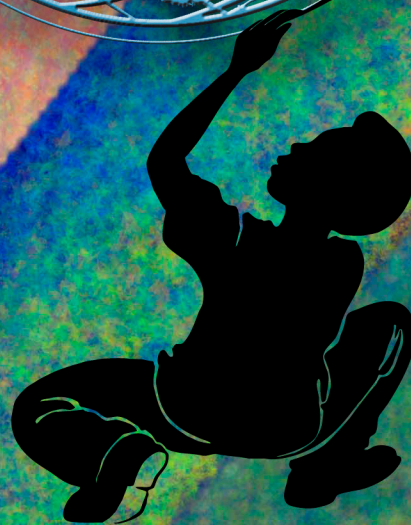


Let's Go!



Learning to Make  
a Difference

# **8 Conditions that Make a Difference®**

## ***Belonging***

Feeling like you are an important part of a group, while knowing you are special for who you are.

## ***Heroes***

An everyday person who encourages you to do your best. Someone you look up to and whom you can turn to for help when you need it.

## ***Sense of Accomplishment***

Being recognized for many different types of success, including hard work and being a good citizen.

## ***Fun & Excitement***

Enjoying what you are doing, whether at home, school, or play.

## ***Curiosity & Creativity***

Using your imagination to ask “why?” and “why not?” about the world around you.

## ***Spirit of Adventure***

Being excited to try new things even when you are not sure if you will be good at them.

## ***Leadership & Responsibility***

Making your own decisions and accepting consequences for those choices.

## ***Confidence to Take Action***

Believing in yourself and knowing that you can make a positive difference for others.

# LET'S GO!

## ***Learning to Make a Difference***

The *Let's Go!* guidebook is an exciting opportunity for 3-5 students to actively explore and learn about the Quaglia Institute's 8 Conditions that affect student aspirations.

According to Dr. Russell J. Quaglia, founder and president of the Quaglia Institute for Student Aspirations, "Aspirations is the ability to set goals and dream about the future, while being inspired in the present to reach those dreams." Dr. Quaglia has identified 8 Conditions that affect student aspirations that, when in place, provide all students the opportunity to have self-worth, be actively engaged in their learning, and most importantly have a sense of purpose. The 8 Conditions provide a strong foundation that students can build upon in their quest to become active learners, contributing citizens, and positive role models for others.

### **Using Let's Go!**

The *Let's Go!* guidebook is designed to be fun and enlightening for all students. The guidebook helps students understand and put into practice the 8 Conditions that Make a Difference®. Teachers can use the guidebook in many creative and unique ways. Some teachers may choose to use the guidebook during class meetings, after lunch, or at the end of the day, while others may integrate it into parts of the curriculum. Regardless of how it is used, *Let's Go!* and have fun.

COPYRIGHT © QUAGLIA INSTITUTE FOR STUDENT ASPIRATIONS

ALL RIGHTS RESERVED  
ILLUSTRATED BY DANIEL MINTER  
WWW.QISA.ORG

# The Let's Go! Guidebook

*Let's Go!* is divided into eight sections, each representing one of the 8 Conditions that Make a Difference®. Each section contains the following components:

## ***Let's Go! Understanding and Exploring***

Students are provided the definition of one of the Conditions. Students are asked to think about what the Condition means to them.

## ***Let's Go! Thinking***

Students are asked to think about the Condition on a personal level. Students also create ways to improve this Condition for themselves and others.

## ***Let's Go! Challenge***

Students are provided a series of challenges related to the Condition being studied. There are also classroom challenges for all the students to do together.

## ***Let's Go! It's Okay... or Is It?***

Short statements related to the Condition are provided for students to think about and respond.

## ***Let's Go! Unscramble Words***

Students unscramble words and think about synonyms and antonyms. The words relate to the Condition studied in the section.

# BELONGING



## **What do we mean by Belonging?**

Feeling like you are an important part of a group, while knowing you are special for who you are.



# Understanding Belonging



Respond to the questions below:

- ▶ What makes you **special**?
- ▶ Why is it important to **be yourself**?
- ▶ What does it **feel** like to be part of a group?
- ▶ When do you feel **valued** at school?
- ▶ What will you do to be more **accepting** of other students?

