

**Principal's Scenario:**

You have bought in to the vision and see that to help students become lifelong learners your library program needs to change. You are preparing to meet with the leaders on your campus to discuss making those changes. Before the meeting you are listing the obstacles you expect your campus leaders to throw in your way. Your belief and vision are strong, so in advance, you are thinking of ways those obstacles won't prevent you from effecting change you know will benefit the students.

**Task:**

At your table, divide the chart paper into 2 columns.

At the top of the left column, write the label: obstacles

At the top of the right column, write the label: overcoming obstacles

As you think of obstacles/barriers and ways to overcome them, enter them on the chart.

**Campus Teacher Scenario:**

You are starting a new school year and you are excited about doing more projects in collaboration with your librarian to help students become lifelong learners. You are preparing to meet with the other teachers at your grade level to begin planning. Before the meeting you are listing obstacles that might prevent smooth implementation. Your belief and vision are strong, so in advance, you are thinking of ways those obstacles won't prevent you from effecting change you know will benefit the students.

**Task:**

At your table, divide the chart paper into 2 columns.

At the top of the left column, write the label: obstacles

At the top of the right column, write the label: overcoming obstacles

As you think of obstacles/barriers and ways to overcome them, enter them on the chart.