



ILEAD KIDS

Sponsor
Guide



iChoose

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Welcome to iLead

iLead Kids is made up of values-based content designed by Dr. John C. Maxwell to allow the next generation of leaders to develop themselves, their values and their leadership skills in a **peer-to-peer** setting.

The format used by iLead Kids allows elementary students (United States grade equivalent of 3rd-5th) the opportunity to lead as they take turns facilitating groups. Each value lesson contains the benefits of the value, short teachings on the value, the opportunity for reflection, student self-evaluation, and the opportunity for students to identify and write out an action step that will allow them to improve their practice of the value.

Values-based roundtables called Transformation Tables, have proven to be incredibly effective in the Maxwell Leadership Foundation's transformation efforts in countries and communities. John Maxwell recognized that if we could help students learn and apply these same concepts, we would support students to create meaningful and sustainable success.

iLead Kids Goals

ILEAD KIDS HAS BEEN DESIGNED TO HELP STUDENTS ACCOMPLISH FIVE GOALS:

1. Identify with positive character and leadership values
2. Take ownership of their choices
3. Practice leadership values and develop those skills
4. Evaluate themselves with their applied knowledge
5. Take turns guiding small group discussions

A MESSAGE FROM JOHN C. MAXWELL

Dear friend,

Welcome to the **iLead Kids**! Every day, people ask me how they can make their world better. They want to know what they need to do to improve their lives, their career, their family, their business, their neighborhood or community, and even their country. No matter the environment, my answer is always the same: start by improving yourself! How? By making good choices. If we want the world to be a better place, we need to become better people.

We need to be the change we want to see. We do this by becoming intentional about our choices. When we do that, we put ourselves in a place where we can add value to ourselves and others.

I personally want to invite you to join this exciting process. You are being welcomed to create an environment that can dramatically impact the lives of young people for the better. This will occur over the next several weeks in small groups of students that you will serve and guide. During this time, you will oversee, listen, and encourage your students while they learn, share, and apply leadership values that will help them to become better people.

One of the most significant discoveries of my life was realizing that wise choices today put "change in the pocket" for future choices. You can't change yesterday. You can't count on tomorrow. But you can choose what you do today.

Every day, students will be faced with choices in one or more of these areas. The decisions they choose to make in those moments may seem small at the time, but when added together, they create a course for their lives.

As you embark on this small group process, you will discover students learning and leading one another. It may be a little messy at first, but I encourage you to dive into the messiness, and watch your students find rhythm with each other as the lessons unfold.

Thank you for your support of **iLead Kids** and for making an investment in your students – the future leaders of our world.

Your friend,

A handwritten signature in blue ink that reads "John C. Maxwell". The signature is written in a cursive, flowing style.

The Sponsor

Your passion to help develop our next generation of leaders is taking you on an exciting journey! Becoming an iLead sponsor is an important role and an endeavor worthy of your time and effort.

In his book, *The Leader's Greatest Return*, John Maxwell shares how a sponsor opens doors for you so that you can walk through them to be successful. Sponsors of iLead Kids give guidance, but they also come through on much more important fronts. As you take students through iLead Kids, you will be sharing proven values-based content that addresses attitudes and mindsets as well as giving students the opportunity to practice leadership skills they will need to be successful.

As the sponsor, your role is to:

- Create a weekly time in your classroom schedule to engage in iLead Kids.
- Determine and outline the pacing of the lessons (see Lesson Pacing Recommendations).
- Strategically organize your students into groups. Let's set students up for success from the start!
- Provide the necessary guidance to support students in the Facilitator role prior to starting lessons.
- Distribute content to students.
- Take and report attendance (numbers, not names).
- Be the resource in the room to guide challenges that may arise in the groups and redirect students when necessary.
- Provide intervention when an issue of safety or well-being comes up (suspected abuse, self-harm, etc.).

As the sponsor, you will have a front row seat to see the growth of the young people in your group(s) and you will see first-hand their creativity and strength as they find their voices and create a community that supports one another.



