



**Here are some lesson plans that might help to reach the “High 5”.**



### **Why**

#### **Do the “High 5” hands.**

Thumb ...” Why”

Index finger...” First thing you’re going to do”

Middle finger...” What holds you back?”

Third finger (ring finger) ...” Name of your team.”-” Who are you married to?”

Little finger .... “Don’t forget to”



### **Self Confidence**

**Objective:** To learn to “look up and smile” at others. To have the confidence to learn from other and teach others a skill

**Materials:** None.

**Procedure:** Have the class get in groups of 2. Teach the class a “5 step handshake”. You’ll need to make one up or try this... high 5 right hands (1) – clap (2) – high 5 left hands (3) – clap (4) – high 10 (5). Do the “5 step handshake with their partners.

1. Now give the partners 30 seconds to 1 minute to make up their own “5-step” handshake as a team. Make sure they both know it.
2. Have them find a new partner (maybe some one with the same birthday month as them). The new partners teach each other their “5 step handshakes”. They really need to learn them. Give them a minute or two.
3. Have them find a new partner (maybe someone with the same first number of their house address as them.) They now teach their new partners the “5-step handshake” they learned from their last partners. Give them a minute or two.
4. Have them find another partner (maybe someone with the same number of siblings as them) They now teach their new partners the “5-step handshake” they learned from their last partners. Give them a minute or two.
5. You can do this as many times as you want.

**Follow Up:** Was it fun to learn new handshakes? Did you have trouble remembering what you just learned? Do you ever have trouble remembering someone’s name right after you just met them? As a leader, why is it important to remember names? Were you ever taught the handshake you made up? Why was it easier to just smile and have fun during this activity? Why is a smile so important, especially when meeting someone new?



### **Humility (Learning to Listen)**

**Objective:** To work on listening skills and teamwork. To demonstrate how to dissolve “click” lines. This activity is called: “Competition Line-Up”.

**Materials:** None.

**Procedure:** Divide the class into two teams of equal number. The goal is to see which team can listen then line up in the correct order. When the team thinks they got it they have to put their hands on their hips and yell “We’ve got it”.

Here are some fun categories:

- Date of birth (date not month)
- Height (tall to short)
- Number of siblings (living or deceased)
- Shoe size (smallest to largest)
- Width of your smile
- Length of hair
- Thumb length – knuckle to tip
- Alphabetically by last letter of last name
- Alphabetically by first letter of first name
- Numerically by last number in cell phone number (or home phone number if no cell phone)
- Number of animals in your home
- Flat footed overhead reach (shortest to tallest)
- Number of animals in your home (least to most)
- Last number of your street address
- Month of birth (starting with January)

**Follow Up:** What did you notice when playing line-up? Do you think it’s fun to have things in common with others? Does it make people feel more like a group member if they have things in common with others? Why do groups on our campus form into “clicks”? What are some ways we can begin to “break” these clicks? How by learning to really listen can we get to know people better? Why is it important as a leader to get to know others?



### **Extraverted**

**Objective:** Join in and play–be a team member!

**Materials:**

- 1 piece of paper per person
- 1 pen or pencil per group of 5
- 1 dice per group of 5 (the teachers will be given the dice)

**Procedure:** Divide your class into 4 groups of about 5 in a group. It is best if they are sitting around a table or a desk. Each person needs to have a piece of paper and each group needs to have one pen and one dice.

Any person in the group may be the first one to start by rolling the dice. The object is to roll a six. If the person does not roll a six, then the dice is moved to the person on their left and they have one roll to try to get a six. This pattern continues until someone rolls a six. Upon rolling a six, that person takes the pencil and starts to number on their piece of paper from 1-100. The rules are that the number must be written one at a time, in consecutive order and they must be legible. Have the person who is writing count out loud as they are writing each number. This tends to increase the excitement and stress of the activity. Everyone else keeps rolling the dice, skipping the person who is writing.