## Let's Go! Exploring

Community is

---

---

Individuality is

---

---

Diversity is

---

---

Acceptance is

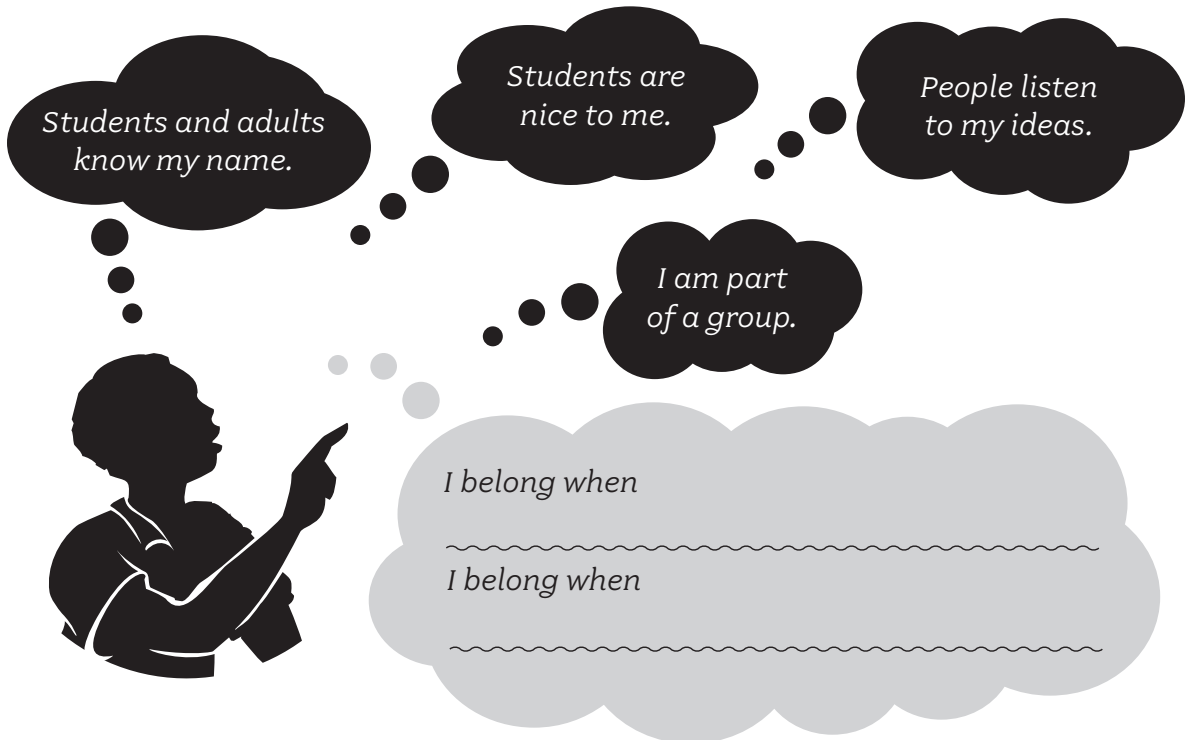
---

---

# Let's Go! Thinking

Think about what it feels like to belong.

Read the examples and then write your own statements.



After reading the above statements, think about ways to improve *Belonging* in your school.

To improve Belonging for **myself**, I will \_\_\_\_\_

---

---

To improve Belonging for **other** students, I will \_\_\_\_\_

---

---

To improve Belonging for **everyone**, we will \_\_\_\_\_

---

---





## Let's Go! Individual Challenge

- ▶ **Have a conversation** with a student you do not know well.
- ▶ **Write a story** describing what makes you unique and special.
- ▶ **Make younger students** feel like they belong by saying "Hi" to them.
- ▶ **Take pride** in your school by cleaning the cafeteria, classroom, or playground.
- ▶ **Stick up for** someone who is being treated unfairly.
- ▶ **Think of your own** Belonging challenge.



# Let's Go! Class Challenge

## *Class flag*

Design a class flag. The class flag should contain a symbol and motto similar to a State flag. Think about how the flag can represent who you are as a group. Remember, be creative!

## *Interview*

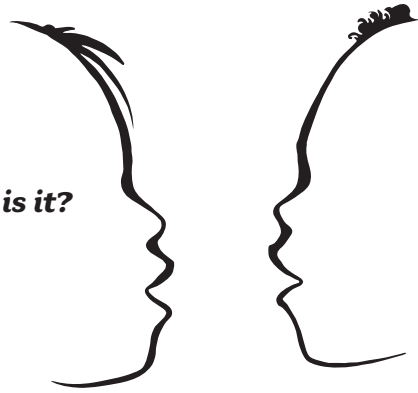
Create interview questions and interview your classmates one at a time. After interviews are completed, share your discoveries. The class might even create a newspaper or report from the interviews.



# Let's Go! It's Okay... OR IS IT?

Discuss the following:

1. It's okay not to be friends with everyone... **or is it?**
2. It's okay to spend time alone... **or is it?**
3. It's okay to be like everyone else... **or is it?**
4. It's okay to be different... **or is it?**
5. It's okay to not include other students in your group of friends...**or is it?**



# Let's Go! Unscramble



*Unscramble the words below.*

Think of one synonym and one antonym for each word.

WORD	SYNONYM	ANTONYM
EOGNINLB		
RECA		
NSPCOSIMAO		
FENFCEERDI		
AFIR		
HTEONYS		
RNTYIIGTE		
DOOG		
IETOLP		
EPERSCT		



# HEROES



## **What do we mean by Heroes?**

An everyday person who encourages you to do your best. Someone you look up to and whom you can turn to for help when you need it.

# Understanding Heroes



Respond to the questions:

- ▶ How are you a **Hero**?
- ▶ Who do you **know** that is a Hero?
- ▶ What does it mean to **respect** people?
- ▶ When do you **feel** respected?
- ▶ What will you do to show your friends and teachers you **care about** them?

