

World Greatest Leadership Class

“You’re so humble!”
Anna Fontana my supportive wife

Joe Fontana
coachfontana@gmail.com
@coachfontana14
glcoca.org

*“If your aim is to change society,
and you know that you need masses of people
to accomplish that,
you have to work with those people
who can multiply what you do.*

It isn’t a matter of having each one teach one.

***It’s a matter of having
a concept of education that is yeasty,
one that will multiply itself.***

*You have to think in terms of
which small groups
have the potential to multiply them
and fundamentally change society.”*

**Myles Horton: The Long Haul
Founder Highlander School**

*"Each time a person stands up for an ideal,
or acts to improve the lot of others,
or strikes out against injustice,
(s)he sends forth a tiny ripple of hope,
and crossing each other
from a million different centers
of energy and daring,
these ripples build
a current that can sweep down the mightiest walls
of oppression and resistance."*

Robert F. Kennedy

Table of Contents:

| Topic | Brief Description | Page(s) |
|--|--|---------|
| Philosophy and Approach | | 3 |
| Levels of Leadership | | 4 |
| Student Leadership interview Questions | Recruit good people, train them and get out of their way | 5 |
| Mission Possible | Intro lesson to everything you do | 6-9 |
| Student samples: Mission, Goals and Activities | | 10-12 |
| The Huddle | A check in idea | 13 |
| WigWom | Weekly accountability sheets | 14 |
| Student Evaluation | | 15-16 |
| Activity Rubric | How do I grade a dance? Etc. | 17-18 |
| Leadership “Keys” | There are dumb questions | 19-20 |
| Activity Planning Forms | THE tool! | 21-27 |
| Leadership Hours Tracking Form | Weekly accountability sheets | 28 |
| Leadership Release Request | “I need to get out of calculus to go buy streamers...” | 29 |
| Dance Guest Pass | | 30-31 |
| Legacy Project | Leave the place better than you found it | 32 |
| Leadership Semester Job List | Many hands make light work | 33 |
| Officer Responsibility | | 34 |
| Red Green Lesson | Lesson to teach: We are in this together | 35 |
| Card House Game | Lesson to determine who your leaders/ followers are | 36-37 |
| Increasing School Pride with a Broom | Idea to implement | 38 |
| Class Advisors Proposal | Idea to implement | 39 |
| Club Training Evaluation | | 40-41 |
| AMAZING Software to make your life easier | www.virtualdean.com | 42-45 |
| Secret Plan: Color Code Paper (Trademark) | | |

Philosophy and Approach:

My approach to positive change has evolved through the years with many incredible influences and opportunities to affect positive change. It has boiled down to a simple equation whether organizing two International Youth Environmental Summits, or Food Drives that feed 1000's of families.

Knowledge + Skills+ Empowerment = Positive Change

My greatest skill is to initiate this formula and manage it as it grows. (Planting the seeds and maintaining the crops). Absolutely all of the change I have been fortunate to be a part of was done as a teammate; not as "the leader". Many believe one test of an effective leader is if you are able to walk away from systems you helped create and they are sustainable.

Knowledge

The background of an issue or person is the necessary first step in the process. Absorb all sides and views and history. Begin to develop your voice on the issue.

Skills

The logistics and skills of organizing people, planning and structuring meetings, setting and achieving goals, negotiating bureaucratic structures, delegation of tasks, follow through, "playing the movie" (visualizing the event/end result).

Empowerment

Once high school students have the knowledge and skills anything is possible.

Positive Change

- Organized two youth environmental summits bringing together 600 students from 40 states and 32 countries.
- Designed and implemented World Issues course. Thompson R2-J District, Loveland, Colorado
- Designed and implemented Service Learning requirement Thompson R2-J District, Loveland, Colorado
- Empowered three schools to ultimately collect and distribute 100,000 cans during annual food drives. Loveland, CO and Menlo Park, California
- Facilitated the integration of ninth grade World Studies classes Menlo-Atherton
- Expanded MAHS Student Leadership course from single class to three classes.
- Proposed, designed, fundraised and oversaw construction of MAHS varsity baseball field after raising \$400,000 in donations.
- Executive Director Global Leaders (gvcoca.org) Year long Youth service learning and leadership program that combines local service with international service. Founded in 1997. Countries we partner with Guatemala (19 years) Ghana (3 years). International portion immerses students in the language, culture, and work alongside in country hosts on intense service projects. Sixteen schools have been constructed, 20,000 trees planted, thousands of local service hours performed.
- Designed and implemented Service Learning Academy at Poudre High School

Levels of Leadership

*“Never doubt that a small group of thoughtful, committed citizens
can change the world.*

Indeed, it is the only thing that ever has.”

Margaret Mead

This whole leadership thing is about inclusion and building better leaders. There are some leaders who do everything and delegate only the simple and boring tasks. Your job as a leader is to develop your skills as a leader to your potential by working through the levels of leadership. Ultimately you are building (multiplying) other leaders. The best way to accomplish your “Dreams” is to sell them to others and then back off and let others have a real voice in the details and execution of the Dream. **(We support what we create!)**

There are many leaders who do and do and do... and if you do and do you get...that’s right do do. These are the leaders who say, “If I don’t do it...it won’t get done right.” These types of leaders will always get things done wherever they are working. Their legacy is getting things done. These people’s names will be remembered; for a while. John Wooden says, *“I look at my players with a microscope and a telescope.”* Myles Horton said, *“I look at leaders with two eyes. One eye is focused on where they are. The other eye is focused on where they could be.”* If you are able to get to the pinnacle of Leadership and empower others to greatness by building / multiplying leaders your name will be forgotten but your impact will be perpetual. **“You can accomplish anything if you don’t care who gets the credit.”**

LEVELS OF LEADERSHIP: Where are you? Where do you want to be?

Level 1: “Sucking up useful oxygen”

They have no clue. ‘nuff said.

Level 2: “The Sheep”:

You will work if directions are clearly given. Specific tasks are handed to you and you get them done at a slow pace and with little enthusiasm. You follow and never lead.

Level 3: “The Worker Bees”:

You have a great work ethic and a great attitude. You work your fingers to the bone. Everyone wants you on their team because when asked you get things done. You have enthusiasm and are a team player. You usually wait for instruction. You do not see the big picture.

Level 4: “I Can See!” (MOST LEADERS STOP PROGRESSING AT LEVEL 4)

In this stage you have not forgotten how to get things done. You have a tremendous attitude and work ethic. You have expanded your vision to include being aware of what needs to be done and you do it. You see the big picture.

Level 5: “The Master Leader”:

In this stage you learn how to delegate effectively. You are able to understand where your teammates are on the Levels of Leadership and delegate tasks that are appropriate to their current level of Leadership. You have the skill to sit down with the group, decide as a group who will do what by when etc. Your job as a delegator is not to watch over them like a hawk and criticize each move they make. Your job is to make yourself available, if help is absolutely needed. Encourage your teammates to solve their own problems. One of the best things you can say is, “I trust your judgment.” It is a good rule to answer very few questions. Every question you answer dis-empowers rather than empowers your team. We want to create independent thinkers and leaders. Every question you answer is one less opportunity for them to grow as leaders. If you step in at the last minute and “save” an activity or event you are teaching them they do not have to be thorough in their preparation. “Someone will save us.” Leaders need the opportunity to “fail”. Ninety-nine times out of a hundred, you should stay out and let the chips fall where they may. You can learn a great deal from “losing” or “failure”.

Level 6: “The Motivator”:

You combine all previous skills and are able to move people to action. Remember, actions speak louder than words.

Some people have the skill to make words to motivate others to action. Choose your times carefully and be brief. If you stumble over words let your actions speak for you.

