

LAZARUS LEADERSHIP FELLOWS 2020

**CELEBRATING
LEADERSHIP & SERVICE**



**LAZARUS LEADERSHIP FELLOWS
BETHESDA-CHEVY CHASE HIGH SCHOOL**

**GRADUATION
OCTOBER 5, 2020 – 7-8:30 P.M.
BY ZOOM**

MONDAY, OCTOBER 5, 2020

The Graduation Program

Welcome and Explanation of the Lazarus Leadership Fellows Program

Bruce Adams, *Program Founder*

Presentations by Fellows

Remarks

Shelton Mooney, *Principal of B-CC High School*

Stephanie Clark, *Founder, Leaders Institute*



2020 Lazarus Fellows



Lulú Arteaga Baeza

Karenna Barmada

Amelia Brown

Asha Dees

Frahanco Deressa

Shaadi “Iris” Ghorbani

Sammer Hajhamad

Eleanor Jacob

Neha Kohli

Thomas McKee

Devlin Orlin

Rebecca Paul

Quinn Renaghan

Micah Schuchman

Henry Soffronoff



Summer Projects of the 2020 Lazarus Fellows: What They Did & What They Learned

“If something needs fixing, then lace up your shoes and do some organizing.”

— Barack Obama

PROJECT QUARANTINES

SHAADI “IRIS” GHORBANI created Project Quarantines as an interactive pen-palling initiative set to help improve mental health and literacy skills for children and teens in self-isolation. The project aims to help improve a student’s morale during the pandemic and gives them the opportunity to connect socially with one another in a creative and unique way.

IRIS: I learned a lot about leadership – even though I worked alone. I’m a pretty reserved person, but this project has taught me just how much you need to get out of your comfort zone to succeed. I learned how to ask for things, how to work with other organizations, and how to get my voice heard.

ZOOM AS A LINKAGE INSTITUTION

ELEANOR JACOB, DEVLIN ORLIN, HENRY SOFFRONOFF, and AMELIA BROWN organized a series of virtual town hall meetings with elected officials ranging from members of the Board of Education to the U.S. Senate. The program aimed to promote awareness about the role of government in every student’s life and encourage youth engagement with different levels of policy making.

ELEANOR: I learned the importance of flexibility and patience. Being able to adapt and think creatively, particularly when we were forced to redesign our project due to the pandemic, was crucial. Additionally, strong written and verbal communication skills were essential to our success.

DEVLIN: I learned the necessity of being prepared in leadership – our most successful events were the ones we put the most time into researching and publicizing, and our effort made for a more meaningful impact on the community. I also learned about kindness and patience as a leader as we reached out to public figures and our community in uncertain times.

HENRY: I learned the importance of flexibility. Even though our group was always prepared for the interview for our subject at hand, we would often work in questions of our own after hearing the speaker. Also, we tried to incorporate questions from the audience into the presentation, without straying too far away from the topic.

AMELIA: When my original plan was scrapped because of the pandemic, I was upset that I couldn’t work on my first idea. I was forced to rethink and join another group with a completely different project. In the end, we completed a very successful project that was better than my original!

LINKS: LESSONS TO INSPIRE AND NURTURE KIDS IN SCIENCE

ASHA DEES, with two colleagues, created linksonline.org in partnership with the KID Museum. Because Covid-19 has kept students indoors and away from classrooms, LINKS was established to allow children access to fun and free lessons and tutorials about how they can carry out their own experiments and advance their knowledge of STEM from the safety of their homes.

ASHA: While developing this project to increase access to STEM education, I learned the importance of adaptability. Though the situation was not what we expected, we were able to come up with an even more effective way to engage kids in the sciences by keeping an open-mind and using our creativity.

CONFIDENT KIDS COMMUNICATE

REBECCA PAUL and **LULÚ ARTEAGA BAEZA**, in partnership with Kids In Action, created a virtual summer program, developed instructional videos, participated in fun games, and packaged and mailed care packages. Our goal was to help kids with all abilities build their confidence, manage their emotions, and increase their self advocacy skills.

REBECCA: I learned that it is important to plan ahead, but be willing to adapt. In order to succeed you need to persevere and be willing to ask for help. I learned the importance of troubleshooting and modifying activities for an online platform and for kids of all abilities.

LULÚ: I learned how to make activities more engaging. I explored many new programs to create online games and videos. At the same time, I found creative ways to communicate with kids of all abilities. These skills created a fun environment for learning, teaching, and growing from home.

JUVENILE INVISIBLE DISABILITIES ORGANIZATION

KARENNA BARMADA started the Juvenile Invisible Disabilities Organization (JIDO) to empower youth with invisible disabilities by providing resources that educate them on their rights, prepare them for challenges through skill-building, connect them with mentors, and increase support from their communities.

KARENNA: I learned about the power of acceptance and the negative effects of its absence. Discovering how many students with disabilities feel unable to speak up for themselves for fear of being judged or ostracized taught me the power of an educated and supportive community.

BE READY 2020

QUINN RENAGHAN, **THOMAS MCKEE**, **MICAH SCHUCHMAN**, and **FRAHANCO DERESSA** first worked with the B-CC Summer Academy Camp to help deliver lessons to rising freshmen about succeeding in high school. Next, they created a program for tutoring students individually and held two “HS Prep” seminars for rising freshmen.

MICAH: This program showed me that becoming a successful leader requires passion, good communication and, of course, many backup plans. Good leaders also have the courage to lean on their coworkers when feeling overwhelmed. On a personal level, I learned that creating positive, visible change in my community is extremely rewarding.