## Let's Go! Exploring

Respect is

---

---

Caring is

---

---

Trust is

---

---

Support is

---

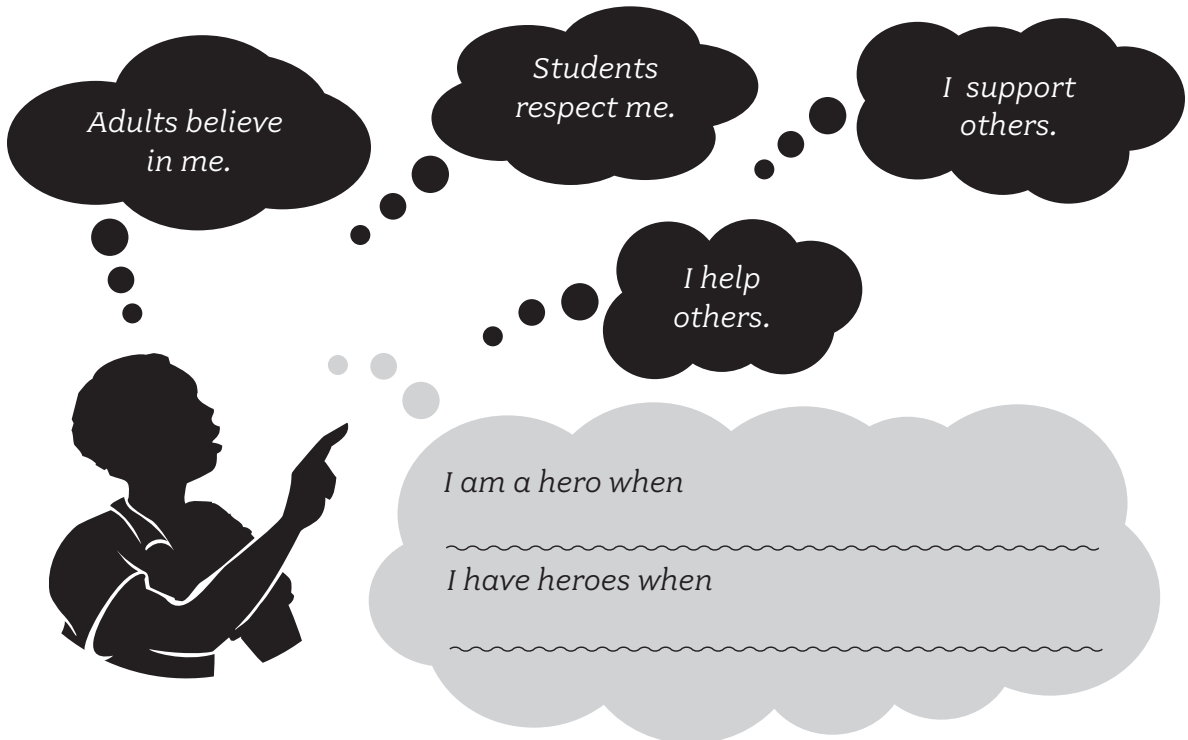
---



# Let's Go! Thinking

Think about what it feels like to be or have a Hero.

Read the examples and then write your own statements.



After reading the above statements, think about ways to improve *Heroes* in your school.

To improve Heroes for **myself**, I will \_\_\_\_\_

---

---

To improve Heroes for **other** students, I will \_\_\_\_\_

---

---

To improve Heroes for **everyone**, we will \_\_\_\_\_

---

---



HEROES

## Let's Go! Individual Challenge

- ▶ **Write a thank you note** to someone who has helped you.
- ▶ **Show your support** to a student who needs special help.
- ▶ **Help a younger student** on the playground or in the hallway.
- ▶ **Make an effort** to show your classmates you respect them by not speaking when they are speaking.
- ▶ **Show respect** and appreciation by being polite.
- ▶ **Think of your own** Hero challenge.



# Let's Go! Class Challenge

## *What's In a Name?*

Many streets and schools are named after local Heroes. As a class, explore the history of your school and nearby street names.

## *Appreciating Everyone*

Identify the support staff in your school. (For example, custodians, secretaries, and cafeteria workers). Create a card of appreciation for each person signed by the entire class. Invite them to your class to receive their cards.



## Let's Go! It's Okay... OR IS IT?

*Discuss the following:*



1. It's okay to be mean to someone who is mean to you... **or is it?**
2. It's okay not to respect everyone... **or is it?**
3. It's okay to think of yourself first... **or is it?**
4. It's okay only to play with close friends... **or is it?**
5. It's okay to make fun of students who deserve it... **or is it?**

# Let's Go! Unscramble



*Unscramble the words below.*

Think of one synonym and one antonym for each word.

WORD	SYNONYM	ANTONYM
RMDAEI		
NCNRCOE		
EAUONECRG		
DEIFNR		
FPLLUHE		
REOH		
NSILTE		
ENIC		
CTSPEER		
STUTR		



HEROES

# **SENSE OF ACCOMPLISHMENT**



## **What do we mean by Sense of Accomplishment?**

Being recognized for many different types of success, including hard work and being a good citizen.

