



PART 1: CELEBRATING GIRLS' LEADERSHIP SUPERPOWERS

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SESSION 1: PUT YOUR VALUES INTO ACTION





SESSION 1: PUT YOUR VALUES INTO ACTION

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Provides an overview of the session as well as step-by-step instructions

Activity Materials **13–19**

Printable materials for whole-group and small-group activities, such as card decks and game boards

Participant Packet **20–22**

Printable worksheets and handouts for individual participants



SESSION 1:
**PUT YOUR VALUES
INTO ACTION**

Facilitator Session Guide

SESSION GOALS

Participants identify their personal values and explore how values connect to everyday leadership.

KEY TAKEAWAYS

- Values are ways of being that we believe are important, like being honest or inclusive.
- Values are personal, and we get to choose the values that matter most to us.
- Our values help guide our decisions and the ways we show up as leaders.

WHY THIS SESSION MATTERS

Putting values into action is an important part of leadership. And research shows that when we take time to explore and name our values, we're more likely to set goals that align with those values and persist in the face of challenges. Connecting to our values also helps us identify situations, people, and behaviors that don't line up with what we believe in, which makes it easier to resist unhealthy social pressures. For all of these reasons, identifying personal values is especially important during teenage years, when students—especially girls—face rising peer pressure and adult expectations.

SESSION AT A GLANCE

Check In	5 min
Ignite (“Values Match”): Teens play a matching game to connect values to actions.	15 min
Personal Values Inventory: Teens complete the Values Inventory handout to identify values that are most important to them.	10 min
Values Scenarios: Teens explore how their values inform their actions in a range of day-to-day scenarios.	25 min
Closing and One Action	5 min

SESSION OVERVIEW

Gather materials:

- Participant packet: Print out and staple a packet for each member in your group
 - Activity materials: Print and cut out one set for the group
 - Values and Action cards
 - Pens or pencils (one for each teen)
-

Room setup:

- Ensure teens have space to complete short individual writing activities.
 - Ensure teens have space to walk around and interact with each other.
-

Get ready to facilitate:

- Familiarize yourself with the session materials and instructions.
 - Revisit the previous session's One Action and prepare to share an update on your One Action.
 - Write in your responses to the "facilitator example" prompts in the session instructions so you're prepared to share examples with the group as needed.
 - Write in your planned start and end times for each part of the session.
-

CHECK IN

Estimated time: 5 minutes / Start time: _____ End time: _____

Goals:

- Set a group norm for putting skills and knowledge to use between sessions.
- Create an opportunity for facilitators to catch and correct misunderstandings about the last session's content.

At a glance: Welcome the group and follow up on One Action commitments from the last session.

1. Welcome teens back to the group and review the definition of leadership from the last session.


SAMPLE SCRIPT

Welcome back! Before we get into today's session, I want to circle back to our leadership definition from last time. Here's the definition again as a reminder:

The Lean In Girls leadership definition: *Everyone can be a leader and there are many ways to lead. You can show leadership in big, bold ways, and through the small things you do every day. Leading could look like speaking up, working toward a shared goal, respecting and including people around you, encouraging or inspiring someone, or creating something new on your own or as part of a team. No matter their approach, leaders put their values into action, even when it takes courage.*

CONTINUE ACTIVITY ON THE NEXT PAGE ►

2. Ask for volunteers to share an update on their One Action from the last session.

 If it's been less than two days since the group met, you can skip the One Action update—or ask for volunteers to share reflections on what they learned from the previous session.

SAMPLE SCRIPT

At the end of the last session, you all thought of an action you could take to practice leading in the way this definition describes—does anyone want to share what you did?

3. Call on two or three teens to share. If they are hesitant, offer a personal example to model vulnerability.

FACILITATOR EXAMPLE

One way you practiced leading:

IGNITE: VALUES MATCH

Estimated time: 15 minutes / Start time: _____ End time: _____

Goals: Teens learn what values are and explore how leadership actions are connected to values.