The person continues to write numbers until someone else in the group rolls a six. At this time, they must stop writing and give the pencil to that person who now begins to write. Remember that the dice continues around the table as the person is writing. When your turn writing is over, you take your turn rolling the dice.

Each time an individual rolls a six, they continue to write numbers from where they left off. For example, if you had written numbers 1 to 15 on your first turn then you pick up with number 16 the next time you roll a six. The round continues until someone in the group reaches 100. It might be fun to have two rounds.

#### **Follow Up:**

- How easy was it for you to roll a six?
- How high did you get in writing numbers?
- How easy was it to get the pencil when it was your turn to write?
- When the activity first began, what was the level of excitement in the group?
- How did the excitement change when someone got close to 100?
- Did you encourage each other?
- Why is it important in leadership to be a part of a team?
- What does it mean to "lead by example"?



#### **Enthusiasm**

**Objective:** Get Excited while doing some fun activities.

**Materials:** 1 piece of recycled piece of paper for every two students. A bag of candy for prizes. (The candy prizes make the activity more fun!)

#### **Procedure: Activity #1 –Fast Fingers!**

Have the students find a partner. You should demonstrate the activity with one student. Both people put one hand behind their back. On the count of three, both bring out their hand, displaying any number of fingers (1-5). The person who can add up all the fingers and yell out the accurate number is the winner. Have your leaders play one round with their partner. Once they understand the rules, play the advanced version with both hands behind their backs, totaling up all four hands. You can play as many rounds as you want.

#### **Follow Up: Activity #1**

- Did you notice that you developed some strategies along the way that helped you be more successful?
- What were some of those strategies?

- What are some strategies that you have developed in school to be successful?
- How did you develop them?

### **Activity #2 – Paper Airplanes!**

Have the leaders each sit with a partner. Give each partnership one piece of recycled paper. Have them put their “good” (if they are right handed – it goes behind your back, if left handed-it goes behind your back) hands behind their backs. Instruct them that they have 2 minutes to build a paper airplane with their partner without taking their “good” hands from behind their backs. They are not allowed to take a “test” flight. After two minutes, have all the students stand in the back of the class and launch their planes on the count of three, aiming at a trashcan in a central location. Any team that gets theirs in the can gets a piece of candy.

### **Follow-up: Activity #2**

- Did you notice that you had a couple of limitations placed on you that affected your performance?
- What affect did it have on your performance?
- How do we limit ourselves in school performance?
- Why do we do that?
- What can we do to lesson or eliminate these limitations?
- Was it fun to cheer for your plane?



### **Self-Evaluation**

**Objective:** Dealing with values.

**Materials:** None needed

**Procedure:** Have the entire group stand up and face you. Explain that you will point both your arms in one direction and they are to copy you by pointing both their arms in the same direction and to call out the direction that they are pointing. You can only do 4 different directions. You can raise your arms over your head, point them down towards your feet or point them to the left or to the right. Go through these 4 directions and have the freshmen copy you and call out the direction that they are pointing. Be sure that they understand that the directions are how they see them. (If you are going right they go left because it looks left to them.

After letting them practice, it is time for the real thing. Move your arms in the 4 positions and wait for them to move their arms and call out the direction. Repeat this process a number of times, moving your arms to a different one of the 4 positions each time.

Stop and say that you are going to change the assignment. This time you want them to move their arms the same direction as you do but to say the opposite direction. For example, you move your arms down. They move their arms down but say “up”. Try this a few times going to different positions.

For the third round, they are to say the direction that your arms move, but they are to move their arms in the opposite direction. For example, you put your arms over your head and they say “up” but move their arms down. I guarantee that this process becomes quite confusing.

Start the entire process over again, but this time if they make a mistake they have to sit down. Continue just as before. See how many of them remain after each change. The pressure of having a consequence

for making a mistake more closely relates the pressure of how our values effect our behavior. Ask those who are out to help you watch the others.