Level 7: “The Multiplier”:

This leader empowers others to move up the levels of leadership and build leaders. She cares less about her individual accomplishments and focuses on moving people forward as well as encouraging others to Dream, Believe and Act.

Level 8: “Do Nothing”:

The Tao Te Ch’ing (ancient Chinese book of Lao Tzu) talks of the greatest leaders are the ones who “do nothing, but nothing is left undone.” and when it is all said and done the people say, “We did it.” You have created an atmosphere where anything is possible. You are a great TEAMmate. You are able to follow as well as lead.

Interview Questions for 2014-2015 Leadership Classes

Name_____ Phone_____

Email_____ **Address**_____ **City**_____ **Zip**_____

Which period would you prefer 4th or 5th

****REMINDERS****

Leadership retreat August 20, 21, 22

9am-4pm the entire time

Questions

1. Why do you want to be involved with Student Council?
2. What is your vision for changes here at Poudre?
3. What contributions will you bring to Student Council in terms of skills/strengths?
4. What do you want to learn? Improve? Expectations for next year?
5. What does it mean to you to be a part of a team?
6. What do you value most in your life?
7. Would you rather work on activities related to your grade or those, which affect the school as a whole, and the outside communities?
8. What else should we know about you? Outside of school, what is your favorite activity? How many people are in your family? (getting to know you)
9. Questions for us?

Mission Possible!

Purpose: The skills of writing a mission statement and goals are extremely important to the success of any team or organization. With the right amount of skill, inspiration and perspiration anything is possible.

Objectives:

1. By the end of this lesson each of the leaders will have created a mission and written goals for their families (committees)
2. Each leader will have “buy in” to their mission and goals because they will have played a part in creating them (We support what we create)
3. By being a participant in the process each leader will have the preliminary skills to create a mission and write goals for other groups they are involved in
4. Each leader will learn how to write a SMART Goals (Specific, Measurable, Achievable, Timeline)

Supplies needed:

scratch paper, tape, markers, and large piece of poster paper for each family

Jobs needed for this lesson:

1. TimeKeeper –makes sure meetings are being run in a timely manner according to the agenda.
2. Secretary – takes notes and records all info: date, number and names of those in attendance, decisions made, etc.

Handouts:

1. “Mission to Goals” from Student Body President Workbook
2. Goal Writing from Student Body President Workbook

Activity Procedure:

Instructor:

1. Split into Families

The Inspiration!

Reason this class exists and importance and difficulty vs. traditional Leadership

2. Easy to make excuses
3. What this class does is leave a Legacy of positive change
4. "There is no idea more powerful than an idea whose time has come."
5. Radical ideas are initially looked at as outrageous and impossible, then violently opposed, then accepted as truth
6. Job isn't done until these are things that we have to work for until they become part of the social fabric
7. Leaders of today, not tomorrow. Most "revolutions" start with young people
8. This lesson today you can use to start a revolution
9. Believe! Have the Audacity of Hope

The Skills!

1. Think about the job of your committee
2. 1 minute: Read Mission to Goals handout
3. **2 minutes:** Take and visualize what success means for this committee
Example: CCS Championship for baseball
4. **1 minute:** Read Mission to Goals handout
5. **3 minutes:** On scratch paper take and try to describe in 3 sentences or less what it is your committee is going to accomplish
6. **3 minutes:** Share these with each other by posting them on the poster paper
7. **10 minutes:** Begin combining like ideas and write a final mission

More Skills!

1. **2 minutes:** Read SMART Goals sheet
2. **3 Minutes:** Brainstorm on your own activities that will help make your mission a success
3. **4 minutes:** Share these with each other by posting them on the poster paper
4. **12 minutes:** Select goals a number of goals that will be challenging yet not overwhelming AND satisfy mission

The Perspiration!

1. Now the fun begins, huddles, delegation, work, work and then work

From Vision to Mission to Goals to Action.

Name _____

In order to get a group of people moving in the same direction; you need a direction!

The purpose of this exercise will be to provide an opportunity to write (and eventually) voice your opinion about where we should take Poudre Student Council 2015-2016. We will combine ideas and develop an action plan based on our ideas and dreams.

Answer the following questions thoughtfully.

Answer on a separate slice of tree.

1. **What are your dreams for Poudre?** (Ex. Positive environment. This can be phrases, individual words or mini-essay)

3. **What do we want our legacy to be?**

4. **What does we stand for?** Single words like: Unity (list 4-5 words)

4. **Who do we impact?** (ex. Freshmen Class)
(brainstorm all groups we could impact)

5. **What are the major issues facing Poudre this year and in the next two years?**

6. **What are some activities we could do that we that would go along with how you answered the previous questions?** (For example: If you we believe we should be a group that focuses on world events and the activities you suggest are an ice cream social for the senior class. That activity doesn't fit into focus you expressed)

LEADERSHIP

United in Diversity...Committed to Action

MISSION STATEMENT

The leadership class is a diverse group committed to action. We will ensure an educated, united and positive environment where equality walks the halls. We strive to maintain a safe haven with respect and opportunity for all. United in Diversity, we challenge ourselves to make this school rich in school spirit in order to ensure success for the future of our school.

We have three Leadership classes, each with their own set of objectives and goals. At the beginning of each year the individual classes develop their own mission statements as well as specific, measurable, action-oriented, realistic goals. These goals become the specific activities we organize throughout the year.

The skills that our leaders are learning are professional skills that will translate into success in any career they choose. Eighty percent of Fortune 500 CEO's were officers in their high school Student Council/ Leadership Classes.

Fourth Period Class:

This class works on the issues at M-A. There are five families (committees) broken up by issue:

1. Community Service
2. Education (Tutoring and Mentoring Elem. through High School.)
3. 'Isms (Racism, sexism, classism etc.)
4. Club Organization and Support
5. Random Committee (just as the name suggests activities that may not fit in any category but must be done!)

Fifth Period Class:

This class organizes class specific activities for the Sophomore, Junior and Senior Classes. This is your "traditional" Student Council. They organize the Dances, Spirit Weeks, Rallies, Lunchtime Activities, class community service activities etc.

Sixth Period Class:

This class has two main charges: First they are in charge of planning activities for Freshmen students, from Freshmen Transition to Freshman Orientation, Freshmen Dances, Challenge Day etc. The other is they are in charge of cultural activities like International Night, Cultural Assemblies etc.

STUDENT SAMPLES OF MISSION, GOALS, ACTIVITIES

4th Period Goals/Objectives

Education Committee

Family Members:

Flora, Rosalinda, Fiona, Jolene

Mission Statement:

We, the Menlo-Atherton Education Committee, believe that education is the key to success. We see a need for collaboration between primary and secondary education, as well as a need for academic support within Menlo-Atherton's school system. We are committed to planting the seeds of these changes.

Goals/Objectives:

To read to elementary school students at Laurel School so that they receive one-on-one attention and get the foundation that they need to have a strong education.

- a. We will walk to Laurel to read one-on-one with the students.
- b. 28 Leadership students will tutor 25-35 elementary students every 4th period block day during quarters 2 – 4. By reading to the students every week, their reading and social skills will improve, helping them build a solid educational foundation.
- c. We will organize the tutoring program by October 21, 2005; begin tutoring in November, 2005 until the end of school in June 2006. We will create a report in May 2006 to assist next year's students in continuing the program.

To work with and tutor 7th and 8th grade students at Bell Haven School so that they are academically and socially ready for high school.