At a glance:

- Each teen receives either a Value card (e.g., inclusion, courage) or an Action card (e.g., standing up to a bully).
- Teens find a peer whose Values card matches their Action card (or vice versa), then swap cards and find a new match.
- After a few swaps, teens stay with their match to talk about how the value and action are related.

1. Call attention to the “putting values into action” piece of the leadership definition. Using the suggested script as a guide, define “values” for the group, emphasizing that everyone’s values are different.

SAMPLE SCRIPT

One key part of our leadership definition is putting your values into action. Values are the ways of being that are important to you—like being honest, inclusive, or creative. Some values are about how you define right and wrong. Others are about what matters to you, like whether you value comfort more or less than you value adventure. Everyone’s values are different, but for all of us, they act like a compass, guiding the choices we make.

2. Let teens know they’re going to play a matching game to explore how values are connected to actions. Pass out the Values and Action cards so each person has one card. About half the group should have Values cards and the other half should have Action cards.

CONTINUE ACTIVITY ON THE NEXT PAGE ►



For groups with fewer than eight participants, keep extra cards in reserve and invite teens to exchange their card for one of the extras after one or two matches. This gives them an opportunity to see all the cards and makes it easier to keep finding new matches.

SAMPLE SCRIPT

Today we're going to explore how your values are connected to the way you show up as a leader. First, I'm going to give each of you a card. All the cards have either a value or an action written on them.

3. Explain the game, being sure to emphasize that there are no right or wrong matches.

SAMPLE SCRIPT

Now I want you to stand up and find someone who has a card that you think is a match for your card. For example, the value "kindness" could be a match for the action "taking a friend to do something fun" or "inviting a new student to sit with you at lunch." There are many right answers—values and actions interact in lots of ways!

Once you find a match, write the matching value or action on the back of your card, and then switch cards with the person you matched with. Then look for another match and repeat the process! We'll keep this going until you've all found a few matches.

4. After about five minutes, instruct teens to stay with their current match to discuss the activity. If they're between matches, they can quickly find someone with the opposite card type (an Action if they have a Values, or vice versa) to partner with.

SAMPLE SCRIPT

Okay, let's pause here. If you just found a match, stay with that person. If you're looking for a match, find someone with the opposite card type and pair up—it's okay if their card isn't a match for yours.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

5. Read the question below aloud, and ask teens to spend a few minutes discussing it with their partner. Encourage them to read the list of actions on the back of the Value card for inspiration.

DISCUSSION QUESTION *How do you think the value on your card is related to leadership?*

SAMPLE SCRIPT *As you're discussing this question, take a look at the actions people have written on the back of the Values card. Think about what those actions have in common and how they might be examples of leadership.*

6. After about five minutes of discussion, bring the group back together for the next activity.

PERSONAL VALUES INVENTORY

Estimated time: 10 minutes / Start time: _____ End time: _____

Goals: Teens explore a wide range of values and choose the ones that resonate with them most.

At a glance: Teens engage with a list of 30+ common values and identify the values that are most important to them.

1. Introduce the activity and guide teens to the Values Inventory handout in their packet. Ask them to circle their top five values, emphasizing that there are no right or wrong answers.

SAMPLE SCRIPT

You just did a great job connecting values to leadership actions. Now you're going to identify some of the values that are most important to you. As I mentioned earlier, everyone's values are different—and you get to decide for yourself what your values are!

In your packet, you'll see a sheet that has a grid with lots of different values. I want you to circle the five values that resonate most with you. There are no right answers—this is about choosing what matters to you.

2. Ask for a few volunteers to share one of their top five values, along with a short explanation of why that value matters to them. As teens share, invite other group members to raise their hands if they chose the same value.



If you're short on time, have teens simply name one of the values they picked (without explaining why) and skip the second discussion question.

SAMPLE SCRIPT

Can I get a few volunteers to share a value you picked and why that value is important to you? If anyone else picked the same value, please raise your hand so we can see where our values overlap!

DISCUSSION QUESTIONS

- What are some values that are important to your family or community?
- How have those values influenced your own values?

