

TRANSCRIPT

Learning Unboxed



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Episode #303

Leah Ellis:

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Children are not the future. And the sooner we stop behaving like they are, the sooner we can get advantage of the things that they're capable of now. So, stop kicking the can, telling them that they're the future and their opinions matter tomorrow, and start letting them be leaders today, because they will blow you away.

Annalies Corbin:

Welcome to Learning Unboxed, a conversation about teaching, learning, and the future of work. I'm your host and chief goddess of the PAST Foundation, Annalies Corbin. We know the current model for education is obsolete. It was designed to create fleets of assembly line workers, not the thinkers and problem solvers needed today. We've seen the innovations that are possible within education, and it's our goal to leave the box behind and reimagine what education can look like in your own backyard.

Annalies Corbin:

Welcome to Learning Unboxed. I am super excited, as always, for our conversation. And joining us today is Leah Ellis, founder of the Society of Child Entrepreneurs. So, Leah, welcome to Learning Unboxed.

Leah Ellis:

Hi, thank you so much for having me.

Annalies Corbin:

I am so excited about this conversation. Any time we get to talk about children and entrepreneurship all in the same conversation, that's always a win. So, let's set a little bit of context for our listeners as we get started. The Society of Child Entrepreneurs is a non-profit dedicated to equipping children ages six to 17 with practical business, financial, and leadership skills through hands-on experiences, not traditional classroom models. Inspired by watching her own children turn everyday ideas into action, Leah created the Society of Child Entrepreneurs to prove that children are capable of meaningful leadership right now.

So needed. So, we're thrilled about this, first and foremost. But, you know, I always, I love to talk to folks that have started things and my listeners know that. I like founders. So, I'm always gonna start with my first big question, which is what were you thinking? Starting things is hard. It's a lot of work. So, why this idea and why right now?

Leah Ellis:

So, that's not a short answer, which it never is, right, when you talk to founders?

Annalies Corbin:

Right.

Leah Ellis:

Like we're-

Annalies Corbin:

Of course

Leah Ellis:

This is the fourth organization that I've founded. Like, I'm really good at starting things, and I like to see things off the ground, and then hand them off to other people because I don't get into the nitty-gritty. And this, actually, has been the one thing that I've been like, "This is mine forever, and I'm never going anywhere," and I love everything about it. And it's because I've been able to take my two favorite things, entrepreneurship and child development, and mesh them into one thing that brings me such immense joy.

But it goes clear back to before COVID. In 2019, I owned an in-home childcare, and I taught the Museum of Science Boston's WE Engineering curriculum to three-year-old girls. And it's amazing because I had these girls who weren't afraid of anything. They would try anything and experiment in any way that I put things in front of them because they just wanted to see how the world works. And then, I went to turn on my microwave and the power in my kitchen went out. And what I thought was going to be a really easy fix ended up being 10 years of black mold in the walls of the house I had only owned for 18 months.

Annalies Corbin:

Painful.

Leah Ellis:

Yeah. So, we moved into a hotel, which meant we had to shut down our in-home daycare because in-hotel daycares don't pass the licensing requirements.

Annalies Corbin:

Yeah.

Leah Ellis:

So, we're like, "That's okay."

Annalies Corbin:

True.

Leah Ellis:

Temporary. It's fine. We finally moved back into our house January 31st of 2020. February 1st of 2020, my husband got on an airplane for what was supposed to be a three-month deployment, and I had my grand reopening with balloons and our logo at the time was a purple dinosaur, so I had purple dinosaur stuffed animals. I had all these things ready to go for Triceratops grand reopening on March 17th, 2020.

We were in Los Angeles County at the time. It's the exact day that they issued the stay-at-home order. Nobody came. We did not reopen. And within a few weeks, the city had opened a free-for-essential-workers childcare within walking distance of my house. So, any glimmer of hope that I was gonna get back into childcare was gone.

But I was still home alone with a one-year-old and a four-year-old while their dad was deployed for, now, an indefinite amount of time, 'cause we didn't know when the borders were gonna reopen to allow him home. And so, he and I decided, well, what if we start a financial coaching business together? We can do it all online. We can do training, we can do all of our setup, and we can get ready for this grand launch. And I agreed because I love starting businesses. And I was watching business training videos on our living room TV while my daughters played around.