THOMAS: I learned that to be a successful leader you need to know how to use the people and resources around you in order to achieve your goals efficiently and effectively. I also learned to be more patient when working with others or else nothing will get done.

QUINN: While working with a variety of students, I learned the importance of flexibility and troubleshooting. Planning can be helpful to a leader, but being able to adapt on the fly and overcome any problems that arise is essential. Only through the combination of these traits do the finest projects arise.

FRAHANCO: I learned that leadership consists of cooperation, trust, and patience to utilize your resources and the people you surround yourself with to accomplish a common goal. I learned that success is effective cooperation between each other, trust rightfully placed upon one another, and the ability to work at the same speed, often requiring patience.

YOUTH FOR EQUITY

NEHA KOHLI and **SAMMER HAJHAMAD** created Youth for Equity to ensure that ALL students receive the same quality of education regardless of their perceived identity. Throughout the summer we created action steps and organized discussions between educators, administrators, students, coaches, and parents to work towards a more equitable school community.

NEHA: I have learned a lot about communication and relationship building. I now understand more about confidence and about how to use my voice to create change. I have developed skills of outreach, consensus-building, and a frank but polite discussion of some very emotional topics through my Lazarus project.

SAMMER: I was able to develop my leadership skills – specifically facilitation. I can start discussions on subjects that are often deemed to be too “touchy,” and maintain them to be dialogues, rather than having them turn into debates. I was also able to recognize the importance of dialogues, which aided me in strengthening my community.

2020 Guest Speakers

Mark Bergel and Rachael Buck

A Wider Circle

Sheryl Brissett-Chapman

National Center for Children & Families

JD Gorman, Tasneem Alim and Karina Vasudeva

2018 and 2019 Lazarus Fellows

Jeff Burton

Bethesda Urban Partnership

Steve Hull

Bethesda Magazine

Cara Lesser

KID Museum

Monica Jeffries Hazangeles

Strathmore

Ned Sherburne

Bethesda-Chevy Chase Rescue Squad

Tony Cohen

Menare Foundation at Button Farm

Dan Reed

just up the pike

Fellows Selection Committee

Carole Brand, Chair

Donna Atkinson • Craig Brown • Stephanie Clark

Corinne Goldsmith • JD Gorman (2019 Lazarus Fellow)

Hunter Hogewood • Patty Olszewski

CONGRATULATIONS TO KARINA VASUDEVA

Winner of the 2020 Extraordinary Teen Award from *Bethesda Magazine*

Karina Vasudeva from the Lazarus class of 2018 was named one of *Bethesda Magazine's* fourteen Extraordinary Teens for 2020. Karina's work as a Lazarus Fellow was showcased in the March-April 2020 edition of the magazine. Karina's Lazarus project was to organize collection drives and fundraising efforts to provide menstrual products for women at local homeless shelters. The magazine quoted Lazarus founder Bruce Adams: "Karina lives for causes bigger than herself. She is a model global citizen." Vikram Akwei, Lazarus class of 2016, was named one of *Bethesda Magazine's* Extraordinary Teens in 2018.

2020 SPONSORS AND DONORS

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Bruce Adams

Leaders Institute Founder

Stephanie Clark

Founding Sponsor

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Michael Gelman and Joseph Baldinger, Trustees

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Special Thanks

A Wider Circle • Bethesda-Chevy Chase Regional Center

Bethesda Custom Framing • Bethesda Urban Partnership

Bradley Food & Beverage • Honest Tea • National Center for Children and Families

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Youth for Equity (Sammer Hajhamad and Neha Kohli) expresses special thanks to Dan Reed, Mary Abdo, Rebecca Sutton, Tasneem Alim, and Jessica Prophet for their support.

In 2018, the Lazarus Leadership Fellows Program became a program of **Leaders Institute**. Special thanks to Stephanie Clark, Founder of Leaders Institute, and to the board of Leaders Institute for agreeing to serve as our fiscal agent and to partner with us as we collaborate to develop global citizens for the twenty-first century. To support the Lazarus Leadership Fellows Program, tax-deductible donations made payable to "Leaders Institute/Lazarus" may be sent to: Leaders Institute/Lazarus, 7201 Wisconsin Avenue, Suite 440, Bethesda, MD 20814.

Lazarus Leadership Fellows Program

1997-2020

More than 68,000 Hours of Service to Our Community



Named in honor of Julius and Dorothy Lazarus in recognition of their years of service to the children of the Bethesda area and the generous financial support provided by their foundation, the Lazarus Leadership Fellows Program helps prepare high school juniors and sophomores for their civic leadership responsibilities as global citizens. Since 1997, the Lazarus Fellows have completed more than 68,000 hours of community service.

Over the years, the Lazarus Fellows have been supported by the following staff members: Hugh Adams, Carol Beach, Helen Blunt, Michael Chasnow, Michelle Diaz (*1997 Lazarus Fellow*), Alysa Emden, Laurie Haughey, Jordan Henry, Karen Jaffe, Jared Joiner (*2000 Lazarus Fellow*), Sandra Neufeld Ostrach, Melissa Roller, Ellen Schneider, and Helen Strang. Since 2018, Stephanie Clark of Leaders Institute has attended our seminars and supported the Fellows.

“Our students ought to be taught fundamental lessons that say democracy is precious, democracy is perishable, democracy requires active attention, and democracy requires hard work.”

— Roger Wilkins, Professor of History and American Culture, George Mason University