some tweaking.
- ☐ My goals reflect what matters to me. They give me true purpose.



Can Goals Evolve?

PAUSE & CHAT



IDEATE

Ask: "Do you think that pursuing goals that are focused inward (on yourself) tends to get in the way of pursuing goals that are focused outward (on others)?"

WRITING SUPPORT



TEACHER THINK ALOUD*

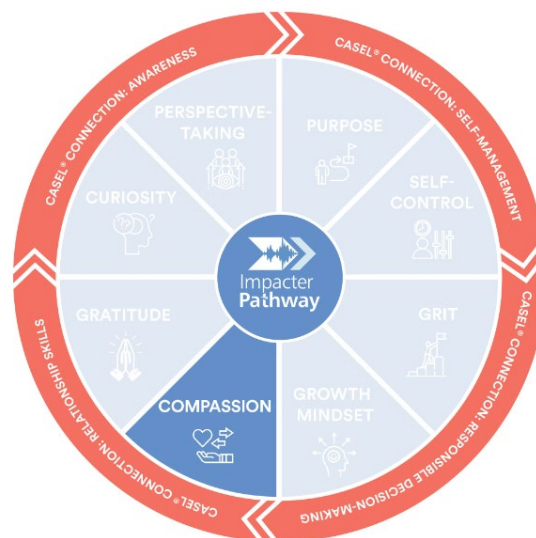
Students may struggle to identify how their skills can impact others. Share an example from your own life (other than teaching this course) of a way that you have used your skills to help other people.

Even Kobe's Goals Change

It's alright if you're still workshopping your goals. Kobe Bryant was one of the greatest basketball players of all time, and even his changed over time. Check out his perspective on goals and deciding when to shift them.



Kobe's transformation was from thinking inward to looking outward. As time went on, his goals moved from focusing on himself to considering his impact on others. As time went on, **COMPASSION** became more important to him.



Think about a long term goal of yours that "looks outward" and is focused on your impact on others. How can you use your leadership, skills, and **COMPASSION** to help people?

Answer goes here



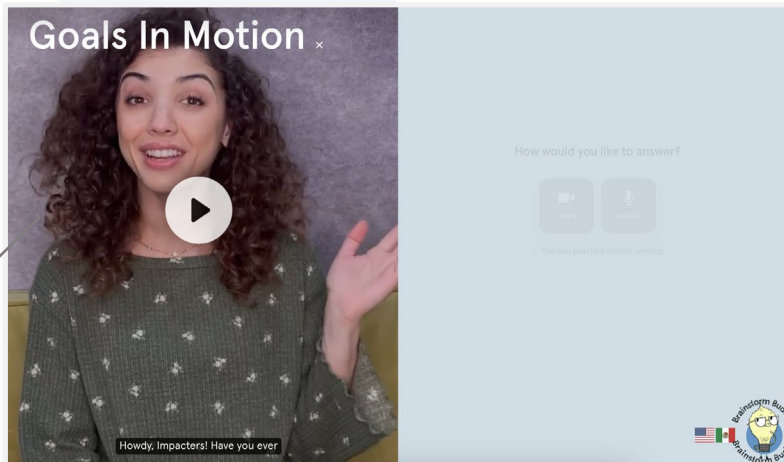
RECORD: Goals That Grow

RECORDING RESPONSES



Instruct students to view the video and provide a recorded response using one of the following options:

1. Use a designated recording location.
2. Make use of rotating recording stations.
3. Record their response in a quiet location outside of school.
4. Opt for any other arrangement that best fits your learning context.



CLOSING

Review key takeaways from the lesson, highlighting student insights and contributions.

PAUSE & CHAT



CONNECT

How do you think the ideas we discussed today can be applied to make an **IMPACT** in your everyday life?