And so, my four-year-old came up to me in May and said, "Mom, I wanna start a business too." And like any reasonable mother to a four-year-old, I said, "No way." And like any self-respecting four-year-old, she quickly retorted, "Why?" And that's where the conversation stopped because I didn't have an answer. And I started asking her, "What are you gonna sell? How are you gonna make it? Why is this a business that a four-year-old can run?" And she had answers.

So, we ran a poll in a Facebook group of mom entrepreneurs on the name of her business. She started selling her art at four and a half, and it was amazing to see all the things that she was learning about the world through selling her art, and the confidence that she was building because strangers were buying art made by her.

And it wasn't made by mom with her name on it. She was spray painting backgrounds. She was painting them. She was doing it all.

And so, we did our children's business fair in California, and we really loved it. And then, we moved back home to Kansas. And I thought a good way to introduce ourselves to our new community would be to host our own children's business fair. And it was fantastic. People came from all over our town. It was really busy. Kids had a blast, and then they all left. And my educator heart said, "Absolutely not. There were a bunch of kids in this room who wanted to learn something and I didn't teach them anything. What am I doing?"

So, I had a handful of friends who believed in my crazy, and they agreed to be the founding board of directors for us to found a nonprofit, the Society of Child Entrepreneurs. So, now, I get to teach financial literacy, leadership, entrepreneurship, civic engagement through the lens of kids starting and running their own businesses. So, throughout all of this, they're making their own products, they're learning their own expenses, and they're making real money. So, once I kinda get my hooks into them and bring them into our program, kids don't drop out. They stay engaged.

So, that's how I went from a stay-at-home mom with two little kids and COVID to founding this organization that will eventually empower, theoretically, hundreds of thousands, if not millions, of children to run their own businesses and be amazing kids.

Annalies Corbin:

I love that. And we know there's so many things for kids to learn through studying how to start a business, running a business, being engaged in business elements. And so, I love all the pieces and parts of this.

So, let's dig in a little bit. So, talk with me a little bit or give us some examples of, sort of, a day in the life of a kid in this program. So what is the student gonna experience?

Leah Ellis:

So, we have kids that are homeschool families, private school families, and public school families. But for a traditional public school kid who's in our program, Monday through Friday, their day is gonna look like any other kiddos. Their day, they're gonna wake up, they're gonna go to school, they're gonna go home, they're gonna do homework. They, maybe, are gonna have some time to make their product or work on what they're selling.

But then, once a month, we do a business mastermind group. And in that business mastermind, they're gonna come into my office and we have a two-hour course day. And in that first 15 to 30 minutes, kinda depending on how in-depth our curriculum is that day, they're gonna get an overview of some type of business process or complication. Recently, we did one on business challenges, and what do you do if you can't run your business? Maybe you're grounded. Maybe the materials you need are broken. Maybe you've got a bad grade in class, and you have to focus on your homework. If you can't run your business right now, what do you do?

And then, they have about an hour to an hour and a half of, we call them a Sochi circle, and it's really a Socratic circle where I start asking really open-ended discussion questions, and they are masterminding their solutions, how it would look in their business, what their thoughts and ideas on having this really collaborative open discussion on business development and their own perspectives. Having those little arguments of, "Well, I think this. Well, I think this. Here's how we can agree. This is what we think we would do differently" All of those things happening together. And throughout all of it, we're usually eating pizza or tacos, so they're all really happy because they're eating.

And then, once per quarter, we have our children's business fair. And that's the opportunity where those kids take everything they've learned, all the products they've made, they set it up on their eight-foot table under their Easy Up, they market it to the community, and they're selling their goods. So, they're answering interview questions from our judges. They're talking to customers. They're making change. They're defending their product, their designs, and their business decisions, and their parents aren't allowed in the booth with them. So, they're really running it all on their own.

Annalies Corbin:

And that piece I really love. I'm just gonna applaud that and just make sure that everybody sort of hears that. The idea of giving those kids agency, love that.

Leah Ellis:

I have one rule: If the child is over the age of seven, their parent is not allowed in the booth with them unless they're offering tech support. And then, they're only allowed to come into the booth, fix whatever broken technology is there, and then leave again. I'm a child at heart, so our Parent Corner has snacks and coloring books, and I'm like, "No, literally, your job is to stay out of their way." So, just like at the waiting room at the doctor's office, your kid gets a coloring book. Here, it's your turn to have the coloring book so they can conduct business.

