

LeaderPrep

TEEN EDITION

FACILITATOR GUIDE

Teaching Notes & Session Plans for Leaders

The Anchored Institute

Welcome, Facilitator!

Thank you for investing in the next generation of leaders. This guide will help you facilitate LeaderPrep: Teen Edition effectively, whether you're teaching a class, leading a small group, or mentoring individuals.

Your Role

You're not just delivering content—you're modeling leadership. Students will learn as much from watching how you handle discussion, admit uncertainty, and treat people as they will from the curriculum itself.

Key facilitator principles:

- **Guide, don't lecture.** Ask questions more than you give answers.
- **Create safety.** Students need to know they can share honestly.
- **Apply the material yourself.** Share your own leadership journey.
- **Expect application.** Hold students accountable to try things.
- **Point to Jesus.** He's the ultimate example of every principle taught.

Preparation Matters

Read through each week's material at least twice before teaching it. The first read is for understanding; the second is for application. Ask yourself: How would I answer these discussion questions? Where have I seen this principle at work in my own life?

General Teaching Tips

Opening Well

- Start with energy. Your mood sets the room's mood.
- Review last week's action items. Ask who tried what.
- Celebrate wins—even small ones build momentum.
- Pose the key question and let it hang for a moment.

Teaching Content

- Use stories and examples—yours and the book's.
- Write frameworks on a whiteboard as you teach them.
- Pause for questions. Silence is okay.
- Connect new material to previous weeks.

Facilitating Discussion

- Don't answer your own questions. Wait.
- Affirm contributions: "Good thought" or "Interesting angle."
- Redirect tangents gently: "That's interesting—let's park that and come back."

- Draw out quiet students: "Sarah, what do you think?"
- Small groups (3-4) often work better than full-group discussion.

Closing Strong

- Summarize in one sentence: "This week was about..."
- Make action items specific. "Try this" not "think about this."
- Preview next week to build anticipation.
- End on time. Respect builds trust.

Handling Difficult Questions

When a student asks something you can't answer, say "I don't know—let me think about that and get back to you." Then actually follow up. This models intellectual honesty and shows that learning never stops.

WEEK 1

Introduction + The World Needs You

Key Question: *What if you're not too young to lead?*

SESSION OBJECTIVES

- Establish the course framework and expectations
- Define leadership as influence toward a worthy goal
- Challenge the assumption that leadership requires age or position
- Ground leadership in biblical calling (Ephesians 2:10)

TEACHING NOTES

This week sets the tone for everything. Be warm but clear about expectations. Spend time on the definition of leadership—it's foundational.

Ask students to identify where they already have influence (even informally).

Share your own story of when you first realized you could lead.

DISCUSSION TIPS

- Ask students to name leaders they admire. Then ask: What makes them effective?
- Push back on 'I'm not a leader.' Everyone influences someone.
- Use the Scripture examples (David, Daniel, Timothy) to show God uses young people.

COMMON QUESTIONS

Q: What if I don't want to be a leader?

A: Leadership isn't about wanting power—it's about serving others. You're already influencing people; this course helps you do it well.

Q: Do I have to be outgoing to lead?

A: No. Introverts can be excellent leaders. Leadership is about influence, not personality type.

WEEK 2

Your Mind Is the Battleground

Key Question: *Do you believe you can grow?*

SESSION OBJECTIVES

- Introduce fixed vs. growth mindset
- Explain neuroplasticity and the science of brain development
- Teach the power of 'yet'
- Connect to Romans 12:2 transformation

TEACHING NOTES

This is a paradigm shift for many students. Take time with the concepts.

The fixed mindset often sounds like protection ('I'm just not good at that').

Use concrete examples: athletics, music, academics—areas students have grown.

The research backing is strong—Carol Dweck's work is foundational.

DISCUSSION TIPS

- Ask: Where do you have a fixed mindset? Where growth?
- Have students identify their 'fixed mindset voice.'
- Practice reframing: 'I can't' → 'I can't yet.'

COMMON QUESTIONS

Q: Isn't it unrealistic to think I can be good at everything?

A: Growth mindset doesn't mean unlimited ability—it means ability can improve with effort. You won't become an NBA player, but you can become better at basketball.

Q: What if I've tried and failed repeatedly?

A: That's data, not destiny. Ask: Did I use the right strategy? Did I get help? Effort alone isn't enough—smart effort is.

WEEK 3

Think Like a Servant

Key Question: *Who benefits most from your leadership—you or others?*

SESSION OBJECTIVES

- Contrast servant leadership with self-serving leadership
- Study Jesus washing disciples' feet (John 13)
- Clarify that servant leadership is strong, not weak
- Apply servant thinking to teen contexts

TEACHING NOTES

The foot-washing scene is powerful—paint the picture vividly.

Address the misconception that servant leadership means being a pushover.

Servant leadership is counterintuitive—lean into that tension.

Ask: Who is a servant leader you've encountered?