The 7-Day Leadership Challenge

Day 7: Your Leadership Self-Portrait

	Min.
Putting It All Together	10
Revisiting The Attributes	25
RECORD: Post-Assessment: Leadership Self-Portrait	25
Total:	60



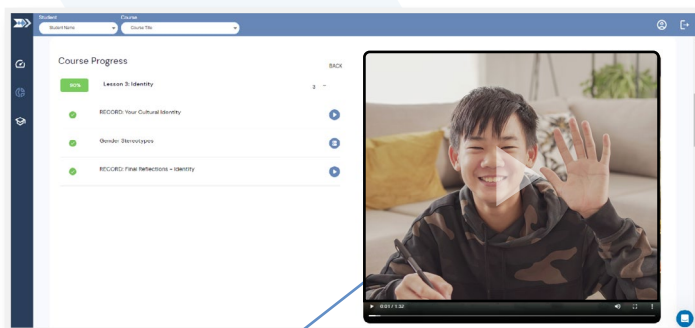
Putting It All Together

ENTRY

Warmly welcome students to class. Remind them to sign in to impacterpathway.com, locate lesson 7, and then Screens DOWN.

IMPACTFUL VIDEO SPOTLIGHT

Before each class, select 1-2 outstanding Recorded Responses from the previous lesson to showcase to the class. Before sharing student videos, ask students permission to share. Use this as an opportunity to provide praise! When sharing a student's video, be sure to offer specific and detailed commentary. Provide clear examples for other students to observe and strive for in their own submissions.



PAUSE & CHAT

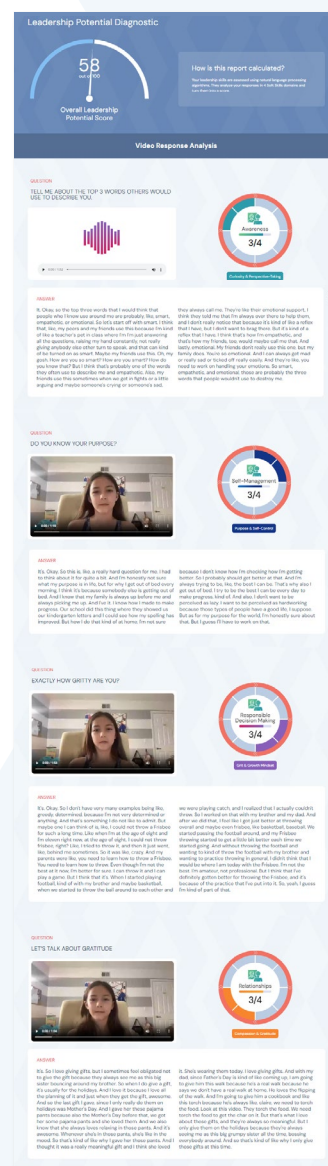
REFLECT

How could you incorporate what you learned from watching ____'s recording into your own recordings during this lesson?

OBJECTIVES

Explain that today is the final lesson. Students will be reflecting on their progress and will have the opportunity to demonstrate their growth as they re-record responses to the questions they first encountered in the pre-course assessment.

This will produce a post-course assessment report in their dashboard — serving as a valuable tool for students, teachers, and other stakeholders to evaluate the students' developmental progress during this course.





Putting It All Together

PAUSE & CHAT



ANALYZE

Ask: “Even though he never directly describes himself, Elijah’s personality shines through in that one-minute video. What qualities or traits of Elijah’s character came through from his video?”

KEY WORD SUPPORT



COMPELLING

When something is *compelling* (adj), it really grabs the audience’s attention and makes them want to keep watching, listening, or learning more.

Ask students if they can think of any celebrities or social media personalities that they find compelling, and to explain what’s compelling about them.

IMPACTER QUESTION

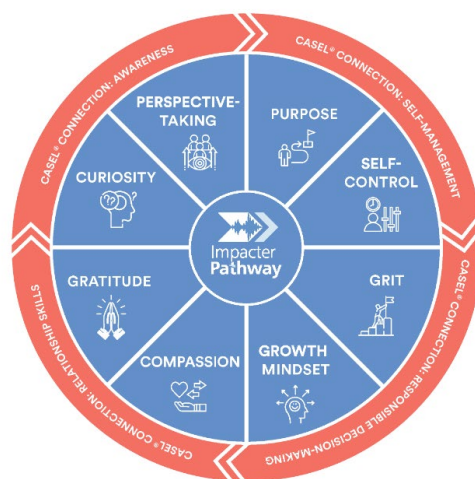


COLD CALL*

Go through each answer option and have students raise their hand if they selected it. Then, call on a student who selected the response and ask them to talk through how either (1) they could bring this quality to their Post-Assessment responses or (2) why they see this quality as important to practice.

