

F-4: Tips for keeping dances clean-Matt Soeth

Leadership Activity

An Idea by Sue Dowty

Top 10 Clean Dancing Tips

With “dirty dancing” all the rage on MTV, our students need guidance on how to dance “clean” at school events. Here are some tips to help you help your students learn appropriate dancing behavior.

10. Have clear dance expectations. These can be as simple as “no front-to-back dancing,” and “no grinding” or can be spelled out in more detail if you think it is necessary to do so. Whatever the expectations are, teach them in homeroom and make a video of clean dancing to show on video morning announcements or at lunch.

9. Empower chaperones to step in. Brief chaperones on expectations and have them moving through the dance area. Let the chaperones know that they are expected to say something to students who are dancing inappropriately – something simple like “keep it clean, please!” Often just an adult presence can help students make the correct choice in dance moves.

8. Have a student team to keep it clean. This team can wear hats with flashing lights and referee shirts or T-shirts with “Security” on them, and move around the dance floor. When they see someone dancing inappropriately they flash their red lights to get their attention to stop.

7. Print your dance policy on the tickets. Clearly state on the ticket that those who decide to violate the dance policy will be asked to leave. Then, if someone does violate policy, escort that student out. If you do this once or twice, word will get out that you will not tolerate bad dance moves.

6. Call parents if students are asked to leave and have the student explain to their parents why they are no longer welcome at the dance.

5. Make your dances fun so no one will want to miss out on them. This way, students won’t want to risk dirty dancing if it means they can’t stay for the entire time.

4. Use a visual indicator if a student has been warned. Upon entering the dance, give each student a party bracelet. Paper wristbands work just fine, but some DJs offer plastic ones in the same style as the Live Strong bands. If the student is warned about dirty dancing, the chaperone or staff member takes the bracelet away. This way, if another adult catches them dirty dancing and they don’t have the bracelet on, the adult knows they have already been warned once and the student is asked to leave.

3. Turn off the music if there is too much dirty dancing. Stop the fun then and there and the party is over. Do this once and word will get out that you mean business.

2. Make future dances conditional on good behavior. Let students know that the number of dances will be reduced or eliminated if behavior is inappropriate.

1. Use a good DJ. To find a DJ who works well with schools, check references, call other advisors to see who they use, and check with your state executive director. Once you find a good DJ who will work with you to keep your dances clean by playing radio versions of music and who will control the atmosphere, book him or her for all your dances. A good DJ will work with you to have a dance everyone – students, parents, chaperones, and staff members – feels comfortable at.

Ice Breaker

An idea from Kim Karr, Excelsior Middle School, KKarr@byron.k12.ca.us

◆ **Woosh:** Students get in a circle and pass an invisible ball and as they pass it they say, “Woosh.” The recipient can say:

 © Whoa: Blocks the ball and the passer must pass the ball to someone else. You can not Whoa a Whoa.

 ©Bong: Student with ball puts hand above head and squats and says, “Bong.” The circle then joins in too.

 ©Zap: Student can “ZAP” a student by pointing with both hands at target. You can not Zap your neighbors.

 © Groove-a-licious: Student goes into the circle and waves hands, yelling “Groove-a-licious.” Circle joins in.

□□□□□□□□□□ □ © Superstar: Student yells, “Superstar” and everyone switch spots in the circle.

Ice Breaker

An idea from Kim Karr, Excelsior Middle School, KKarr@byron.k12.ca.us

◆ **Inspirational Touch:** Participants lie face down on the ground or sit in a circle with their backs facing outward with their eyes shut. Once everyone is comfortable the facilitator will tap the individual that the “someone statement” most pertains to (they can select more than one for each statement). Once the facilitator has read through several statements the tapers will resume their positions on the floor with eyes closed and the next group will be selected.

- © Touch someone who has made an impact on your life.
- © Touch someone who makes you laugh.
- © Touch someone who you have learned something from.
- © Touch someone who makes you smile.
- © Touch someone who could be your brother or sister.

Leadership Lesson

An idea from Kim Karr, Excelsior Middle School, KKarr@byron.k12.ca.us

♦ **Zipper Tag**: Divide into small families. Other families try to UNZIP you by making downward motion on one's back. Your families can ZIP UP frozen players with the upward motion.

© Round 1: Family members can talk (1 minute planning with family)

© Round 2: Family members can NOT talk (1 minute planning with family)

© Round 3: No FAMILIES, everyone is alone. Unzipped players are frozen for entire game.

Follow Up Questions in Families:

© Do we sometimes unzip our own family and friends? How?

© Do we sometimes unzip ourselves? How?

© How can we zip up others? Ourselves?

© Who zips you up in your life? How?

© What would the world be like if there was no one to zip you up?

Leadership Lesson

An idea from Kim Karr, Excelsior Middle School, KKarr@byron.k12.ca.us

◆ **Team Towers:** Each team try's to build the largest tower out of cans. Each team needs 10 aluminum cans, blindfolds & marshmallows.

- © Each team has 2 minutes to build the tallest tower
- © 2 Team members are blindfolded and are the ONLY ones who can touch the cans.
- © Students can throw marshmallows at other teams cans
- © After 2 minutes no more cans or marshmallows can be touched.
- © Students must stay within their team's area
- © If your tower gets knocked down, continue to re-build until time is called

Follow up Questions in Team:

- © Were you successful in building the tallest tower? Why or why not?
- © What role did each person play in building the tower?
- © In order to build the tallest tower, why was teamwork needed?
- © What was the impact of the marshmallow?
- © What do you think the marshmallows could represent in our ASB?
- © What are some real life "marshmallows" or obstacles?
- © How can we avoid or overcome some of these obstacles, so we can reach our goals?

Leadership Lesson

An idea from Kim Karr, Excelsior Middle School, KKarr@byron.k12.ca.us

◆ Listening Test:

1. In this list of names-George, John, David, Adam, James, Grace- which begin with a j?
Underneath your answer write the numbers 2a and 2b
2. Suppose you were given these directions: “ Go to Room 3-1-5 and look in the lower right-hand drawer and bring me all the boxes of pencils that are left there.”
 - a. Would you look in the right or left hand drawer?
 - b. Would you go to room 5-3-1, 3-1-5, or 1-3-5?
3. Answer true or false to this:
“In the list of words: BEE, SEE, FREE, GLEE, FLEA, ME the second word mentioned is FREE.”
4. Your wife asks you to bring home meat, milk, cheese, bread. You bring home milk, peas, bread, and meat. What did you forget?
5. You are the driver of a school bus. At the first stop, thirteen children get on. At the next stop five children get on and two get off. At the next stop eight children get on. At the next stop, four children get on and one sneaks off. How old is the bus driver?

Each Question is worth 20 points.