# Understanding Sense of Accomplishment



Respond to the questions:

- ▶ What does it mean to **persevere**?
- ▶ When do you **try** your best?
- ▶ When do you see students being good **citizens**?
- ▶ What does it feel like to be **recognized** for trying your best?
- ▶ How will you put more **effort** into your schoolwork?

## Let's Go! Exploring

Perseverance is

---

---

Effort is

---

---

Recognition is

---

---

Citizenship is

---

---



# Let's Go! Thinking

Think about what it feels like to have a Sense of Accomplishment. Read the examples and then write your own statements.



After reading the above statements, think about ways to improve *Sense of Accomplishment* in your school.

To improve Sense of Accomplishment for **myself**, I will \_\_\_\_\_

---

---

To improve Sense of Accomplishment for **other** students, I will \_\_\_\_\_

---

---

To improve Sense of Accomplishment for **everyone**, we will \_\_\_\_\_

---

---



# Let's Go! Individual Challenge

- ▶ **Challenge yourself** to do an assignment or problem you find difficult.
- ▶ **Help a friend** study for a test.
- ▶ **Take extra time** to do a better job on a homework assignment.
- ▶ **Congratulate a friend** who put forth extra effort on an assignment.
- ▶ **Become involved** in a community service project.
- ▶ **Think of your own** Sense of Accomplishment challenge.



# Let's Go! Class Challenge

## *Keep Trying*

Sometimes it is easier to give up than keep trying. This activity is a fun memory game. Sit in a circle. One at a time, share something you like. The first student, John, might say, "I like pizza." The second student, Elise, says the first student's name, repeats what he likes and then adds something she likes. For example, "John likes pizza and I like cats." This pattern continues. If someone forgets, let him or her stay in the game and keep trying.

## *Community Service*

As a class, brainstorm ways you can be more involved in helping the school community. Decide on a project and together work towards accomplishing the project.



## Let's Go! It's Okay... OR IS IT?

Discuss the following:



1. It's okay to give up if an assignment is too hard... **or is it?**
2. It's okay not to do homework assignments, if the teacher does not check the assignments... **or is it?**
3. It's okay not to do well on a test if you try your best... **or is it?**
4. It's okay to put forth effort only in subjects you are good at... **or is it?**
5. It's okay to get C's in school... **or is it?**



# Let's Go! Unscramble



*Unscramble the words below.*

Think of one synonym and one antonym for each word.

WORD	SYNONYM	ANTONYM
COSLHMPCAI		
TTMPEAT		
SNEZITCPIHI		
EOTRFF		
NERVSECAREPE		
LOAG		
DRUPO		
CSCSEUS		
RTY		
KWOR		



# **FUN & EXCITEMENT**



## **What do we mean by Fun & Excitement?**

Enjoying what you are doing, whether  
at home, school, or play.

# Understanding Fun & Excitement



Respond to the questions:

- ▶ What do you like to **learn** about and why?
- ▶ What makes school **fun**?
- ▶ Why do you think it is important to **enjoy** school?
- ▶ What does it feel like to be **excited** about learning?
- ▶ What will you do to be more **interested** in school?

