

# Welcome to LEEP

Learn Engage Empower Prepare

Hello LEEP Partners!

We're excited to team up with you on this journey!  
LEEP's mission is to give students the skills, resources,  
and support they need to succeed in school and in life.

We know how important teachers and school leaders  
are—you are the key to each student's success. Your  
guidance and inspiration make all the difference, and  
together, we can create a lasting impact.



To help you get started, we've created a LEEP Welcome Package—your go-to guide for making this experience easy, fun, and exciting for your school community.

## Here's what's inside:

**LEEP Checklist:** A simple, quick list to help you get started fast! It covers all the steps and materials you need to make sure you're ready to go, so you don't miss a thing.

**Milestones to Expect:** We've planned out the key moments of the year, from exciting kick-off events to big project presentations. You'll always know what's coming next and can look forward to all the great things ahead!

**Meet Your LEEP Team:** Along the way, you'll meet awesome people—like project guides, workshop leaders, and peer mentors—who are here to support, inspire, and guide you.

We're excited and grateful to be on this journey with you. Together, we'll make this an unforgettable experience for our students!

MONTH	LEEP 9 <sup>th</sup> Grade Milestones/Key Activities (FALL SEMESTER)
August	<ul style="list-style-type: none"> <li>• Freshman Assimilation &amp; Student Orientation: Welcoming new students and guiding them through their first year.</li> <li>• School NorthStar Goal Alignment and Milestones: Setting and tracking key goals for the school year.</li> <li>• LEEP Planning and Implementation: Launching the LEEP program to help students succeed.</li> </ul>
September	<ul style="list-style-type: none"> <li>• Students and teachers receive platform logins.</li> <li>• LEEP Kits with workshop materials are delivered for the fall semester.</li> <li>• Teaching partners attend orientation.</li> <li>• School technology and logistics are assessed for smooth operation.</li> </ul>
October	<ul style="list-style-type: none"> <li>• LEEP Chapter 1 Workshops Begins!</li> <li>• 30-Day Review: We'll review class data and observations.</li> <li>• Student Development Plan: Preparation begins to support each student's growth.</li> <li>• Principal and Leadership Report: Progress data will be shared with school leaders.</li> </ul>
November	<ul style="list-style-type: none"> <li>• LEEP Chapter 2 Workshops Begin</li> <li>• Student Development Plan Milestone 1 kicks off</li> <li>• 60-day review to discuss class data and student progress</li> <li>• Principal and Leadership Data Report to share key insights</li> </ul>
December	<ul style="list-style-type: none"> <li>• 1st Semester Student Celebration &amp; Focus Groups</li> <li>• LEEP Kits for Spring</li> <li>• Review progress on Student Development Plan milestones.</li> <li>• Principal &amp; Leadership Report:</li> </ul>

MONTH	LEEP 9 <sup>th</sup> Grade Milestones/Key Activities (SPRING SEMESTER)
January	<ul style="list-style-type: none"> <li>• LEEP Chapter 3 Workshops are starting!</li> <li>• We've hit Student Development Plan Milestone 3.</li> <li>• Introducing Pass the Baton: Unseen Heroes to promote diversity and inspire students.</li> <li>• The Principal and Leadership Team Data Report will update school leaders on our progress.</li> </ul>
February	<ul style="list-style-type: none"> <li>• LEEP Chapter 4 Workshop begins</li> <li>• Student Development Plan Milestone 4</li> <li>• Pass the Baton "Unseen Heroes" promoting diversity in school</li> <li>• High school Portfolio Review</li> <li>• Principal and Leadership Team Data Report</li> </ul>
March	<ul style="list-style-type: none"> <li>• LEEP Chapter 5 Workshop begins</li> <li>• Student Development Plan Milestone 5</li> <li>• High school Portfolio Review</li> <li>• Principal and Leadership Team Data Report</li> </ul>
April	<ul style="list-style-type: none"> <li>• LEEP Chapter 6 Workshops begins</li> <li>• Student Development Plans Milestone 6</li> <li>• High school Portfolio Review</li> <li>• Principal and Leadership Team Data Report</li> </ul>
May/June	<ul style="list-style-type: none"> <li>• Student Development Plan Review/Presentation</li> <li>• High school Portfolio (9<sup>th</sup> Grade Completion)</li> <li>• Principal and Leadership Team Data Report and Year in Review</li> <li>• Success Definition for Grade 10 + 9<sup>th</sup> Grade Reflection</li> </ul>