Coming Full-Circle

By now the Impacter Pathway wheel should be familiar! As you round the bend to the Post-Assessment and revisit four of the traits, let’s keep some tips in mind.



First tip before you start: **Be yourself.** Check out Elijah, who nailed it in his video for his application to Brown University.



Elijah’s video is a standout (as you might have guessed, he got in). He’s genuine, warm, and engaging — qualities that shine through the screen. He maintains eye contact, lets his excitement show, and uses confident gestures. These are the skills we’ve been practicing.

For your Post-Assessment, you don’t need to create a short film. Focus on being natural, like Elijah. Remember, the camera is just a tool to connect with your audience. Take a deep breath, relax, and let your authentic self come through. Your unique perspective and experiences are what make your leadership story compelling.

Which of these qualities from Elijah’s video do you want to bring to your own Post-Assessment responses? (Check all that apply.)

- ☐ Genuine enthusiasm
- ☐ Clear, confident eye contact
- ☐ Natural hand gestures
- ☐ Authentic storytelling
- ☐ Relaxed, conversational delivery



Putting It All Together

PAUSE & CHAT



OBSERVE

Ask: "Besides the fact that he's in an ice bath, what about Jordan's delivery makes his words even more powerful?"

IMPACTER QUESTION

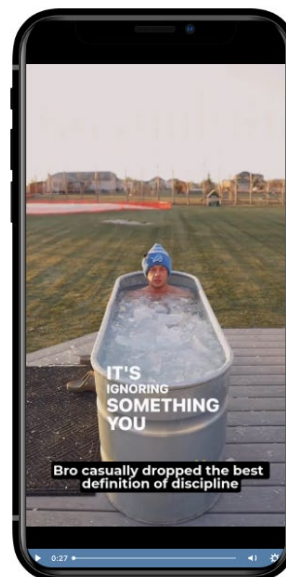


COLD CALL*

Go through each answer option and have students raise their hand if they selected it. Then, call on a student who selected the response and ask them to talk through how either (1) they could bring this quality to their Post-Assessment responses or (2) why they see this quality as important to practice.

Dive Deep

WHAT you say matters as much as **HOW** you say it, leading to our next tip: *Dive deep*. Take your time to reflect and share thoughtful insights. To get an idea of what we mean, listen to how Jordan *really* breaks down what *discipline* means.



Powerful stuff. Jordan's take on discipline is eye-opening. He flips how we usually think, showing it's not about punishing yourself, but about believing in your future so much that you're willing to put in the work now... and he does it in just a few sentences.

For your Post-Assessment, see if you can dive that deep too. When you're answering, break past the surface-level stuff. Really explain **WHY** you made certain choices or what you learned from situations. That's when you reveal personal realizations that only you have had, and that's when your individuality shows.

Which of these qualities from Jordan's video do you want to bring to your own Post-Assessment responses? (Check all that apply)

- ☐ Challenging how people usually think
- ☐ Connecting my experiences to bigger life lessons
- ☐ Digging into the **WHY** behind my choices
- ☐ Sharing how I see things from a fresh perspective
- ☐ Going into deeper realizations that I've had



Putting It All Together

PAUSE & CHAT



CONNECT

Ask: “When have you rehearsed or practiced in preparation for a big event, test, or performance?”

WRITING SUPPORT



BRAINSTORM*

Students may struggle to think of concrete steps that they could take to prepare for the Post-Assessment. Brainstorm a list of ideas with the group, then have students write the ideas that work best for them, as well as any other ideas they can think of.

COACHABLE MOMENT

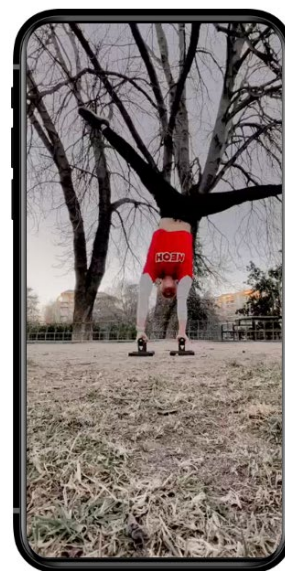


INCREASING SPECIFICITY

Encourage students to provide more specific information or examples of the steps that they'll take to enhance clarity and precision in the response.