- d. M-A Leadership students will travel to Belhaven School in East Palo Alto to tutor 7th and 8th grade students.
- e. To begin, 20 M-A leadership students will tutor 40-50 Belhaven students once a week during 3rd quarter. During 4th quarter, we will increase to 40 M-A students (leadership or non) and 50-70 Belhaven students.
- f. Tutoring these students will help them succeed academically, create a bond with older students who they may see in high school and give them tools to start high school on the right foot.
- g. In October, 2005, we will contact Bell Haven and attempt to set up the program with math and English teachers who are interested. During November, 2005 we will plan the tutoring days, including special lessons on some days. By December we will have a test run tutoring session with the students at Bell Haven. The tutoring program will be fully implemented in January, 2006 at the beginning of 3rd quarter.

To tutor Menlo-Atherton student-athletes so that they may maintain good grades in order to play and continue playing sports.

- a. We will tutor student-athletes at Menlo-Atherton after school and/or during lunch.
- b. 50-60 Leadership students and 5 teachers will tutor 40-60 athletes twice a week.
- c. This tutoring will help student-athletes raise or maintain their grades to become or stay eligible for sports.
- d. We will set up the program by October 7, 2005, and begin by tutoring football players in October and November, then continue the program for Winter and Spring athletes as the needs arise during those seasons.

Community Committee

Mission Statement

Our mission is to establish a bond between Menlo Atherton High school and our surrounding community. We will instill an atmosphere that encourages our neighbors to get involved with our schools activities. In addition, we will provide a wealth of opportunities for MA students to participate in service projects to support the community.

Community Committee Goals/Objectives

Community Service Projects at MA

- a. Trees in planter boxes by old gym and in between new and old gym. (1st semester)
- b. Mural-involving MA/outside students and members of community to paint together (1st semester)
- c. Decorating for the holidays-posters, paintings, cutouts. (Whenever a holiday is coming up)

Community Service Projects in Local Community

- a. Beach or bay land clean up/pick up (1 semester)
- b. Soup kitchen (1 quarter)
- c. Homeless feeding (1 quarter)
- d. Concert in park by Draegers local band? (2nd semester)
- e. Events to bring Students and Community Together
- f. Seniors Dance (1)
- g. Pajama breakfast (1)
- h. Advertisements for games and events at school (frequently)

'Isms Committee

Family Members:

Braulio, Adilene, Hector, Maggie, Menty, Erica, CJ

Mission Statement:

We are a group of diverse individuals dedicated to breaking down the social, economic, and racial barriers at MA and in the surrounding communities. We strive for the equality of all students.

Goals/Objectives

Continue and develop MA 4 U:

10/12/2005- The 'isms committee will host our first MA 4 U during lunch. We will assign two or three Leadership students to designated areas where certain "cliques" gather. Once at there areas, they will encourage the students to try and associate themselves with people whom they usually wouldn't, within the MA community. We hope that at least fifty students become buddies with their Leadership representative.

12/7/2005- Will be our second MA 4 U at lunch. During this time, we will be joining two "cliques" from adjacent locations, and helping them to engage in conversation. In doing so, we would like to see that the two groups break down barriers between them, and become unified. As a follow up from the first activity, we prospect to double the number of people impacted, and invoke to have participators introduce themselves to a non-leadership student.

03/08/2005- Is going to be the 'isms committee's third MA 4 U during lunch. On this day we will be combining a mixture of staff members and students on teams to partake in games and fun activities. By hosting this day we desire to build a bond between students and staff that will benefit the relationships inside the educational environment. By this MA 4 U, we will have selected five students we wish to acknowledge at International Night. They will be chosen based on their participation, and by displaying that MA 4 U has impacted them.

04/21/05- This will be our final MA 4 U activity of the year. Our committee will be hosting an MA 4 U dance from 7:00-10:00pm (location TBA). The goal of this dance is to encourage students to display how much MA 4 U has impacted them by mixing-it-up and having fun with a variety of people. We especially would like the MA community to spend time with the new people they have gotten to know through our lunch time activities. At the end of the night we wish to see that people have further bonded and made at least three new friends by the end of the year.

Make new friends at school dances:

'05/'06 School Year- We will be continuing to encourage MA's community to be spontaneous and meet new people at dances. Two weeks prior to each dance, our committee will be reminding MA to make new friends and remember what MA 4 U is campaigning. We will do so by handing out flyers, and discussing our goals with peers. At the doors of each dance, we will again remind students to meet new and exciting people. Furthermore, throughout the dance three students will be wandering around inspiring students to step up and be a change.

Club Family Members:

Laura, Anders, Betsy, Janelle, Fernando

Club Mission Statement:

Our Mission as the club committee is to improve clubs at M-A. We will strive to make clubs more active in the school community, as well as increase club membership. We will get clubs well known with a positive energy around campus.

Goals/Objectives**1. Improve club participation:**

- a. Have each club put up a minimum of 5 posters for first quarter advertising their meetings
- b. Have club president's talk to students in 4th period classes in the Live Bear News
- c. Have one club a day say something on the Bear News for two weeks (or until all the Clubs have had a turn) during the first quarter
- d. Have clubs set up tables at events like Club Rush (Sept. 16th) and the Kick-Off Carnival (Oct. 18th)

2. Get clubs well-known around campus:

- a. Club Rush (Sept. 16th) and the Kick-Off Carnival (Oct. 18th)
- b. Have clubs put up 5 new posters or 10 flyers every quarter
- c. Have friendly club competitions at lunch or twice a quarter (i.e. relay race or obstacle course)

3. Make clubs more efficient and productive:

- a. Have a club training session (Oct. 7th) with club presidents, vice presidents and sponsors
- b. Set up a schedule for one person from the club committee to attend club meetings to observe and offer suggestions

Juniors

Jose, Noemi, Doug, Stephen, Paolo, Jacob, Vanessa, Alex, Keianna, Ana

Junior Mission Statement:

Menlo-Atherton's class of 2007 is a group dedicated to improvement from the inside out. We intend to create a cleaner environment both inside and outside of the school. In order to acknowledge the individuality of Menlo-Atherton students, we will perform random acts of kindness throughout the year. Uniting the communities and individuals of Menlo-Atherton through goodwill and Bear Pride, acting as one positive entity, we will influence the outside surrounding community to work towards the same goal.

Junior Goals:**Create a cleaner environment**

- The Green will be clean each day after Lunch
- We will plan one M-A clean up day
- We will plan to create a Leadership garden by the staff parking lot.
- We will have a fundraiser for the beautification of the G-wing

Increase school spirit and unity

- We will plan the Spring Rally (TBA)
- With the assistance of the rest of 5th period we will plan 3 Spirit Weeks
- At the end of school, we will plan a Junior BBQ/picnic
- We will plan and organize Winter Formal Dance (Feb.)
- Juniors will plan 2 lunchtime activities, one every quarter
- We will create junior class t-shirts
- We will plan two movie nights; one junior, one for all M-A

Develop a positive environment for M-A in the Community

- We will plan service projects for juniors (400 hours)
- We will plan Leadership/Sru Co switches with different schools to gain new ideas and meet new people
- We will plan 2-4 dances that mix M-A students with other students from other schools.
- We will perform an outside school clean up day

Random acts of individual kindness throughout M-A

- Once a week, we will select 2 students (1b/1g) and give them a candy gram
- On birthdays, we will give the birthday student(s) a candy gram
- Once a month we will sponsor a class pizza lunch.
- Create a cleaner environment
- Random acts of individual kindness throughout M-A

| | |
|--------------------|--|
| Date | |
| Chairperson | |
| Secretary | |

The Huddle

The purpose of the huddle is to check-in update, and delegate! The chairperson is in charge of making sure that this is the first thing that happens once the committee is gathered. Do not be satisfied with, "I've got it under control." Types of answers. Make them explain where they are and what they need help with etc.

1. Check-in - Look over job list and check deadlines

_____ How is everyone doing personally? Are we ready to work?

2. Report assigned on jobs: Have each member report completely

(Do not be satisfied with, "I've got it under control." Types of answers. Make them explain where they are and what they need help with etc.)