# LEEP WORKSHOP MATERIALS: Chapter 1

WORKSHOP # 1	WORKSHOP #2	WORKSHOP #3	WORKSHOP #4
Number Game Sheet 60 Sheets	Large Post IT Pad 5 sheets for Emotion Station	Large Post IT Pad 4 sheets for Student Station	Large Post IT Pad 4 sheets for Student Station Continued
LEEP Point Card 1 Point Card for Number Pattern 1 Student Winner (25 Points)	Born or Learn Fear Sheet (1 per group) = 8 Sheets		
Large Post IT Pad 8 sheets for Factor Sheets Presentations	Small Post IT 60 sheets for Cheers + Fears Each Student 1 post for Cheers Each Student 1 post it for Fears		
Small Post IT Each group and its members should have 1 color post it for Past 1 color post it for Present 1 color post it for Future	Large Post IT Pad 1 sheets for Fears 1 sheet for Cheers		
Permanent Markers 1 package of Black 1 package of Color			
LEEP Factor Sheets 8 sheets (1 factor per group)			
LEEP Point Card 1 Point Card for Team Most Votes for best Factor Scenario Student Winner (25 Points)			

# LEEP WORKSHOP MATERIALS: Chapter 2

WORKSHOP # 5	WORKSHOP # 6 & 7	WORKSHOP #8	WORKSHOP #9
LEEP "Who Am I Sheet" (8) challenge sheets = 1 per group	LEEP Binders for Handbook (1 per class)	LEEP Marshmallow Tower <ul style="list-style-type: none"> <li>• 4 boxes of spaghetti (dry)</li> <li>• 3 packs of scotch tap</li> <li>• 1 bag of Marshmallow</li> <li>• 1 role of string</li> <li>• 1 scissor</li> </ul>	LEEP Networking Card (8) = 1 per group
Large Post IT Pad 8 sheets Resilient vs Rationalize Skits/Presentation	Large Post IT Pad (8) sheets for 4 Character Sheets Plugging in		Tabletop Name Tags Tag for Team name (8) = 1 per group table
LEEP 1 Point Card Most Voted Team = 25 Points Per Group Member	Permanent Markers 1 package of Black 1 package of Color		LEEP Community Challenge (8) Interview Sheets = 1 per group
	Large Post IT Pad (8) sheets for GROUP Plug In Stations.		(6) LEEP Taboo Card 3 per team = 2 teams
	Small Post IT (8) pads (1 per group) 192 sheet (24 sticky per station)		
	1 Pack of Loose-Leaf Paper		
	1 pack of Index Card 16 index cards for presentation		

# LEEP 9<sup>TH</sup> GRADE WORKSHOP #1 INTRODUCTION



# LEAP STUDENT FACTORS

GROUP #1	LACK OF MOTIVATION
GROUP #2	PEER PRESSURE
GROUP #3	FAMILY ISSUES
GROUP #4	LOW SELF ESTEEM
GROUP #5	BULLYING
GROUP #6	LACK OF RESOURCES
GROUP #7	CONTINUED FAILURE
GROUP #8	NOT ENOUGH TIME

- Divide students into small groups and allow group to pick a Factor sheet and ensure all questions are covered in their presentation.
- Give them 5-10 minutes to discuss and write their responses on large Post-it notes.
- ANSWER KEY ON NEXT PAGE – SHARE AFTER PRESENTATION AND FACILITATE DEBRIEFING

1. Which "factor" does your group's scenario fit into, and why do you think that?
2. What can you do to get past this challenge?
3. Who does your group think could help if you were in this situation?
4. Create a story that shows how this factor could happen in real life. Then, share your story with the class.

