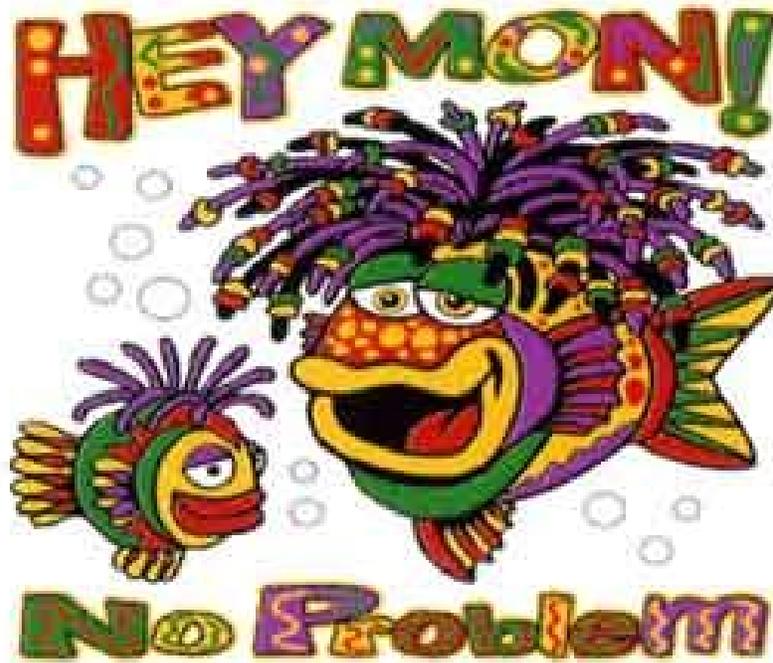


Leadership Lessons



**CADA
2017**

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How GOHS is Structured

| Activities Director | | | |
|---|---|---|------------------------------|
| Period 3 Sophomores | Period 4 Juniors / Seniors | Period 5 Freshman | Period 6 Freshman |
| <ul style="list-style-type: none"> • Community Events: Blood Drive, BNM Rally • Sophomore Class Recognition | <ul style="list-style-type: none"> • School Officers • Schoolwide events: Homecoming, Red Wave, | <ul style="list-style-type: none"> • Academic Success • Teacher Recognition • Freshman Class Recognition | |

Freshman Leadership Week at a Glance

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|-------------------|--|-------------------|---|
| <p style="text-align: center;">Individual <u>Leadership</u> <u>Projects:</u> Icebreakers Who I am</p> <p style="text-align: center;">President Report for Week</p> <p style="text-align: center;">Planning for Week</p> | WORKDAY! | | | <p style="text-align: center;">Andrade <u>Leadership Lesson</u></p> <p style="text-align: center;">Weekly Report to Presidents</p> |
| | Thought of Day | President <u>Leadership Lesson</u> Thought of Day | Thought of Day | |

3 Opportunities for Leadership Curriculum!

ICEBREAKER PROJECT

Semester 1

Due Monday, _____

Research, prepare and present an “ice-breaker” that you can facilitate and have the class participate in. You will conduct the activity completely on your own.
You need to give a purpose or goal as to what makes this icebreaker worthy.

You must include:

1. Activity Name
2. Time the activity takes
3. List of Materials/Set Up (diagram if needed)
4. Full Typed Written Directions and Purpose of activity

Grading RUBRIC

| Icebreaker Activity: | | |
|---|------------------------|----------------------|
| | Points Possible | Points Earned |
| Activity Name | 5 | |
| Time Needed: | 5 | |
| Materials /Set Up: | 10 | |
| Written Directions / Purpose | 20 | |
| Presentation / Following Guidelines: | 10 | |
| | 50 | |

Comments:

Semester 2 Project

Who I am

You will present a Powerpoint all about YOU!

Slides to Include:

Each Slide needs Pictures/clip art/visuals for interest!

