

# ***Teach One to Lead One***<sup>®</sup>

## **Frequently Asked Questions**



### **1. What is *Teach One to Lead One*<sup>®</sup>? Is it a curriculum?**

*Teach One to Lead One*<sup>®</sup> (T1L1) is the philosophy behind the mission of Celebrate Life International (CLI). It is a philosophy centered on teaching *right from wrong* through mentoring relationships. This philosophy is brought to life through programs that bear the same *Teach One to Lead One*<sup>®</sup> brand name. Like any quality program, T1L1 includes a well-developed curriculum along with supporting materials. Unlike most other quality programs, T1L1 places high emphasis on the training of the adults who will deliver the program prior to their initial contact with the students. T1L1's curriculum was created under the guidance of experienced curriculum writers with a passion to create a dynamic and innovative experience for teenagers; however, the program is not limited to the curriculum. It is a multifaceted program that includes a kick-off presentation, storytelling, adult role modeling, small group discussions, multimedia presentations, in-service learning activities, a student recognition event, and constant evaluation.

### **2. Is *Teach One to Lead One*<sup>®</sup> a class in public schools?**

T1L1 is not a separate class in public schools. It is a program that works in conjunction with already existing youth-development initiatives in public schools or juvenile court system facilities. It is presented through weekly sessions to the same group of teens over the course of a calendar quarter or school semester.

A version of the program is tailored for public middle and high schools and is designed to complement typical classes that students would take as part of their curriculum. Students are introduced to *universal ethical principles* and taught specific *life skills* through various activities. The classroom teacher forms part of the team that teaches the material to the students. The teens are encouraged to put those principles and life skills in practice. Some of the typical classes that T1L1 will naturally complement are: Sociology, Psychology, English, Health, Study Skills, etc.

The program is also presented to young people in settings outside of the public schools. Organizations or government offices such as Juvenile Court Services in a particular community may request a version of the program for some of their teens. In this case, the organization that is responsible for organizing character development programs for those teens will schedule the T1L1 sessions at one of their facilities. The T1L1 program staff customizes the program in order to adapt it to the needs of this audience and their schedule.

### **3. What are the universal principles that the program teaches?**

The *Teach One to Lead One*<sup>®</sup> programs help the students learn how to recognize *universal ethical principles* and how to apply them in their lives. The curriculum places emphasis on the following eleven principles: *Respect, Integrity, Self-Control, Responsibility, Courage, Excellence, Compassion, Humility, Teamwork, Enthusiasm, and Honor.*

### **4. Who leads the *Teach One to Lead One*<sup>®</sup> experience? A teacher? A Parent?**

Through Celebrate Life International's standard offerings, the organization will provide a qualified T1L1 Facilitator who has earned *Youth Development Professional*<sup>™</sup> certification to guide all activities

pertaining to the program. The Facilitator is trained on how to use the curriculum and create a positive experience for the students. Teachers, parents and community volunteers are also part of this experience. Community volunteers are critical for the success of this program. They work with students, under the guidance of the certified T1L1 Facilitator, using the program materials. At the same time, they model proper behavior and a positive lifestyle. Furthermore, these adult volunteers engage the teens in discussions of the tough issues that these kids face on a regular basis.

Local community leaders also have the option to become an adult-mentoring team and make a difference in the lives of the at-risk youth of their communities. These teams would first need to register with Celebrate Life International and receive approval to begin training as *Teach One to Lead One*<sup>®</sup> *Living Principles!*<sup>™</sup> mentors. Upon receiving all the materials and completing the training, the team can begin working with schools or other organizations wishing to have a life-changing program for their students.

## **5. Does the program teach religion in the public schools or juvenile court facilities?**

Celebrate Life International's *Teach One to Lead One*<sup>®</sup> programs do not teach religion in the public schools. T1L1 is a program centered around defining and encouraging how to live life based on universal ethical principles. These principles, or virtues, such as integrity, respect, and courage exist to govern human life. T1L1 is a philosophy that emphasizes teaching a student how to lead another student to live a life based on sound principles. A student's individual faith is respected, and is not compared with or validated against the faith of others.

## **6. What can this program do for my community?**

*Teach One to Lead One*<sup>®</sup> has and will continue to transform communities for the better. The program is designed to help young people internalize the concept of *universal principles* and to challenge them to share what they have learned with others in their schools and communities. T1L1 provides a foundation for school administrators to use as they work at changing the climate of their schools. The program also provides other youth workers such as probation officers with clear *right-from-wrong* messages for their clients. T1L1 emphasizes bringing school, home and community together to create an environment where students feel cared for and valued while receiving instruction. The Program Facilitator will coordinate classroom activities that require involvement from community volunteers to act as mentors for the teens.