Instructions for Implementing iLead

PLEASE REVIEW THE FOLLOWING INSTRUCTIONS DESIGNED TO HELP YOU, AND YOUR GROUP(S), THRIVE!

- 1 Go to www.maxwellleadership.org/iLead and review the information provided.
- 2 Familiarize yourself with the content, as well as any platform you will be using for the group. (For example, if you are going to do your group through Zoom or Google Hang Out, you will want to be familiar with the tool.)
- 3 When using Maxwell Leadership Foundation's learning platform for content, please login to www.maxwellleadership.org/iLead-login to get the content one lesson at a time and send it out to the participants in your group or print it for student use. Please do not share the lessons from the learning platform with students in bulk.
- 4 Organize students into groups that will stay intact throughout all lessons of iLead Kids. Keep in mind the strengths and personalities of your students when creating groups. Group sizing will dictate the amount of time needed to complete lessons. Please refer to page 7 Scheduling time and lesson pacing.
- 5 Sample outline for 1st meeting with students:
 - Provide an introduction of iLead Kids.
 - Review overall group procedures and expectations as they relate to iLead Kids i.e., listening, confidentiality, not talking out of turn, showing others respect, etc.
 - Review section 07-Sample Student Facilitator Script.
 - Model an iLead Kids group for students.
 1. Set up the lesson using section 01 "The Sponsor" as a guide.
 2. Model going first for content reading, reflection, and sharing.
 3. Demonstrate how Student Facilitators will keep the group progressing through the lesson using your established group expectations and procedures.
- 6 At the conclusion of Lessons 3 and 6, you will complete a survey of the number of participants in your implementation of iLead Kids in the learning platform.

Have questions? Inquiries can be submitted at any time using the form at the bottom of the iLead page at www.maxwellleadership.org/ilead.

If you are a part of a large-scale implementation supported by the Maxwell Leadership Foundation, please coordinate with your primary contact as some of your instructions may differ.

Preparing Your iLead Group

Prepare.

Sponsors should familiarize themselves with each lesson in advance. iLead Kids was designed to be accessible to a wide range of students. However, you may find it necessary to provide upfront support for students with vocabulary and pre-teaching any unfamiliar concepts.

Review the Legend with Students.

A legend of icons is provided at the beginning of each lesson to help guide the student facilitator and group participants through the lesson. An example of the legend is provided below:



First person
read aloud.



Next person
read aloud.



Underline what's
important to you.



Share with
others.



Take
action.

Set expectations.

At the beginning of each lesson, Sponsors should remind students to:

- Follow the legend icons as they progress through the lesson.
- Read aloud (students may request to pass).
- Follow along with the lesson and underline what is important to them.
- Complete their **Reflections**.
- **Share** in group discussions (for 30 seconds to 1 minute per student).
- Evaluate themselves honestly.
- Actively listen.
- Respect others through encouragement and patience.
- Practice privacy of what others share in the group.

The Student Facilitator

A facilitator plays a very important role in the small group process. In iLead Kids, the student role of facilitator can be described *as someone who guides peer-to-peer learning, encourages group members to share, keeps the group progressing through the lesson in a timely manner and models what participation looks like.*

The facilitator:

- Will go first in reading the lesson content.
- Will introduce **Reflections** embedded throughout lessons.
- Will be the first to **Share** when prompted by the content.
- Will keep the group progressing through the lesson using established group expectations and procedures.
- Will model leadership values such as listening and valuing every person.

The facilitator:

- Is not there to give correction.
- Is not there to impress nor judge.
- Is not there to teach or coach.



The Components of an iLead Lesson

Each lesson on a value follows a pattern designed to help everyone participate and accept the choice of developing each value in their attitude and actions.