Prepare, Prepare, Prepare

Our final tip might sound familiar, but it's crucial: *Prepare, prepare, prepare*. Seriously, nothing beats solid prep work. Watch gymnast Iris in action below; she shows what it means to give it your all *before* you hit the mat.



Talk about discipline! Iris isn't letting a little frost stop her from perfecting her routine. By putting in this extra effort ahead of time, she's setting herself up for success when it really matters.

Your Post-Assessment isn't about doing acrobatics in the snow, but you can still bring that Iris-level focus to your prep. Will you make an outline for your responses? Talk it over with a friend or mentor? Maybe practice in front of a mirror? The more you prepare now, the more confident and natural you'll be when it's time to record.

What's your plan for preparing for the Post-Assessment? List out the specific steps you'll take to ensure you're bringing your A-game.

Answer goes here



Revisiting The Attributes

PAUSE & CHAT



ANALYZE

Ask: “What does this video capture about what it truly means to have curiosity, and about the benefits of curiosity?”

WRITING SUPPORT



INTROSPECTION POINT* then TURN & TALK*

Give students plenty of time to write their responses, almost as if it were a script for their Post-Assessment recording. When students are ready, have them rehearse their recording with their partner. Instruct partners to share one glow (strength) and one grow (piece of advice for improvement) with their partner after their rehearsal.

COACHABLE MOMENT



PERSONAL PRESENTATION

Circulate the room as students rehearse. Support students with enhancing the delivery, tone, speed, volume, and overall presentation of their response to engage the audience.

Revisiting Curiosity

You probably don't remember being a young 'un and questioning *everything*, so here is a video of Zoe — who reminds us of what it's like to be full of endless **CURIOSITY**.



Curiosity is where it all begins. Bringing a little of it to each day can transform your life to be more interesting, engaging, and even happier.

As you prepare for your presentation on a time you were compelled by curiosity to pursue a burning question, keep this definition of *curiosity* in mind:

CURIOSITY is the drive to know and understand the world, yourself, and others.

In your presentation, don't just tell your audience about the question you pursued, but let them also know about the fascinating journey that question initiated and *reflect* on its *impact* on your development.

Here is the question you will encounter in the Post-Assessment and some space where you can jot down some notes to help you prepare how you will respond:

Describe a time when you expressed **CURIOSITY** about someone else — their interests, their passions, whatever makes them unique. What made you ask questions? How did they respond? And how did getting curious about them bring out their best?

Answer goes here



Revisiting The Attributes

PAUSE & CHAT



ANALYZE

Ask: "What does this video capture about what it truly means to have self-control, and about the benefits of self-control?"

WRITING SUPPORT



INTROSPECTION POINT* then TURN & TALK*

Give students plenty of time to write their responses, almost as if it were a script for their Post-Assessment recording. When students are ready, have them rehearse their recording with their partner. Instruct partners to share one glow (strength) and one grow (piece of advice for improvement) with their partner after their rehearsal.

COACHABLE MOMENT



PERSONAL PRESENTATION

Circulate the room as students rehearse. Support students with enhancing the delivery, tone, speed, volume, and overall presentation of their response to engage the audience.

Revisiting Self-Control

Sometimes going "against your gut" and maintaining your **SELF-CONTROL** can feel frustrating in the moment but can pay off in the long run. Let's see how NBA player Kyle Lowry's sense of self-control is tested by Mr. Whammy.



Just imagine if Lowry would have instead missed the free throw and yelled at Mr. Whammy for his distracting antics. Losing his self-control could have cost Lowry more than the game. It could have been a major blow to his self-confidence and sunk his entire season.

As you prepare for your presentation on a time when your sense of self-control was tested, keep this definition of the concept in mind:

SELF-CONTROL is the skill of resisting impulses, forgoing temptation, and managing your emotions so that you can more easily accomplish your goals.

In your presentation, don't just describe the source of your frustration and how you remained calm. **Reflect** on how your use of **specific** self-control strategies led to a better outcome and helped you develop your identity as a leader.

Here is the question you will encounter in the Post-Assessment and some space where you can jot down some notes to help you prepare how you will respond:

When was the last time you had to use **SELF-CONTROL** to lead in a tough moment? What did you do, and how did it impact the people around you?