## Let's Go! Exploring

Passion is

---

---

Interest is

---

---

Enjoyment is

---

---

Laughter is

---

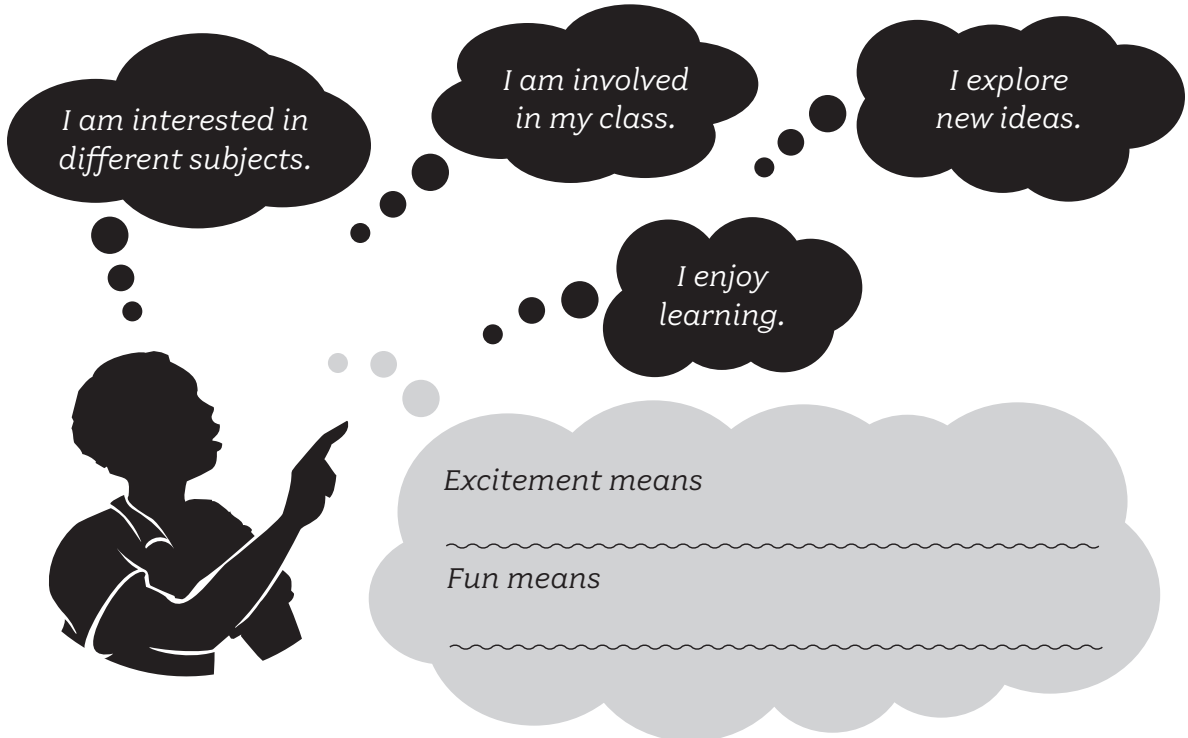
---



# Let's Go! Thinking

Think about what it feels like to have Fun & Excitement.

Read the examples and then write your own statements.



After reading the above statements, think about ways to improve *Fun & Excitement* in your school.

To improve Fun & Excitement for **myself**, I will \_\_\_\_\_

---

---

To improve Fun & Excitement for **other** students, I will \_\_\_\_\_

---

---

To improve Fun & Excitement for **everyone**, we will \_\_\_\_\_

---

---



# Let's Go! Individual Challenge

- ▶ After school, **learn about something that interests you.**
- ▶ **Discover what your parents** or another adult find Fun & Exciting.
- ▶ **Broaden your interests** by learning an instrument, new sport, or reading a book on something you don't know much about.
- ▶ **Ask a friend** to demonstrate something he or she likes doing.
- ▶ **Find another student** who has a similar interest. Together learn more about your interest.
- ▶ **Think of your own** Fun & Excitement challenge.



# Let's Go! Class Challenge

## *Ocean*

As a class, create an ocean on the classroom wall. Decide what materials to use, how to create the ocean, and what you want to learn from this challenge.

## *Making Music*

Gather a variety of random objects. This might include chalk, pencils, books, spoons, etc. As a class, create music using these everyday classroom objects.



# Let's Go! It's Okay... OR IS IT?

*Discuss the following:*



1. It's okay to be bored at school... **or is it?**
2. It's okay not to be interested in anything you are learning... **or is it?**
3. It's okay to spend most of your free time watching TV... **or is it?**
4. It's okay to enjoy school and studying... **or is it?**
5. It's okay to have fun at school... **or is it?**



# Let's Go! Unscramble



*Unscramble the words below.*

Think of one synonym and one antonym for each word.

WORD	SYNONYM	ANTONYM
GANEEG		
EOYNJ		
MECXETNETI		
UNF		
HYPPA		
TGITSENER		
OLEVINV		
GUAHL		
LAENR		
SDOMWI		



# **CURIOSITY & CREATIVITY**



## **What do we mean by Curiosity & Creativity?**

Asking “why?” and “why not?” about  
the world around you.

# Understanding Curiosity & Creativity



Respond to the questions:

1. What are you **curious** about learning?
2. How do you display your **creativity** at school?
3. How can a student ask “**Why not?**” without being disrespectful?
4. What does it feel like to use your **imagination**?
5. What will you do to be more **inquisitive** at school?