Annalies Corbin:

I love that. Love, love, love.

Leah Ellis:

Oh, it's so much fun. And it's definitely interesting to see, like, the parents who've been at it for a while versus the parents that are new. Parents who have been at it for a while, like, they bring their own folding chairs, and they bring their books and their earbuds, and they literally sit down and put up their earbuds, and they don't move. They're like, "I got this."

And then, the parents who are newer, they're like, they've got their phone, but they're sitting really upright in their folding chair, and they're, like, watching their kid, and they're like, "How is he doing? What's he doing? Can't see him very, very well." And you can see, like, as they do more events, how much more confident the parents get in letting go.

Annalies Corbin:

Yeah. Yeah. It's a really big thing, and it's hard, right? We know it's hard as parents, and it's really, really hard in our more traditional educational settings, right? We're not trained for that. We're trained to be that primary, right? And to be directing all the time, and so-

Leah Ellis:

And to intervene.

Annalies Corbin:

Yeah, exactly. Yeah.

Leah Ellis:

I tell parents, your job in your children's business, because you do, you have a job in your child's business, you're still their parent.

Annalies Corbin:

Oh, sure.

Leah Ellis:

Your job is not to be their manager. You do not manage anything in their business. You are simply their guide and occasionally their chauffeur. Maybe a packed meal from here and there. You're not ever making their business decisions. You're not ever making final decisions on product or offerings or anything, even if your kid has an idea that you know is going to fail.

Annalies Corbin:

Let them learn from that failure. There's so much opportunity in that, right? And honestly, there's no harm done. The nature of the program is gonna make sure that children are protected, so yeah.

Leah Ellis:

Right, exactly.

Annalies Corbin:

Only learning can happen here, right?

Leah Ellis:

And there's no risk for a 10-year-old's business to fail.

Annalies Corbin:

But there's a lot to be learned from that failure, and that's the other piece, the other thing that I really like about what you're doing is in our more traditional settings, we're not set up to allow for an opportunity for a lot of, quite frankly, that sort of serial opportunity to fail over and over again, to fail fast, to fail often, to pick up, to learn, and go onto that next thing. And so, it builds resilience in kids in a really, really positive way.

Leah Ellis:

I have one kiddo, I think she's done six Children's Business Fairs, and she's never brought the same product twice.

Annalies Corbin:

Interesting.

Leah Ellis:

She literally has a different product, and they're all in the same vein. They're all, like, food or beverages. Like, she knows what she likes doing. She just hasn't figured out the right thing yet. And every event, she comes with a different product. And I'm always excited to see what she's gonna have next.

Annalies Corbin:

Yeah, but I'm also curious, and so, and the answer to this could be a number of different things, but what does that conversation with that child look like? I'm super, super curious about her own growth and development around "Why did this one not work, and so why am I trying this next thing?" So, I'm super curious, what does that conversation with that child look like, Leah?

Leah Ellis:

So, it's a lot of, "What are you selling this time? Why did you make that decision? What went well last time that you carried over into this time? What didn't work last time, and how have you addressed that, so that you don't have that same problem again? What does success look like for this product? What is your goal here?" Our application requires them to put in how they would define success, what their profit expectations are, how much it costs to make their product, how much it costs to sell their product, and if they've taken out any business loans, how they intend to pay those back. So, they already have to have all those thoughts in their head before they even walk up to a booth.

Annalies Corbin:

I love that. I love that. So, let's get into that then. So, the program, again, it's in the community, but is it also in traditional settings? Is it embedded in schools yet? Is that something that's coming? Just help us understand the ecosystem in which you're crafting this program element in.

Leah Ellis:

So, there's many options. We have a children's book that's called Sparks to Stars: The Story of Astra & Zeke. And that will eventually be the first of 36 children's books. And each one of those books corresponds with a week of the traditional school year. So, you can literally start in week one and go on to week 36. And then, each story also has a discussion guide, a lesson guide, and hands-on activities for the children to do. So, when it's finished, it will be a full 36-week story-based curriculum that is both story-based and hands-on activity based. So, they're really crossing all domains and all different types of learning styles.

Annalies Corbin:

And what age group is that gonna be targeted at?