If you're having trouble thinking of an example, reflect on someone you know who leads with self-control. How do they handle challenges? What have you learned from watching them?

Answer goes here



Revisiting The Attributes

PAUSE & CHAT



ANALYZE

Ask: "What does this video capture about what it truly means to have grit, and about the benefits of grit?"

WRITING SUPPORT



INTROSPECTION POINT* then TURN & TALK*

Give students plenty of time to write their responses, almost as if it were a script for their Post-Assessment recording. When students are ready, have them rehearse their recording with their partner. Instruct partners to share one glow (strength) and one grow (piece of advice for improvement) with their partner after their rehearsal.

COACHABLE MOMENT



PERSONAL PRESENTATION

Circulate the room as students rehearse. Support students with enhancing the delivery, tone, speed, volume, and overall presentation of their response to engage the audience.

Revisiting Grit

GRIT is the resilient mindset that helps you stay committed to your goals no matter what obstacles you encounter. Observe Yae's attitude in the face of being rejected from a music program she really wanted to attend.



In the face of rejection, Yae could have closed the lid over her piano keys and walked away. Instead... Yae keeps on playing. People with grit don't give up.

As you prepare for your presentation on a time you were especially "gritty," keep this definition of grit in mind:

GRIT is the combination of passion and perseverance that gets you across the finish line of your goal.

In your presentation, don't just describe how you stuck it out; **reflect** on how your **passion** for your pursuit contributed to your perseverance. How did overcoming a challenge contribute to your **growth** and make you stronger?

Here is the question you will encounter in the Post-Assessment and some space where you can jot down some notes to help you prepare how you will respond:

Describe a challenge you have faced. What gave you the strength to keep pushing forward? What did you tell yourself to keep going? And how did it feel when you finally conquered that challenge?

Answer goes here



Revisiting The Attributes

PAUSE & CHAT



ANALYZE

Ask: "What does this video capture about what it truly means to feel gratitude, and about the benefits of showing gratitude?"

WRITING SUPPORT



INTROSPECTION POINT* then TURN & TALK*

Give students plenty of time to write their responses, almost as if it were a script for their Post-Assessment recording. When students are ready, have them rehearse their recording with their partner. Instruct partners to share one glow (strength) and one grow (piece of advice for improvement) with their partner after their rehearsal.

COACHABLE MOMENT



PERSONAL PRESENTATION

Circulate the room as students rehearse. Support students with enhancing the delivery, tone, speed, volume, and overall presentation of their response to engage the audience.



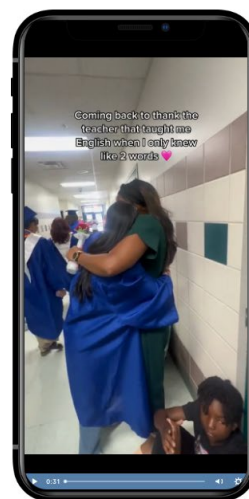
EXTENSION

OBSERVE

As a final step, share the most impressive student recording from the entire course so far with the class. Ask students to record notes on strengths of the recording as they watch, then ask for volunteers to share strengths that stood out to them.

Revisiting Gratitude

It's time to acknowledge the people who have helped you along your journey of self-improvement. Take Ana, for instance, a student on her graduation day. Watch how she expresses her **GRATITUDE** to a special teacher.



It's not enough to feel gratitude. You need to express it! Ana gives her teacher a hug, shares tears of joy, and hands over a bouquet of flowers. These actions demonstrate that gratitude comes in many forms, not just words.

As you prepare for your presentation on a time that you expressed your appreciation to someone important, keep this definition of *gratitude* in mind:

GRATITUDE is feeling appreciation for what others have done for you.

In your presentation, don't just tell your audience about how you expressed your gratitude. **Reflect** on how your mode of expression was planned with a special someone in mind. How did showing your gratitude affect your own **personal growth** and strengthen your **connection** to the recipient of your appreciation.

Here is the question you will encounter in the Post-Assessment and some space where you can jot down some notes to help you prepare how you will respond:

Who has gone out of their way to help you? What did they do, how did you let them know it mattered, and how did sharing your **GRATITUDE** impact them? OR, if you've never actually shared your gratitude with them, what would you tell them now?