## Let's Go! Exploring

Creativity is

---

---

Curiosity is

---

---

Imagination is

---

---

Inquiry is

---

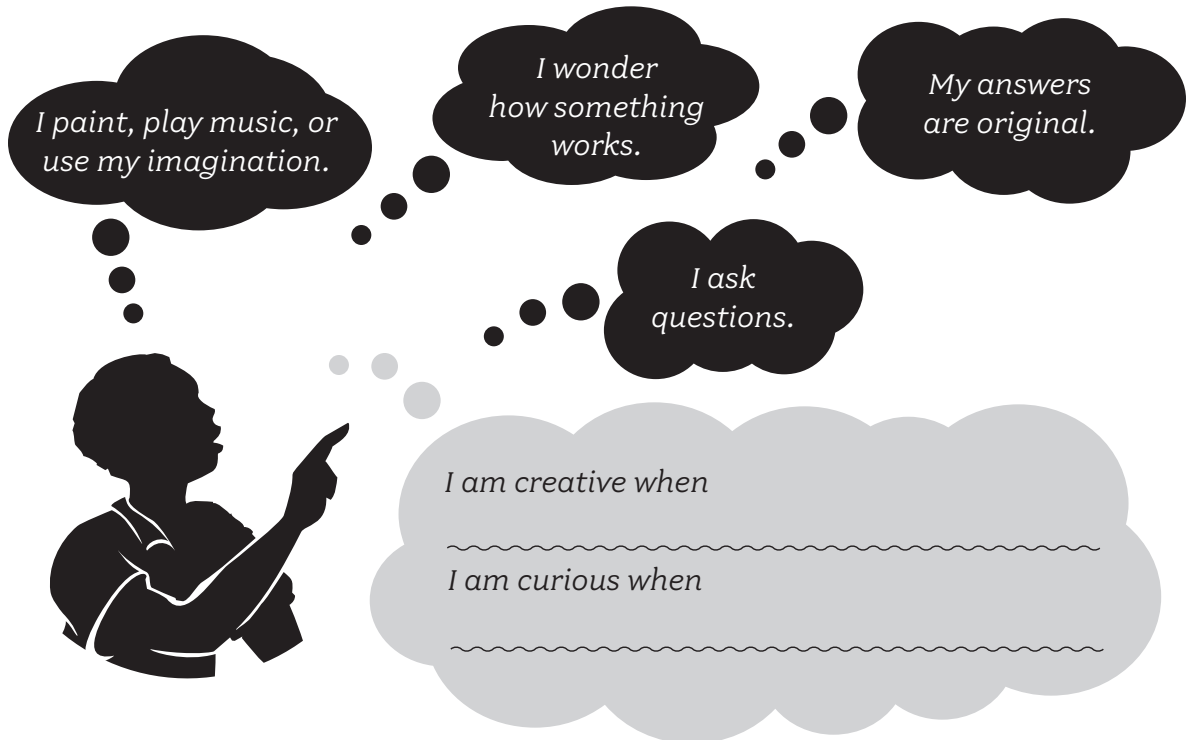
---



# Let's Go! Thinking

Think about what it feels like to have Curiosity & Creativity.

Read the examples and then write your own statements.



After reading the above statements, think about ways to improve *Curiosity & Creativity* in your school.

To improve Curiosity & Creativity for **myself**, I will \_\_\_\_\_

---

---

To improve Curiosity & Creativity for **other** students, I will \_\_\_\_\_

---

---

To improve Curiosity & Creativity for **everyone**, we will \_\_\_\_\_

---

---



# Let's Go! Individual Challenge

- ▶ **Explore** the outdoors.
- ▶ With an adult, **discover how something mechanical works**.  
Share your findings with the class.
- ▶ **Challenge yourself** to ask more questions everyday.
- ▶ **Find your creative talents**. Do a project that involves art, music, movement, or writing.
- ▶ **Learn more** about something you are already studying at school. Ask your classmates and teachers questions related to your findings.
- ▶ **Think of your own** Curiosity & Creativity challenge.



# Let's Go! Class Challenge

## *School License Plate*

Research different license plate slogans. Work in small groups to develop a license plate slogan and design for your school bus.

## *Finger Paint*

Using finger paint, express something you recently learned. Explain how your finger painting project relates to what you have learned.



# Let's Go! It's Okay... OR IS IT?

*Discuss the following:*



1. It's okay to question teachers... **or is it?**
2. It's okay never to ask questions... **or is it?**
3. It's okay for there to be more than one right answer... **or is it?**
4. It's okay to like music and art more than other subjects... **or is it?**
5. It's okay to daydream... **or is it?**



# Let's Go! Unscramble



*Unscramble the words below.*

Think of one synonym and one antonym for each word.

WORD	SYNONYM	ANTONYM
ASTITICR		
ATECRE		
RIOTYISCU		
MEADR		
AGIMONTAINI		
INTNEV		
UMACLIS		
BLISOSPE		
STQEUOIN		
WROEND		



# SPIRIT OF ADVENTURE



## **What do we mean by Spirit of Adventure?**

Being excited to try new things even when you are not sure if you will be good at them.

# Understanding Spirit of Adventure



Respond to the questions:

1. How do you **challenge** yourself?
2. When is it okay to **fail** at something?
3. What does it mean to take **healthy** risks?
4. What **goals** do you have for yourself?
5. What will you do to **reach** your goals?