VALUES SCENARIOS

Estimated time: 25 minutes / Start time: _____ End time: _____

Goals: Teens explore how our personal values influence the actions we take as leaders and see the benefit of having leaders with diverse values who lead in many different ways.

At a glance: Teens reflect on how they would act in a range of hypothetical scenarios and connect those actions to their values and identity as leaders in a small-group discussion.

1. Introduce the activity and ask teens to find the Values Scenarios handout in their packet.

SAMPLE SCRIPT

For our next activity, we're going to think a little more about how your personal values affect how you show up as a leader in different situations. In your packet, you'll see a sheet with descriptions of a few different scenarios, along with two different actions that you could take in each scenario.

2. Ask teens to circle the action they would take in each scenario.

SAMPLE SCRIPT

I want everyone to take a few minutes to read these scenarios and circle the action you'd be most likely to take. If you don't think you'd take either action, circle "C" and write down what you would do.

Don't think too hard about this! There's no right or wrong answer, so go with your instinct on how you think you would naturally respond.

3. Let teens know they'll be discussing one of the scenarios in a small group. Divide them into groups according to which scenario they want to focus on, aiming for groups of two to four; if a lot of teens want to talk about a particular scenario, break that group into two. It's okay if some scenarios don't have a group.

SAMPLE SCRIPT

Now we're going to talk about these scenarios in small groups. You get to pick which scenario you want to focus on. If you're most interested in scenario number one, head to [name the areas you've picked for small group discussions for each scenario].

CONTINUE ACTIVITY ON THE NEXT PAGE 

4. Share the instructions for the small group conversations. Teens can also find these instructions on their Values Scenarios handout.

SAMPLE SCRIPT

To kick things off, go around your group and have everyone share which action they picked and a quick explanation of why. Then, as a group, think about the values each of those choices might reflect and the ways those choices show leadership.

You'll have about ten minutes to work through these questions. If you finish early, discuss these same questions for the next scenario on the list.

5. Bring the group back together and ask two or three teens to share reflections on their small-group conversations, using the discussion questions below as prompts.



If you're short on time, you can skip this large-group reflection.

DISCUSSION QUESTIONS

- *Did anything that came up in your group surprise you?*
- *Did anyone rethink the action they chose after talking with others in their group?*


CLOSING AND ONE ACTION

Estimated time: 5 minutes / Start time: _____ End time: _____

Goal: Teens think of a way to apply the session content to their day-to-day lives.

At a glance: Teens choose a way they'd like to put their values into practice before the next session.

1. Direct teens to the One Action handout in their packet. Ask them to choose a value that's important to them and write down that value along with One Action they can take to put it into practice before the next session.

 If you have extra time at the end of the session, ask a few teens to share their One Action with the group, or have them discuss their One Actions in pairs.


SAMPLE SCRIPT *To wrap up today's session, pick a value that's important to you and think of One Action you could take to put that value into practice before our next session. Write your value and action on the One Action handout in your packet.*


2. Offer an example by sharing one of your own values along with one way you plan to put that value into action.

FACILITATOR EXAMPLE *Name a value that's important to you, and how you plan to put that value into action:*

CONTINUE ACTIVITY ON THE NEXT PAGE ►

3. Close by collecting participant packets and thanking the group for a great session!

 It's a good idea to collect participant packets at the end of the session to keep teens' private work from being shared. Also, for the final celebration session, you'll be asked to hand out the packets so the participants can look back on what they've learned.

 After the session, take a few minutes to look over the One Action each teen picked. This will give you insight into their individual goals and help reveal any misunderstandings of today's topics.