1. **Title / Introduction:** Here I am! Include a picture of yourself and some vital information including your date of birth, age, general physical description, hobbies
2. **About me:** Include what you love, feel fear, need, give, and wish for
3. **My People:** Pictures/descriptions of your family, pets, and/or others who are important to you.
4. **Who I am:** Describe how you see yourself. What kind of person are you? What do you know about yourself? What are your values? why do you react to situations people, and things the way you do? What are your strengths and why? What are your weaknesses and why? What motto do you have?
5. **My Favorite Things:** List some of your passions. What are the activities, subjects, and areas you enjoy or in which you succeed? List your favorite types of music or groups, television shows, movies or movie genres., subjects in school, books/characters, interesting sports to watch/play, favorite foods, animals, celebrities, inventions, fashion items, etc. Share your interests.
6. **Planning:** Describe the educational future you have planned. What college do you want/plan on attending. What will your field of study be? Where will you be living, dorm/commute? What sports/activities do you want to do while you are there?
7. **Changing:** Describe ways in which you would like to grow or change over the next several years. What kind of life will you have at age 25? Consider career, family, travel, etc.
8. **Tomorrow:** Imagine that it is 20 years from today (you are 35 years old) What will you have accomplished up to this point in your life? What would you like to see in your future world?
9. **Conclusion--**Wrap it all up!

The Goal of this project is for you to share yourself with us!
Share childhood stories, ideas, dreams and pieces of your life with us!

You will Present on _____

Name _____ per _____

WSB Semester 2 Project
WHO I AM

Presentation Rubric-- 100 points possible

| Requirement | Points Possible | Points Earned |
|---------------------------------|------------------------|----------------------|
| Introduction | 5 | |
| About Me | 10 | |
| My people | 10 | |
| Who I am | 10 | |
| My favorite things | 10 | |
| Planning | 10 | |
| Changinging | 10 | |
| Tomorrow | 10 | |
| Conclusion | 5 | |
| Eye Contact/ Voice | 10 | |
| Proofreading/ Meeting Deadlines | 10 | |

COMMENTS:

THOUGHT OF THE DAY

Name _____ per ___ Due Date _____

You are to research, prepare and present a "Thought of the Day" for the class.

You may find an inspirational video online that inspires you.

Stories cannot be repeated, so choose one that has not been shared in class before.

**You will need to find an applicable presentation that ties to one of GOHS's core Values:
Scholarship, Passion, Integrity, Reflection, Involvement, Teamwork.**

Your presentation should be between 5-7 minutes.

Fill out in complete sentences and turn in on your assigned day

1. Source / Name of Thought of the Day

2. Which Core Value it best represents

3. Give a Short summary of the video (10 points)

4. What could be learned or taught from this? How can this apply to life? How can this apply to Great Oak and the high school experience? How does this help a Leader reflect? (20pts)

25 53 57 21 30 10 26 18

1 29 37 49 22 34 2 62

13 5 41 17 38 14 54 46

33 61 45 9 42 58 6 50

31 43 59 11 32 28 8 16

63 15 27 23 44 56 60 64

7 55 39 47 36 4 24 12

19 35 3 51 52 40 48 20



Speed Numbers

Answer the following Questions in a MINIMUM of 3 sentences.

1. What number did you get to during the first attempt? What were some struggles you encountered during the first attempt?

2. What number did you get to during the second attempt? Did knowing the key to finding the numbers help you in your search? Why or Why not?

3. How can this relate to being organized in school work, class work, and life?



Name _____ per _____

Red/Black Card Game

Decisions, Decisions: Are you a leader or follower?

Answer the following questions in at least 2-3 sentences each.

1. What does this game say about the choices you make?

2. When you had a partner, how did you both agree to a card color?

3. When it was a group of 4, who in your group made the final decision? How did the decision get chosen?

4. Reflecting on your participation, how do you make decisions when in a group dynamic? Are you the leader or follower? WHY?