Answer goes here

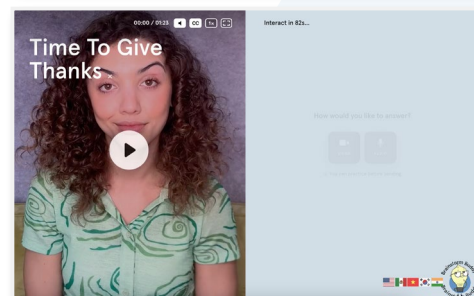
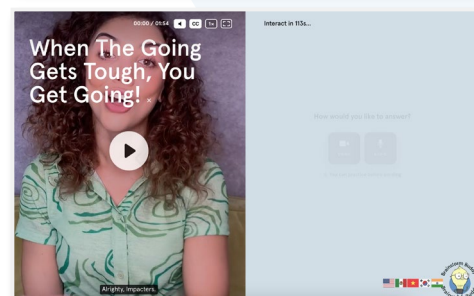
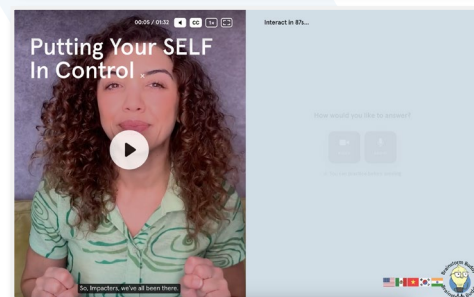
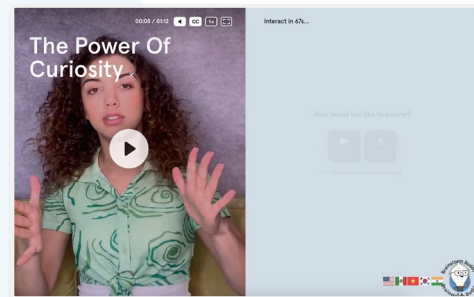


RECORD: Post-Assessment: Leadership Self-Portrait

RECORDING RESPONSES

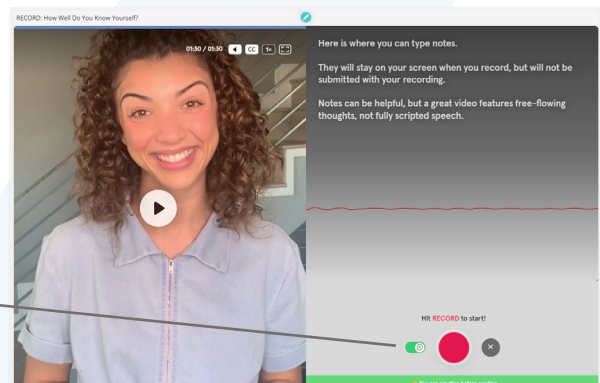
Instruct students to view the video and provide a recorded response using one of the following options:

1. Use a designated recording location.
2. Make use of rotating recording stations.
3. Record their response in a quiet location outside of school.
4. Opt for any other arrangement that best fits your learning context.



TECH TIP

Explain that students can use the “Notes” button to write down their thoughts before presenting them in a recording.





