

**Talk Story:** To have a casual conversation, catch up, or share stories.  
**Cultural vibe:** Friendly, informal, relational.  
“We were just talkin’ story.”

**Leadership & Responsibility**  
**Influencing Others in Positive Ways & Taking Ownership**



- When do students get real opportunities to influence decisions that affect their learning or school experience?
- Where do you see students stepping up to lead—formally or informally?
- How do you help students see themselves as leaders, not just participants?
- What responsibilities do students genuinely own (not just comply with)?
- Can you describe a recent moment when a student followed through on a commitment?
- How do you respond when a student avoids responsibility, deflects blame, or gives up ownership?
- Are there students who have leadership potential that is currently untapped? What might be holding them back? How might you tap into that potential?
- What routines, roles, or structures teach students that their actions matter to the community?

**Confidence to Take Action**  
**Believing You Can Make a Difference — and Acting on It**



- When do students show belief that their voice, effort, and/or choices can create change?
- What opportunities exist for students to move from “talking about ideas” to actually acting on them?
- How do you respond when students hesitate to act because they fear failure, judgment, or getting it wrong?
- Share a recent time when a student acted courageously on an idea or concern? What was the outcome?
- Are students ever discouraged from taking new action because “that’s how we’ve always done it”?
- How do you help students recover when action doesn’t lead to immediate success?
- Which students feel powerful as change-makers and which students feel invisible or powerless? How can you help all students to embrace their power as change-makers?
- How do you reinforce the message: “You don’t have to wait to be a leader to take action.”



### **Reflective Starters (Leadership & Responsibility, Confidence to Take Action)**

- If students were asked, “Do you believe you can make a difference?” what would they say—and why?
- Where do we *unintentionally* teach students to wait for permission instead of stepping forward and taking initiative?
- What is one small action you could support to take this week that would build their confidence to lead?
- How might we measure growth in leadership, responsibility, and taking action—not by titles, but by behavior?
- “What kinds of tasks or projects give students a real sense of ownership and pride?”