100- Excellent Listener 90- Good Listener 80- Fair, Can improve 70-Need Help! 60 or below- PAY ATTENTION MORE
Lesson That Teaches

Leadership Lesson

An idea from Kim Karr, Excelsior Middle School, KKarr@byron.k12.ca.us

"Here I Am" or "There You Are"

Write on the board, "Here I Am" or "There You Are".

Have the students sit in a horse shoe circle and place a chair in the front. Tell the students to sit in the chair and start a statement off with either "Here I am..." or "There you are..." They need to finish the statement. Do not give them any examples. You might have to wait a minute to get someone brave enough to do it. But it is neat to see what they say.

Examples that my students have said,

"Here I am a hockey player for the Heats."

"Here I am the best Call of Duty 4 player."

"There you are a great friend."

"There you are a great basketball player."

Let them keep doing it for about 10 minutes. It is ok if they go 2 or more times. Hopefully the quieter ones will go at some point, but it takes them some time to get comfortable.

Then I sit in the chair telling them about a student who once sat in the chair saying this...

"Here I am..actually talking in front of class for the first time and there you are wondering who this guy is or even amazed that he does talk."

More and more people are becoming all about "Here I am" and not about "There you are." Stop and take a look at yourself. Are you a person who is only about yourself or do you care about other people.

Challenge:

If you worry about other people, have confidence in yourself to say "Here I am!" instead of always being in the shadow.

If you were about yourself...start finding the good in others. Start saying, "There you are..."

Leadership Lesson**An idea from Ron Jones, Retired, Del Oro High School, ronjones@ncbb.net****Movie Scenes To Use For Additional Lessons on “Choice”:**

The following movie clips can be used as springboards for discussions

16 minutes and 13 seconds into the movie “All the Pretty Horses” two partners are discussing reclaiming a horse. Lacey Rawlins says to Grady, “Every dumb thing I’ve ever done in my life, there was a decision I made before that got me into it. It was never the dumb thing; it was always some choice I made before it.”

46 minutes and 30 seconds into the movie “Dangerous Minds” former Marine LouAnne Johnson, a first-year high school teacher, addresses the matter of choice.

There is also a scene in the movie “A Knight’s Tale” where William Thacker, who has been passing himself off as a knight, chooses to face the authorities instead of running away, as recommended by his friends. He is found guilty of impersonating a knight, imprisoned, placed in the stocks, and finally pardoned by the Prince. It begins 1 hour, 47 minutes, and 25 seconds into the movie and continues for about 10 minutes. This section contains several scenes that can be used for leadership.

Leadership Lesson

An idea from Ron Jones, Retired, Del Oro High School, ronjones@ncbb.net

IT'S YOUR CHOICE: This lesson is useful in helping groups discover how we make choices and the impact they have on our lives. It may be helpful to point out that our happiness, attitude, integrity, work ethic, responsibility, success, dedication, commitment, and so forth are all results of our choices.

INSTRUCTIONS: Explain that you will shuffle the deck of cards and then cut it, turning up either a red or black card. Have participants predict which color it will be, standing on one side of the room if they believe that it will be red and the other side of the room if they believe it will be black. Cut the deck and show the card to the group. Those who chose the opposite color of the card selected are asked to sit down while those who selected the color drawn are asked to choose again. Continue having them choose red or black for successive cuts of the deck until there is a single winner.

PROCESSING QUESTIONS: You may choose to ask questions like:

- How did you decide where to stand for the first card?
- Are there times in life that we have to make decisions based on our best guess? Give examples.
- Did you base your choice on intuition? Was your intuition correct? Can you normally trust your intuition?
- What role, if any, does intuition play in decisions you make each day?
- Did friends or people you trust, respect, or consider lucky influence your selection?
- Are decisions based on what others do, say, or think always best for us? Why? Why not?
- How did the laws of probability enter into your choice(s) of red or black during the activity? Give examples of decisions you make based on information that leads you to predict a certain outcome?

- Did luck play a factor in this activity? If so, how? Is there a correlation between opportunity and luck?
- What else did you learn from this activity?

Leadership Fun Activity

An idea from Anna Ripken – Wicklund Elementary School aripken@sjcoe.net

Activity

<p>Hula Water Blob Catch</p>	<p>3 students are needed. One is holding the hula hoop which is covered with the saran wrap. 2 other students are 15' away with a bucket and paper towel roll. Timed for one minute students take turns to soak paper towel in bucket of water and toss over to student holding hula hoop. Team with the most globs caught wins. Materials: Hula hoop, saranwrap, paper towels, bucket, water, watch</p>
---	--

Leadership Fun Activity

An idea from Anna Ripken – Wicklund Elementary School aripken@sjcoe.net

Activity

Mystery Bag Relay	Each team has four participants. The first person runs out, takes one item out of the bag, eats it, then runs back and tags the next participant. Once a player has eaten her item, she must shout a predetermined slogan (i.e.: "We're number One!" to a judge, etc.) then indicates that she may return to her team.)
--------------------------	---

Leadership Fun Activity

An idea from Anna Ripken – Wicklund Elementary School aripken@sjcoe.net

Activity

T- shirt Water Pass Relay	6 Students stand in a line; one student is lying on the ground with a soda pop bottle over their face. At the opposite end of the line on the ground there is a bucket of water with a t-shirt in it. Students on the whistle will pass the wet t-shirt over head and under legs for the next person until they get to the end person on the ground. They then squeeze the water out of t-shirt into the soda pop bottle. The squeezer then runs to the bucket and the process starts over again. The group that reaches the water first wins.
--------------------------------------	--

Leadership Fun Activity

An idea from Anna Ripken – Wicklund Elementary School aripken@sjcoe.net

Activity

Water Balloon Toss	2 people stand across from one another at a predetermined distance. Then they toss back and forth. Then take a step back with each successful toss. Last to have a full water balloon wins
---------------------------	--

Leadership Fun Activity

An idea from Anna Ripken – Wicklund Elementary School aripken@sjcoe.net

Activity

Donut Hang	One blindfolded kid from each team approaches a donut that is hanging on a string. With the assistance of a guide, the blindfolded kid eats the donut as quickly as possible. The guide may give instructions. But neither the guide nor the participant may touch the donut or the string with their hands.
-------------------	--

Leadership Lesson

An idea from ... Linda Cooper, Ceres High School, (209) 556-1920, lcooper@ceres.k12.ca.us

Multi Culture Week Activities

Find out the diversity of your school and plan your multi culture week around different ethnic backgrounds from your school. Lunch activities every day connected to different cultures and their “games.” We do a booklet of activities that we hand out to each teacher to be used in every classroom based on the ethnic backgrounds of our students. This is our third food court of the year and we tell the advisers to work on ethnic foods. We give them the list of ethnic backgrounds. We usually do this the week before Spring Break so that last day is a total Multi Culture day. Two things happen that day. We have the “outside activities” which includes a DJ on the stage, entertainment on the stage, the food court, inflatable games, a balloon artist, magician, strolling magicians, face painting artists, and much more. We flip it with the Assembly which includes talented students from different ethnic backgrounds performing such as our Lip Sync team, Punjabi dancers, Hawaiian dancers, singers, sword dancing, bagpipes, Indian dancers both mid eastern and western, Tahitian dancers, Mexican bands and dancers, a stomp dance team, break dancers, and much more. The day is run with a special A – B schedule – half of the school is at the assembly and the other half is outside, everyone goes to class in between so that the performers and workers have time to eat and play and then we switch. The whole school looks forward to this day – great food, fun, and entertainment plus they actually learn something about other cultures. Can send schedule, teacher

information, and booklet information.