RECORD: Post-Assessment: Leadership Self-Portrait

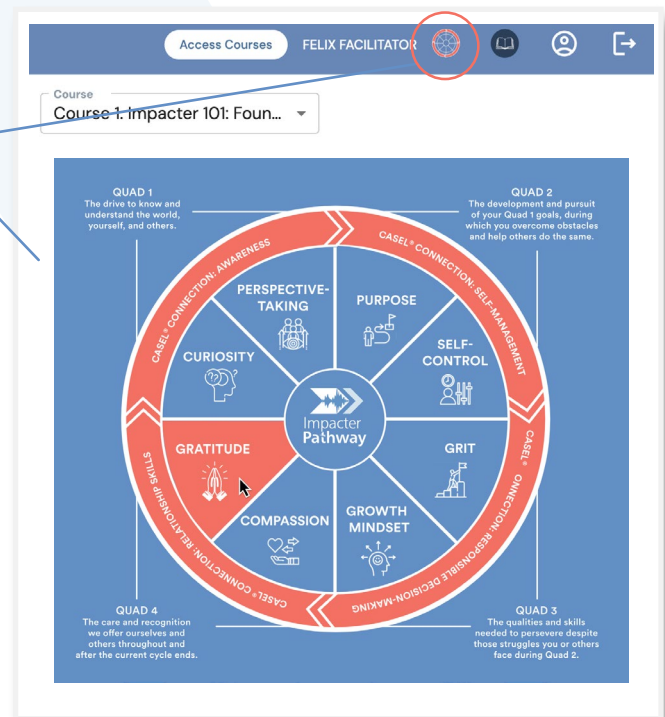
PAUSE & CHAT



CONNECT

From your Dashboard, click the wheel in the menu at the top right, which will allow you to project The Impacter Cycle. Remind students that this course supported growth in the 8 Anchor Attributes depicted.

Ask: “Which Anchor Attribute have improved the most during this course? Which Anchor Attribute do you want to keep improving after you’ve finished this course?”



EXTENSION

PASS THE MIC*

Encourage students to share any of the following:

1. An expression of gratitude or a special shoutout to a fellow classmate.
2. Personal reflections on the knowledge and experiences gained from this course.



APPENDIX: Teacher Touchpoints

1-2-3 VOTE

For Multiple Choice and Rating questions, you can use this protocol to ensure all students participate simultaneously. Read the question and answer choices aloud, allowing students time to silently decide on their answer. Then, inform students that each multiple choice answer is associated with a number: the first answer is 1, the second answer is 2, and so on. When the teacher gives the signal, “1-2-3 VOTE,” students should simultaneously raise the number of fingers that corresponds to their chosen answer.

BRAINSTORM

In activities that involve generating ideas, it can be productive to have students share potential responses aloud as they come up with them. This allows for a dynamic discussion where ideas can be shared and students can build upon their classmates’ ideas in real-time.

COLD CALL

Cold Call is a technique where individual students are asked to share their answers rather than relying solely on volunteers. It is important to remember that Cold Call should be used after students have been given time to think about a question and have had opportunities for prior participation, such as using protocols like 1-2-3 VOTE. To ensure equitable participation, you can use a randomizer, such as name cards, to give all students a fair chance to contribute their ideas.

DIGGING DEEPER

The Digging Deeper protocol allows teachers to facilitate students’ deeper thinking on the topic by offering follow-up questions to pose after students have provided their initial “gut-level” responses. This is the perfect moment to explore beyond surface-level responses and encourage critical thinking.

INTROSPECTION POINT

An Introspection Point indicates a moment when you will instruct students to work independently on responding to a provided prompt or question. It is designed for individual reflection and does not involve sharing answers.

MINI-DEBATE

As the name suggests, this activity provides an opportunity to engage students in a brief structured debate where they take opposing sides of a topic. During the mini-debate, students can present key evidence to support their respective perspectives and engage in a thoughtful exchange of ideas. They should also attempt to address their opponents’ points with well-crafted rebuttals or counterpoints.

OPEN DISCUSSION

Open the floor to a free-flowing discussion while encouraging students to practice active listening practices, such as responding to others before sharing their own opinions and posing questions to deepen the conversation. As students share their opinions, monitor their speaking time and try to encourage reluctant students to participate.

PASS THE MIC

Implement the Pass The Mic protocol to encourage student interaction and diverse perspectives. When answering questions that allow for multiple answers or involve personal stories, the teacher can call on a student and inform the group that this student will be “passing the mic” to another student of their choice once they’ve finished. The student receiving the “mic” should respond to the initial answer and then provide their own contribution.



APPENDIX: Teacher Touchpoints

TEACHER THINK ALOUD

A teacher think aloud is a teaching method where you vocalize your thinking process during a task, such as reading or problem-solving. This approach models your critical thinking and how you approach a problem, helping students to internalize and apply these techniques themselves.

THUMBS UP / THUMBS DOWN

For questions with a simple “yes/agree” or “no/disagree” answer, Thumbs Up / Thumbs Down can be used to quickly gather student opinions. Read the question aloud, allowing students time to silently consider their response. Then, instruct students to give a “thumbs up” to indicate agreement or a “thumbs down” to indicate disagreement. If you want to provide an option for students who are undecided, they can use a “thumbs sideways” gesture to express their position. This visual representation allows for a clear and efficient assessment of student opinion. For multiple-choice questions where you can select multiple options (check all that apply), the Thumbs Up / Thumbs Down method can be employed by presenting each answer choice individually. Students are then prompted to indicate their agreement or disagreement with each choice.