SESSION 1: PUT YOUR VALUES INTO ACTION

Activity Materials

Print and cut out one set for the group

VALUES AND ACTION CARDS MATCH

Print, single-sided, and cut out cards to distribute to participants



VALUE

Achievement

VALUE

Adventure

VALUE

Compassion

VALUE

Courage

VALUES AND ACTION CARDS MATCH

Print, single-sided, and cut out cards to distribute to participants



VALUE

Creativity

VALUE

Determination

VALUE

Fun

VALUE

Generosity

VALUES AND ACTION CARDS MATCH

Print, single-sided, and cut out cards to distribute to participants



VALUE

Growth

VALUE

Honesty

VALUE

Inclusion

VALUE

Independence

VALUES AND ACTION CARDS MATCH

Print, single-sided, and cut out cards to distribute to participants



ACTION

**Telling a bully to
stop teasing your
classmate about
her accent**

ACTION

**Signing up
for a hard class**

ACTION

**Creating a
hand-drawn
birthday card**

ACTION

**Staying after
basketball practice
to work on
free throws**

VALUES AND ACTION CARDS MATCH

Print, single-sided, and cut out cards to distribute to participants



ACTION

**Throwing a study
party for your
math exam**

ACTION

**Telling a friend
you don't like
when they gossip
about others**

ACTION

**Joining a club
or activity where
you don't know
anyone**

ACTION

**Wearing an outfit
that makes you
stand out**

VALUES AND ACTION CARDS MATCH

Print, single-sided, and cut out cards to distribute to participants



ACTION

**Invite a classmate
who had a hard
day to get pizza
with you and
your friends**

ACTION

**Telling a teacher
you think they
messed up
your grade**

ACTION

**Inviting the new
student to sit
with you at lunch**

ACTION

**Cooking a new
recipe you've
always wanted
to try**

VALUES AND ACTION CARDS MATCH

Print, single-sided, and cut out cards to distribute to participants



ACTION

**Sharing pictures
of your artwork
on social media**

ACTION

**Speaking up
about an issue
you care about**

ACTION

ACTION



SESSION 1: PUT YOUR VALUES INTO ACTION

Participant Packet

Print one copy of each handout for each participant

💡 It's a good idea to collect these packets at the end of the session to keep teens' private work from being shared. Also, for the final celebration session, you'll be asked to hand out the packets so the participants can look back on what they've learned.

VALUES INVENTORY

Circle your top five personal values

ACCEPTANCE Valuing others as they are and being valued as I am	GROWTH Changing and growing	ADVENTURE Doing new and exciting things	CARING Showing kindness to myself and others	INDEPENDENCE Being free to make my own choices
COMFORT Feeling relaxed and at ease	POWER Being able to have a big impact	COLLABORATION Teaming up with others	HONESTY Being truthful and genuine	CONTRIBUTION Making the world around me better
INDIVIDUALITY Being different from others	DEPENDABILITY Being someone people can count on	WEALTH Having plenty of money	FAME Being known and recognized	STRENGTH Being physically, mentally, or emotionally strong
FUN Having a good time	GENEROSITY Sharing what I have with others	AUTHENTICITY Being true to who I am	COMMUNITY Feeling a sense of connection and belonging	ACHIEVEMENT Aiming high and reaching goals
HELPFULNESS Being helpful to others	DETERMINATION Not giving up	HUMOR Seeing the funny side of things	INCLUSION Helping everyone feel that they belong	CREATIVITY Expressing new and original ideas
CURIOSITY Exploring new topics and ideas	JUSTICE Wanting a fair, just world	KNOWLEDGE Wanting to understand things	FRIENDSHIP Being a good friend and having good friends	PURPOSE Having meaning and direction in life
FAITH Believing in something bigger than myself	COURAGE Being brave or daring	[Write your own]	[Write your own]	[Write your own]

VALUES SCENARIOS

PART 1: Circle the option you'd choose in each situation or write your own!

Situation #1: Your friend's birthday party is at the same time as the last team practice before playoffs. You can't get to both.

- ☐ A Go to the party
☐ B Go to practice
☐ C Something else _____

Situation #2: You saw an older kid take a younger kid's brownie at lunch.

- ☐ A Give the younger kid half of your brownie
☐ B Try to get the brownie back
☐ C Something else _____

Situation #3: You and your friend have played on a recreational sports team for years. You just made the competitive team but your friend didn't.

- ☐ A Join the competitive team
☐ B Stick with your recreational team
☐ C Something else _____

Situation #4: You're choosing between two elective classes—a painting class and a class that lets you tutor little kids.