_____ Planning sheets and binders out
 _____ Sect. Taking notes
 _____ Review responsibilities from yesterday
 _____ Review current jobs with deadlines today
 _____ Review jobs with deadlines in the near future (This week)
 _____ Review jobs with deadlines in the future (any time beyond this week)

3. TODAY!

_____ What are we doing today? Specifically for everyone.

4. List of questions for Advisor or President/Student Leader-

WIGWOM

(What I'm Gonna Work On Most)

Here's the deal. On Mondays we will give your committee the first 10 minutes of class to huddle and figure out what you will accomplish this week. It is currently **"RIGHT NOW"** so its time to work. **These will be due Friday of each week.**

Monday:

Task:

Time it will take? Done?

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |

Tuesday:

Task:

Time it will take? Done?

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |

Thursday:

Task:

Time it will take? Done?

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |

Friday:

Task:

Time it will take? Done?

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |

One copy stays with chairperson and Secretary of Committee keeps these

Stu-Co Weekly Evaluation Page 1 of 2 Total Score: /45

Name: _____ Date: _____

These will be read by Mr. Fontana and Mr. Brubaker only. It is expected that you are complete and honest in all of your evaluations.

Initiative/Effort – It is expected that everyone find work to do when you have completed your assigned tasks. You must use class time wisely, stay busy and put forth your full effort in all that you do.

On Task - Being on task includes working 8th period on Student Council related activities. NO homework will be done during class, and you are required to be in the classroom unless otherwise permitted. It is expected that you ask Mr. Brubaker or Mr. Fontana to leave the classroom before departing.

WigWom Assigned – My specific assigned tasks written on the Group WigWom were:

Circle the number that best reflects your taking on tasks this week: 1 2 3 4 5 6 7 8 9 10

WigWom Completed – My specific COMPLETED tasks for the week were:

Circle the number that best reflects your completed effort this week: 1 2 3 4 5 6 7 8 9 10

Evaluation of Officers: Comments:

Circle the number that best reflects your Officer's Leadership effort this week: 1 2 3 4 5 6 7 8 9 10

EXTRA CREDIT (5 points possible)

This is what I learned about leadership this week:

I need help with:

Stu Co Weekly Evaluation Page 2

Officer Evaluation of individual members:

Names:

Comments:

| | | | |
|----|-------|----------------------|-------|
| 1. | _____ | 1 2 3 4 5 6 7 8 9 10 | _____ |
| 2. | _____ | 1 2 3 4 5 6 7 8 9 10 | _____ |
| 3. | _____ | 1 2 3 4 5 6 7 8 9 10 | _____ |
| 4. | _____ | 1 2 3 4 5 6 7 8 9 10 | _____ |
| 5. | _____ | 1 2 3 4 5 6 7 8 9 10 | _____ |
| 6. | _____ | 1 2 3 4 5 6 7 8 9 10 | _____ |
| 7. | _____ | 1 2 3 4 5 6 7 8 9 10 | _____ |
| 8. | _____ | 1 2 3 4 5 6 7 8 9 10 | _____ |
| 9. | _____ | 1 2 3 4 5 6 7 8 9 10 | _____ |

Advisor Evaluation of Everyone!

1. WigWom Assigned — Adequate amount of specific assigned tasks written on the Group WigWom:

1 2 3 4 5

2. WigWom Completed — Specific COMPLETED tasks:

1 2 3 4 5

3. Evaluation: Complete and Neat

1 2 3 4 5

Leadership Job Progress: (Gives us an update on what you have done, dates of completion and any other detail necessary. SPECIFICS REALLY ARE IMPORTANT!!!!!!!!!!!!!!!!!!!!!!)

Example:

My job is the cleaning out of the Stu Co shed. We will be completing this task on Saturday Jan. 24 from 9am-3pm. I have 10 Stu Co leaders coming from 9am-12pm and 10 coming from 12pm- 3pm. I have talked to Antonio (Head Custodian) and he has moved a dumpster over near the shed for our trash. We will have bagels and coffee for our morning crew and pizza and Coca Cola for our afternoon crew

Poudre High Stu-Co Evaluation Rubric

| Section Name | A Exceptional | B Commendable | C Adequate | D Minimal |
|--|---|--|---|---|
| Innovation Improvements made from previous years? Was energy used to making this year's activity better? Is this new a idea? (10 pts) | New event, or Old event w/ major improvements Positive attitude old event better than ever | New event, or old event with some improvements positive attitude | Same event, minor improvements | Same event as last year no changes |
| Goals* What were your SMAT goals? (10 pts) | 3 of 3 SMAT goals written and achieved | 2 of 3 SMAT goals written and achieved | 1 of 3 SMAT goals written and achieved | 0 SMAT written and achieved |
| Format/neatness of Planning forms *forms (15 pts) | Planning forms neat, uncluttered, and professional, no spelling errors, well written, able to be used in future | Report is in ink and contains the parts in order, Semi-professional | Report contains all parts in order, sloppy | done hastily, out of order, report contains random parts, sloppy |
| Delegation and Deadlines* Pre-activity job list and deadlines (4 pts) | Total team effort Jobs split fairly, communication excellent All deadlines written / met | Good team effort, jobs delegated, 75% of deadlines written / met, good communication within group | At least 50% deadlines written / met by chairperson | Includes list of jobs completed and who completed them |
| Promotion* When did you begin the promotion? What types of innovative promotion did you use? (5 pts) | 2 unusual and effective strategies + 7 colorful , creative posters announcements up for 5 days or more | 7 signs and / or announcements up for 5 days before event, one innovative strategy | 5 signs and/or announcements up for 5 days before event | 5 signs or less up for only 3 days before event, some preplanned ideas |
| Costs/Budget* How much were items bought? What was your budget? Where did you buy them? (5 pts) | Pre-event budget written, accurate and approved by Fontana or Stuart, complete list of all items purchased. Costs, purchase location and phone numbers listed. Budget not exceeded. People know what they are buying, how they are buying it, and exact amount to be spent. | Pre-event budget accurate and approved Costs, purchase location and phone numbers listed Budget exceeded by less than 10% | Pre-event budget abstractly written not approved, budget exceeded by more than 15% budget not exceeded | Costs listed no pre-event budget planned |
| Procedure Taken Day of Event* (DOE) What exactly did you do? Who did it? How much time did it take? (10 pts) | DOEList and KenzoMap complete, explicit instructions to individuals 2 days prior to event. A few minor last minute errands | DOEList and KenzoMap very clear, jobs handed out to individuals. outside of your committee day before event. Couple of last minute critical errands organized | DOEList and KenzoMap for is evident with vague descriptions Many last minute critical errands need to be run | No evidence of DOEList and KenzoMap Last minute errands pre-occupy time on day of event poorly organized |
| Materials* What materials did you use? Decorations? Refreshments? Where were they stored after? Returns to storage? (45pts) | Material list is completed and turned in date due, all materials are organized and present, day of event, all materials are present, day of event. Extra materials are provided. materials neatly stored and accounted for | Material list turned in but not completed fully brings most materials, is prepared day of event. Most materials put away | Material list late but in, materials there Some materials put away | Extra materials thrown into box and not put away, some materials are not present, list semi-complete. some materials there day of event |

