



Welcome to Envision by WorldStrides Family Labs!

For over 35 years, Envision by WorldStrides has empowered extraordinary students to become their best selves through programs that enable them to discover their passion, explore a career, and positively impact their world. In 2018, Envision became part of the WorldStrides family. The largest provider of educational travel and experiences in the United States, WorldStrides works with over 50,000 educators each year to help more than 550,000 students see the world—and themselves—in new ways.

Recently, students, families, and teachers have been challenged to quickly shift to new ways of learning and interacting. At Envision, we believe in providing hands-on educational experiences to foster critical thinking and innovation. We created Family Labs to share our instructional philosophies with you and your students at home.

The Family Labs provide student-guided activities that can be completed independently or as a family. These activities enhance creativity and critical thinking and are fun! The goal is to safely transform your home into an innovation lab, allowing your child the opportunity to learn, grow, and explore their power of potential as they navigate through the activities. While the Family Lab is designed for certain grade levels, each lab can be enjoyed by most age groups.

While participating in Family Labs, encourage your child to embrace challenge, think outside of the box, and most importantly, have fun!

Matt Castrina
Vice President, Educational Experience
Junior National Young Leaders Conference



Family Lab: Defining Leadership

Lesson Plan Introduction

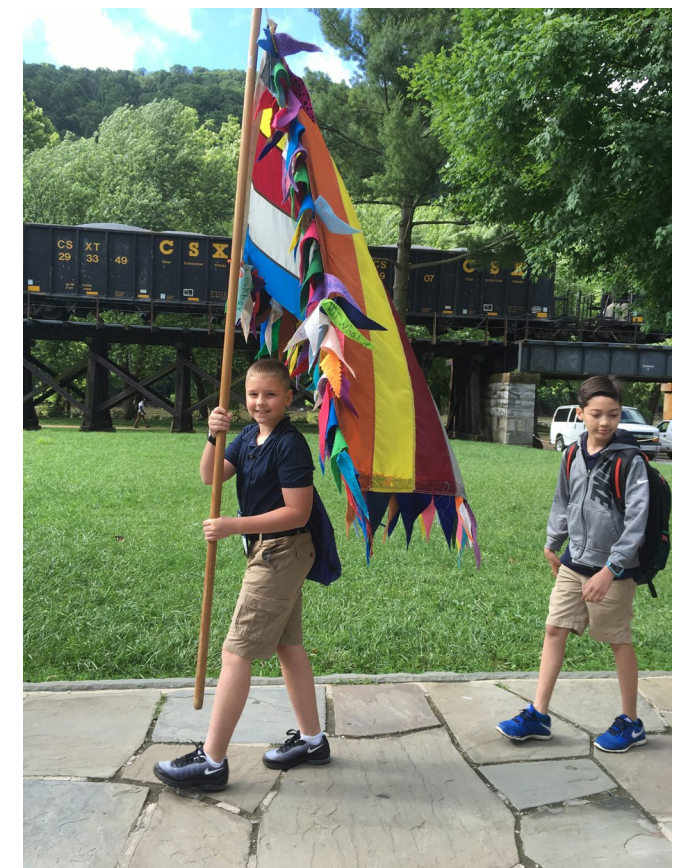
This lesson will give your child the opportunity to grow as a leader through reflection and exploration. After learning about historical and contemporary leaders and key leadership skills and attributes, your child will define leadership for themselves. By defining leadership and introducing tangible leadership traits, they will grow their understanding of effective leadership and reflect on how to practice leadership in everyday life. This lesson will end with a guided self-reflection and creative project.

| Defining Leadership | | |
|-----------------------|--|--|
| Lesson Overview | Grade Levels: 5th – 10th | |
| | Essential Questions: <ul style="list-style-type: none"> What is my definition of leadership? | |
| Lesson Overview | Objectives: By the end of the challenge, your child will be able to: <ul style="list-style-type: none"> Define leadership for themselves Identify key leadership attributes | |
| | How to measure success: Your child is successful if their final project defines leadership for themselves, profiles a leader they admire, and highlights three leadership traits that leader possess. | |
| Materials & Resources | Item | Quantity/Link |
| | <i>Defining Leadership Workbook</i> | 1 per child |
| | Device | Computer, iPad, tablet |
| | Online Resources <i>(see resources page for video names and URLs)</i> | What is Leadership? Everyday Leadership |
| | Poster Board and Markers <i>(optional)</i> | If your child chooses to make a tangible presentation for their project. |