Watch on youtube: "Can we autocorrect Humanity?" by Prince Ea



Name _____ per _____

Cell Phones....A Distraction, Addiction, or Both?

Read each question and answer carefully and honestly.

| | | Yes | No |
|---------------|--|-----|----|
| 1. | Do you have your cell phone with you constantly; even at home you have it in your pocket or right next to you? | | |
| 2. | Do you fiddle with your cell phone whenever you have downtime (even when you're not on the phone or you only have a very few minutes to kill)? | | |
| 3. | Do you always feel anxious about your cell phone, especially when you are unable to use it? (in a meeting, plane, class, church) | | |
| 4. | Have you ever had your phone taken away from use in school or class? | | |
| 5.. | Do you sometimes believe your phone is ringing , but when you answer it or listen longer you find it wasn't ring at all (known as phantom ringing) | | |
| 6.. | When you hear a song on the radio you really like, do you download it asap? | | |
| 7.. | Do you check social media (facebook, snapchat, twitter, instagram, tumblr, vine, etc.) more than 5 times a day? | | |
| 8. | Do you feel you need to be on your phone anytime you are alone? | | |
| 9. | Do you feel like you need to update the newest apps or get the newest version of the phone? | | |
| 9. | Have you had problems with family or friends because of your cell phone use? | | |
| Totals | | | |

What can you do rather than reach for your phone? If you were at dinner with your friends, and everyone left their phone at home, list a few things that you and your friends would talk about:

Watch on Youtube: "4 Leadership Lessons from Geese" with Preston Smiles

Name _____ # _____

Lessons From Geese



List the Four Leadership Lessons that we can learn from Geese

| | Lesson # | Good or Bad Example | Example in MY Life |
|---|----------|---------------------|--------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

Of the Four , which one do you think is the MOST IMPORTANT? In 5-7 sentences, give reasons WHY:

Watch on youtube: “Eat that Frog” by Brian Tracey

Name _____ Per. _____



Eat that Frog!!

Procrastination is a common problem with just about everyone. It can make you appear unorganized, unprepared, and unreliable! Being able to get the job done, within the given timeframe, is a lifelong skill that will be your best asset.

List the top 5 things you procrastinate with:

- 1.
- 2.
- 3.
- 4.
- 5.

Now think about WHY you procrastinate. Explain:

In WSB, it is essential that you complete tasks in a timely manner, and get the job done above expectation.

Brainstorm as to what tools or strategies that you can use to eliminate procrastination:

Now set a goal and make a plan. From the your top 5 list, choose ONE that will be your priority. How are you going to improve your efforts and how are you going to measure your success?

Jigsaw Puzzle Pieces

Teams must work together to complete a puzzle as quickly as possible. Initially the teams will be divided and given separate puzzles. They will think that they are competing against each other and then come to realize that they have no way of completing the puzzle unless they work with the other sub-teams as they hold the missing pieces of their puzzle.

Resources: 6 small puzzles in boxes

6 groups of students working in teams

Jigsaw Puzzle Pieces Setup

- Take 5 pieces from each puzzle box and distribute them each into each of the other 5 puzzle boxes. Each puzzle box should contain one puzzle piece from each of the other puzzle boxes.

Jigsaw Puzzle Pieces Team Activity Instructions

- Provide each sub-team with a jigsaw puzzle. Instruct them to assemble the puzzle as quickly as possible. Try to ensure that each teams puzzle pieces appear to be an entire puzzle.

Introducing the exercise:

“The aim of the exercise is for each team to assemble the jigsaw puzzle as quickly as possible using the pieces provided.

All teams have a different puzzle. You will receive no additional instructions, however this is an activity for you to work together as a team and work collaboratively. ”

- Teams will assume that they competing against one another, however there are a few pieces have been switched around to the boxes and each team have puzzle pieces that don't belong to them. The key point of the exercise is for the team to identify the problem and resolve it by discussing it between them and working together and then trying to communicate with the other teams to claim the correct pieces for their puzzle.