Leadership Activity

An idea by Lori Burrow, Activities Director/Teacher/Coach, Sutter Union High School, PO Box 498 Sutter, CA 95982, (530) 822-5161 ext 224. lburrow@sutterhigh.k12.ca.us

STARTING YOUR YEAR OFF RIGHT

PLANNING RETREAT

Each summer our ASB officers attend a Planning Retreat for a weekend. We always choose a location out of town so that we can stay focused on our tasks. We plan the school year activities and discuss possible fundraising and community service events. We also find that this gives a chance to bond and to develop a "team" attitude!

FIRST DAY OF SCHOOL

On the first day of school, our ASB officers and Senior Class Officers help with distributing student class locator cards. This gives the ASB Officers an opportunity to "meet and greet" students. In the afternoon, we also have a "Welcome Rally" with introductory speeches by ASB Officers, a welcome address by our principal and Activities Director. We view a short DVD of Student Activities to encourage students to become involved in various clubs, sports and campus organizations. As the students depart the gym, we distribute candy with motivational quotes!

CLUB AWARENESS DAY

During the second week of school, we host a Club Awareness Day during lunch to allow students the opportunity to find out about various school clubs and organizations. Each club is invited to set-up a booth

in the quad and distribute information, play games, give out prizes, and take sign-ups for membership. The Senior Class hosts a barbecue as their first fundraiser of the year during the event to encourage students to stay on campus and join in the fun! Club Advisors have found that their membership has increased dramatically as a result of the event!

Leadership Activity

An idea by Melissa.dickinson@wjusd.org Douglass Middle School

We have Monday Commission Meetings – where the groups get together and talk about what needs to be done. I have a form that they use which the following questions on it:

Commission:

What is/are the activities?

Brainstorming tasks/rank/ set dates?

What ifs?

Then I have them write their Do/Doing/Dones on a piece of butcher paper and they are on the wall so everyone knows what is going on.

Leadership Activity

An idea by Melissa.dickinson@wjUSD.org Douglass Middle School

Teacher Appreciation Holiday Card

Assign the students in partners a teacher/staff member from your school. We have our staff fill out surveys at the beginning of the year so that we can personalize their gifts. Then have the students make a personal holiday card for the staff member they are assigned.

The card must include the following:

- lots of pictures of things they like or just to decorate it (you can draw it, cut it from a magazine, or print it off of a computer).
- A special comment just from you which will be put in the middle of your card.
- 10 comments (ask students or staff members that know this person and paste them around the card).
- A picture of you and the staff member (we usually take these and put them in right at the

end).

- A gift just for them. It doesn't have to be expensive, just something the teacher/staff member likes (a Starbuck's card, movie ticket, chocolate, etc.)

Leadership Activity

An idea by Patricia Dornan, Retired Activities Director, doornob22000@yahoo.com

My favorite lesson is a Service learning program. Students get in teams of 2 or 3 and start to investigate any charity. They are encouraged to consider local groups as they will be working with that group. They then meet with the leaders of the group and talk about how the students can make a difference. They might meet with a senior resident and set up some computer classes or talk with local family homeless shelter to collect soap and shampoo and cereal for the shelter. The students have to submit a detailed plan as to what they want to accomplish and all the steps that are needed to reach their goal. Student teams meet with the teacher weekly to show their progress or lack of progress. These weekly meetings help to focus the students and keep the students from failure. They have 8 weeks from start to finish for their project. 100% of

the project is usually done off campus. Students must then prepare either a power point or poster explanation of their project . What they learned and what they would have done differently is at the conclusion of the project.

Leadership Activity

An idea by Ron Grove, Roseville High School, rgrove@rjuhsd.us

Lesson- Six Words

For our final in student government we have each student in the class sum up the lessons they learned in student government in six words. No more, no less. This is based on the book "Not Quite What I Was Planning: Six-Word Memoirs by Writers Famous & Obscure". The website is smithmag.net/six-words/. It has a video with some examples. I also have the students write a paragraph describing why they chose those six words. You can get some pretty powerful papers on this. I give them the option of reading their words and their explanation to the class and some do, some are personal and they choose to keep them confidential.

Leadership Activity

An idea by Ron Jones, Retired Activities Director, ronjones@ncbb.net

LET'S BUILD IT

SUPPLIES: Poster paper and markers for each group.

INSTRUCTIONS: Divide your class into groups of 6-8 members. Ask each group to list the steps required to build a house in order. Have each group share its list with the class.

PROCESSING: You may ask choose to ask questions like: (I'd suggest following each question by asking how the answer applies to our own class and projects).

- Why do we need to know how much money we have to work with **before** we start?
- Why are building permits required?
- What are some of the inspections that are required?

Why do the inspections occur at different stages of construction?

- What is the importance of a good foundation to a building?
- Give examples of how the various steps of construction **MUST** be done in order.
- Why is it important that we coordinate the stages of different projects?
- What can we use from this exercise to be more successful in this class/group?

Leadership Activity

An idea by Matthew Soeth, English Teacher, Kimball High School, (209) 832-6600, msoeth@tUSD.net

Rock Paper Scissors – ice breaker

1. Introduce the game and go over the moves: paper, palm on top of your palm; scissors, your index and middle finger pointed at your opponent like scissors, no rabbit ears; rock, your fist placed firmly

on your open palm. Indicate how many times you will pump your fist (called a primer) so that on the third time both parties will present their choices with a winner and a loser. Explain that neither party should go really fast or really slow, but both at the same speed. Lastly, explain which shape beats which as some people may not know that paper beats rock, rock beats scissors or that scissors beats paper.

2. now, tell the audience they are going to walk around the room and introduce themselves saying "hi, my name is, would you like to play rock paper scissors?" Tell them they have to say yes, and courtesy must be observed as they greet everybody this way. When a person wins, have them jump up and down excitedly, when a person loses, have them jump up and down excitedly and then find someone else to play.

3. You can have people keep track of records, or indicate that one person must play against someone from the other side of the room. This is a good way to mix up the room and to get people to interact over a simple harmless game.

Leadership Activity

An idea by Stu Shaffer, Retired, stubio@earthlink.net

The "Black Box" aka the "Dummy Box"

Overview: This is a year long activity that is a good year in review activity at an ASB Banquet. In ASB, funny things happen constantly. The "Black Box" is just a collecting place for those funny occurrences.

