

Leadership Lessons

Quick write lessons:

I use “Chicken Soup for the Teenage Soul” to help students make connections to the world. We read the story aloud and then discuss the theme of the story. Students on occasion will select a story that they want to share. A quick way to get students talking and sharing.

Some of my favorites are:

The cost of Gratefulness by Randal Jones

Please hear what i’m not saying by unknown

Reaching out to a stranger by Barbara A. Lewis

Another book I use is “Daily Reflections for Highly Effective Teens” by Sean Covey. The book is set up by calendar date, but i use it when I have an opportune time for students to share out.

Using youtube

Be your own hero

I love using the video by Joe Rogan, titled “Be the Hero” of your own movie. I ask the students to write out in detail how they can be the hero of their own movie.

Make a difference

Use the video “Make a difference” by

Then I ask students how they can make a difference every day around them. It needs to be a half sheet what they can do in detail.

Letter to yourself next school year.

This letter will be delivered to you in the Fall to remind you of what you learned from this school year.

The summer will pass and likely you will forget some important things from this class, so I would like you to write a letter to yourself that I will return to you next year. Please encourage yourself, give yourself advice of what you should do, what you should not do. Please be sincere, heartfelt, and articulate.

Dear _____,

Written Communication Lesson

To complete the written communication sub-standard you will need to complete three letters.

Letter 1-

Write a donation letter to a business or service organization. In the letter you should describe what your organization's purpose is and what they plan to do with the donation. Your organization may be fictitious, but must be appropriate. Include information about who, when and where to contact. You may also include different levels of donation and the recognition that comes with the donation.

Letter 2-

Write a press release that can be used for any type of media outlet. Create an event or a traditional Hanford West event that will be held at the school. Include specifics about the event, times, who to contact for more information and you should include a brief history of the event.

Letter 3-

Write a thank you letter to an organization that helped support a Hanford West athletic team, club or organization. That help could have been a donation, sponsorship, or volunteered at a school event. That help could have been a donation, sponsorship, or volunteered at a school event. Tell them how their support will impact the season or culture of your organization.

You could also choose to write a thank you letter to a staff member that went above and beyond to support your educational efforts. Be as specific as possible and remember it must be appropriate topic. Tell them how their support impacted you and your future.

Why You Are Awesome

Student Name: _____

Hobbies: _____

Favorite Movie: _____

Favorite Food: _____

Favorite Subject: _____

If you were to describe the perfect vacation, where would go and what would you do. _____

The Reflection Box

Desired Outcome: To self-reflect on who you truly are on the inside and how you perceive that those around you might view you.

Standards Addressed:

___ Listening and Speaking 1.7. Organization and Delivery of Oral Communication. Students use props, visual aids, etc. to enhance the appeal and accuracy of presentations.

___ Speaking Applications 2.2. Deliver expository presentation. Make distinctions between the relative value and significance of specific data, facts, and ideas.

___ Visual and Performing Arts, Visual Arts Content Standards, Creative Expression 2.6. Create a two or three-dimensional work of art that addresses a social issue.

Due Date _____

Time Limit of Presentation _____

Actual Time of Presentation _____

Materials:

Any container

Pictures, words, illustration, significant objects, paper, glue, markers, paint, fabric

Directions:

1. Find a container. It may be a box or anything that can hold things. Make it significant to your life.
 1. Decorate the outside with ten or more symbols as a way to show how you think the world sees you. Find words, pictures, or objects to represent the “external you.”
 2. Find ten or more symbols to represent the “real you.” How do you really see yourself? What are you really like when nobody's watching you? Find words, pictures, or objects to represent the “internal you.”
 3. Be ready to share your box with the class on your due date. You may choose to keep some or all of the inside symbols confidential if you do not want to share them with the class.

Be creative. Be honest. We want to get to know you.

GOAL BOOKLET

Objective: The purpose for this activity is to have students create and organize S.M.A.R.T. goals in a form of a story booklet.

Introduction: Talk to the students about the significant of goals. Explain to them that their goals are what identifies them and is an illustration of how they see themselves. Elaborate on the definition of S.M.A.R.T (**S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely). Help students realize that goals are to challenge their abilities and what are the steps they can do to reach their aspirations.

Procedure:

1. Students must fold their paper to look like a small book. Directions can be found on http://www.activityvillage.co.uk/Origami_booklet.pdf
2. Students must create a minimum of four S.M.A.R.T. goals.
 - a. Each goal must fit the S.M.A.R.T. goal criteria.

- ex. Must say how long it will take to reach their goal. How they might check process.
3. Each goal must have three steps that explain how the student will reach their goal.
 4. Must illustrate each goal with a colored drawing.

Follow-Up: At the end of the year (or whatever selected period of time) students must write if they accomplished their goals or how close they are to reach it.

*Extra: If students are seniors, they can write a letter to themselves explaining what they are hoping to accomplish in 4 year span and have their letters sent by the instructor 4 years later.

Supplemental Reading Lessons

I believe that I need to supplement my leadership program. I have all my classes read the following titles in the fall semester and have them answer questions on each of the assigned reading pages.