- ☐ A Art!
☐ B Tutoring!
☐ C Something else _____

Situation #5: Your bike has a flat tire and no one in your house knows how to fix it.

- ☐ A Head to YouTube for tire-patching tutorials
☐ B Offer to do chores for your neighbor in exchange for them fixing your bike
☐ C Something else _____

Situation #6: Two of your friends are arguing about a subject you know a lot about. One of your friend's "facts" aren't true. At all!

- ☐ A Share what you know
☐ B Make a joke to lighten the mood and steer the conversation to another topic
☐ C Something else _____

PART 2: Discuss one of the situations in your small group

My group is discussing Situation # _____

What values might lead someone to choose:

☐ A

☐ B

☐ C

How does each option show leadership?

☐ A

☐ B

☐ C

ONE ACTION

**Leadership is all
about putting your
values into action**

**What else do
you want to
focus on this
week?**

**How can you
put that value
into action?**



SESSION 2: LEAN INTO YOUR STRENGTHS





SESSION 2:

LEAN INTO YOUR STRENGTHS

Table of Contents

This PDF contains the written materials needed to successfully run Session 2. We encourage you to review all materials in full in order to best prepare for your upcoming session.

Facilitator Session Guide

1–11

Provides an overview of the session as well as step-by-step instructions

Participant Packet

12–15

Printable worksheets and handouts for individual participants



SESSION 2:
**LEAN INTO YOUR
STRENGTHS**

Facilitator Session Guide

SESSION GOALS

Teens recognize and celebrate their leadership strengths.

KEY TAKEAWAYS

- There are lots of leadership strengths, from courage and decisiveness to kindness and patience.
- Teens already have leadership strengths that they use every day.
- Strengths aren't fixed—it's possible to build new leadership strengths over time.

WHY THIS SESSION MATTERS

When girls believe they have the strengths they need to succeed as leaders, they're more likely to want to step into leadership roles. But girls often receive messages that limit their belief in their leadership abilities, or that encourage them to downplay their strengths. This session aims to counter those messages by helping girls recognize and celebrate the leadership strengths that they already use every day.

SESSION AT A GLANCE

Check In	5 min
Ignite ("Feedback Lookback"): Teens reflect on feedback they've received in the past week.	10 min
Strengths Exploration: Teens complete a matching exercise to identify their leadership strengths.	40 min
Closing and One Action	5 min

SESSION OVERVIEW

Gather materials:

- Participant packet: Print out and staple a packet for each member in your group
 - Pens or pencils (one for each teen)
 - Sticky notes (at least 10 notes for each teen)
-

Room setup:

- Ensure teens have space to complete short individual writing activities.
 - Ensure teens have space to walk around and interact with each other.
-

Get ready to facilitate:

- Familiarize yourself with the session materials and instructions.
 - Revisit the previous session's One Action and prepare to share an update on your One Action.
 - Write in your responses to the “facilitator example” prompts in the session instructions so you're prepared to share examples with the group as needed.
 - Write in your planned start and end times for each part of the session.
-

CHECK IN

Estimated time: 5 minutes / Start time: _____ End time: _____

Goals:

- Set a group norm for putting skills and knowledge to use between sessions.
- Create an opportunity for facilitators to catch and correct misunderstandings about the last session's content.

At a glance: Welcome the group and follow up on One Action commitments from the last session.



If it's been less than two days since the group met, you can skip the One Action update—or ask for volunteers to share reflections on what they learned from the previous session.

1. Welcome teens back to the group, and ask for volunteers to share an update on their One Action from the last session.

SAMPLE SCRIPT

Welcome back! Before we get into today's session, I want to circle back to what we talked about last time. Does anyone want to share an update on your One Action from the previous session?

2. Call on two or three teens to share. If they are hesitant, offer a personal example to model vulnerability.

FACILITATOR EXAMPLE

Update on your One Action: _____



Keep this check-in short! If lots of people want to talk, doing a partner share instead of a group discussion will be faster.