Step 1: Have the wood shop build a box with a hasp and lock for the lid

and a slot on top. It's like a ballot box. Paint it black (or school colors if you prefer).

Step 2: All year long, as funny things happen, any student can write it up on a slip of paper and place it in the box. The advisor should do this too.

Step 3: Screen the entries. Before the ASB Banquet, the advisor should open the box in private and discard any insulting or hurtful remarks that may have been placed in the box.

Step 4: At the culminating ASB Banquet, ceremoniously open the box. Then, the ASB Advisor and the ASB President take turns reaching into the box and reading aloud the situation to the ASB.

Remarks: This is a very funny way to review the year. It's all in good humor (with inappropriate comments screened), and kids look forward to it.

Leadership Activity

An idea by Verne Johnson, Bret Harte High School, vjohnson@bhuhd.k12.ca.us

3RD GRADE LUNCH:

For each serving you will need: 2 slices white bread, 2 tablespoons creamy peanut butter, 2 tablespoons grape jelly (or the local favorite--flavor is not critical), 3 Oreo Cookies (old-school type--not orange, red, or double-stuffed), 1/2 pint ice-cold milk (have miniature bottled water available as an alternate), 1 brown-paper bag lunch sack, 1 napkin, 1 note sincerely written by a careful hand, 10-15 staff members to assemble and distribute, 3-5 staff members to lead by playing, an ipod full of old school songs and v themes

Instructions: Lots of schools put on lunchtime activities that encourage students and staff to reflect on a simpler, more innocent time in their lives. Foursquare, hopscotch, jump rope, and other "Blacktop Classics" are great activities to get high schools students to reconnect with their inner-child.

Recently, my school's Renaissance program took this idea to a new level by incorporating those activities with what they determined to be the classic third grade lunch: peanut butter and jelly on white bread, ice-cold milk, and three Oreo cookies--all packaged up in a brown-paper bag and topped off with a hand-written note of encouragement and praise. The sandwiches were made fresh and packaged assembly-line style by teachers and staff--students filed by buffet style and enjoyed the time with their teachers. One of my Renaissance coordinators put together a play list on her ipod that included all of the popular cartoon and TV show theme songs from 6-9 years ago--perfect memory inducing music for our current student body! A few brave members of our staff challenged students to an intense game of four-square--it was magical! All of the above for about 1.56 per student--not too shabby!

Leadership Activity

An idea by Jill Mortensen, Ripon High School, Activities Director, jmortensen@sjcoe.net (209) 599-4287 x553

Block Letter Assignment

Directions – Each student in leadership will design a wooden block letter that represents his or her first name. With this block letter, you will design it through paint, jewels, magazine lettering, glitter, etc. to express you as an individual. Once complete, your block letter will be hung on a wall in class. The goal is to show individual representation in our leadership class yet show unity of this group.

Supplies provided by the Activities Director and ASB Activities:

- Paint
- Glue
- Brushes
- Hot glue gun with glue (to paste items on block letter)
- Block Letter representing your first name

Supplies that is need by the student (please bring to class on designated day so that work can be done within the class period):

- Jewels
- Glitter

- Magazine letters
- Paint Pens/Puffy Paint
- Sharpies (if you want to write on block letter)
- Stencils
- Cut-out
- Anything you can think of that you would like to use to decorate with on the letter.

Grading Rubric:

- Items on Block Letter represent you as an individual – 20 points
- Bringing supplies necessary to complete assignment in class – 20 points
- Completion of Block Letter – 20 points
- Total points for this assignment – 60 points

Advice for those who are new to activities ...

An idea by Tom Palmer, Retired Activities Director, Ygnacio Valley High School,

PRACTICAL ADVICE TO GET YOU STARTED

- Attend the new teacher orientation. Share with the new teachers about the student activities program and encourage them to be supportive and also get involved. Every year I was able to recruit 2 or 3 teachers to be class advisors and to help with the activities.

- Attend the first two meetings of the PTSA (Parent, Teacher, Students Association) and share with them the student activities program. Don't come with your hand out! Ask how the student activities program can assist the PTSA and enlist the parents to help with the student activities.

- Attend the first meeting of all the booster clubs (Athletic, Music, Vocal, Performing Arts, etc.) and ask how the student activities program can assist their organization.

As I am not a shy guy I always came "geared-up" (hat, shirt, and positive attitude) and a pocket full of business cards - I tried to talk with each person one on one and make sure they knew how to contact me. Over the years, the investment of my time paid super dividends in support, volunteers, and money!! Try it - you will like it!!

Leadership Curriculum Idea

**An idea by Jill Mortensen, Activities Director, Ripon High School, 209-599-4287 x 553
jmortensen@sjcoe.net**

Leadership Scrapbook

I received this assignment last year in a session conducted by Linda Cooper at Ceres High School so I cannot take credit, but I love this assignment. This is the first year that I have done it and my kids do a great job with it. It is a personal reflection worked on all year long with deadlines that will allow them to share with their peers and see their memories for years to come. I have even developed it more by doing a photography photo shoot with each one of my students. At first they were not sure, but they loved the personal attention and have a desire to do more photo shoots. Through this simple little activity the kids have gained more confidence in themselves and I am very pleased with this component. I have found that to purchase the scrapbook students can find them at Ross, TJ Max, Kohls, Michaels, Beverly's, etc for pretty good prices. The kids bring their own supplies and share with one another. A great lesson to teach creativity, team work, sharing, and a common bond through memories of a leadership family.

If you are interested in this copy and do not want to type it up feel free to email me or get into contact with Linda Cooper. She is an amazing source that has helped me in so many ways!

Leadership Activity

An idea by Carrie Stepp, Assistant Principal, Central Valley High School, cstepp@ceres.k12.ca.us

Stealing Your Heart –Activity

This is a great game to play around Valentines Day or for Battle of the Sexes.

Ingredients: Construction Paper, Yarn, Scissors, Hole Punch, Heart Stencil

Object of the Game: to collect as many hearts as possible for before the deadline.

At the beginning of the school day each student in the school gets a heart necklace according to gender (i.e. boys get a blue heart, girls get a pink heart). Once a student has a heart he/she may not speak to the opposite gender. If a student speaks to the other gender that student may take his/her heart (if the speaker has more than one heart the student gets all their hearts). Once a student loses his/her heart he/she may talk to any gender and can still attempt to steal hearts. At the end of the day have a place to collect hearts for each gender (i.e. students collecting as they enter a rally, the cafeteria, etc). Have students count the hearts for each team to see who won the game.

Tips:

- Allow teachers to choose if they are going to participate
- Allow students to decorate their hearts with their name and school appropriate decorations or if your budget allows have the heart already decorated to copy onto construction paper so students have no where to write on the heart.
- If there are any arguments about the hearts, any adult on campus may confiscate all the hearts from both parties and throw them out

yellow paper. It is small so I can get about 6 out of a page. I hand them out to the student and record them in my grade book. This really helped with accountability in my class. I use them for rallies, projects, spirit days, etc.