**Follow Up:**

- How hard was it to move your hands and call out the same direction that I was doing?
- How hard was it to say the correct direction and move your arms in the opposite direction?
- How hard was it to say the opposite direction and move your arms in the correct direction?
- Why was this hard to do?
- How did the change make you feel when we added the rule about being out if you make a mistake? Did you feel any added pressure?
- How hard was it for you to say one thing but to be thinking another?
- How hard is it to act one way when you are feeling another way?
- Describe a situation where someone has acted in a manner differently from the way they think or feel?
- How important does this make your values?
- Can we act differently from what we really believe? Explain.
- How do our values or beliefs dictate what our behavior will be?



**Sense of Humor**

**Objective:** Learn to have fun! Have the ability to laugh at yourself and with others!

**Materials:** Downloaded songs on student's phones

**Procedure:** Divide students in teams of 5. Have each team select a song out of a hat. (You select the song choices...they need to be iconic "fun" pop style songs....it makes the activity more fun). With their groups of 5 they must create a 4 count of 8 dance routine. Give the groups 20 minutes to create their routine. The challenge is everyone of the team members must be willing to laugh at themselves and dance! Encourage your students to be willing to try! Have all the groups present their routines to the entire class.

**Follow Up:** Did anyone from your group take the lead? Was it easy or difficult to work as a group? When you were willing to just laugh at yourself was it easier? Why is it good to be able to laugh at yourself?



**Courage**

**Objective:** Let's talk about "everyday heroes"

**Materials:** The "Everyday Hero" Story

**Procedure: Read the story:** You've know your next-door neighbor, Trevor since you were in kindergarten. In fact, you were best friends with him through grade school and middle school. Now that you're both in high school, Trevor is not that fun to hang out with. He's not a very good student and he doesn't play sports. Since going to high school, Trevor doesn't have very many friends. You've made

many friends because you're on the football team, and you're a gifted athlete. Trevor's hardly ever played any kind of sport. You still like him and consider him a friend, but you are torn about hanging around him at school. He's having a tough time in high school and you know it. What should you do? Is there anything you can do to help Trevor? Are you a real friend? Does it take courage to be his friend at school? Why should a leadership student be an "everyday hero"?

**Follow Up:** Share with the class about one of your everyday heroes. Ask them to share who in their life is an "everyday hero" and why. What kind of leaders do we want to be?



### **Assertive**

**Objective:** To learn how to lead yourself. How can you "do it all?"

**Materials:** 5 to 7 balloons for each group of 10 students. Each balloon needs to have a different work written on it. The words include (in this order) family, school, homework, friends, sports/performing arts, clubs, and social life.

**Procedure:** Divide the class into groups of 10 to 12 people. Have one of your students be the "balloon leader" in each group. Have each group form a circle somewhere in the classroom. Fill up the family balloon with air and tie it closed. In the circle explain that you need to work as a group and not let the balloon touch the ground. After about a minute fill up the school balloon and add it. After a minute or two fill up the homework balloon and add it. After a minute or two fill up the friends balloon and add it. After a minute or two fill up the sports/performing arts balloon and add it. After a few minutes fill up the clubs balloon and add it. After a few minutes fill up the social life balloon and add it.

**Follow Up:** Share with in your groups about the experience. How hard or easy was it to add more balloons to the circle. Knowing, all these things are important, how will you assert yourself and learn to juggle everything?



### **Authentic**

**Objective:** Be yourself...you're pretty darn special, others are too.

**Materials:** The book: "the Dot" by Peter H. Reynolds

**Procedure:** Read the book, "The Dot" to your leadership class.

**Follow Up:** What's Peter H. Reynolds trying to tell us in the book, "the Dot"? Why is it important to just be you? What "colors" are you bringing out in others by just being you?



### **Flexible**

**Activity:** Human Tic-Tac-Toe

**Objective:** To recognize that there are other perspectives beyond our own and that each contributes to create a successful community.