Leah Ellis:

So, it's divided into two halves. So, the first 36 weeks is third through fourth grade. So, you can do it in third grade or fourth grade, but not twice. And then, the second one is fifth or sixth grade, and it uses the same stories, but the conversations get deeper, the reflections get harder, the thoughts get more impactful. So, even though they might hear the same stories in fourth grade and in fifth grade, in fifth grade with an entire year of business experience behind them, all of these stories are gonna have a lot more impact. So, they can do two years of the curriculum and still feel like both years... One, we all know repetition is so good for their brains, so having that repetition but also being able to go deeper and see how it really impacts them.

And then, by the time they enter middle school, you know, fifth, sixth, seventh grade, they've been in this program to where it's a part of their subconscious, it's a part of their belief system that they are problem-solvers, they are entrepreneurs, they know how to handle their money, and it comes way before the traditional system that comes usually in high school when we get to those entrepreneurship programs.

Annalies Corbin:

Yeah, if you're lucky.

Leah Ellis:

Right.

Annalies Corbin:

We don't, oftentimes, talk about financial literacy and all the ins and outs of that, right? Lots of places, kids don't get it at all.

Leah Ellis:

Right. And so our program is really... I mean, it is very robust. It's Kansas Leadership Center leader center, leadership principles aligned, so we teach adaptive leadership and how everybody in any position is a leader, JumpStart financial literacy, financial literacy curriculum, the Search Institute's top 40 developmental assets. It has social-emotional learning aspects on top of literally starting week one with what is an entrepreneur and ending week 36 with a full showcase where they're selling products that they have invented or created.

Annalies Corbin:

I love that. And so, when will all of that be out and ready? 'Cause as folks are hearing that they're like, "Okay, well, let's go." So, what's that timing look like?

Leah Ellis:

So, I am currently piloting, right now, a homeschool co-op program. We have taken the entire 36 weeks, that's 72 hours of curriculum, and we have squished it down into 18 hours. And these kids are almost halfway through. So, we're being really precise about asking lots of questions, doing lots of surveys, and before and afters on these kids to get data. So, they're our first pilot. I will launch in August two more 18-week, 72-hour pilots where they'll do the full course, all 72 hours. They have stories, but they don't have the books yet because the illustrations and publications on those books, it's six to eight months each. So, the stories will exist well before the books do.

But in theory, by the end of the 2026-2027 school year, teachers, homeschool co-ops, principals, anybody who wants it will be able to buy this curriculum and teach it

wherever they want to teach it. And in the meantime, we're teaching it in after-school programs and pilot programs, and just continuing to flush out all of the details of making sure it's really, really doing all the things we say it's gonna do, and that the kids don't feel like it's too much.

Annalies Corbin:

Right.

Leah Ellis:

'Cause that's the last thing we wanna do, is overwhelm them.

Annalies Corbin:

Absolutely. Absolutely. I'm super curious, as you've been piloting and deploying, and by the way, I also want to applaud the fact that you're... I love that you've done the R&D, you're piloting, and you're doing research, right? So, that taps right into my anthropologist heart. I love it. Thank you, thank you for doing that. That is the best.

But I'm also curious, from that same perspective, then, so as you've been developing, obviously, you've been mini piloting all the way along, I have no doubt. I could tell just from the conversation here. So, where do you see the biggest barriers? What are you bumping up against? And both from the participant, the child's perspective, but also then from the sort of adult facilitator, our understanding back to your original premise, you know, can children truly be entrepreneurs? And the answer is, of course, they can. And they've demonstrated this for eons and eons through their own imaginary play. So, we know it's in children, it's innate in who they are. But this outward or external expression of that, that's a whole nother piece of the narrative. So, I'm super curious, where do you see the biggest hang-ups?

Leah Ellis:

So, there's two things. One of them is in adults telling children what they have to do. And as a culture especially, we have a tendency of telling children, and telling and telling and telling, and we call it teaching, but a lot of times, we're not, we're simply commanding. And so, that's one problem, is adults and facilitators and guides, and whatever title they wanna give themselves when they're in that group, understanding that their job is not to tell, but to ask.

One of my number one key pieces of advice for educators that are teaching concepts like this, is to ask the question how. Like, if you can just get really, really good at saying how. How do you do that? How does it work? How does it look? How does it change society? How do you want it to look? How does it make you money? How, how, how, how, how? That question continues to open up their ability to think through

their ideas because if your kid comes to you and says, "I wanna sell this bracelet," and you say, "Okay, where?" Then, they say, "Okay, Etsy." And you say, "Okay, let's make an Etsy shop." And they haven't done anything. You took pictures, you made an Etsy shop, you're selling the bracelet that they made. That's not them building a business.