“Seven Habits of Highly Effective Teens” by Sean Covey.

“Combinations, Opening the door to student leadership” by Ed Gerety

“Teen Leadership Revolution” by Tom Thelen

“What do you Really Want” by Beverly K. Bachel

I will use on a four year cycle so that if you join ASB as a freshmen you will be exposed to all four of the readings.

In the spring semester I use four supplemental books to enhance the curriculum. Each grade level has a book assigned to them and I give them weekly reading schedules with questions to assess their understanding of the topics covered in the books.

9th grade “Fish” by Stephen Lunding, Harry Paul, & John Christensen.

10th grade “Who Moved My Cheese” by Spencer Johnson

11th grade “One Minute Manager” by Ken Blanchard & Spencer Johnson

12th grade “How to Influence People” by John C. Maxwell

Desert Island ice breaker

Announce, 'You've been exiled to a deserted island for a year. In addition to the essentials, you may take one piece of music, one book (which is not the Bible) and one luxury item you can carry with you i.e. not a boat to leave the island! What would you take and why?' Allow a few minutes for the young people to draw up their list of three items, before sharing their choices with the rest of the group. As with most icebreakers and relationship building activities, it's good for the group leaders to join in too!

Fact or fiction ice breaker:

Ask everyone to write on a piece of paper THREE things about themselves which may not be known to the others in the group. Two are true and one is not. Taking turns they read out the three 'facts' about themselves and the rest of the group votes which are true and false. There are always surprises. This simple activity is always fun, and helps the group and leaders get to know more about each other.

This or That ice breaker

How to Play

This icebreaker has students informally debate on light topics such as "Which animal makes a better pet...dog or cat?" Students have to choose a position, then physically move to the side of the room that most closely represents their opinion—one side means dogs, the other side means cats—and then talk about why they chose that spot. This game has always been a HUGE hit with any group I've ever taught: It builds student confidence with talking in front of their peers, it **helps students quickly find kindred spirits**, and it's also just a lot of fun.

Sample questions for This or That:

- Would you rather live in the country or the city?
- Should all students be required to learn a second language?
- Which is worse: bad breath or body odor?
- Would you rather be indoors or outdoors?
- Which is better: Playing sports or watching sports?
- Would you rather travel every single day or never leave home?

Whose Story Is It?

This icebreaker game lets you hear some fun, fascinating, and surprising stories.

1. Pass out paper and pens and have everyone take a few minutes to write a personal experience, the stranger the better.
2. Fold the papers and put them into a bag, basket, or box.
3. Have three people at a time sit in front of the group. The leader randomly picks a slip of paper, and hands it to the three people.
4. Each member of the trio reads the paper aloud and then adds some details to the story.
5. The group guesses if the story really belongs to one of three and, if so, to which one.

This continues until all the slips of paper are used. At that point, each person tells his or her own story with additional details.

Alphabet Getting to Know You

As people enter the room, give everyone a pre-typed sheet of paper with each letter of the alphabet (x-optional) on the vertical left side.

Example:

A _____

B _____

C _____

D _____

Everyone attempts to find out something about others that starts with one of the letters.

Examples:

Jamal broke his **arm** in 6th grade.

Alana plays **basketball**.

Nissa's favorite **candy** is Snickers.

Evan's **dad** is a dentist.

Put the person's name and info on a line. Cannot use the same person for more than four times. Set a 5-7 minute time limit and see who has the most. Have several (small group, have all) people share interesting discoveries about each other.

Pirate Game:

Just know that you can make it up as you go!

But here's the commands I use:

Main deck – students in a line in the middle

Quarter deck – one side

Poop deck – the other side

Swab the deck – 3 students together moving a pretend broom

Hoist the sail – 4 students together pulling up a pretend rope on a sail

Walk the plank – 5 students in a line walking

Boom – drop to the ground to avoid the boom

Salute – students say “aye, aye Captain”

All that are out become pirates, then you have them:

Sing to me pirates – they sing “yo, ho, yo, ho, a pirate's life for me”

Pirate attack – Sailors run from one side of the ship to the other as the pirates try and tag one sailor and bring them back to the pirate “ship” in the back.

Egg, Chicken, Dinosaur

The goal of this game is to work your way up by beating other players at Rock-Scissors-Paper to the "position" of king or queen.

Everyone starts out as an egg. You find another egg and play Rock-Scissors-Paper. The winner "grows" into a chicken who finds another chicken to play against. Whoever wins "grows" into a dinosaur. The loser returns to being an egg.

Once a dinosaur you must find another dinosaur to play against. If you lose you step down to a chicken. The next step is becoming a prince or princess, which of course means playing against another prince or princess. If you win you become a King or Queen and stand off to the side. If you lose you return to a dinosaur. The game is played until there is one egg, chicken, dinosaur and prince. All other players will be kings or queens.

The fun in all this?: Eggs waddle on the ground in a little ball, chickens walk and squat while flapping their wings and "clicking", dinosaurs "roar" standing up. Princes/princesses "prance" around holding an imaginary scepter while kings and queens stand off to the side victoriously.