Leadership Curriculum (Lesson)

An Idea by Steve Southard, Activities Director, Sonora High School, ssouthard@sonorahs.k12.ca.us

Your group is to teach a lesson. That lesson is to be on some aspect of leadership, such as communication, group effectiveness, team building, personal development, organization, problem solving, etc. As a suggestion, you might go to Google and search under such headings as “Leadership Lessons”, “Group Activities”, or “Leadership Activities”.

You will have two class periods to prepare, today and Thursday. I must have a brief description of your activity by the end of the period **Thursday, February 1**. In the event of duplication, the first group to turn in their description will get to do that activity. Lessons will begin on **Monday, February 5**, and all members of the group are to be involved in the lesson. If a member of the group is absent on the day of the lesson, he/she will not get credit for the assignment.

We will attempt to have two groups per day. However, if an activity goes too long, a group may be moved to the next day. You should be prepared to go a day early or a day later.

Leadership Curriculum (Lesson)

An Idea by Steve Southard, Activities Director, Sonora High School, ssouthard@sonorahs.k12.ca.us

Personal Coat of Arms



First, draw a blank coat of arms divided up into six quadrants with a banner at the bottom.

1. Express in a drawing the most significant event in your life from birth to age 14.
2. Express in a drawing what you want to accomplish by the age of 65.
3. Express in a drawing your greatest achievement or success in the past year.
4. Express in a drawing your happiest moment in the past year.
5. If you had one year to live and were guaranteed success in whatever you attempted, what would you attempt?
6. Express in a drawing something you will never, ever forget.
7. If you were to die today, what three words would you like most to be said of you?

Leadership Curriculum (Lesson)

An Idea by Steve Southard, Activities Director, Sonora High School, ssouthard@sonorahs.k12.ca.us

Find Someone Who

Get the signature of a person in the space following each of the items below.

You may use a person's signature only once.

FIND...

Someone who has been to a professional football game. _____

Someone with the same birthday month as you. _____

A freshman you don't know. _____

Someone who is wearing at least one of the same colors as you. _____

Someone who is taller than you. _____

Someone who is the same handedness as you. _____

Someone who has the same hair color as you. _____

Someone who has doesn't like chocolate _____

A junior you don't know. _____

Someone who can sing the first part of "Itsy Bitsy Spider". _____

Someone who was born in Sonora. _____

Someone who has been to Disneyland at least 5 times. _____

Someone who has been in Leadership for four years. _____

Someone who snowboards. _____

A sophomore you don't know. _____

Someone who has driven a truck. _____

Someone who can name at least five of the seven dwarfs. _____

A senior you don't know. _____

Someone who is on the SHS Swimming OR Water Polo team. _____

Someone who knows the Spanish word for 8. _____

Leadership Curriculum (Lesson)

An Idea by Steve Southard, Activities Director, Sonora High School, ssouthard@sonorahs.k12.ca.us

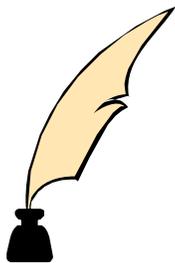
A poem to read and discuss ...

The Building

I watched them tearing the building down
 a group of men in a busy town
With a, "Ho! Heave! Ho!" and a lusty yell,
 they swung a beam and a side wall fell
I asked the foreman, "Are these men skilled?
 The kind I'd hire if I wanted to build?"
He gave a laugh and said, "No, indeed!
 Why, common labor is all I need."
"These men can wreck in a day or two
 what builders have taken years to do."
I asked myself as I went away,
 "Which of these roles have I tried to play?"
"Have I been a builder that works with care,
 Measuring my deeds by the rule and square.
Or am I a wrecker that stalks the town,
 content with the job of tearing it down?"

Leadership Curriculum (Lesson)

An Idea by Steve Southard, Activities Director, Sonora High School, ssouthard@sonorahs.k12.ca.us



A Leadership Conundrum for Brilliant Thinkers ...

You are the Creative Center in a corporation that just made a major error. Your company produced one million magic markers *without ink*. You have ten minutes to come up with as many creative ways as you can to use these *inkless* magic markers.

Leadership Curriculum (Lesson)

An Idea by Steve Southard, Activities Director, Sonora High School, ssouthard@sonorahs.k12.ca.us

Lessons From Geese, based on the work of Milton Olson:

Fact 1: As each goose flaps its wings, it creates an "uplift" for the birds that follow. By flying in a "V" formation, the whole flock adds 71% greater flying range than if each bird flew alone.

Lesson: People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another.

Fact 2: When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.

Lesson: If we have as much sense as a goose, we stay in formation with those headed where we want to go. We are willing to accept their help and give our help to others.

Fact 3: When the lead goose tires, it rotates back into the formation and another goose flies to the point position.

Lesson: It pays to take turns doing the hard tasks and sharing leadership. As with geese, people are interdependent on each other's skills, capabilities, and unique arrangements of gifts, talents or resources.

Fact 4: The geese flying in formation honk to encourage those up front to keep up their speed.

Lesson: We need to make sure our honking is encouragement. In groups where there is encouragement, the production is much greater. The power of encouragement (to stand by one's heart or core values and encourage the heart and core of others) is the quality of honking we seek.

Fact 5: When a goose gets sick, wounded or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it dies or is able to fly again. Then, they launch out with another formation or catch up with the flock.

Lesson: If we have as much sense as geese, we will stand by each other in difficult times as well as when we are strong.

Leadership Curriculum (Lesson)

An Idea by Steve Southard, Activities Director, Sonora High School, ssouthard@sonorahs.k12.ca.us

Inspirational Poem Assignment

You are to find an inspirational poem or writing.

The poem or writing must be at least 10 lines long.

Print it out

You will be reading it in front of the class and you will tell why it is of importance to you...what it means to you...why you find it inspirational.

Title of Poem _____

Author _____

Where you found the poem _____

We will begin reading these on Friday, May 10.

Leadership Curriculum (Lesson)

An Idea by Steve Southard, Activities Director, Sonora High School, ssouthard@sonorahs.k12.ca.us

Paper-Tearing Exercise

Time Allocation: 5 minutes Materials: Blank 8 ½-by-11-inch sheets of paper for each participant Instructions:

1. Tell the participants the following: "We are going to play a game that will show us some important things about communication. Pick up your sheet of paper and hold it in front of you. Now, close your eyes and follow the directions I will give you—and no peeking! Participants cannot ask questions. 2. Give the following directions, carrying them out yourself with your own sheet of paper and pausing after each instruction to give the group time to comply: "The first thing I want you to do is to fold your sheet of paper in half. Now tear off the upper right-hand corner.