## Let's Go! Exploring

Healthy risk taking is

---

---

Challenge is

---

---

Goal setting is

---

---

Success is

---

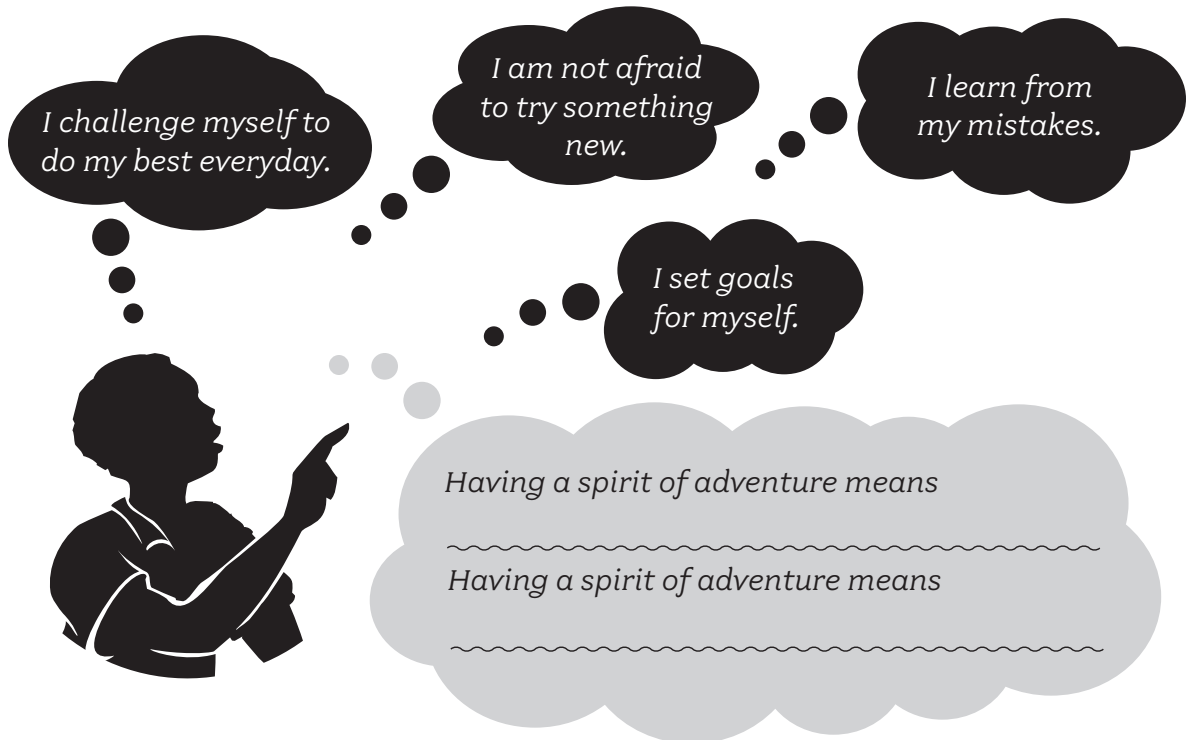
---



## Let's Go! Thinking

Think about what it feels like to have a Spirit of Adventure.

Read the examples and then write your own statements.



After reading the above statements, think about ways to improve *Spirit of Adventure* in your school.

To improve Spirit of Adventure for **myself**, I will \_\_\_\_\_

---

---

To improve Spirit of Adventure for **other** students, I will \_\_\_\_\_

---

---

To improve Spirit of Adventure for **everyone**, we will \_\_\_\_\_

---

---



## Let's Go! Individual Challenge

- ▶ **Set weekly goals** for yourself.
- ▶ **Keep a journal** about what you learn from your mistakes.
- ▶ **Challenge yourself** to do something you find scary as long as it is safe.
- ▶ **Find out one goal** an adult has for him or herself.
- ▶ **Try tasting a food** that you have never had before.
- ▶ **Think of your own** Spirit of Adventure challenge.



# Let's Go! Class Challenge

## *Classroom Challenge*

Think about a challenge all students could participate in achieving. For example, maybe everyone will try to read two books a week for a month or go a week without TV. Develop a way for everyone to keep track of the class challenge and celebrate at the end.

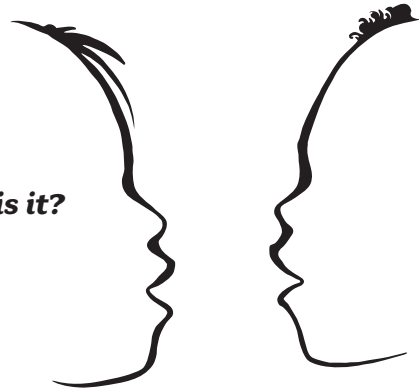
## *Healthy Risk Taking*

Think of something you find challenging to do at school. This might include presenting in front of the class, running a lap at gym, or sitting with someone you do not know during lunchtime. Form pairs and help one another do one thing you find challenging.



## Let's Go! It's Okay... OR IS IT?

Discuss the following:



1. It's okay to let others set goals for you... **or is it?**
2. It's okay never to take a risk... **or is it?**
3. It's okay to fail... **or is it?**
4. It's okay only to try things you know you are good at... **or is it?**
5. It's okay not to reach your goals... **or is it?**



# Let's Go! Unscramble



*Unscramble the words below.*

Think of one synonym and one antonym for each word.

WORD	SYNONYM	ANTONYM
IEVEHCA		
VTENUERAD		
LHACLGEEN		
LIAF		
OALG		
LARNE		
LNAP		
CERHA		
IKSR		
SSECCUS		



# LEADERSHIP & RESPONSIBILITY



## **What do we mean by Leadership & Responsibility?**

Making your own decisions and accepting  
consequences for those choices.

# Understanding Leadership & Responsibility



Respond to the questions:

1. How do you accept **responsibility** for your actions?
2. What **leadership** skills do you have?
3. How do you let other students know your **opinions and ideas**?
4. How do you make **decisions**?
5. How will you be more **involved** in your school?

## Let's Go! Exploring

Responsibility is

---

---

Leadership is

---

---

Decision-making is

---

---

Consequences are

---

---



# Let's Go! Thinking

Think about what it feels like to have Leadership & Responsibility.  
Read the examples and then write your own statements.



After reading the above statements, think about ways to improve *Leadership & Responsibility* in your school.