DISCUSSION TIPS

- Discuss: Why is it hard to serve people we don't like?
- Have students identify one person they could serve this week.
- Contrast: What does self-serving leadership look like in your world?

COMMON QUESTIONS

Q: Won't people take advantage of me if I serve them?

A: Some might try. Servant leadership includes discernment—you serve strategically, not naively. Jesus served, but he also set boundaries.

Q: How do I serve when I'm not in charge?

A: You don't need a title to serve. Help teammates succeed. Encourage the discouraged. Do the unglamorous work.

WEEK 4

Own Your CAPES

Key Question: *What can you always control?*

SESSION OBJECTIVES

- Introduce the Birth Dossier concept (what you didn't choose)
- Explain internal vs. external locus of control
- Teach the CAPES framework
- Apply to challenging teen scenarios

TEACHING NOTES

This framework is empowering—students often feel out of control.

Walk through each CAPES element with real examples.

Viktor Frankl's story is powerful—use it if appropriate.

Connect to biblical figures who controlled their CAPES in hard situations.

DISCUSSION TIPS

- Scenario practice: 'You didn't make the team. What do you control?'
- Have students identify which CAPES element they struggle with most.
- Discuss: What happens when we focus on what we can't control?

COMMON QUESTIONS

Q: What if my circumstances are really hard?

A: CAPES doesn't minimize hard circumstances—it empowers you within them. Joseph was sold into slavery and still controlled his attitude and effort.

Q: Isn't this just 'positive thinking'?

A: No. It's about focusing energy on what you can change rather than wasting it on what you can't. It's strategic, not just positive.

WEEK 5

See Before You Solve

Key Question: *Do you really see what's in front of you?*

SESSION OBJECTIVES

- Challenge assumptions about observation quality
- Introduce the OIL framework: Observe, Interpret, Learn
- Teach the separation of observation from interpretation
- Practice deliberate observation skills

TEACHING NOTES

Start with the '30 observations' exercise—it's eye-opening.

Most people jump straight to interpretation. Slow them down.

Use examples: crime scene investigators, doctors, artists.

This connects to communication (Week 9)—listening is observation.

DISCUSSION TIPS

- Do a live observation exercise with an object in the room.
- Discuss: What happens when we interpret before we observe?
- Ask: Where has poor observation caused problems for you?

COMMON QUESTIONS

Q: Isn't observing without interpreting impossible?

A: It's difficult but trainable. The goal is to delay interpretation, not eliminate it. Observe first, then interpret, then act.

Q: How long should I observe before acting?

A: It depends on the stakes. High-stakes decisions warrant more observation. Low-stakes situations can be faster. The key is having the discipline to observe at all.

WEEK 6

Plan It: SAMPLE Goals

Key Question: *What's the difference between a wish and a goal?*

SESSION OBJECTIVES

- Distinguish wishes from goals
- Teach all six elements of SAMPLE
- Practice goal transformation
- Introduce the planning cycle

TEACHING NOTES

Most students have wishes, not goals. Help them see the difference.

Walk through transforming a vague goal into a SAMPLE goal.

The 'Personal' element is crucial—goals imposed by others don't stick.

Connect to CAPES: goals should focus on what you control.

DISCUSSION TIPS

- Have each student write one SAMPLE goal and share it.
- Critique goals together (with permission)—is it really measurable?
- Discuss: What makes you give up on goals?

COMMON QUESTIONS

Q: What if I don't know what I want?

A: Start with what you know you don't want. Or experiment—try things and see what energizes you.

Q: Should I tell people my goals?

A: Generally yes—accountability helps. But be selective. Share with people who will support and challenge you.

WEEK 7

Do It: The Doit Family

Key Question: *How do you turn intention into action?*

SESSION OBJECTIVES

- Address the knowing-doing gap
- Teach all seven Doit activators
- Match activators to specific obstacles
- Practice activation in real scenarios

TEACHING NOTES

This is highly practical—students can use these immediately.

Each Doit addresses a different barrier; help students identify which they need.

Doit Nevertheless is often the most important—feelings don't lead.

Connect to Week 6: SAMPLE goals need Doit activation.

DISCUSSION TIPS

- Have students identify their biggest execution barrier.
- Practice: 'I need to ____ but I keep _____. Which Doit helps?'
- Discuss: Why is Doit Nobly about character, not just task completion?

COMMON QUESTIONS

Q: What if I use Doit Nevertheless and still fail?

A: Failure isn't the enemy—inaction is. You learn more from trying and failing than from never starting.

Q: How do I know when to use Doit Not?

A: Ask: Does this align with my values and priorities? Does it move me toward important goals? If no, consider Doit Not.

WEEK 8

Finish It: The Bow-Tie

Key Question: *Do you think beyond the main event?*

SESSION OBJECTIVES

- Introduce the three-phase project model
- Teach pre-event planning
- Address common post-event failures
- Apply Bow-Tie to student scenarios

TEACHING NOTES

Most people only think about the 'event'—expand their view.