IGNITE: FEEDBACK LOOKBACK

Estimated time: 10 minutes / Start time: _____ End time: _____

Goals: Teens recognize the importance of knowing their strengths, given that other people are more likely to focus on things they need to improve.

At a glance:

- Teens raise their hands if they've received critical feedback in the past week—and then raise their hands if they've received an equal amount of positive feedback.
- Teens respond to discussion questions focused on how it feels to receive mostly critical feedback, and how it might feel to receive more positive feedback.

1. Ask teens to raise their hands if they've been told this week that they're not doing something well enough.

SAMPLE SCRIPT

To kick off today's session, we're going to talk about the feedback you most often get. Raise your hand if sometime in the past week, someone has told you what you could do better. Maybe you've heard you're talking too much (or not enough) in class, your room could be cleaner, you're on your phone too often, you could hustle more in practice ...

2. Ask teens to raise their hands if they've gotten just as much feedback about things they're doing well.

SAMPLE SCRIPT

Now, raise your hand if you've gotten just as much feedback this week about things you're doing really well. [Assuming not as many hands go up:] That looks about like I expected.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

3. Ask teens to quickly call out how critical feedback and positive feedback make them feel.

SAMPLE SCRIPT *It sounds like a lot of you are getting much more critical feedback than positive feedback. That's really common!*

- *Call out how it makes you feel when people focus mostly on what they want you to do better.*

Expect responses like less confident, frustrated, unappreciated, self-conscious, etc.

- *Call out how you would feel if people spent more time pointing out the things you do really well.*

Expect responses like happy, confident, motivated, etc.

4. Explain that getting critical feedback from others is a part of life—which makes it all the more important that you recognize what you're great at.

SAMPLE SCRIPT *Getting feedback about what you're not doing well enough is part of life, and it can help you recognize places you can grow. But the critical feedback you get isn't the full picture. You do lots of things well! But when you're good at something, it's easy for people to start to take that for granted. Many people even take their own strengths for granted. So today we're going to focus on your strengths and the ways you're already great leaders.*

5. Ask teens to think of a leader they admire and to reflect on the things that person does well. Call on two or three to share their reflections.

DISCUSSION QUESTIONS *Let's start by identifying some leadership strengths. Think of a leader you admire—a friend or family member, a leader in your community, or a public figure like an activist or a musician.*

- *What are some things that leader is really good at?*
- *What skills or qualities do they have that you admire?*

STRENGTHS EXPLORATION

Estimated time: 40 minutes / Start time: _____ End time: _____

Goals: Teens recognize, own, and celebrate their leadership strengths.

At a glance:

- Teens review a list of strengths-based statements, check off the ones they relate to, and find peers who checked off the same statements.
- Teens identify leadership strengths that match the strengths-based statements they checked off.
- Teens write the strengths they've identified on sticky notes and pass out the notes as "strengths endorsements" to their peers.

Step 1: Put a checkmark next to the statements that are true for you	Step 2: Find other people who checked this statement	Step 3: Write a leadership strength that's connected to this statement
<input checked="" type="checkbox"/> I enjoy exploring new places and trying new things	Bri, Gina, Sonia	Adventurous
<input type="checkbox"/> I enjoy exploring new places and trying new things		
<input type="checkbox"/> I'm good at making a schedule and planning in advance		
<input type="checkbox"/> When I'm doing something I'm really interested in or excited about, I can get lost in it for hours		

CONTINUE ACTIVITY ON THE NEXT PAGE ►

Step 1: Strengths Hunt

Estimated time: 20 minutes / Start time: _____ End time: _____

1. Direct teens to the Strengths Hunt handout in their packet, and ask them to put a check mark next to the statements on the handout that are true for them.

SAMPLE SCRIPT

Now let's start exploring some of the things you do well. First, take a few minutes to read the statements on your Strengths Hunt handout and put a check mark next to the ones that are true for you.

2. When everyone's finished, have teens go around the room and find peers who checked off the same statements. They should record each peer's name on their handout, with the goal of finding a different peer for each statement.