Fold it in half again and tear off the upper left hand corner of the sheet. Fold it in half again. Now tear off the lower right-hand corner of the sheet." 3. After the tearing is complete, say something like "Now open your eyes, and let's see what you have. If I did a good job of communicating and you did a good job of listening, all of our sheets should look the same!" Hold your sheet up for them to see. It is highly unlikely any sheet will match yours exactly. 4. Observe the differences. There will probably be much laughter. 5.

Ask the group why no one's paper matched yours. (You will Probably get responses like "You didn't let us ask questions!" or "Your directions could be interpreted in different ways.")

Leadership Curriculum (Lesson)

An Idea by Steve Southard, Activities Director, Sonora High School, ssouthard@sonorahs.k12.ca.us

Leadership Quotation Assignment

Choose one of the quotes below and explain its significance to you. Must be ½ page minimum, type written, 12 point, double-spaced. **Due Monday, August 29.**

The best index to a person's character is (a) how he treats people who can't do him any good, and (b) how he treats people who can't fight back. – Abigail Van Buren

Character is like a tree and reputation like a shadow. The shadow is what we think of it; the tree is the real thing. – Abraham Lincoln

Try not to become a man of success but rather try to become a man of value. – Albert Einstein

Parents can only give good advice or put them on the right paths, but the final forming of a person's character lies in their own hands. – Anne Frank

There never was a good knife made of bad steel. – Benjamin Franklin

Judge of your natural character by what you do in your dreams. – Ralph Waldo Emerson

Instead of saying that man is the creature of circumstance, it would be nearer the mark to say that man is the architect of circumstance. – Thomas Carlyle

People seem not to see that their opinion of the world is also a confession of character. – Ralph Waldo Emerson

Conscience is the root of all true courage; if a man would be brave let him obey his conscience. – James Freeman Clarke

Whoever said anybody has a right to give up? – Marian Wright Edelman

History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again. – Maya Angelou

To dare is to lose one's footing momentarily. To not dare is to lose oneself. – Soren Kierkegaard

Leadership Curriculum (Lesson)

An Idea by Steve Southard, Activities Director, Sonora High School, ssouthard@sonorahs.k12.ca.us

For the Awareness Project, our group is doing _____. The leader for our group for this project is _____.

Our plan is to present the information using the following: (ex: power point, video, activity)

_____ We think this condition or event is significant because _____

Group Members

Awareness comprises a human's or an animal's perception and cognitive reaction to a condition or event. Awareness does not necessarily imply understanding, just an ability to be conscious of, feel or perceive.

Your group's assignment is to make us aware. It can be about anything from Darfur to global warming to macular

degeneration to the Muscular Dystrophy Telethon. Anything! (just about)

You will do a presentation to the class. It can be a power point, lecture, exercise, video, or whatever needed to get the information to the class. Everyone in your group is to participate in the presentation.

Presentations will begin on Monday, December 7.

Leadership Curriculum (Lesson)

An Idea by Allison Gadeke, Activities Director, Sierra Middle School, agadeke@lusd.net

Daily Activity Report

A wise leadership mentor once reminded me that leadership is much more than making posters and putting on activities. He told me that we actually need to “teach” students to be leaders every day. Ten minutes out of each period is all that is needed – and boy does it make a difference in the leaders we train! I start each day with a quote, a story, a movie clip, or a short activity. Students write their thoughts in their leadership notebooks. Each day they answer the following questions ...

Leadership Activity Report

Questions answered on my own ...

What happened?

What do I think the leadership message was?

-----after class discussion -----

What did we learn?

How will I use this?

Leadership Curriculum (Lesson)

An Idea by Allison Gadeke, Activities Director, Sierra Middle School, agadeke@lusd.net

Children's Literature Book Project

Your students write a children's literature book incorporating the theme of bullying/invisible kids/making a difference, etc. You can take these on the road to your local middle schools and have the students read to their younger peers. Before writing however, read some books that incorporate these themes to them. They promote great discussions. You'll be amazed at what your children write in their own stories. Some great books to get started with include ...

How Full Is Your Bucket by Rath/Beckmeyer/Manning

Stone Soup by Muth

Don't Laugh At Me by Steve Seskin

I'm Gonna Like Me by Jamie Lee Curtis

The Brand New Kid by Katie Couric

Check out your favorite bookseller – there are tons of great children’s books that promote positive leadership messages!

Activity Idea

An Idea by Allison Gadeke, Activities Director, Sierra Middle School, agadeke@lusd.net

How to Organize Your Rallies

Having trouble accomplishing all that you want to during your rallies? Then work with your Rally Committee/Rally Commissioner to create a script. This will keep you on track and organized and will make sure that everyone is on the same page – those putting on the games, administration, rally dj, etc. Everyone involved with our rally gets a copy of the script at our “rally rehearsal” and it has helped us increase the number of games we play dramatically. I have attached a small sampling of one of our rally scripts. You can email me if you are interested in having a full script to peruse!

Harvest Rally Schedule

- I. Courtesy Game Explanation
During this rally, we are going to play the Courtesy Game. The judges will be watching both teams to see who gets quiet faster after each game. The team which quiets down fastest will earn points for its group. Remember, you can earn 20 points at the end of the rally for your class!

Will the participants who signed up for the Cheese Ball In Your Face please go down to the South end of the gym.

II. Roll Call

7th grade are you here? 8th Grade Are you here? (Repeat)

Will the participants who signed up for the Rubber Chicken Pass please come to the North end of the gym.

III. Cheese Ball In Your Face

Now, here is Katie Gutierrez to explain the Cheese Ball In Your Face Game.

Will the participants who signed up for the Hula Hoop Pass please go to the South end of the gym.

Leadership Curriculum (Lesson)

An Idea by Allison Gadeke, Activities Director, Sierra Middle School, agadeke@lusd.net

A List of Activities That Promote A Greater Appreciation for One Another

Starfish Project

- ❖ Poem – class ocean (schoolwide project)

Multi-Cultural Week/Days

- ❖ Invite local dance troupes/musicians to participate in a schoolwide assembly which celebrates a wide variety of cultures.
- ❖ Solicit donations of food items from ethnic restaurants (try to find items that most students haven't had before)
- ❖ Talk about the accomplishments of people who represent different cultures as a part of your daily announcements
- ❖ Have a dress up day where students can dress as a reflection of their cultural heritage

Community Service

- ❖ Disaster relief coin drive
- ❖ Coat drive
- ❖ Disaster relief (letters/cards and stuffed animals – adopt a class)
- ❖ Thanksgiving Adopt-A-Family
- ❖ Adopt-A-Family Winter Holiday

- ❖ Book Drive
- ❖ Tag on to CASL State Service Project
- ❖ Homeless Shelter toiletry drive
- ❖ Requirements for personal community service

R.A.K.S. Week

- ❖ Smile cards
- ❖ Write letters to staff
- ❖ Puppy Love day
- ❖ Letters/animals to sick kids in the hospital

Put On A Variety of Activities That Encourage Everyone To Get Involved

- ❖ Rallies
- ❖ Dances (which include games and other activities)
- ❖ Lunchtime Activities that reach a wide/varied audience

Leadership Curriculum (Lesson)

An Idea by Allison Gadeke, Activities Director, Sierra Middle School, agadeke@lUSD.net

Banner Project

In my Leadership Class, each student makes a banner with his name, favorite quote, logo and mascot of a desired college/university, and decorations that fit his personality. Each student presents his/her banner to the class. It is a great way to get the kids to know more about one another and it gives your students “ownership” of the classroom when their banners are hanging there!!