## **7. How does the program address some of the greatest needs that face us today, such as violence, low grades, dropouts, unwanted pregnancies, drugs and alcohol?**

CLI knows that students today face many unique challenges in their lives. One-on-one contact between adults and students is limited at best. Students seldom have "trusted" adults in their lives who can provide immediate advice or respond quickly when they struggle with personal problems. Issues such as violence, drugs, and lack of interest in school are some of the results observed in students who do not have positive adults in their lives. In a recent report prepared by the U.S. government, it was noted that in virtually all of the 37 cases of school shootings in their study, the attacker told a peer but in almost no case did the student bring that information to an adult's attention. It is clear that we must bring trusted and caring adults to the aid of our young people. T1L1 is taught within the context of meaningful relationships between adults and students. The program is designed to provide the students with practical tools on how to combat their unique challenges while obtaining guidance from stable and healthy adult mentors. Students will learn to recognize the benefit that living by universal principles and having healthy habits brings to their lives. Furthermore, they will learn to evaluate their actions in view of the potential consequences. This realization in the students' minds will translate into behavioral changes that lead to success in their lives.

## 8. Are there statistics or measurements that show the program's effectiveness?

CLI is constantly collecting program data to evaluate the effectiveness of all of its activities. Statistics that show long-term results will not be available for a few more years. Our statistics show significant differences between students who participated in the program as compared to control groups in the same school who were not part of the program. Also, testimonial results observed by our T1L1 facilitators, volunteer mentors and more importantly, school administrators, are very encouraging. Students have made written commitments—on their own—to abstain from drugs, to help their peers, to drop out of gangs, etc. Other students have changed their lifestyles and become more interested in their education as reported by their teachers. Still others have asked to go into schools with younger kids to share their ideas and suggestions on how they too can have a positive high school experience. Personal story after personal story, T1L1 continues to work and make a difference in the lives of students—one teen at a time.

The following data was compiled from students across the U.S. who completed a *Teach One to Lead One*® program. Additional statistical data can be downloaded from the *Teach One to Lead One*® Character Assessment Report published on [www.TeachOneToLeadOne.org](http://www.TeachOneToLeadOne.org) or you can simply request additional information by contacting the CLI Program Office at [T1L1@CelebrateLife.org](mailto:T1L1@CelebrateLife.org):

- 24% ...who had said it was okay to steal now say it's wrong and they won't do it*
- 37% ...who had said it was okay to use tobacco now say it's wrong and they won't use it*
- 35% ...who had said it was okay to smoke marijuana now say it's wrong and they won't use it*
- 34% ...who had said it was okay to drink while under the legal age now say it's wrong and they won't participate in that activity*
- 21% ...who had said it was okay to drive while under the influence of drugs or alcohol now say it's wrong and they won't do it*
- 37% ...who had said they could not influence their relationships with other people now feel empowered to have that influence*
- 23% ...who had said it was okay to use illegal drugs now say it's wrong and they won't do it*
- 21% ...who said they had no choice regarding their attitude each day now realize they can choose what their attitude will be*
- 18% ...who had said it was okay to have friends who engage in illegal activities now say it's wrong and they won't keep that kind of company*
- 18% ...who turned a blind eye to those who were being bullied now say that was wrong and they will help someone who is being bullied*

## 9. How is the program evaluated?

Celebrate Life International is serious about evaluating the effectiveness of T1L1. Through pre- and post- student assessments, students are asked to evaluate themselves and provide a view into their thinking. This data is collected, reviewed and used to enhance the program components. Students are also asked to journal their newly learned concepts and their action plans to live by *universal principles*. These plans and the follow-through given to those plans by the students help the program staff identify the level of impact that the program is having on the student's character. Teachers are also asked to provide evaluations of the effectiveness of the program and provide feedback on how to improve it. Volunteer mentors also evaluate the sessions and provide their feedback to the program facilitator.

## 10. Where has the program been implemented?

The T1L1 program has been implemented in conventional and alternative middle and high schools, juvenile court organized sessions, summer camps, and after-school programs. These implementations have covered a large geographical area since the organization's inception in 1996. The programs have been delivered to students in Alabama, California, Colorado, Georgia, Indiana, Louisiana, and Cape Town, South Africa.

## 11. How is the program funded?

Each school, school district, faith-based or youth services organization has a unique approach to funding for programs such as T1L1. It is common that a school will fund part of the program while requesting the school district to contribute the rest of the cost of delivery. Most schools around the country have access to Character Education grants from either federal or state government agencies which can be used to fund the program. School districts or individual schools can apply for those grants and use T1L1 information to justify their request. Once the grant is awarded, then program delivery can start and students' lives can be positively impacted.

In many communities neither the school nor the district makes funds available for the program but wish that they could implement it. In those cases, it is recommended that the school administrators and other concerned citizens approach businesses in the community and ask them to sponsor a certain number of kids in their own community. It is advisable that the schools match the local businesses with a financial investment of their own and in that way develop strong partnerships for the well-being of their students. Financial investments made by local businesses may qualify as tax-deductible contributions as approved by the Internal Revenue Service. Those businesses can either contribute the restricted funds to the school or directly to Celebrate Life International, Inc. for the express purpose of delivering the programs to students in their local area.

## 12. How can I bring T1L1 to my community?

CLI will provide you with program information that can be presented to local officials. It is recommended that you approach high school principals, school district superintendents, juvenile court judges, etc. and make them aware of the program offerings. Once contact has been made with any of those officials, request assistance from the CLI office, and a program coordinator will assist in answering further questions or making more in-depth presentations.