To improve Leadership & Responsibility for **myself**, I will \_\_\_\_\_

---

---

To improve Leadership & Responsibility for **other** students, I will \_\_\_\_\_

---

---

To improve Leadership & Responsibility for **everyone**, we will \_\_\_\_\_

---

---



# Let's Go! Individual Challenge

- ▶ When you are wrong, **admit your mistakes.**
- ▶ **Share your opinions** and ideas about your classroom with your teacher.
- ▶ **Make your own decisions,** rather than following your friends.
- ▶ **Write a letter** to the principal suggesting an idea to improve the school.
- ▶ **Read an editorial** in a local paper. Write back to the paper in response.
- ▶ **Think of your own** Leadership & Responsibility challenge.



# Let's Go! Class Challenge

## *Choices*

As a class, develop a list of pairs of similar words. For example, soccer or football, math or reading, beach or mountains. Have students line up in the middle of the classroom. Assign one student to read the list. If you prefer the first word, step left; if you prefer the second word, step right. Discuss whether you followed your own opinions or your friend's opinions.

## *Leadership Traits*

On the chalkboard, brainstorm leadership traits. Discuss the list. Add the following words to the list: quiet, thinker, writer, outsider, and young. Discuss whether these traits can also be leadership traits.



# Let's Go! It's Okay... OR IS IT?

*Discuss the following:*



1. It's okay to be a quiet leader... **or is it?**
2. It's okay sometimes to follow... **or is it?**
3. It's okay to be unsure of decisions you make... **or is it?**
4. It's okay to let others make decisions for you... **or is it?**
5. It's okay not to accept the consequences of some decisions... **or is it?**



# Let's Go! Unscramble



*Unscramble the words below.*

Think of one synonym and one antonym for each word.

WORD	SYNONYM	ANTONYM
ICOHEC		
DSNIECIOS		
EADI		
STECIJU		
SHELPERIAD		
TSIENL		
INONIPO		
EPVITIOS		
SILEREPBONS		
AKPES		



# CONFIDENCE TO TAKE ACTION



## **What do we mean by Confidence to Take Action?**

Believing in yourself and knowing that  
you can make a positive difference  
for others.

# Understanding Confidence to Take Action



Respond to the questions:

1. How can you make a **difference**?
2. What are you **confident** about?
3. What does it mean to be **successful**?
4. How can you help other students **believe** in themselves?
5. How will you become **involved** in something that matters to you?

## Let's Go! Exploring

Making a difference is

---

---

Purpose is

---

---

Ambition is

---

---

Action is

---

---



# Let's Go! Thinking

Think about what it feels like to have Confidence to Take Action.  
Read the examples and then write your own statements.



After reading the above statements, think about ways to improve *Confidence to Take Action* in your school.

To improve Confidence to Take Action for **myself**, I will \_\_\_\_\_

---

---

To improve Confidence to Take Action for **other** students, I will \_\_\_\_\_

---

---

To improve Confidence to Take Action for **everyone**, we will \_\_\_\_\_

---

---



## Let's Go! Individual Challenge

- ▶ **List five personality traits** that are important to you.
- ▶ Together with your friends, **think of a way to help** the local environment.
- ▶ **Ask an adult to share** his or her dreams with you. Share your dreams with that adult.
- ▶ **Compliment classmates** next time they do something well.
- ▶ **Learn about two careers** that interest you.
- ▶ **Think of your own** Confidence to Take Action challenge.



# Let's Go! Class Challenge

## *Our Story*

Create a story as a class. Begin by listing each member of the class and his or her strengths and talents on the board. Decide on something dramatic your class could do to change the world (for example, end world hunger or reduce global warming). Each person in the class should write an opening paragraph to a story about how your class changed the world. Then pass your opening paragraph on to another student who will write a second paragraph. Pass the paper to a third student to write a third paragraph, and so on. Try for a six paragraph story. Read the completed stories out loud in class.

## *Taking Action*

Making a difference often seems too big of challenge. Brainstorm all the small things you can do on a daily basis to make a difference. Create a classroom chart where everyone can document what he or she is doing everyday to make a difference.



## Let's Go! It's Okay... OR IS IT?

*Discuss the following:*



1. It's okay never to help others... **or is it?**
2. It's okay to be overly confident... **or is it?**
3. It's okay only to be involved in issues that affect you... **or is it?**
4. It's okay not to think about the future... **or is it?**
5. It's okay not to want to go to college... **or is it?**



# Let's Go! Unscramble



*Unscramble the words below.*

Think of one synonym and one antonym for each word.

WORD	SYNONYM	ANTONYM
INOACT		
TUDETITA		
EVEILEB		
CNOFECENID		
ENDFIFERCE		
FUREUT		
EPOH		
EVITIPOS		
IRPED		
ELFS		



## **notes & doodles**

## notes & doodles



QUAGLIA INSTITUTE  
**VOICE & ASPIRATIONS**

# LET'S GO!

## Learning to Make a Difference

The Let's Go! guidebook is an exciting opportunity for 3-5 students to actively explore and learn about the Quaglia Institute's 8 Conditions that affect student aspirations. The Quaglia Institute for School Voice & Aspirations builds a teaching and learning environment in which all students can reach their fullest potential.