

Operating Your SLED Chapter

Chapter Responsibilities

These basic functions of running a SLED chapter should be completed throughout the year. Your Trail Guide will provide you with resources (and reminders!) related to these activities as they become relevant throughout the year. Activities crucial to building your chapter are scripted in the SLED Adventure Guide, but of the following activities for sustaining SLED are not because they are largely up to you and your chapter to complete in a way that suits your chapter best.

Responsibility	Approaching the responsibility as a class
Student Recruitment	Teams of students can be assigned by the Advisor to create SLED recruitment posters, videos encouraging students to join SLED, social media campaigns, or cameos on the school announcements
Student Retention and Empowerment	The Advisor can periodically initiate chapter-wide discussions about what additional ways they can elevate student voice at their school, and guide individuals to connect personal interests, passions, and skills to their SLED projects
Mission Statement and Classroom Goals	The Advisor can initiate a classroom brainstorming session at the beginning of the year (covered in the Adventure Guide) to establish a vision for SLED and classroom goals, then check in periodically throughout the year to make sure the chapter is making progress towards their goals and meeting its mission
SLED Spokesperson	A student or group of students should be responsible for communicating what SLED is, and what projects the chapter is working on. They should speak during morning announcements, at lunchtime, assemblies, at afterschool meetings, or during other opportunities as they become available to create campus-wide understanding of what SLED is. This leadership role should be rotated amongst all students throughout the year. Identifying opportunities for SLED students to perform public speaking and presentation is key.

Chapter Responsibilities (continued)

Responsibility	Approaching the responsibility as a class
SLED Promotion	A student or group of students should be responsible for promoting SLED. Unlike the spokesperson role, this responsibility involves all of the non-speaking parts of promotion, such as creating a campus SLED webpage for parents to get information about the program, and creating posters, flyers, and other media to showcase the program at your school.
National Competition Recordkeeping	A student or group of students should be responsible for taking pictures, recording videos, and otherwise showing off their SLED chapter. The National Competition requires a video submission with footage or visuals of SLED accomplishments. It is important for students to document these and store them in someplace easily accessible, such as a shared Google Drive folder.
Monitoring project progress	It is critical that students continuously make progress on their projects week-to-week. The Advisor should model good project management skills, like writing down summaries of what work was done during the week, frequently reviewing project goals, and considering the timeline for project completion. Each project team should have a recorder and leader keeping track of the bigger picture, while keeping the group on task and moving forward.
SLED portal management	The Advisor should ensure project ideas, in the form of proposals, are uploaded and saved on the portal. They will also report project results in the portal. This allows chapters to earn badges; points; rewards; and measure their total impact on their school. The Advisor should provide occasional snapshots of their chapter's impact statistics to the administrator at their school.
Celebrating accomplishments	The Advisor can recognize a Student of the Month, play an episode of QUEST, or have a boardgame/movie day to celebrate finished projects; especially tough ones! It is important to provide positive feedback, give kudos to individuals, and celebrate shared success in SLED. A program that sustains and grows over time requires lots of encouragement, trust, and a sense of community. Icebreakers and teambuilding activities should be initiated throughout the year as students learn to work together as one cohesive chapter.