| | | | | |
|--|---|--|--|--|
| Contacts* Who did you contact? List of phone #'s of people contacted. (5 pts) | Evaluation of how well the contacts worked and all phone #'s and locations | Description of who contacts are, why they were used, and how contacts were made | All contacts are present with phone #'s for following years to use | There are contacts in the evaluation |
| Supervision/Chaperones* Who was there? Did you maintain the 1 to 40 ratio? When were they asked? Were they thanked? (5 pts) | Chaperones asked at least 2 weeks in advance (3 weeks for dances)List of supervisors turned in on timeVerbal thank you's and written thanks with-in two days of activity, chaperones know what they are doing ahead | chaperones asked at least one week in advance, written thank you's one week after activity | chaperone list exists, chaperones asked during week of activity, written thank you's more than one week after activity | chaperones asked during week of activity, list turned in, Chaperones present but asked last minute, thank yous done 2 wks after activity |
| Clean Up Did you clean things up? Are they the way you found them? All materials returned? What were the individual duties? What did each person do? (5 pts) | Space is clean, at least as clean as we found it | Space is very clean, No custodians needed | Space is clean, but will require custodial work | Minimal cleaning |
| Thank you's Thank you's sent out? Who was in charge? What was your method of thank you's? (5 pts) | Verbal thanks day of event, card within 2 days, Sample included | Verbal thanks day of event, note within 5 days, sample included | Verbal thanks day of event, note within 7 days | Verbal thank you day of the event |
| Evaluation How did things go? What could you have improved? What errors occurred? What was done well? (5 pts) | Includes errors and suggestions for following years, clearly effort shown in write up | includes errors and suggestions but is unclear | includes errors but thrown together hastily and is incomplete | Written as a paragraph that summarizes the events of the day |

* Must be turned in before event

Leadership Keys for Success!

Administration/Staff:

1. Who are the principals and what are their phone extensions?
 - a)
 - b)
 - c)
2. What are the names of the administrators and secretaries? What are their phone extensions and jobs? Circle the Administrator who oversees Stu-Co/ Leadership?
 - a)
 - b)
 - c)
 - d)
3. If you don't know a teacher's extension, where should you look for it?
4. Who is the head custodian, and who are the other custodians and their extensions?
 - a)
 - b)
 - c)
 - d)
 - e)
5. Where is the custodian office located?
6. What is leadership's phone extension?
7. What are Brubaker's and Fontana's classroom numbers and extensions?
Brubaker Fontana
8. Who is the school treasurer and where is her office?
9. What are all of the guidance counselor's names and extensions?
 - a)
 - b)
 - c)
 - d)
10. Where is the copy room? Who is in charge of it? What do you need in order to make copies?
11. Who are the senior class advisors? What are his/her extension and email? What is his/her role?

12. Who are the junior class advisors? What is his/her extension and email? What is his/her role?
13. Who are the sophomore class advisors? What is his/her extension and email? What is his/her role?

Leadership Class Questions:

14. What are the rules for getting out of class for a leadership activity? Where are the forms for getting out of class?
15. When is the latest we can announce an activity for it to be mandatory for leadership?
16. How many hours of leadership work outside of class do you need for the first quarter?
17. What is required of your leadership job?
18. If you need to work in the leadership room after school, who needs to be there with you?
19. After borrowing Fontana's or Brubaker's keys, where do you put them?
20. Who are the Student Body officers?
21. Who are the students in your leadership class that have been in leadership before?
22. What is the **BIN** sheet for?
23. What is the process to get an announcement on the Poudre News?
24. What do you do if you want an announcement read between classes?

Leadership Activity Questions:

25. How do you get reimbursed if you spent your own money for leadership activity items?
26. What is the correct procedure for spend money on leadership activities? How far in advance do you need to this approved?
27. How many weeks prior to an activity should you start marketing?
28. Give 4 ways you can market an activity.
29. You are expecting 537 people to show up to the next dance. How many chaperones do you need? Administrators?
30. What is the process to reserve the auditorium the gym, etc. for an activity?
31. What is the minimum number of posters you should have for any given activity?

MISC Questions:

32. How do you mail a letter from Poudre's campus?
33. What number must you press before making an off-campus phone call?
34. Where are the teachers' mailboxes?
35. What do you do if you need to email **all** of the teachers?
36. Who do you contact to get in touch with the various clubs?
37. What are the consequences for having drugs or alcohol at a school event?
38. What are the rules about non-leadership students in the leadership room and leadership office

Activity Planning Sheet for _____

All committee members must have a copy. Attach additional pages as needed to final version.

Names of Committee Members

Phone Numbers

Chair _____

Detailed Description of Activity:

When and Where _____

*Activity put on calendar by _____ Date _____ Sponsor's initials _____

Who are the Participants? _____

Purpose of Activity: Describe so someone unfamiliar with event is able to understand

Additional Description: any additional information that would help further explain

Innovations from Last Year

What are your SMAT Goals for this activity?

(Specific, Measurable, Achievable, Timeline)

*Officer Signature _____

*Advisor Signature _____

Marketing

Methods and Who's on it...

How many?

Deadline

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Budget and Materials Needed for Your Activity

Item

How Many

From Where

Total Cost

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

*Advisor approved _____ Date _____

Chaperones

Teacher Name Extension Teacher Name Extension

Admin Name(s) & Ext. _____

Outside Contact

Contact Name and Email Reason to Contact Phone Number

| | | |
|--|--|--|
| | | |
|--|--|--|

Thank you's delivered by (date)_____ ***Chair Signature**_____

Day of The Event (DOE) Chronological Jobs:
Make this into poster form on DOE, display at set-up.

| Setup Activity | Who/ How Many | When |
|----------------|---------------|------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| During Activity | Who/ How Many | When |
|-----------------|---------------|------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| Cleanup Activity | Who/ How Many | When |
|------------------|---------------|------|
| | | |
| | | |

Thank You's

*Officer Signature _____

*Advisor Signature _____

The KENZO MAP:

Use this space to sketch the layout of your activity. Then copy to a larger piece of butcher paper. Include all components including chaperones, tables, bathrooms and blocked-off areas.

***Officer Signature _____ *Advisor Signature _____**

Review and Reflection:

Positives of the Activity:

| Item | Comments |
|------|----------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

To improve next time:

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |

****Final Version Only: Complete form turned in on _____ to _____ (officer)**
Advisor received on _____, signed _____

| | |
|--------------------|--|
| Date | |
| Chairperson | |
| Secretary | |

Stu-Co Leadership Hours:

Name: _____

[illegible]

Leadership Release Request

| | |
|-----------------|---------------------|
| Name of Student | Release Date/Time: |
| Cass Period: | Name of Activity: |
| Teacher's Name: | Teacher's signature |

Teachers, this request should be in your hands at least three days prior to the date of request. If this student is doing poorly in your class, or are engaged in an activity that will be impossible to make up, do not release them.

Thanks,

Jeff Brubaker & Joe Fontana

This form is to be returned to Jeff Brubaker or Joe Fontana by the requesting student.

Leadership Release Request

| | |
|-----------------|---------------------|
| Name of Student | Release Date/Time: |
| Cass Period: | Name of Activity: |
| Teacher's Name: | Teacher's signature |

Teachers, this request should be in your hands at least three days prior to the date of request. If this student is doing poorly in your class, or are engaged in an activity that will be impossible to make up, do not release them.

Thanks,

Jeff Brubaker & Joe Fontana

This form is to be returned to Jeff Brubaker or Joe Fontana by the requesting student.

Leadership Release Request

| | |
|-----------------|---------------------|
| Name of Student | Release Date/Time: |
| Cass Period: | Name of Activity: |
| Teacher's Name: | Teacher's signature |

Teachers, this request should be in your hands at least three days prior to the date of request. If this student is doing poorly in your class, or are engaged in an activity that will be impossible to make up, do not release them.

Thanks,

Jeff Brubaker & Joe Fontana

This form is to be returned to Jeff Brubaker or Joe Fontana by the requesting student.