Leadership Curriculum/Activity (Lesson)

An Idea by Allison Gadeke, Activities Director, Sierra Middle School, agadeke@lusd.net

Community Service – This is a required project in my leadership class – due in January. Students have six weeks to complete it.

Option One: They Gave So that Others Could Receive

Find an article in a magazine or newspaper about something truly heroic that has been done by someone for others. I'm not looking for something like lifting a car or moving a boulder ... rather, I am referring to a heroic project that someone has taken on that affected others. This could be a project where boxes of goods were sent to troops, millions were raised for cancer victims, etc. The project cannot involve a family member, and the article has to have been published in a national magazine or newspaper.

You must then write a one page paper, explaining what the project was, who was involved, and how it was done. Also, you must explain in at least one paragraph how this has inspired you and affected you to make a difference for others. You must also attach a photocopy of the article with the date and publication information (make sure that it is easy to read.) Papers should be typed or neatly handwritten in ink.

Option Two: The Gift of Giving

Before the end of Winter Break you have a fun and rewarding assignment to complete. You are going to need to do something nice for someone else. This can be as big or as small as you choose for it to be. It cannot be something that was assigned to you, nor can it be one of your regular chores (for example, taking out the trash for your Dad does not count.) You need to focus on someone whom you do not usually help (this cannot be your parents, siblings, etc.).

(You may not do something for a family member at all to fulfill the requirements of the project – if you do, you will not earn credit for this assignment.) Do something to help him/her/them. (You cannot do something that you regularly do, and it cannot be something you did last year for this assignment or one that you did for a service organization in the past – like Boy Scouts, CJSF, etc.) You need to talk to your parents about this right away so that they can help you find a project that is safe and is something that they support.

You must then write a one page paper, telling what you did, and how it impacted the person(s) you helped. (Also take a few photos if you can this will be helpful to add to your Leadership Scrapbook Assignment.) Be creative, have fun, and remember that this assignment is a gift you are giving to yourself – so make the most of it! (Papers should be typed or neatly handwritten in ink). Please attach the affidavit of participation to your paper.

Ice Breaker

An idea from Kim Karr, Excelsior Middle School, KKarr@byron.k12.ca.us

Signature Game: Get white t-shirts for students to try to get as many signatures as they can. Get people to join your team once they have signed your shirt. You can have multiple winners. Most Signatures, Most Teammates, Best Attitude, Most Spirited, Sportsmanship etc...

- There are no strangers in the world, only friends you have yet to meet. - Liz Taylor

Leadership Curriculum (Lesson)

An idea from Kim Karr, Excelsior Middle School, KKarr@byron.k12.ca.us

Most Inspirational Student & Teacher: Students and/or Teachers write an essay on why they have selected the individual that they feel is the most inspirational and why. Leadership students read the entries and then vote on the best candidate and the candidate that is selected reads it at our Renaissance Rally. Most Inspirational Teacher & Student get a certificate, sweatshirt, and original letter of recommendation. Every single person who is nominated is called up and we have the person who nominated them simply give them the letter in an envelop. This way several people are being recognized a short amount of time.

- If you see someone without a smile, give him one of yours. - Unknown

Leadership Activity

An idea from Kim Karr, Excelsior Middle School, KKarr@byron.k12.ca.us

Lap Stack: Students are in a circle in chairs. Move to the right if you have ever...

Used someone else's toothbrush, Wearing a ring, Wisdom teeth removed, Eaten pizza for breakfast,
Broken a bone, Been camping, Swam in ocean, Snow Skied, Been out of the country, Stayed up all
night, Had surgery

There could be a chair with 3 students stacked up on top of each or a chair could be empty depending on
if they had to move or not. Great game to play as an ice breaker.

Coming together is a beginning.

Keeping together is progress.

Working together is success!

Leadership Curriculum (Lesson)

An idea from Kim Karr, Excelsior Middle School, KKarr@byron.k12.ca.us

Do you see a baby?

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

You have to have an open mind. Don't look for a Baby, and you will see the Baby? Once you see it, you won't see anything else.

Leadership Curriculum (Lesson)

An idea from Kim Karr, Excelsior Middle School, KKarr@byron.k12.ca.us

15 things you probably never knew or thought about.

- At least 5 people in this world love you so much they would die for you.
- At least 15 people in this world that love you in some way.
- The only reason anyone would ever hate you is because they want to be just like you.
- A smile from you can bring happiness to anyone, even if they don't like you.
- Every night SOMEONE thinks about you before you go to sleep.
- You mean the world to someone.
- If not for you, someone may not be living
- You are special and unique.
- Someone you don't even know exists loves you.
- When you make the biggest mistake ever, something good comes from it.
- When you think the world has turned its back on you, take a look: you most likely turned your back on the world.
- When you think you have no chance of getting what you want, you probably won't get it, but if you believe in yourself, probably, sooner or later, you will get it.
- Always remember the compliments you received. Forget about the rude remarks.
- Always tell someone how you feel about him or her; you will feel much better when they know.
- If you have a great friend, take the time to let them know that they are great.
- A minute: they say it takes a minute to find a special person, an hour to appreciate them, but then an entire lifetime to forget them.

Leadership Activity

An idea from Allison Gadeke, agadeke@lUSD.net

Before the winter holidays, my students like to “elf” the school. Each student takes on the name of a staff member. They then decorate that staff member’s classroom, office, or work station for the winter holiday that he/she celebrates. The kids really enjoy this and it gives a festive look to the school. The following poem is always hung on the staff member’s chair or computer ...

‘Twas the night before Thursday
And all through the school,
Not a creature was stirring,
And that was the rule ...
When all of a sudden there arose such a clatter
It almost knocked Carlos right off of his ladder.
Elves started running from there and from here
Decorating and spreading some holiday cheer.
Their gifts are for you, so that you may share in their joy
Happy Holidays to you
From Leadership girls and boys
SIERRA, YOU’VE BEEN ELFED!

Leadership Curriculum

An idea from Allison Gadeke, agadeke@lUSD.net (who “borrowed” it from Bill Battaglia)

Personal Time -- Capsule Leadership Class

My friend Bill shared this assignment with me. It is a great way to start the year. Below is a brief glimpse into the project I use in my class. Feel free to adapt to fit your needs!

