Sheila Love IMPACT-ology Mastermind

“Sheila Love — Where Everything Is Possible”

LESSON 20

Review & IMPACT-ology

Position	Lesson 20 of 20
Duration	40–50 minutes
Age Group	12–18 years, Liberia, West Africa
Core Idea	Real education means behaving differently, not just knowing more. Compare who you are now with who you were, notice your ripples, and keep going, gently, one step at a time.

1. LEARNING OBJECTIVES

By the end of this lesson, students will be able to:

1. Compare who they are now with who they were at Lesson 1

2. Identify at least one ripple their growth has already produced in someone else

3. Explain why real education means changed behavior, not just new facts

4. Commit to one small, gentle next step beyond the course

2. OPENING HOOK (5 minutes)

Ask everyone to find whatever they wrote in Lesson 1's clearing exercise, if they still have it.

For those who don't, ask them to simply remember what they wrote.

> “Read it, or remember it, quietly. Don't say anything yet. Just notice how it feels to meet that version of yourself again.”

3. CORE CONTENT

Behaving Differently

Real education does not mean filling your head with things you didn't know before. It means learning to behave differently than you behaved before.

By that measure, this course was never really about the ideas. It was about what you actually did with them.

Your Ripples

Somewhere over these twenty lessons, your own growth has already reached someone else, a family member, a friend, a stranger at a market stall, without you necessarily noticing it happen.

Your impact is greater when you become more aware of who you really are. That awareness alone changes what you put out into the people around you.

Gentle, Not Sudden

Trying to change everything overnight usually changes nothing. Be fair and gentle to yourself. Tiny baby steps forward are still forward.

The Universe moves when you move. Not before. Dissatisfaction, when it shows up again after this course ends, is still a good thing. Use it the same way you learned to here.

Collaboration Carries It Forward

The world progresses when people collaborate. A Mastermind is one form of that. A worthy project with a shared purpose is another.

Something wonderful is happening, every minute of the day, whether or not you're paying attention to it. Twenty lessons in, you now have more tools for noticing.

4. STORY: ‘THE ROOF NOW HAS A TIN COVER’

THE ROOF NOW HAS A TIN COVER

Patience still walked to the well most evenings, though less often now that her older brother had taken on some of the trips.

It had been months since the term she'd written that sentence in the back of her exercise book, the one about her mother and the coins and the candlelight. She hadn't looked at it in weeks.

One evening, cleaning out an old school bag, she found the page again, the corner slightly torn, the small handwriting a little faded.

...

She read it standing in the yard, the light almost gone. I want my mother to stop counting

coins by candlelight and worrying.

Her mother's stand did have a tin roof now, put up two months earlier after a good season, exactly the picture Patience had once held on the walk back from the well without telling anyone.

She hadn't built the roof herself. She wasn't sure, even now, how much of it had come from anything she'd done versus simply a better season for pepper prices.

But something had changed that wasn't about the roof at all.

...

Her mother laughed more at the stand these days. Not because business had transformed completely, it hadn't, but because Patience had started stopping by after school sometimes, not to help count coins, just to sit, to talk, to notice her mother as a person rather than only as someone counting worry by candlelight.

She wasn't sure when that shift had happened. It hadn't felt like a single decision. It had felt like something that had been quietly building since a walk to the well, months ago, when she'd first let herself imagine something different.

...

Patience folded the old page carefully and put it back in the bag, not because she needed it anymore, but because it felt wrong to throw away the place where the walking had started.

Tomorrow there would be more water to carry, the same forty minutes there and back.

She picked up the empty bucket, and this time, without deciding to, she found herself imagining something new for the walk, already curious what she'd find at the other end of it.

5. ACTIVITY (10 minutes)

Materials: any paper, any pen or pencil, and, if possible, whatever each student kept from Lesson 1's clearing exercise.

1. Write down who you were, honestly, on the day of Lesson 1.

2. Write down who you are now, twenty lessons later.

3. Write down one specific ripple your growth has already produced in someone else's life, however small.

4. Write down one gentle, small step you'll take beyond this course, not a dramatic overnight change.

5. If you kept your Lesson 1 clearing page, decide what you'll do with it now. Keep it, or finally let it go.

6. DISCUSSION QUESTIONS

1. What genuinely surprised you comparing who you were at Lesson 1 to who you are now?

2. What ripple have you noticed reaching someone else because of your own growth?

3. Why do you think real education means changed behavior rather than just new knowledge?

4. What is one gentle step you're committing to beyond this course?

7. FACILITATOR NOTES

This lesson closes the course. Give it room to breathe; don't rush the comparison exercise.

Patience's story deliberately returns to Lesson 1's character, and deliberately leaves the ending open rather than triumphant. Some of what changed is credited honestly to circumstance (a good pepper season), not only to effort. Preserve this honesty; don't let students flatten it into a simple “she worked hard and got rewarded” moral.

If time and resources allow, consider a small closing ritual, sharing one word each, or a final circle, rather than ending on the discussion questions alone.

Encourage students to genuinely keep or complete their own commitment from the activity beyond this session. This course was always about what happens after the last lesson, not during it.

8. BRIDGE (COURSE CLOSE)

There is no next lesson to bridge to. Close instead with this, said slowly:

“Something wonderful is happening, every minute of the day. You now have more tools than you did twenty lessons ago for noticing it, and for adding to it. That part is yours now. Go on.”