SAMPLE SCRIPT

Next, I want you to stand up and find other people who checked the same statements. For example, maybe I put a check mark next to "I enjoy taking care of pets and animals." I would ask other people if they had a check mark there, and when I find someone who did, I would write their name next to that statement.

We'll do this for about ten minutes. Try to talk to different people so you collect as many names as possible!

3. Direct teens to the Leadership Strengths handout in their packet. Ask them to look at each statement on their Strengths Hunt handout where they've written a peer's name and then find a strength on the Leadership Strengths handout that matches that statement. Emphasize that there isn't a correct answer.

SAMPLE SCRIPT

On your Leadership Strengths handout, you'll see a list of strengths. For every statement on the Strengths Hunt handout where you wrote down someone else's name, choose a related leadership strength from the Leadership Strengths handout and write it next to that statement.

There's no right answer. You should pick the strength that feels most relevant to you. For example, for "my friends come to me for support when they're sad," there are lots of different strengths I could choose, like "caring," "good listener," or maybe "responsible."

Step 2: Strengths Endorsements

Estimated time: 10 minutes / Start time: _____ End time: _____

1. Ask teens to look for the statements on their Strengths Hunt handout where they've written both a peer's name and a strength next to it. For each of those statements, they should write the peer's name and strength on a sticky note.

SAMPLE SCRIPT

You should have several statements on your handout that have a check mark, someone else's name, and a strength that goes with that statement. For each of those, I want you to write the name and the strength on a sticky note.

For example, if [name] and I both checked off "I make my friends laugh," and the strength I picked to go with that statement is "funny," I would write "[name]" and "funny" on a sticky note. You're going to end up with a stack of sticky notes, each with one name and one strength.

2. Have teens stand up and pass their sticky notes to the people whose names are written on them. Ask them to save the sticky notes they receive (for example, by sticking them to their handout).

SAMPLE SCRIPT

Now, stand up and pass your sticky notes to the people whose names are written on them. When someone hands you a sticky note, stick it to your handout.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

Step 3: Strengths Share-Out

Estimated time: 10 minutes / Start time: _____ End time: _____

1. Ask teens to reflect on whether any of the strengths they were given surprised them, and invite two or three to share.

SAMPLE SCRIPT

Take a minute to read the strengths on the notes your peers handed to you. These are some of the leadership strengths that you've shown through your actions! Do any of these strengths surprise you?

2. Ask teens to choose one of the strengths they were given to share with the whole group.

SAMPLE SCRIPT

I want everyone to look at the stickies they were given and pick one strength to share with the group. This could be something that surprised you, or just something you're really proud of. Take a minute to think, and then we'll go around and share. When it's your turn, stand up and say, "My name is [your name] and I am [your strength]."

3. Go around the room and have each teen say their name and the strength they chose.



You may want to write down the strengths each teen chooses to share, so you can draw on and reinforce those strengths throughout the program.

CLOSING AND ONE ACTION

Estimated time: 5 minutes / Start time: _____ End time: _____

Goal: Teens think of a way to apply the session content to their day-to-day lives.

At a glance: Teens choose a strength they'd like to develop and commit to practicing it before the next session.

1. Explain that strengths aren't fixed—they can grow over time.

SAMPLE SCRIPT

The great thing about strengths is, they don't stay the same! Strengths can grow and evolve over time. For example, I used to not be very good at ...

FACILITATOR EXAMPLE

Name a strength you've developed: _____

But I decided I wanted to get better. I worked at it, and that's now something I consider a strength of mine. So, if something isn't a strength of yours now, it doesn't mean you can't be good at it! You can make it a strength if you decide you want to.

2. Direct teens to the One Action handout in their packet. Ask them to write down a leadership strength they'd like to grow and ways they could practice that strength.



If you have extra time at the end of the session, ask a few teens to share their One Action with the group, or have them discuss their One Actions in pairs.

SAMPLE SCRIPT

To wrap up this session, pick a leadership strength that you want to grow and write it on your One Action handout. You could choose something on the list from today's activity, or something else you want to get better at. Once you pick your strength, write down some ways you could practice it.