Being a part of Sierra Student Leadership means that you are part of a family/team. I want to know a little bit about OUR team. I would like you to think about the things that a typical middle school student might want future students to know about life in 2008. You will be creating a personal time capsule in words and pictures. We will be working on this project for several days in class, but in order to do a good job you will need to spend some time at home as well.

Here is what you need to include:

COVER

PAGE 1 – INTRODUCTION: THE LIFE OF A MIDDLE SCHOOL STUDENT

PAGE 2 – FASHION

PAGE 3 – IN THE NEWS

PAGE 4 – MUSIC

PAGE 5 – FOOD

PAGE 6 – SPORTS & ACTIVITIES

PAGE 7 – LETTER FROM A PARENT OR GUARDIAN

Leadership Curriculum

An idea from Allison Gadeke, agadeke@lUSD.net (who “borrowed” it from Bill Battaglia)

I use this assignment to help students leave something for the students that follow. We are always ready for improvement and change, but it is nice to have a road map created by the leaders before.

Leaving A Legacy Leadership Committee Binder Activity

Your committee is going to create a binder to leave for future leadership classes. It will be a springboard for next year’s class to use to get the year started. It must have the following components ...

- A calendar of the year (created by your committee) that has on it all of the major events that you put on.
- All forms your committee used for its work (anything you filled out or ask other groups to fill out) Remember to include request forms that you need to fill out for other committees too – put a sticky note on each to explain what it is for and who is responsible for filling it out.
- Explanations of all committee events you put on with any related paperwork (example: rally scripts, dance information packets, etc.)
- A one page explanation of check request forms and instructions as to how to fill one out.
- A one page write-up for each lunchtime activity your group put on. It should explain in detail what it was, who played (and how many), what supplies were needed, the rules of the game, and which teacher supervised. You should also explain how the game turned out and what you would do differently next time.
- A “Top Ten” list of the most important things to know about this committee. (This is serious ... not a funny list.)
- A few photos of your committee and successful projects you completed.
- Suggestions for next year’s committee (things you would do differently or activities you’d like to add.)
- A letter from each member of the committee explaining what you enjoyed most about being a member of this group. (It should not be about how “nice” the people were, rather it should focus on the rewards of being a member of this committee.)

Each committee member will earn 100 points for the completion of this binder. An evaluation will be filled out by each person to explain exactly what each person did/contributed to the project. The final product should reflect equal effort by all members.

Leadership Activity

An idea from Allison Gadeke, agadeke@lUSD.net

Every few years my Leadership Staff Appreciation Committee prepares these stress release kits for the staff. They are made up of things you can buy inexpensively or get for free. It is a fun way to start the year – or to give right before testing! Again, this is an idea that was shared long ago from a friend. Please feel free to adapt to fit your needs!

Dear Sierra Staff Member,

We are very grateful to you for all that you do for our school. Thanks so much for always being there for us, we hope you have a great year! Just in case you feel a bit stressed from time to time, we have included a "Stress Release Kit" to help you with your job.

Love,

The Sierra Middle School Leadership Cabinet

Stress Release Kit

An eraser to make your mistakes disappear ...
A penny to keep you from being broke ...
A marble, so someone can't say that you've lost your marbles ...
A rubber band, to help you stretch beyond your limits ...
String to help tie things together when everything falls apart ...
A hug and a kiss to remind you always that someone cares!

Leadership Curriculum

An idea from Allison Gadeke, agadeke@lUSD.net

Superhero In A Box

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture.

You are going to design your own superhero for a presentation you will give in Leadership. Your superhero doesn't need to necessarily be someone who can fly or scale tall buildings, but should be more like an everyday superhero. Your newly created superhero must have ...

- Three unique qualities which make him/her a superhero
- A secret identity which he/she uses to disguise himself during the regular day
- Three "tools" he/she uses to act like a superhero (ex: Wonder Woman's golden lasso or invisible plane)
- A box which you use to contain all of his/her superhero items
- A quote or logo which represents your superhero (like Superman's S)
- A theme song (either a little jingle you make up, or a leadership type song you know of that would "fit" your superhero).

Presentation

You must prepare a 3-5 minute presentation about your superhero. It should include all of the details above (so that we are able to learn about your superhero). You must also include pictures, diagrams, or a "model" of your superhero. Also, you will need to sing or play (cd) a short excerpt of your superhero's theme song for us.

Leadership Activity

An idea from Ron Jones, Retired, Del Oro High School, ronjones@ncbb.net

TEAMWORK

Throw a balloon into the air and have the group keep it airborne by hitting it with their hand(s). See how many times the group can hit the balloon before it hits the floor, furniture, or ceiling. Next have them discuss a strategy for improvement and start again. Have them discuss the success/failure of each new round and work to improve the group's score.

VARIATION: Have the group use two, three, or more balloons.

VARIATION 2: Participants can only use each hand once. After hitting the balloon with their left hand they can only hit it a second time with their right hand and not again until everyone has used both hands.

Leadership Activity

An idea from Ron Jones, Retired, Del Oro High School, ronjones@ncbb.net

TAP IT

INSTRUCTIONS: Give each circle of 8 to 12 members an inflated balloon. One person will then tap the balloon in the air and call someone's name. That person must tap the balloon before it touches the ground while calling out someone else's name. Have the group keep track of the number of successful taps it has before the balloon hits the ground. Have them discuss strategies on how to improve their score and then try again several times.

VARIATION: A person's name may not be called again until everyone's name has been called. Then everyone's name must be called a second time before any name is called the third time, fourth time, and so on.

Leadership Activity**An idea from Ron Jones, Retired, Del Oro High School, ronjones@ncbb.net****UP IN THE AIR**

INSTRUCTIONS: Have four volunteers number inflate a balloon, tie it closed, and then number off. Ask number 1 to keep their balloon airborne using only hands. If the balloon touches the ceiling, furniture, or the floor their turn is over. Conclude their turn by thanking them, taking their balloon and giving it to number 2. Ask the second person to keep both balloons airborne using only hands. The same rules apply. Next have number 3 and then 4 keep all 3 or 4 balloons airborne using only hands. When a participant is unable to keep all of their balloons airborne I mention that I did not say “using only your hands.” They recruit helpers and are easily able to keep all of their balloons airborne.

Leadership Activity

An idea by Matthew Soeth, English Teacher, Kimball High School, (209) 832-6600, msoeth@tUSD.net

Simon Says:

Life is about choices, what choices will you make? Play Simon Says, regular game, until everyone is out and you have a winner, prizes are optional.

When the game is done, ask how people felt when they had to sit down and watch others play?

How did those playing feel when they were still left but others around them were out?

Was there a choice involved for each play? (answer vary, but it is yes, keep in mind that reaction or enthusiasm may have an effect on play).

When we make choices in life, do those choices affect what happens to us over time?

Conclusion: remind kids they are either in the game or out of the game, and their choices will determine if they get to be a part of the fun (and hopefully they had fun in this classic game).