DUE NO LATER THAN FRIDAY APRIL 22:

NO EXCEPTIONS

Poudre High School: Guest Pass

Prom: Times Square

**9pm-12am
The Drake Center
802 West Drake Road**

This guest pass will not be valid and a ticket will not be sold unless the Assistant Principal/ Dean of both Poudre and the school attended by the guest have approved it. Signature of this form by the Poudre student indicates that both the student and the guest agree to comply with all rules including those relating to drugs, alcohol and substance abuse and regulations set forth by Poudre administration. In order to enter this dance as a couple, one of the two people must be a current Poudre student. Poudre students must exit the dance with their guest. Poudre students are responsible for their guests. This is an understanding that you are responsible and liable for your guest's actions and consequences. **If violations occur, you and your guest will be subject to disciplinary actions.**

Poudre student's initial _____ Parents initials _____

ALL POUFRE STUDENTS AND GUESTS MUST SHOW A PHOTO I.D. AT THE DANCE.

NO EXCEPTIONS AND NO REFUNDS.

Poudre Student Information

PLEASE PRINT:

Name of Poudre student _____ Phone number _____

Grade: (Circle one) 11 12 Poudre student ID Number _____

Signature of Poudre
student _____

(Your signature acknowledges that you will follow Poudre High School rules including those related to tobacco, drugs, alcohol, and substance abuse and will abide by the consequences of violating them.)

POUDRE PARENT/GUARDIAN INFORMATION

Print name _____
(Parent/Guardian of Poudre Student)

Emergency Phone number _____

Signature of parent _____

My son/daughter has my permission to bring this guest, and I will be available at the number listed if called by the school in the event of a problem. Your signature acknowledges that your son or daughter is responsible for the actions of their guest and that all school rules will be abided by, including those relating to tobacco, drugs, alcohol, and substance abuse and will abide by the consequences of violating them. You also approve of your student taking the guest listed on other side of paper.

In the event of an emergency do you authorize the on duty Poudre Staff to have your child treated / transported?

Circle one: YES NO

If not, what are your wishes? _____

POUDRE ADMINISTRATOR SIGNATURE (ONLY SIGN WHEN COMPLETELY FILLED OUT)

SIGNATURE:

DATE:

RETURN TO TICKET SALES TABLE WHEN COMPLETED

Guest Information:

(POUDRE STUDENT'S NAME _____)

A PARENT/GUARDIAN SIGNATURE IS REQUIRED FOR ALL GUESTS REGARDLESS OF AGE!
This is a high school function.

PLEASE PRINT:

Print Name of Guest _____ Phone number _____

Grade: (Circle one) 9 10 11 12 out of school college or university

Signature of guest _____
(Your signature acknowledges that you will follow Poudre High School rules including those related to tobacco, drugs, alcohol, and substance abuse and will abide by the consequences of violating them.)

Home Address _____ / _____
Street Number City

Age of Guest _____ Guest's Picture ID / Drivers License

(Must be between 14-20 years old) (Photo ID must be presented at DANCE)

Guest PARENT/GUARDIAN Information

Print name _____
(Parent/Guardian of Guest)

Emergency Phone number or pager _____
(Parent/Guardian signature is required regardless of age as individual is attending a HIGH SCHOOL FUNCTION)

Signature of guest's parent _____
(Your signature acknowledges that your son or daughter will follow Poudre High School rules including those related to tobacco, drugs, alcohol, and substance abuse.)

A PARENT/GUARDIAN SIGNATURE IS REQUIRED FOR ALL GUESTS REGARDLESS OF AGE!!

In the event of an emergency do you authorize the on duty Poudre Staff to have your child treated / transported?
Circle one: YES NO

If not, what are your wishes? _____
Name of Guest's School or Employer _____
(If your guest does not attend school, please provide his/her place of employment)
Guest's School / Employer address _____ / _____
Street Number City
PHONE # of School / Employer () _____

GUEST'S SCHOOL ADMINISTRATOR NAME/ SIGNATURE or WORK SUPERVISOR

Print Name _____ Title _____

Signature _____ Date _____

"Legacy Project"

"Never doubt that a small group of dedicated and concerned citizens can change the world. Indeed it is the only thing that ever has"
Margaret Meade

What are the major issues facing M-A? This is the question we asked ourselves at the beginning of the year. With the Class Officers doing a great job with their activities it will now allow Leadership to be a real "government"... a government that looks at the issues, brainstorms solutions and makes positive change for their community.

You are now going to be given the opportunity to plant a seed for positive change. There are no limits to what you can do except for the limits you put on yourself. Most of the projects will be completed this school year. Some may be a planting of a seed and come to grow in years to come. It will be your choice.

Past Legacy Projects:

-Quotes in the Halls- RISE (Finished project)

- Hall of Fame (Seed planted by Leadership and completed by students, admin. and parents)
- This leadership room (seed planted 3 years ago by Leadership and completed last year) --Recruitment of Leadership students (initially by Kristi Brandon and continued since)
- Freshmen Transition (project brought from Woodside and initially implemented in Leadership)
- Canned Food Drive successes continued this year by all of you
- 49ers Academy (start a Leadership training program with their new Student Council)- **Not completed**
- Officer training-**Completed**
- Bus Passes- **almost completed**

Some ideas for future projects:

- An amazing mural (Mr. LeClaire and his art classes may be interested in helping)
- A club that promotes college attendance after high school
- Unity Club
- Recruitment for next year
- World Studies AS vs. regular (**in process**)
- a new baseball field

Requirements:

- Group Numbers: 2-5 people (If more people are needed for your specific project, please talk to Fontana)
- must be permanent (semi-permanent) i.e. not a trash pick-up instead a campaign to promote a clean campus

What do I need to turn in?

1. Provide an initial typed proposal about the project addressing all of the following:

state goals, need and purpose of the project, who will be served? (how many students, teachers, administrators, grade level, etc.) What teachers are involved? Who will be responsible for the project? Time frame – (one week? Five years?) How will we know if the project is making a difference?

2. All Activity Planning Forms must be completed perfectly, including a budget (There is \$\$ available!)

When is it due?

- Must be completed by the end of quarter, or if a seed planting, it must be planned to completion so someone else can pick it up and go with it
- All Deadlines you create for your project must be hit.

How will I be graded?

Graded upon completion, effort, planning forms, meeting deadlines and overall legacy effectiveness

1st Semester: Job List

| Job Description | Number Time Commitment | Name/s |
|---|---|----------|
| Passing Period Announcements | Communicate with ? to get announcements read | |
| PoudreNews TV Announcements | Communicate with Video class get stories in | |
| DJ's | Responsibility is to get clean CD's and have them ready for each music Friday | 1. 2. |
| Monthly Email Communication (TMIL) This Month in Leadership Stu Co, Stu Co Leadership Parents, PTA, Newsletter Articles | A one page synopsis of what's happened and what's happening next month | 1. 2. |
| Birthday person | A sucker for each student and staff BD delivered to 3rd period teachers | 1. 2. |
| Class Uniter- Plan an activity for leadership class to unite and bond | 1 event per semester | 1. 2. |
| Staff Liaisons: These people are in charge of doing something simple and nice for our staff twice per month (Breakfasts, Pay Day candy Bars, etc.) | 9 events: Some very small (Candy Bars, some larger!) | 1. 2. |
| Community Service Coordinators | Develop, schedule and implement Service for the Class (Block Days every other week) | 1. 2. |
| Bagels or Donuts: Each Friday we will have Bagels or donuts for the staff | Set up, delivery, obtain \$ from ?? | |
| Design Web Page | ?? | |
| Weekly Update of Web Page | Weekly 20 minutes | |
| Parent Liaisons: These people will bring Stu-Co parents together for two "gatherings" (Potluck) and enlisting each of the parents to volunteer at one of our events throughout the year | Two gatherings and endless phone calls to enlist the volunteers.... A letter to each parent introducing yourself and explaining your role | |
| Photographers/Historian: Every Stu-Co activity. Put a Powerpoint Presentation together of events | Each activity with a digital camera | |
| School Beautification | Design and implement 2 projects per semester to beautify Poudre (Class will do the work after you plan it) | 1. 2. |
| Team Building | Responsible for creating a lesson every two weeks for there class in team building | 1. 2. |
| Leadership Birthdays | Celebrate birthday | |
| Custodian THANKS Team | Once per quarter | |
| Office Support Staff THANKS Team | Once per quarter | |
| Window Painters | | |