But if your kid comes to you and they say, "I wanna sell a bracelet." And you say, "How do you wanna sell it?" And they say, "Well, I think I might wanna sell it online." "How do you sell stuff online?" "Well, I don't know, but I looked on Google and I found these few options." "Okay, how did you decide which one's gonna work best for you?" "Well, I looked at some. I have some questions for you." "Cool. How can I help?" And then, they give you the questions that they need help with. And then, as you're working through those, you continue to ask how, how, how. It is literally the three letters that will change the entire dynamic in a relationship. How.

Annalies Corbin:

Absolutely.

Leah Ellis:

And then for the kids, I think the biggest hang up mindset-wise is letting them know that they're allowed to say things that they thought they couldn't say 'cause I had one girl sit down, and she looked at me and was like, "This is dumb. I'm not an entrepreneur, I'm a kid. And when I'm an adult, I want to be a nurse, and I can't be a nurse while I'm a kid, so how on earth is this supposed to help me with my future?"

Annalies Corbin:

Pretty insightful for starters, right? I mean, that kid thought about that.

Leah Ellis:

I was like, "Right. Totally. So I have a question for you about being a kid and first aid. Is there first aid that kids can do?" "No." "Yes, there is. I'm a Girl Scout troop leader, and I teach Check, Call, Care to five-year-olds, and that's first aid for five-year-olds. But when we teach them care, I can't let a five-year-old go get a first aid kit because there's a lot of stuff in there that a five-year-old can't have. What if they had a first aid kit that was appropriate for elementary schoolers to carry?"

And she was like, "And you know what? I'm a preteen girl, and all the first aid kits are always clear, and I'm a preteen girl, I really need my privacy. Why does the bag have to be clear? I want something that you can't see through. It needs to have privacy for me." And I was like, "Oh, so then maybe what you're saying is you'd like a first aid kit that's not clear for kids to use that's safe?" And she was like, "Yeah, I do." "Cool. How

are you gonna make that?" "I'm not..." "Wait. Yeah, you just invented that thing. You just solved that problem. Now, what's the next step to making this a business?"

And she's changed her mind on her business, and she's doing something else now, but it was that initial conversation of, okay, how can you take the things you're interested in and apply them to your today? 'Cause it doesn't have to be a "When I'm grown up or now." It can be "Now and when I'm a grown-up."

The other really big hang-up we have that we're working on grants to try and solve, and I'm working on building it into programming, so that it doesn't have to stay a problem, but I primarily work with affluent families. I primarily work with families that have the disposable income to give their kids money to start businesses. But this program, if done right, creates an amazing opportunity for upward mobility in a family to be able to say, like, "Yes, these are our current situations. But this is how we can change the status. This is how we can move forward. This is how we can practice upward mobility, become more financially literate as a family. And in order for me to do that, we have to have the resources for me to go to those lower income schools, lower income communities and say, 'Listen, I have the resources, I have the materials, I have startup capital so that your child can start a business,' but with these guidelines in place to protect the child, protect the investment, and encourage the family to still let the child have this opportunity."

So, that's kind of one of those things that we're really focusing on now. And so, we're doing our next pilot in April with Habitat for Humanity, and I'm gonna have the opportunity to go in and teach kids while their parents are doing sweat equity hours to have their house built. I'll be teaching the kids these financial literacy skills, so that between the two generations, they're all learning all of these skills to manage their family's upward trajectory.

Annalies Corbin:

I love that. That's fabulous. And I also wonder, um, you know, from an entrepreneurial sort of lens, if a sort of buy one, give one approach with your families that are already deeply engaged. I'm thinking about like the Bombas socks, for example, or bobs. There's lots of really great corporate examples where things like that work.

So, I love the fact that you're thinking through all those different pieces and parts and trying to figure that out because you're right. And oftentimes when we talk with these really entrepreneurial, using that word by design programs, we hear a similar thing from their founders. Like, "This is fabulous, but I'm trying to figure out how do I get this into the hands of students who can't participate or make this opportunity equitable because, yes, my participants are coming from families who can afford to do so, X, Y,

and Z." So, a really common, um, problem that you're battling, and I appreciate that you're taking it on.