Preparation

To prepare for this lesson:

- Get your child set up with a device that they can use to access online resources. They may also use the device to create their project.
- If your child chooses to use more tangible presentation methods like posters and markers have those supplies on hand as well.
- We encourage you to review the student materials in the *Defining Leadership Student Workbook* to get an idea of what your child will be creating.
- In this lesson, your child will read about historical and contemporary leaders. Consider leaders you look up to and be open to discussing their leadership traits with your child.
- Ensure your child follows the steps of the *Defining Leadership Student Workbook* to successfully complete the project.
- The final project can be done on paper or a computer and can use a variety of mediums such as online design, drawing, painting, or video recording.



Project Guidelines

This project creates an opportunity for your child to reflect on a leader they admire. This can be someone they know, a historical leader, or a contemporary figure. By reflecting on this leader's life and legacy, they will grow their own leadership awareness and skills. Your child can be as creative as they like and explore platforms to bring their vision to life.

Some examples of projects include:

- A social media campaign introducing historical leaders or highlighting leaders in the community
- A creative painting exploring the definition of leadership through symbolism
- A personal essay defining leadership and reflecting on an important leader in your life
- A collection of poetry defining leadership and honoring the legacy of a historical leader

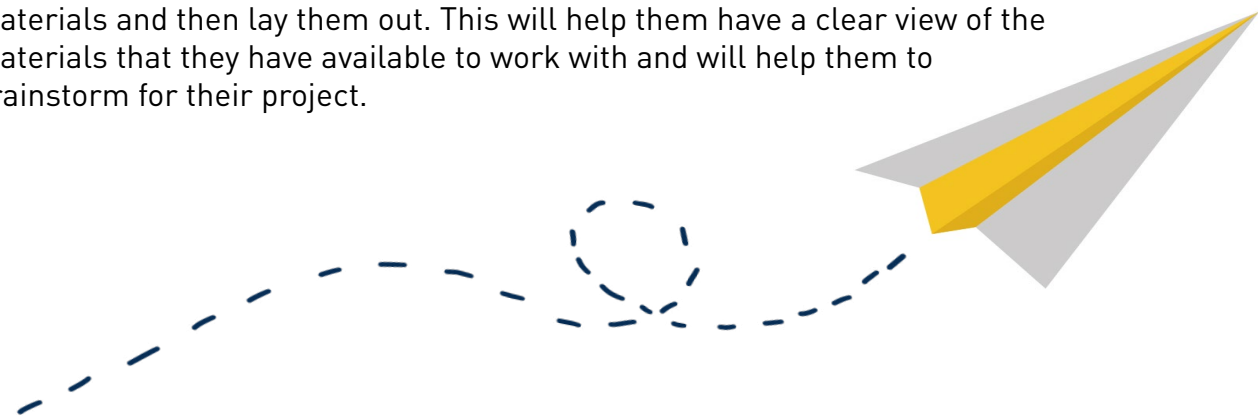
Getting Started

Print out or pull up the *Defining Leadership Student Workbook* for your child to use. The interactive PDF is optimized to be used on a tablet or computer. You will also see video links to help your child understand the challenge that you can pull up before they get started.

Introduce your child to the leadership attributes in the workbook and allow them time to read the definitions. After they have reviewed the definitions help your child brainstorm examples of each attribute. Provide an opportunity for your child to reflect on each attribute. Some good discussion questions are:

- Is this a leadership attribute you see in yourself?
- In what ways do you want to model this behavior in your daily life?
- Are there ways you can improve on any of these leadership attributes?

When your child is ready to begin working on their project have them collect their materials and then lay them out. This will help them have a clear view of the materials that they have available to work with and will help them to brainstorm for their project.



Supporting Your Child

Learning about leadership is a personal and sometimes challenging experience, and it requires self-reflection and big-picture thinking. We encourage families to create opportunities to engage in conversations with students about their own leadership experience, who they admire, and what traits are important. If your child is stuck, give helpful tips and suggestions to move them forward. If your child is struggling with a self-reflection question, encourage conversation and help guide them through the process. Sharing a time when you overcame challenges with your child can help open conversations about struggles they are facing.

Conversations about leadership can help bring the family together. Dinners, car rides, or other family time can be great opportunities to start conversations about leadership with children of all ages. Below are some suggested topics of conversation to get the whole family talking about leadership development.