TURN & TALK

During a Turn & Talk, each student will discuss their responses to a particular prompt with a nearby partner. This strategy permits all students to participate in discussion, rather than only a few students participating in a classwide discussion. Another advantage of this strategy is that students can practice articulating their opinions to a partner before sharing them with the whole class.

VOLUNTEER SHARE

After students have had a moment to gather their thoughts, inviting volunteers can be an excellent strategy to foster participation. During these moments, celebrate well-thought-out responses that showcase strong reasoning, personal anecdotes, compelling evidence, and confident presentation skills.



Class Routines & General Tips For Success

IMPACTFUL VIDEO SPOTLIGHT

Before each class, select 1-2 outstanding Recorded Responses from the previous lesson to showcase to the class. Before sharing student videos, ask students permission to share. Use this as an opportunity to provide praise! When sharing a student's video, be sure to offer specific and detailed commentary. Provide clear examples for other students to observe and strive for in their own submissions.

SCREENS

Whenever possible, we recommend that you project your screen, including all videos, to provide the students with the opportunity to experience aspects of the lesson as a classroom community. It is recommended that students only individually open Impacter Pathway on their screens during specified times for submitting answers. This approach promotes focused engagement and active participation throughout the session.

RACHEL'S RUNDOWN

In the first activity of the lesson, Rachel's Rundown can be found in the top right corner of the screen. Click the circle and play the video for all students. Students do NOT need to play it on their own or interact with it.

GROUP READING

Be intentional when deciding which sections of the lesson you will read aloud versus the students read aloud. Identify any challenging words that students may struggle to read or comprehend, and proactively address them by providing pronunciations and explanations.

IMPACTER PATHWAY QUESTIONS

Students are required to answer all Impacter Pathway Questions, which are embedded within the lesson on the website: impacterpathway.com. It is recommended to go through each section or page of the lesson collectively, deconstructing the Impacter Pathway Questions as a class. Afterwards, students can independently provide their answers before moving on to the next section. To facilitate this process in a classroom, we propose following the suggested SCREENS UP/SCREENS DOWN protocol, described below:

SCREENS UP/SCREENS DOWN

By default, students are encouraged to keep impacterpathway.com open on their computers, with their screens angled down, enabling them to actively participate in the class by following along with the lesson. This mode is referred to as "Screens DOWN." When it's time for students to submit their answers online, teachers will indicate "Screens UP," signaling that students should fully open their computers to provide their answer(s). To keep students motivated, a specific time parameter (e.g., 30 seconds, 2 minutes) is recommended for submitting responses. After submitting their answers, students can proceed to the next section and lower their screens again ("Screens DOWN") to continue participating in the class discussion. Since they will only submit their answers every 3 sections or so, it is important that they do not shut down their computers between Screens UP times to avoid losing their work.



Class Routines & General Tips For Success

PROMOTING DISCUSSION

While it's great to ask for volunteers, don't hesitate to call on students as well. To ensure equitable participation, you can use a randomizer, such as name cards, to give all students a fair chance to contribute their thoughts and ideas with the whole class. Fostering an inclusive learning environment involves encouraging every student to share their voice.

RECORDING RESPONSES

Student recordings play a crucial role in Impacter Pathway, as they provide essential natural language data to assess student learning and SEL development. To ensure that every student has the opportunity to shine and showcase their best efforts with minimal noise distraction, consider the following options and choose a suitable arrangement for your context:

1. Designated recording locations: Assign recording locations to students across multiple indoor or outdoor workspaces.
2. Rotating recording stations: In the classroom, set up recording stations in each corner of the room, allowing students to rotate among stations for their recordings.
3. Assign for homework: Instruct students to choose quiet spaces outside of school to complete their recordings.

CAPSTONE PROJECT

The Capstone Project is an optional extension to the online curriculum, found within Lesson 13 of the course. You can choose to have students work on the capstone on an ongoing basis, introduce it at the Reflection Checkpoint, or wait until the end of the course to implement it.