EXTERNAL  
FACTOR

INTERNAL  
FACTOR

EXCUSES



Lack of Motivation (Internal Factor)	<p>You might feel like you don't have the energy or drive to keep going.</p> <ol style="list-style-type: none"> <li>1. How to Overcome It: Set small, achievable goals to keep yourself moving forward. Celebrate each win to keep your energy up.</li> <li>2. Who Can Help: Talk to a teacher, mentor, or coach who can help you refocus and remind you why you started in the first place.</li> </ol>
Peer Pressure (External Factor)	<p>Friends or classmates might pressure you to make choices that don't align with your goals.</p> <ol style="list-style-type: none"> <li>1. How to Overcome It: Stay true to yourself and remember your long-term goals. It's okay to say no if it doesn't feel right for you.</li> <li>2. Who Can Help: Seek advice from a mentor, older sibling, or someone you look up to who can give you perspective.</li> </ol>
Family Issues (External Factor)	<p>Problems at home can make it hard to focus on school or other goals.</p> <ol style="list-style-type: none"> <li>1. How to Overcome It: Find a healthy outlet like journaling or talking to someone you trust. Focus on what you can control, even when things at home are tough.</li> <li>2. Who Can Help: A school counselor, teacher, or family member can provide emotional support and guidance.</li> </ol>
Low Self-Esteem (Internal Factor)	<p>Feeling like you're not good enough can hold you back.</p> <ol style="list-style-type: none"> <li>1. How to Overcome It: Focus on your strengths and remind yourself of past successes. Practice self-affirmations and surround yourself with positive people.</li> <li>2. Who Can Help: A counselor, trusted friend, or family member can give you the support and confidence boost you need.</li> </ol>
Bullying (External Factor)	<p>Being bullied can make you feel isolated and hopeless.</p> <ol style="list-style-type: none"> <li>1. How to Overcome It: Don't face it alone. Speak up to a trusted adult about what's happening. Remember, bullying is a reflection of the bully, not you.</li> <li>2. Who Can Help: A teacher, counselor, or even a school principal can step in to help stop the bullying and offer support.</li> </ol>
Lack of Resources (External Factor)	<p>Not having access to things like books, technology, money or a quiet space can make reaching your goals harder.</p> <ol style="list-style-type: none"> <li>1. How to Overcome It: Look for resources at school, like libraries or after-school programs. Ask teachers about any free resources or programs that could help.</li> <li>2. Who Can Help: A teacher, school counselor, or community center might have resources you can use.</li> </ol>
Continued Failure (EXCUSES)	<p>If you keep experiencing setbacks, it might feel like giving up is the only option.</p> <ol style="list-style-type: none"> <li>1. How to Overcome It: See failure as a learning opportunity. Each setback is a chance to grow and try again with new knowledge.</li> <li>2. Who Can Help: A mentor, teacher, or coach can help you analyze what went wrong and come up with a plan to improve.</li> </ol>
NOT ENOUGH TIME (EXCUSE)	<p>Feeling like there's not enough time to get everything done can make it seem impossible to reach your goals.</p> <ol style="list-style-type: none"> <li>1. How to Overcome It: Learn to manage your time by breaking tasks into smaller steps. Prioritize what's most important and make a schedule to stay on track</li> <li>2. Who Can Help: A teacher or mentor can help you plan better and give tips on time management. You can also talk to a parent or guardian to help set priorities.</li> </ol>

LEEP 9<sup>TH</sup> GRADE  
WORKSHOP #5  
GROWTH VS. FIXED  
MINDSET



# Student Scenario Cards

## Step 1: Discuss & Explore

- Share each group's scenario and give them time to discuss and brainstorm.
- Groups should come up with ideas on how the character might handle their challenges + record on large post –it notes the 3 questions below

## Step 2: Prepare & Present

- After discussions, each group will create a short skit or presentation that shows how the character might face their decisions.
- Groups should act out or explain both possible outcomes:
  - What happens if the character chooses *resilience*?
  - What happens if the character chooses *rationalization*?