Conversation Topics

- Has anyone read any books with interesting main characters lately?
- What is an accomplishment someone is proud of today?
- Did anyone work with others today?
- Has anyone read any interesting current events? Does anyone have any questions about something they read?
- What is something you did well today?
- What is something that challenged you today?
- Each person spends 5-10 minutes reading about an interesting historical figure and sharing about that individual with the family.

Extend the Learning

After this lesson, students may be interested in continuing to develop their leadership skills. Try engaging their teacher or coach in conversations about your child's leadership outside the home. Additionally, encourage your child to explore leadership further through books, videos, or podcasts. Your child's journey towards leadership development has just begun; by continuing the conversation, self-reflection, and learning, you are preparing your child for conversations that will continue for the rest of their lives.

Family Leadership Activities

Fox, Chicken, Grain

Materials: None, pen and paper if desired

How to Play: Each family member should have a partner (or two if odd numbers). Then, they should read the problem below.

A man has a fox, a chicken, and a sack of grain. He must cross a river with only one of them at a time. If you leave the fox with the chicken he will eat it; if you leave the chicken with the grain he will eat it. How can you get all three across safely? Bonus points to the team with the fewest number of trips across the river.

One possible solution can be found at the end of this section.



Human Knot

Materials: None

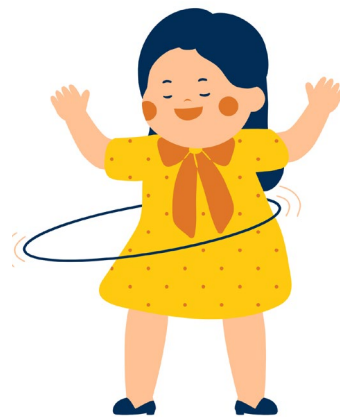
How to Play: Best for families of 5 or greater. Each family member should stand in a circle facing each other. You should then reach right hand into the circle and grab the hand of a person across the circle from you. Then reach left hand in and grab the left hand of a different person. It is important to ensure that you have not grabbed the same person's hand or the hand of the person directly next to you. Now you should begin trying to untangle yourselves. You are not allowed to let go of anyone's hands at any point in the activity.



Hula Hoop Pass

Materials: Hula Hoop

How to Play: The family stands in a circle and grabs each other's hands. A hula hoop is placed between two family members, resting on the arms of the family members holding hands. Without letting go of hands, the hula hoop should be passed around the circle until it returns to its original position in the circle. For smaller groups, this will go relatively quickly; challenge yourselves to pass it slightly quicker each time.



Watch Your Step

Materials: Tape, large space, pen, paper

How to Play: This one requires a few materials and a bit of set up. It also needs a facilitator.

The facilitator should tape off a large section of the floor in a 4 by 4 grid (see example below—3 by 3 grid can also be used to make the activity easier or a 5x5 to make it harder). Facilitator should map out a "safe path" from one corner of the grid to the other (see example below); they should not share the path with any participants.

Facilitator should then explain that there is only one safe path through the maze and if a player steps on a square that is not on the safe path, they will have to start over. The team should line up, and one at a time begin figuring out the safe path by taking steps and the facilitator confirming whether it was a safe step or not. If a player steps off the safe path, they must go to the back on the line and the next player must remember their steps and try to make progress on the path.

It will go more slowly at first as there are more options, but will pick up as they make progress. To make this activity harder, enforce a "no talking" rule.



| | | | |
|---|---|---|---|
| X | | | |
| X | X | X | |
| | | X | |
| | | X | X |

Tell Us What You Think

We hope you enjoyed this Family Lab!
We encourage you to share it with friends and family. We would love to get your feedback!

[Click here to complete the survey!](#)

Please complete this optional two-minute survey and provide us your thoughts. Thank you!

Resources

Kruse, Kevin. (9 April 2013). *What is Leadership?*. Forbes. <https://www.forbes.com/sites/kevinkruse/2013/04/09/what-is-leadership/?sh=bbda7dd5b90c>

Dudley, Drew. (September 2010). *Everyday leadership* [Video]. https://www.ted.com/talks/drew_dudley_everyday_leadership?language=en

Note: *These videos are created and owned by third parties and this is only a curated set of examples that your child can use to build background knowledge. They are subject to be removed without notice at any time. Need help finding other resources? Reach out to Envision for help.*

Notes