I always like to be super mindful about the fact that as our listeners are digesting the conversation that you and I are fortunate enough to be having, I always try to be thinking about the things that they are wondering. And I know that a lot of my traditional educators are thinking, "This is awesome. I can absolutely see the impact of this, but how do I take elements of this and incorporate them into maybe my day-to-day experience? This program's not in my community, it's not here yet, but I would love to bring it or I would love to start one that's similar," or back to your point, the how.

Leah Ellis:

So, I think the best thing for teachers in a, like, if you are a traditional teacher in a traditional classroom with the same kids from 8:00 to 4:00, whatever your hours are, start giving them those little questions. How would you fix this? I tell parents, "If you're at the dinner table, ask your kids three problems they've had in their day or their community or what's going on in their lives, and how they would see it solved because that's already gonna get them thinking about being observant and being a problem solver right there, just those two steps. What are your problems? How would you solve them?"

And then, give them the opportunity to do things like a market day or a children's business fair, because those are things that there are a lot of grants that will support you in doing those, and you don't have to do it for real money. My daughter's school does a market day with paper money every year, actual paper money, like toy money, not cash. And then, start asking more hows in the classroom, at home, around kids, anywhere you have the opportunity to just ask a lot of hows.

Annalies Corbin:

And get the kids to be problem solvers for you, not just with you. Yeah, so I really love that.

Leah Ellis:

Yeah, one of my favorite things, we teach in our program problem spotting, and problem spotting is when you go around your space, your school, your community, your classroom, your house, and you look for tiny things that annoy you on a daily basis. But then, instead of complaining about it, you write them down and figure out how to solve them.

Annalies Corbin:

I love that. That alone is worth its weight in gold. So, a perfect opportunity for kiddos. My last question to you then is, so recognizing you've got a pretty big lift on your plate and you've got a plan as it relates to your 36-week program, but I'm curious because you started this conversation by telling us that you're a bit of a serial entrepreneur. So, with that in mind, and although you love this, what are you thinking about? Like really, what are you thinking about, whether it'd be for this program or that work, but what's that next thing that you're tackling as part of your bigger, broader work?

Leah Ellis:

So, the big goal right now is building the curriculum and all of our pilot programs so that I can have them. We have an online community, and I want it to be stuff that's in our online community that you can go in there, download pilot, and send me feedback. So, educators around the nation and frankly around the world. I've done podcasts in Sweden and Africa and Canada, these people in education can go download that lesson plan, test it out, teach it, and feed me feedback 'cause that is my next step is I wanna know if you're not inside my head, can you still follow these lesson plans? Do they still work the way I think they work? Does it work in every classroom, or is it something that is very niche specific because Wichita, where we live, is such an entrepreneurial community that it's already kind of ingrained in our community DNA.

So, all the feedback. That's kind of where I am right now is testing and feedback. Like, just feed me from a fire hose. Give me all the feedback. I want it all. And my husband's in data analytics, so he can compress it all down into stories and make it make sense.

Annalies Corbin:

I love that.

Leah Ellis:

So, that's our big thing. And then the next thing is within the next five to 10 years, I really want to be able to have satellite locations where there's somebody in Florida teaching this curriculum and running a program, and there's somebody in New Jersey running this program, and there's somebody in California running this program, so that they're all getting that experience with a head teacher who's consistently the same person over and over again in community programs and not just in school programs.

Annalies Corbin:

Yeah. I love that very much. And I can imagine that's completely doable. So, Leah, thank you so much for joining us, taking time out of your day. And if you are one of those people who's super inspired by what you've heard today, I suspect reach out to

Leah because first and foremost, you can download some program, you can give her some feedback, but if you wanna be that person on the ground, start that conversation now.

Leah Ellis:

Right. And then I will leave you with my favorite message, um, and I tell people all the time, children are not the future, and the sooner we stop behaving like they are, the sooner we can get advantage of the things that they're capable of now. So, stop kicking the can, telling them that they're the future and their opinions matter tomorrow, and start letting them be leaders today because they will blow you away.

Annalies Corbin:

Every single time. I agree 100%. Thank you again, Leah, for joining us today. Thank you so much.

Leah Ellis:

Thank you.

Annalies Corbin:

Thank you for joining us for Learning Unboxed, a conversation about teaching, learning, and the future of work. I want to thank my guests and encourage you all to be part of the conversation. Meet me on social media, @AnnaliesCorbin and join me next time as we stand up, step back, and lean in to reimagine education.