Officer Responsibilities by First Name

| Name | Jobs |
|------|--|
| | |
| | <ul style="list-style-type: none"> • Evaluations and Attendance • 'A' Lists – Speeches, Class Leading, 10 min Skills, SSR reading, Officer Mtg Leaders • Minutes for each day |
| | <ul style="list-style-type: none"> • Cleaning Manager • Agenda for each day; L'ship Quote of the Day |
| | <ul style="list-style-type: none"> • Cleaning Manager • Administration liaison • Monitor groups of Friends • Updating Activities in Progress board |
| | <ul style="list-style-type: none"> • Detailed Lists (email, phone, officers) • Leadership Job Manager • Type Weekly Schedule • Administration liaison |
| | <ul style="list-style-type: none"> • Communication Liaison • Evaluations and Attendance • Play Activities for Officers |
| | <ul style="list-style-type: none"> • Volunteer lists for all events • Making Copies • 'A' Lists– Speeches, Class Leading, 10 min Skills, SSR reading, Officer Mtg Leaders • Play Activities for Officers |
| | <ul style="list-style-type: none"> • Leadership Job Manager • Officer meeting agendas • Play activities for all students in Leadership • Banker of Knowledge • Supply Coordinator for All Classes |
| | <ul style="list-style-type: none"> • Written Communication with L'ship Parents (Monthly); PTA Liaison, Trivocis Articles • Calendar of Events: Students, Admin and on Groupwise • Store Managers: Treasurers |

Red Green Lesson Plan

Description:

The students are split in four groups given the simple instructions to vote “red” or “green”. Point awarded based on how the groups vote. The students are rewarded for voting together and falsely rewarded for betraying the group.

Objectives:

Throughout the course of this exercise the participants will:

- utilize the art of diplomacy and compromise
- discover the power of one’s word
- become conscious of what the trappings of power can do to a group and a person.
- reflect on their own actions as it relates to their word, their world and power

Time Needed:

Approximately one class period with periodic follow ups as the Unit progresses.

Follow-up Activities:

Dr. Seuss: Yertle the Turtle

Debriefing Questions:

1. Who won?
2. What caused the end result?
3. Who really had the power?
4. What factors encouraged your group to act in the way it did?
5. Is it easier to lie to friends or people you do not know?
6. How much did your conscious suffer when you betrayed your word?
7. Did you want to take your group in a different direction?
8. What kept you from acting?
9. How does this “game” relate to the way you make decisions in your group of friends?
10. How does it relate to the way countries act towards each other?

Card House Game Team Building

Description:

The students are split in teams of four students per team and given the simple instructions to build the tallest strongest card house out of 4" x 6" index cards. Simple rules are everyone must participate and no one can talk. Other students are expected to observe and write what they see occurring in the group. Each group builds their own house and theoretically "learns" from those who came before.

Objectives:

Throughout the course of this exercise the participants will:

- Participate as a team to accomplish a simple task
- Deal with "adversity" as the student leader will enhance the rules i.e. knock over the house, blindfold one team member, tie hands behind back etc.
- As a result of this came the instructor will be able to determine the leaders of the class and be able to utilize them in positive ways throughout the school year.

Time Needed

Approximately one class period.

Follow-up Activities:

Card House Game Questions:

1. Describe the most striking observation you had during the course of the game?
2. At what point was there a real learning moment for the groups?
3. What happened to the group's excitement and work ethic when the card house was destroyed?
4. What was your role?
5. How did you interact with the others in your group?
6. Is this a common role for you?
7. In what ways could your team improved?
8. In what ways could you have improved the success of your team?
9. What will you do to make sure you are not the cause of this "destruction" within the groups you are in?
10. How does this game relate to what we are doing in our classes?
11. What symbolism could the card house have for our mission?
12. What about the individual cards, what is their symbolism?
13. If you had to pick our "foundation" cards what would they be?
14. What will you take from this exercise that is valuable?

Discussion of Samantha Smith, power of ideas, 100th Monkey, how ideas spread and are improved upon, learning from those who came before us

Observation Sheet

Name _____

Group 1

Group 2

Group 3

Weekly Lessons designed and taught by members of the class

Skills Lessons

- Time-Management
- Priorities
- Delegating (Lesson)
- Obstacles (Lesson)
- Visualizing the end result (Lesson)
- Conflict Resolution---Dealing with Problems in the class (not showing up to the cart) (Side-conversations) (Letting the students know who to go to when they have a problem)
- 10 Minute Lessons
- Prioritizing Tasks Lesson: Each Day with a Map
- Evaluation and Legacy
- De-Briefing Events (Keeping it Real)
- Personality Styles (Lesson)
- Creating Upcoming Events Sheets for Freshmen Transition
- Mixers and Icebreakers
- How to Market an Activity (Lesson)
- “Success Is a Choice” (Lesson)
- “How to Study Leadership” (Lesson)

Other Ideas

- Public Relations
- Training Peer Mentors
- Create Leadership Reading List
- Community Projects and Relations
- Implement Mentoring Program-Logistics
- Oversee Sat. In-Service Days-6th period
- Freshmen Teacher Relations/ Teacher Relations and Appreciation. 5th and 6th perio

Increasing School Pride with a Broom and a Dustpan

I'm looking for just 3-5 volunteers to help make M-A an even cleaner place:

Bothered by students that leave trash lying around, and not recycling?

Room a little dusty at times?

Windows not quite as clean as yours at home?

Wanting to increase student "school spirit" and caring about their school?

Wish you had an answer to any or all of these?

You've got to know our Custodial Staff does a great job. Antonio and his do the best they can with the resources available.

In Japan and some private schools in the USA the **students, teachers and administrators** clean the school each day. The entire school from kindergarten to high school levels takes the last 15-20 minutes of each school day and mop, sweep, dust, empty trash, etc. It is truly an amazing site. There is no graffiti on the walls, litter on the floor or gum stuck to desks. **We can do it here.** The students are ready and if you don't think you can sell it to your students, dust off your Mark Twain novels and re-read the white washing of the fence section of Tom Sawyer (Huck Finn?)

Issues:

Why should I do this? Don't we have custodians to do this work?

This is our place and we should take care of it. Most people will not trash out areas they are responsible for keeping clean. If you have been here longer than five years you know what a dump this place was before the bond monies starting dribbling into our school. Many of you have newly remodeled classrooms that ought to stay nice for more than a year.

I don't think they will do it!

This project is not for you. They will buy in if you buy in.

Using class time?

Just do it once per week per class! I have done this project at my two previous schools and it has proven to be a success. The custodians did not come into my classroom to clean. The students and myself cleaned it. Once the students know their jobs and the system, it takes less than five minutes and that includes vacuuming each day. Go to the woodshop or to the Cooking Classes and watch their classes do the same thing.

How do I organize it?

I will give you my organizational list of assignments and jobs and personally come to your class and help sell it to your students. Antonio and I will make sure you have the implements of cleaning you need i.e. rags spray bottles, brooms, and vacuums.

What are the benefits for me?

1. a cleaner room
2. students and teachers who will start to take additional pride in their school
3. bonding amongst the students in your classes
4. "ownership" of the school on a very grassroots and individual level
5. Antonio's promise to do additional often-neglected work in the areas that participate (Projects that have been neglected due to lack of custodial personnel available)
6. fabulous prizes!