## Step 3: Present to the Class

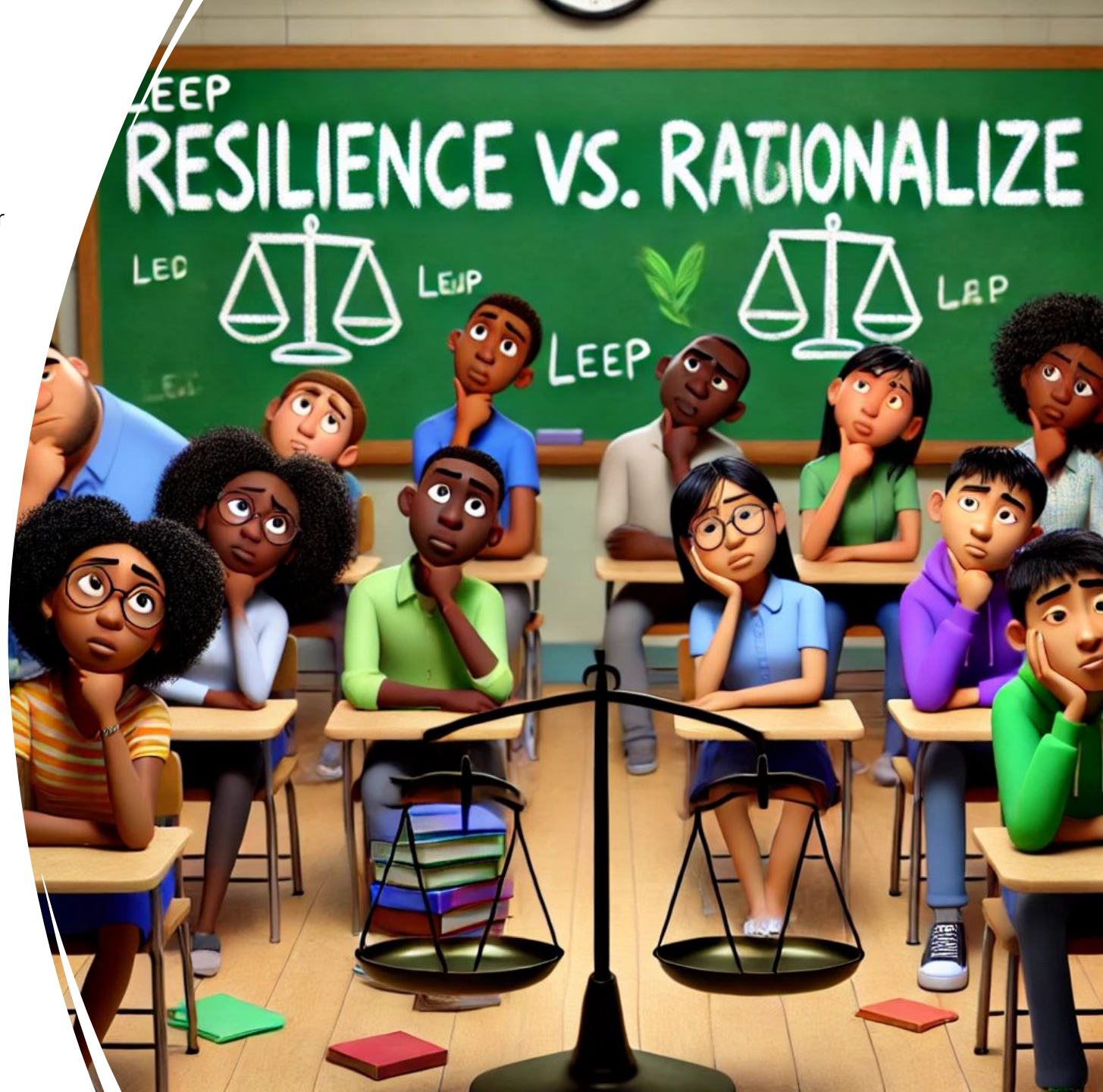
- Groups will perform their skit or explain their scenario to the class.
- Encourage creativity—props, sound effects, and other engaging elements are welcome!

## Step 4: Class Discussion

- What problem did the character face?
- What were the outcomes of choosing resilience vs. rationalization?
- How does this relate to decisions we make in real life?

## Step 5: Vote & Reward

- After all skits, the class will vote on which skit best represented the character's struggle, choices, and outcomes.
- Winning team earns 50 LEEP points!



RESILIENCE VS. RATIONALIZATION – Tell each group what scenario their student is dealing with below, and they will work together on the questions

Resilient: Characters Who Kept Trying	
GROUP 1 (Alex)	Failed a math test three times, but kept studying and eventually got an A.
GROUP 2 (Maya):	Struggled with learning to play the guitar but practiced every day and got good at it.
GROUP 3 (Jordan):	Didn't make the basketball team the first time but kept practicing and made it the next year.
GROUP 4 (Olivia):	Wrote an essay that wasn't great at first but kept editing it until she got an A+.
GROUP 5 (Liam):	Started a small online business, faced some problems, but kept going until it became successful.
Rationalize: Characters Who Gave Up	
GROUP 6 (Emily):	Quit trying to learn a new language after a few tough lessons.
GROUP 7 (Ethan):	Stopped playing soccer after losing one game, thinking he wasn't good enough.
GROUP 8 (Mia):	Gave up on a science project because it seemed too difficult.
GROUP 9 (Owen):	Stopped learning how to skateboard because it took too much effort.
GROUP 10 (Chloe):	Gave up on her fitness goals after only a week of exercise.