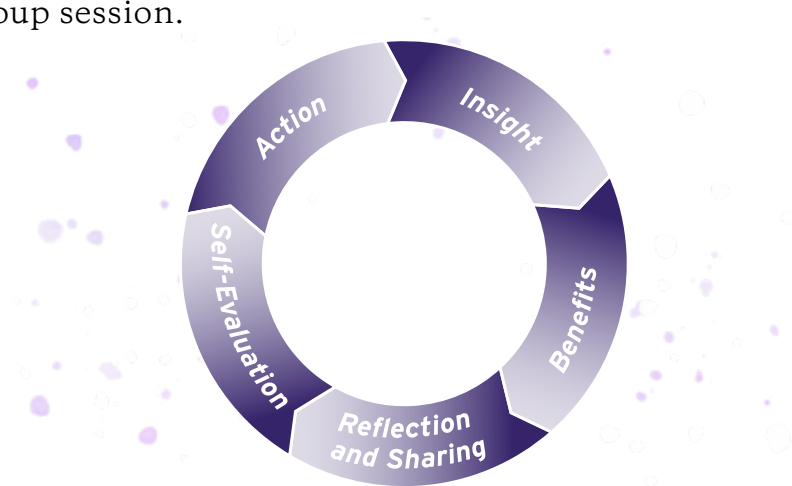
Insights: Each lesson explores John Maxwell's leadership content and pairs it with practical application

Benefits: The benefits help students know why this value matters to them and their lives.

Reflection and Sharing: Allows students to demonstrate learning and learn from one another as they share how they are applying what they are learning.

Self-Evaluation: Allows students to reflect on how well they live out the value discussed.

Action: Each lesson challenges students to create an action step to improve their practice of the value. Students will have the opportunity to share their action step and will be encouraged to share the results during the next group session.



The peer-to-peer methodology creates a close community in which students learn from one another and practice supporting and encouraging each other. As students develop relationships and grow in their understanding of each value, their choice of personal growth is strengthened.

Best Practice Recommendations

Scheduling time and lesson pacing: Students engaging in iLead Kids benefit from consistent delivery. One best practice is to engage students in iLead Kids on a weekly basis, however, flexibility exists. Below are some additional options for lesson pacing. If you utilize the pacing of 20 minutes per week, a review of previous content should be conducted.

Time Commitment	Frequency	Recommended Group Size	Pacing				
20 min	Weekly	4-5	Section 1	Section 2	Section 3	Section 4	Section 5, 6 and/or Self-evaluation
1 hour	Weekly	4-5	Sections 1-5 and Self-evaluation				
25-30 min	Bi-weekly	4-5	Sections 1-3		Sections 4, 5 and self-evaluation		

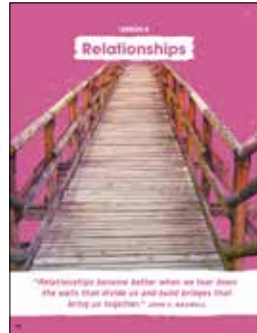
Each lesson is composed of sections that include content, a reflection, and an opportunity to share. A lesson may be broken down by sections for greater flexibility.

Training: For sponsors to fully understand the flow and scope of implementation, the following are suggested:

- If possible, participate in a lesson of iLead Kids with a group of peers for a first-hand perspective and to understand the student experience.
- View a video demonstration of a lesson.
- Review this Sponsor Guide and glean important steps for implementation as appropriate for your student group.
- Take the initial class meeting to thoroughly provide students with explicit directions and examples. Having a demonstration group for the class of the first lesson Choices is ideal. Modeling appropriate responses to reflections and group sharing will set students up for success.

Best Practice Recommendations

Introduction of imagery associated with values: The images used for each lesson help further imprint values. For example, the Value of Choice references a gift. The Value of Relationships references a bridge. This helps to strengthen lesson content through the development of associations. Use of association is a beneficial way for improving our ability to remember information. Sponsors should connect the lesson with its imagery, as needed by the students, so that connections are made more deeply and recall of that information is made with greater accuracy.



Support: In order to meet the needs of all students, adaptations of iLead Kids may become necessary. It is encouraged to use appropriate strategies when adapting iLead Kids to enhance accessibility. Some examples of common adaptations include:

- Providing students with definitions of vocabulary.
- Breaking lessons into digestible chunks.
- Making additional visuals to support the content.
- Extending a value theme into other activities.
- Offering modified ways to respond to Reflections.
- Include supplemental materials such as books that reinforce iLead Kids values .
- Providing additional background knowledge to enhance comprehension.

Best Practice Recommendations

Addressing Small Group Challenges: Challenges may arise as students work in the iLead groups. Each student has their own experience, perspective, and maturity level. Here are some potential challenges and suggestions for support:

- **Verbal Processor** - Look for an opportunity to move the discussion along at any pause. Remind the group to keep in mind that we want to allow time for everyone to share, so we have to stay aware of how long we share. Please avoid singling them out.
- **Reluctant Contributor** - Touch base with the student privately to determine the reason. Remind student that the group is stronger when everyone shares. Let them know what they think is very important.
- **Problem Solvers** - Students who have the best of intentions, but want to solve everything. Redirect the group to support and acknowledge people verses solving problems. The focus should be on the growth journey of each student.
- **Distractors** - Students who are fun-loving, but can easily derail the group. Be gracious but firm, and work to keep the group on track and redirect the conversation as needed.
- **Strong Emotion** - It is not uncommon for students to feel uncomfortable discussing sensitive topics. Encourage open communication, foster empathy among group members, and provide the necessary resources to support students as needed. Remind students it is possible to participate in sharing while using discretion.

Sample Student Facilitator Script

Here is a script that can be used to help you get a sense of how a value lesson can be facilitated.

“Hi everyone! Today we will do the value Choices.”

Note: In every group after a value lesson is completed, the student facilitator will **SHARE** what their action step was in the previous lesson and how they did at reaching their goal. Then they will ask each person in the group to **SHARE**. This step will happen after the students have completed the Goal Review at the close of each lesson.

“We will start with the legend and tips. Anytime we see the person reading icon, we take turns reading out loud. I will read first and the person to my right will go next. When we see the pencil, it is a reminder to underline what we think is important. When we see the icon with two people at a table, it means we all share our answers for a minute or less. The action symbol is a reminder that we are learning about values and leadership, and leaders take action. At the end of this lesson, we will write an action step that can be done before our next group. We also need to keep what is shared in our group between us. If you are not comfortable with reading out loud, please know it is okay to say, “I would like to pass.”

Facilitator should read, *“How you can make this lesson helpful for you and others.”*

“The goal is, I will understand the value of CHOICES and practice them. The Focus Words are Value and Valuable.”

The Next Reader icon appears and so the next reader will pick up reading with Section 1, Choice is a Gift.

For the **Reflection** the facilitator will say: *“In the gift box, draw a picture of you making a choice you look forward to making.”*



Sample Student Facilitator Script

You will want to extend enough time to students as appropriate for them to complete the Reflection. The facilitator can look around the group to see when peers are finishing up. After providing the group with response time, the facilitator will then move on to read the **SHARE** and respond first to model the way.

“SHARE with your group what might happen if you chose not to unwrap or make the choice. For example, would you miss out on a chance to teach someone to play a game you really enjoy?”

“I drew a picture of me being a police officer. When I get older, I want to be a policeman. If I choose not to become a police officer, I will not get the chance to protect and save people.”

The student facilitator should then use the reading order to ask peers to **SHARE**. Each person should be thanked for sharing. The facilitator should feel free to nod and encourage the other participants as they speak. Once every person has finished answering, the group can conclude or resume reading the lesson with the next person to the right or who has not read yet.



A Glimpse Into the iLead Curriculum

Use the QR code below to view a demonstration of students participating in the Commitment lesson.





The Maxwell Leadership Foundation, founded by bestselling author, coach, and speaker John C. Maxwell, develops leaders by helping them experience the transformational impact of values-based, people-centric leadership development. Developing leaders are challenged to apply what they are learning and take action to make the world better and brighter. As individuals are impacted, there is a ripple effect and families, schools, organizations and communities experience lasting positive change.

For more information, visit MaxwellLeadership.org.