HOW DO I SIGN UP? Keep reading!

You have three choices:

1. **(TRP)The Trash/Recycle Plan-** You and your students will empty the trash and recycling on a daily basis in the appropriate bins outside your classroom. (Yes we will have recycle bins available)
2. **(FP) The Friday Plan-** You and your students will clean the entire room Fridays; top to bottom recycling, garbage, floors, board
3. **(F-squared) The Full Fonti-** We got it all, custodians just check in weekly.

You will be supplied with whatever implements of cleaning you will need. (This includes a vacuum or two!)

Adopt-A-Hallway-COMING SOON!!! (Clubs will be in charge of certain areas on campus and "patrol" them daily

Class Advisors Proposal

If enacted, this proposal would provide an increased level of involvement of the students as well as provide a greater number of activities for the general student body.

Each class would have two advisors; each of these advisors would be compensated at a rate of \$2500 per year. A panel consisting of the Assistant Principal in charge of Student Activities, the Student Activities Director and the Student Body President will hire them.

Specific Activities:

| Frosh Advisors | Soph Advisors: | Juniors Advisors: | Seniors Advisors: |
|---|--|--|--|
| Summer Freshmen Orientation with assistance of LINK | Summer | Summer | Summer |
| Fall Bi-monthly meetings Freshmen Dance (with Senior's assistance) Spirit Week Freshmen Elections Quarterly Fundraiser of \$200 minimum | Fall Bi-monthly meetings Spirit Week Quarterly Service project of 4 hours minimum Planned activity for Class Quarterly Fundraiser of \$300 | Fall Bi-monthly meetings Spirit Week Quarterly Service project of 4 hours minimum Planned activity for Class Quarterly Fundraiser of \$400 | Fall Assist Freshmen with Freshmen Dance Spirit Week Bi-monthly meetings Planned activity for Class Quarterly Service project of 4 hours minimum Quarterly Fundraiser of \$500 |
| Winter Bi-monthly meetings Quarterly Fundraiser of \$200 minimum | Winter Class Rings Bi-monthly meetings Quarterly Service project of 4 hours minimum Planned activity for Class Quarterly Fundraiser of \$300 | Winter Bi-monthly meetings Quarterly Service project of 4 hours minimum Planned activity for Class Quarterly Fundraiser of \$400 | Winter Bi-monthly meetings Quarterly Service project of 4 hours minimum Planned activity for Class Quarterly Fundraiser of \$500 Winter Formal Dance |
| Spring Bi-monthly meetings Quarterly Service project of 4 hours minimum Quarterly Fundraiser of \$200 minimum | Spring Bi-monthly meetings Quarterly Service project of 4 hours minimum Planned activity for Class Quarterly Fundraiser of \$300 | Spring Bi-monthly meetings Quarterly Service project of 4 hours minimum Quarterly Fundraiser of \$400 Planned activity for Class Prom Graduation assistance | Spring Bi-monthly meetings Senior Week Activities Quarterly Service project of 4 hours minimum Quarterly Fundraiser of \$500 minimum Senior Week (Picnic, Senior Farewell) Graduation |

Club Training Day Evaluation

Workshops: Please help us improve upon Club Training Day for Next year.

How to be Organized

On a scale of 1-10 (10 being best) Rate this workshop

Circle your choice: 1 2 3 4 5 6 7 8 9 10

Presenter:

Material: Preparation, organization etc.

What part did you like?

Areas to Improve?

Fundraising

On a scale of 1-10 (10 being best) Rate this workshop

Circle your choice: 1 2 3 4 5 6 7 8 9 10

Presenter:

Material: Preparation, organization etc.

What part did you like?

Areas to Improve?

Planning for the future of your Club

On a scale of 1-10 (10 being best) Rate this workshop

Circle your choice: 1 2 3 4 5 6 7 8 9 10

Presenter:

Material: Preparation, organization etc.

What part did you like?

Areas to Improve?

Club Training Day Evaluation

How to Run a Meeting

On a scale of 1-10 (10 being best) Rate this workshop

Circle your choice: 1 2 3 4 5 6 7 8 9 10

Presenter:

Material: Preparation, organization etc.

What part did you like?

Areas to Improve?

Mission to Goals

On a scale of 1-10 (10 being best) Rate this workshop

Circle your choice: 1 2 3 4 5 6 7 8 9 10

Presenter:

Material: Preparation, organization etc.

What part did you like?

Areas to Improve?

Next Year we need to include these topics in Club Training Day

3 Things I learned today



VIRTUAL DEAN
SOFTWARE

www.virtualdean.com



EZDance

THE ONLINE ticket sales and tracking program that uses bar code-scanning technology and students' school IDs to eliminate paper tickets altogether. Gone are the days of having to spend money on printed tickets that are easy to re-sell, lose, or counterfeit. Also gone are the long lines created by checking kids in with long, printed lists and highlighters. EZDance offers streamlined, instant tabulation accounting system so you can keep track of every dollar in real time, as well as a lightning quick check-in and check-out system for all your school dances and events. Because EZDance is web-based, handheld mobile devices and tablets can be used for ticket sales before the dance and check-in on the big night. Most importantly, EZDance helps create a more secure environment at your event by ensuring that you know every person that is in attendance, as well as when they arrive and leave.



EZClub

THE ONLINE club participation and attendance program. This web-based application is a club sponsor's best friend. With the click of a mouse, they can create rosters for any club, sport or meeting. It allows them to track participation and attendance of their clubs by a simple scan of the students' IDs. EZClub creates reports to outline who is showing up and participating in meetings over any period of time. It can also keep the minutes of each meeting and archive them for future use. Why use scribbled-on notebooks that can get lost or ruined when you can use a comprehensive database to keep your club organized?



Truancy Buster

THE ONLINE attendance enforcement software. One of the biggest challenges in education today is the increasing number of students who are missing class on a regular basis. This program has proven track record of identifying these students and holding them accountable for the time they've missed. Working in concert with your school's information system, Truancy Buster is designed to dramatically reduce unexcused absences and tardies by tracking student attendance and implementing a tested disciplinary system to eliminate repeat offenders. Truancy Buster can be customized to fit your school's attendance policy and is an essential program for any school that is looking to improve their attendance numbers.



EZTrax

THE ONLINE: emergency and non-emergency check in/attendance program. Non-emergency application; field trip check-in quick and efficiently. Get those students on and off the bus in a snap. Also you will be prepared for any emergency situation in which you need to move your student body off campus. Emergency on or offsite student check-in/check-out for administrators.



EZFunds

THE ONLINE fundraising and accounting tool. For use with any club or sport, EZFunds is a comprehensive program designed to manage all aspects of your club's fundraising. This web-based program is able to track fundraising by type, student or group, creating opportunities for students to pursue multiple fundraising methods, while allowing administrators to track total funds raised. EZFunds takes the work out of follow up, with tools to send donor receipts, measure progress, and notify students of donations received. Students want to know who has supported them? EZFunds intuitive user interface reveals funder details to students, so you no longer have to be the middleman.



EZVote

THE ONLINE voting program, designed to greatly simplify the election process at your school. EZVote takes the tedious task of tabulating votes and does it instantly, saving teachers and students countless hours and eliminating any chance for error. No more hanging chads or long lines, your elections for Student Council, royalty or team captain can be done in minutes.



EZAuction

An incredible online Auction Check-in and checkout and billing program, you can't live without. You can pre-register bidders, track live and silent items, tabulate totals and have real time totals for quick and painless check-out. Keeps your silent auction open longer to create greater revenue. Receipts, and thank you emails generated and sent as checkout occurs.