LEEP 9<sup>TH</sup> GRADE  
WORKSHOP #6  
PLUGGING IN



## 4 STUDENT PLUG IN TACTICS

Divide the students into small groups (4-5 students per group). Each group will work together to discuss the characters and their strengths and weaknesses in plugging into their new school.



Lucas believed he could succeed on his own and kept his distance from his peers



Mia was solely focused on her academics and showed little interest in socializing or interacting with others at school.



Sarah was actively engaged with her peers and participated in community activities.



Jake lacked confidence and often stayed on the sidelines, avoiding participation.

Give each group 5-10 minutes to discuss and write their responses on large Post-it notes. After group discussions, each group will present their thoughts and ideas to the class. In their presentation, they need to make sure to include answers to these questions:

- What are the characters doing well, and what could they do better to have the best experience “plugging in” at their new school?
- Share specific ideas on how the character can improve and succeed in their school experience.
- Which character does their group relate to the most? Do they feel more like Lucas, Mia, Sarah, or Jake? Why do you feel that way?

Here are some key points you can use when talking to the class after the students present.

Lucas	<ul style="list-style-type: none"><li>• What he’s good at: Lucas believes in himself and thinks he can succeed on his own, which shows he’s confident in his abilities.</li><li>• What he could work on: He keeps his distance from other students. To have the best school experience, Lucas should try making friends and working with others. Connecting with classmates can help him feel more supported and part of the school community.</li></ul>
Mia	<ul style="list-style-type: none"><li>• What she’s good at: Mia is super focused on her academics and is doing well in school. She’s dedicated to getting good grades.</li><li>• What she could work on: Mia doesn’t spend time socializing or interacting with others. She could benefit from making some friends or joining a club to balance her schoolwork with social life. This would help her build important people skills.</li></ul>
Sarah	<ul style="list-style-type: none"><li>• What she’s good at: Sarah is great at connecting with her classmates and participates in school and community activities. She’s very involved and enjoys being part of a team.</li><li>• What she could work on: Sarah is already doing a great job, but she should continue balancing her social life with her academics to make sure she’s staying on top of her schoolwork while staying involved.</li></ul>
Jake	<ul style="list-style-type: none"><li>• What he’s good at: Jake has a lot of potential but hasn’t fully tapped into it yet because of his confidence struggles.</li><li>• What he could work on: Jake often stays on the sidelines and doesn’t participate much. To improve, he should try building his confidence by taking small steps to get involved, like joining a group activity or talking to a new classmate. This will help him feel more comfortable and included in school.</li></ul>

LEEP 9<sup>TH</sup> GRADE  
WORKSHOP #9  
HIGH SCHOOL  
COMMUNITY





LEEP POINT CARD

LEEP NETWORKING  
STATION SHEETS



# LEEP POINT CARD

## LEEP TABOO CARDS

### ANSWERS

1. PRINCIPAL
2. ASSISTANT PRINCIPAL
3. GUIDANCE COUNSELOR
4. NURSE
5. TEACHERS
6. SCHOOL SAFETY AIDE



# LEEP POINT CARD

## LEEP COMMUNITY INTERVIEW CHALLENGE

Here is a sample groups can reference for your conversation

Opening:

“Hi [Staff Member’s Name], thank you for taking the time to talk with us. We’re new 9th graders, and we’re excited to get to know you better and share what we learn with our class.”

Questions:

- 1. Can you tell us about your role in the school?
  - 1. Follow-up: “What are your main responsibilities, and how do you support students?”
- 2. What’s something students might not know about what you do that’s really important?
  - 1. Follow-up: “How does your role make a difference in students’ lives?”
- 3. What advice do you have for students to be successful in school?
  - 1. Follow-up: “Are there specific ways students can reach out to you for help?”
- 4. What’s one thing you wish more students would take advantage of at our school?
  - 1. Follow-up: “How can we get more involved or make the most of the resources available?”

Questions 5 and 6 should be unique to your group, so take some time and come up with them together.

Closing:

“Thank you so much for sharing with us! We’re excited to share this information with our class and let them know how you can help us succeed here at [School Name].”

High School Community  
Members to Interview (1 per  
group)

Principal	Assistant Principal	School Counselor	Teacher (Any Subject)	Dean of Students
School Nurse	Parent Coordinator	School Safety Agents	College and Career Advisor	School Social Worker



POWERED BY  
OPEN MY NETWORK