CONTINUE ACTIVITY ON THE NEXT PAGE ►

3. To model vulnerability, share a personal example of a strength you're working on developing and how you plan to practice it.

SAMPLE SCRIPT *I'm going to commit to working on ...*

FACILITATOR EXAMPLE *Name a strength you're working on:* _____

SAMPLE SCRIPT *And I'm planning to do that by ...*

FACILITATOR EXAMPLE *How you plan to practice this strength:* _____

4. Close by collecting participant packets and thanking the group for a great session!



It's a good idea to collect participant packets at the end of the session to keep teens' private work from being shared. Also, for the final celebration session, you'll be asked to hand out the packets so the participants can look back on what they've learned.



After the session, take a few minutes to look over the One Action each teen picked. This will give you insight into their individual goals and help reveal any misunderstandings of today's topics.



SESSION 2:

LEAN INTO YOUR STRENGTHS

Participant Packet

Print one copy of each handout for each participant

💡 It's a good idea to collect these packets at the end of the session to keep teens' private work from being shared. Also, for the final celebration session, you'll be asked to hand out the packets so the participants can look back on what they've learned.

STRENGTHS HUNT

Step 1: Put a check mark next to statements that are true for you		Step 2: Find other people who checked this statement	Step 3: Write a leadership strength that's connected to this statement
<input checked="" type="checkbox"/>	I enjoy exploring new places and trying new things	Bri, Gina, Sonia	Adventurous
<input type="checkbox"/>	I enjoy exploring new places and trying new things		
<input type="checkbox"/>	I'm good at making a schedule and planning in advance		
<input type="checkbox"/>	When I'm doing something I'm really interested in or excited about, I can get lost in it for hours		
<input type="checkbox"/>	I've spoken up when I saw someone being teased or bullied		
<input type="checkbox"/>	I'm good at taking care of younger kids		
<input type="checkbox"/>	I make my friends laugh		
<input type="checkbox"/>	I can usually adapt quickly when plans change or something unexpected happens		
<input type="checkbox"/>	I'm good at working with others to reach a goal, like winning a game or finishing a group project		
<input type="checkbox"/>	I've created something beautiful, like art, a poem, or a room I decorated		
<input type="checkbox"/>	My friends come to me for support when they're upset		

STRENGTHS HUNT

	Step 1: Put a check mark next to statements that are true for you	Step 2: Find other people who checked this statement	Step 3: Write a leadership strength that's connected to this statement
<input type="checkbox"/>	I get excited about big goals, like writing a book or winning a championship in my sport		
<input type="checkbox"/>	I've made up with a friend after a bad argument		
<input type="checkbox"/>	I enjoy taking care of pets and animals		
<input type="checkbox"/>	I've done something to support a cause I care about, like volunteering or donating money		
<input type="checkbox"/>	I ask for help when I'm confused or stuck		
<input type="checkbox"/>	When I don't do as well as I'd hoped, I come up with a new plan for next time		
<input type="checkbox"/>	I've taken responsibility for a mistake I made		
<input type="checkbox"/>	I've said a kind but clear "no" to a friend's request or suggestion		
<input type="checkbox"/>	I stand up for myself when I'm treated unfairly		
<input type="checkbox"/>	I enjoy getting to know people and making new friends		
<input type="checkbox"/>	I've taken care of people who were sick, injured, or too young to care for themselves		

LEADERSHIP STRENGTHS

For every statement on the Strengths Hunt handout where you wrote down someone else's name, choose a related leadership strength from the Leadership Strengths handout and write it next to that statement.

Adventurous**Ambitious****Brave****Caring****Creative****Curious****Determined****Fast learner****Flexible****Focused****Funny****Generous****Good listener****Hardworking****Honest****Independent****Kind****Organized****Patient****Resourceful****Responsible****Smart****Team player**

ONE ACTION: GROW YOUR STRENGTHS!

**Name a
strength you
want to grow.**

**Brainstorm
ways you can
practice that
strength.**