**Materials:** Arrange 9 chairs in a tic-tac-toe board with enough room to move in and out of the chairs.

**Procedure:** Split the class into two teams (by gender or random...if it is random, you will need something like Burger King crowns/ colored paper taped to the front of them. to show who is on what team). Have each team line up shoulder to shoulder on both sides of the board (chairs).

Rules:

1. Each person must make their own decision where they will sit. If any member of either team makes a sound or gesture to communicate with anyone, that team loses.
2. Each person must take a turn when their place comes up and then go to the end of the line after their turn is complete.

**Follow Up:**

1. Did you notice that at times you could so clearly see the right move and the person taking a turn is completely missing it?
2. Why did you think that happened?
3. Does that happen in life/school sometimes?
4. Why does that happen?
5. How can we avoid being “blinded” to our options?
6. Why is it important to be flexible?



### **Trustworthy**

Each group should sit in a circle with a desk to write on in the middle. Decide ahead of time who will go first, second, third, etc.... You sit in the middle of all the groups. The first person from each group comes to you and you whisper a word to them of what they are to draw. (kind of like Pictionary) They go back to their circle and draw the word without talking or mouthing the word. They cannot use letters or numbers when they draw. When their group gets the word correct the second person comes up to you and whispers the first word to you. If it is correct you whisper the second word to the second person that goes back and does the same thing. Continue the activity until all the groups get the words. Be sure to finish the activity. Have the students turn their chairs back to the front and lead the following discussion.

Words to use: Rocket, submarine, snowman, snowflake, garden, comb, coffee pot, sword, eraser, belt, windmill, microwave

**DISCUSSION IDEAS:**

- How did your group do in this activity?
- What was the hardest part of the activity?
- What problems did limited drawing space create for your group?
- How did you feel when you were the person doing the drawing?
- How did you feel when you were the person doing the guessing?

- What can this activity teach us about communicating?
- What is so hard about communicating through drawing?
- What are some other ways we communicate other than talking, writing and drawing?
- Did your group want to cheat?
- What made your group not cheat?
- How would you feel about winning if you knew you had cheated?
- How would you feel if you were beaten by a team you heard cheating?
- If there was a big prize for the winner, would that make a difference to you regarding your decision not to cheat?
- What are some of the situations you can think of where cheating would have been very helpful to you? Did you cheat or not? Why?
- How do you feel towards other people who cheat?
- What can this activity teach us about cheating?



### **Passion**

#### **Materials:**

-3 colored pieces of paper for each student cut into around a 3" dot shape (It's fun if the paper is your school colors) and a pen/pencil for each student.

-A piece of string about 8" long, 3 beads for each student (the beads should be the same colors as your dot paper) for each student.

**Procedure: Step One:** On the first colored piece of "dot" paper (make sure every student is using the same color) have them write down their personal leadership goals. Next, have them find a partner and share their personal goals with each other. Give them each their string a 1 bead (The same color as the paper dot.) Have them pass their bead to their partner and tell their partner "This bead is meant to remind you to stick to your personal goals...I know you can do it." Each person should put their first bead on their string.

**Step Two:** On the second colored piece of "dot" paper (make sure every student is using the same color) have them write down how they will encourage the other leaders in your leadership class to achieve their goals. Next, have them find a new partner and share with each other how they will encourage others in their class. Give them each a second bead (The same color as the paper dot.) Have them pass their bead to their partner and tell their partner "This bead is meant to remind you to help others in class achieve their goals...I know you can do it." Each person should put their second bead on their string.

**Step Three:** On the third colored piece of "dot" paper (make sure every student is using the same color) have them write down how as a leadership class we can make our school a better place. Again, have them find a new partner and share with each other how as a leadership team we can make our school a better place. Give them each a third bead (The same color as the paper dot.) Have them pass their bead to their partner and tell their partner "This bead is meant to remind you together we can make our school a better place...I know you can do it." Each person should put their third bead on their string and help their partner make it into a bracelet.



**Follow Up:** Review with the students what each bead stands for. Staple all the paper dots on the ceiling of your leadership classroom as a reminder of your leadership “passion” and “why”.