Post-event is where most failures happen—emphasize this.

The follow-up advantage is real—this builds reputation.

Connect to previous frameworks: SAMPLE for planning, Doit for execution.

DISCUSSION TIPS

- Walk through a scenario (presentation, interview, project) using Bow-Tie.
- Have students identify something they 'finished' but didn't really complete.
- Discuss: Why do we drop the ball on post-event?

COMMON QUESTIONS

Q: Isn't this just overcomplicating things?

A: For small tasks, maybe. For anything important, thinking pre/post dramatically improves outcomes.

Q: What if I finish the event and am too tired for post-event?

A: Plan for that. Schedule post-event tasks before you're tired. Or use Doit Now to handle them immediately.

WEEK 9

Speak Up

Key Question: *Can you communicate clearly in everyday situations?*

SESSION OBJECTIVES

- Establish listening as the foundation
- Teach active listening practices
- Address digital communication challenges
- Introduce hard conversations

TEACHING NOTES

Listening is the most underrated skill—spend time here.

Model active listening during the session itself.

Digital communication is huge for teens—don't skip it.

Connect to OIL: listening is observation in conversation.

DISCUSSION TIPS

- Practice: One student talks for 2 minutes; partner summarizes.
- Discuss: What gets in the way of really listening?
- Role-play a hard conversation with low stakes.

COMMON QUESTIONS

Q: What if I'm naturally introverted?

A: Introverts often make excellent listeners. The skill is engaging intentionally, not becoming extroverted.

Q: How do I have hard conversations without ruining relationships?

A: Focus on behavior, not character. Be direct but kind. Listen after you speak. Aim for resolution, not victory.

WEEK 10

Stand Up

Key Question: *What would you say if you weren't afraid?*

SESSION OBJECTIVES

- Address the fear of public speaking
- Teach the 'focus on message' shift
- Provide practical preparation framework
- Build confidence through small steps

TEACHING NOTES

Share your own public speaking journey—vulnerability helps.

The key insight: fear is self-focused; shift focus to the message.

Don't just teach—have students practice (even briefly).

Connect to Week 9: public speaking extends private speaking.

DISCUSSION TIPS

- Have each student speak for 30 seconds on any topic.
- Discuss: What specifically are you afraid of when speaking?
- Debrief the practice: What did you notice about your focus?

COMMON QUESTIONS

Q: What if I freeze up?

A: Preparation helps. Practice out loud. Have notes. And know that freezing occasionally is normal—pause, breathe, continue.

Q: Do I have to be entertaining?

A: No. Clarity and authenticity beat entertainment. People want to understand and connect, not be dazzled.

WEEK 11

Lead Your Life First

Key Question: *Can you lead yourself before you lead others?*

SESSION OBJECTIVES

- Establish character as the foundation of leadership
- Discuss getting right with God, self, and others
- Introduce lifetime learning commitment
- Study Nehemiah as a leadership model

TEACHING NOTES

This is the capstone content—connect everything back.

Character discussion can get personal; create safety.

The 'get right' framework is simple but profound.

Use Nehemiah to show integrated, faith-based leadership.

DISCUSSION TIPS

- Have students write a personal mission statement (or start one).
- Discuss: Where is your private life inconsistent with your public image?
- Identify one area of self-leadership each student will work on.

COMMON QUESTIONS

Q: What if I don't feel 'right with God'?

A: That's the place to start. Leadership built on a shaky foundation won't last. What's holding you back from getting right?

Q: How do I lead myself when no one's watching?

A: That's the question. Disciplines, accountability, and remembering your 'audience of One' all help.

WEEK 12

Now Go Lead

Key Question: *What will you do with what you've learned?*

SESSION OBJECTIVES

- Review all frameworks and key concepts
- Commission students for ongoing leadership
- Set post-course goals and accountability
- Celebrate completion and send out

TEACHING NOTES

This is commissioning, not just review. Make it meaningful.

Walk through each framework briefly—visual aids help.

Have students share their biggest takeaway.

End with prayer and blessing—this matters.

DISCUSSION TIPS

- What concept was most impactful for you?
- Where will you apply what you've learned first?
- Who will hold you accountable after this course ends?

COMMON QUESTIONS

Q: What if I forget all this?

A: You will forget some. That's why we created tools like the framework quick reference. Review periodically.

Q: Where do I go from here?

A: Apply what you've learned. Find a mentor. Keep reading. And consider who you can teach—that's how learning deepens.

Final Words for Facilitators

You're doing important work. The students you teach may not remember every framework, but they'll remember that someone invested in them. They'll remember how you treated them, how you modeled leadership, how you believed in their potential.

Don't aim for perfection. Aim for faithfulness. Show up prepared, care about your students, and trust that God will use your efforts.

Thank you for being part of developing the next generation of leaders.

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