Tips and Guidance

Try and stay clear from giving them the solution to the problem. If they ask you, reiterate the introduction to the task as before and let them work it for themselves.

This type of exercise demonstrates that all team members (or teams) make up the whole, and often no individual or team can do it alone. Sometimes the missing piece of the puzzle is often held by others.



Jigsaw Puzzle Pieces

Answer the following questions in **COMPLETE SENTENCES**.

1. How did your group work as a team? Who took the lead? Who did not follow?

2. When the problem arises, how was it decided to solve the problem? Who took the lead?

3. What lesson(s) did you learn from this activity as team member or from working as a team?

The Monkey Experiment

Start with a cage containing five monkeys. Inside the cage, hang a banana on a string and place a set of stairs under it.

Before long, a monkey will go to the stairs and start to climb towards the banana.

As soon as he touches the stairs, spray all of the monkeys with cold water.

After a while, another monkey makes an attempt with the same result - all the monkeys are sprayed with cold water.

Pretty soon, when another monkey tries to climb the stairs, the other monkeys will try to prevent it.

Now, turn off the cold water.

Remove one monkey from the cage and replace it with a new one.

The new monkey sees the banana and wants to climb the stairs.

To his surprise and horror, all of the other monkeys attack him.

After another attempt and attack, he knows that if he tries to climb the stairs, he will be assaulted.

Next, remove another of the original five monkeys and replace it with a new one.

The newcomer goes to the stairs and is attacked.

The previous newcomer takes part in the punishment with enthusiasm.

Again, replace a third original monkey with a new one.

The new one makes it to the stairs and is attacked as well.

Two of the four monkeys that beat him have no idea why they were not permitted to climb the stairs, or why they are participating in the beating of the newest monkey.

After replacing the fourth and fifth original monkeys, all the monkeys that have been sprayed with cold water have been replaced.

Nevertheless, no monkey ever again approaches the stairs. **Why not?**

Answer the Following Questions with a *Minimum of 3-4 sentences.*

1. Explain how this story is comparative to society and group behavior:

2. What could be a better title to this story? Explain WHY?

3. How could this experiment be changed for a POSITIVE outcome?

Watch on youtube: "Game changer: Amy Cuddy, Power Poser" by TIME

Name _____ per _____

Fake It Til You BECOME It!!

Amy Cuddy's research on body language reveals that we can change other people's perceptions, and even our own body chemistry, simply by changing body positions!

Comment on each of the following poses:

IT'S WHAT YOU DON'T SAY THAT COUNTS!



**LEARN TO READ AND INFLUENCE PEOPLE THROUGH
NONVERBAL COMMUNICATION.**

Now it's your turn!

Choose a Power Pose and hold it still for 2 minutes!

What Does Dominance Look Like?

WE ASKED AMY CUDDY TO DESCRIBE FOUR CLASSIC POWER POSES:



The Performer
Mick Jagger

"This is a classic expression of feeling powerful in the moment—it causes you to physically expand."



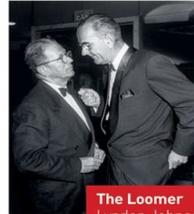
The CEO
Oprah Winfrey

"The body language naturally projects dominance. It's unusual to see a woman in this position."



The Classic
Wonder Woman

"She's really opening up. The feet spread, the hands on the hips. She's taking up space."



The Loomer
Lyndon Johnson

"Johnson was 6'4", and he used his stature very thoughtfully—to both intimidate and seduce."

FROM LEFT: ANZUR/WIREIMAGE; JASON HERRITT/GETTY; BETTY RALPH/NOBLEGETTY

Next, Find a partner _____

Have a conversation about _____

(you do not have to do the power pose during the conversation)

Reflection: (at least 5 Complete Sentences)

How did it feel speaking your mind after holding your power pose? Do you think this can work? Do you think you would try this in real life? Give an example of WHEN: