

Newest Grab Bag 2018

Start your school year off with purpose:

1. Meet with your executive officers in late May

1. Bonding with exec. (Lunch and Ice breaker) outside of school time.
2. Have students do the Leadership purpose outline.
3. Go over a previous mission statement with Executive officers.
- a. Have them discuss changes to make it theirs.
 3. Go over ASB Motto
 - a. Have them discuss changes to make it theirs.
4. Create goals / Vision for next year and plan how to achieve them.
5. Meet with this group over Winter Break and revisit the above information.

2. Pre-plan the school year.

- a. Meet with entire ASB over summer to bond
Icebreakers, fun games, and food.
- b. Have executive officers explain mission and motto and the importance of the two in the program.
- c. Have students fill out the Leadership serves.
- d. Share out to the group
- e. Pre-plan the fall events.

3. Meaningful student lessons

- a. Goal booklet
- b. Important values rating scale
- c. True Colors with follow up.
- d. Why are you so AWESOME sheet.

4. Lessons for communication

- a. Written communication lesson
- b. Strangers on a Train
- c. Fact or Fiction
- d. Listening skills
- e. Personality types
- f. Promote it

5. Leadership Supplemental Reading

Fall Rotation:

B.A.S.I.C.

7 Habits of Highly Effective Teens

World's Greatest High School Student Leaders

Combinations

Spring:

Fish

Who Stole my Cheese

One Minute Manager

How to Influence People



Hanford West ASB

LEADERSHIP SERVES

| List and Describe 10 Things That A Great High School Must Have: | Answer Yes Or No If HWHS Has This: | If No, What Can We Do? If Yes, How Do We Make It Better? |
|--|---|---|
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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 significance 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. Tri-fold style.
2. Students must create a minimum of three S.M.A.R.T. goals.
(One short term and two long term)
- 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 they check process.
3. Each goal must have three steps that explain how the student will reach there goal.
4. Must illustrate each goal with a colored drawing or visual.

Follow-Up: At the end of the year (or what ever selected period of time) students must write if they accomplished the short term goal or how close they are to reaching it.

S.M.A.R.T. Goals

- A **specific** goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:
 - *Who: Who is involved?
 - *What: What do I want to accomplish?
 - *Where: Identify a location.
 - *When: Establish a time frame.
 - *Which: Identify requirements and constraints.
 - *Why: Specific reasons, purpose or benefits of accomplishing the goal.

•A **Measurable** goal

Establish concrete criteria for measuring progress toward the attainment of each goal you set.

- To determine if your goal is measurable, ask questions such as.....
 - How much?
 - How many?
 - How will I know when it is accomplished?

A **Attainable** goal

- When you identify goals that are most important to you, you begin to figure out ways you can make them come true.
- You develop the attitudes, abilities, skills, and financial capacity to reach them.
- You can attain most any goal you set, when you plan your steps wisely and establish a time frame, that allows you to carry out those steps.

A **Realistic** goal

- To be realistic, a goal must represent an objective toward which you are both *willing* And *able* to work.
- A goal can be both high and realistic; you are the only one who can decide just how high your goal should be, but be sure that every goal represents substantial progress.
- A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force.
- Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

A **Timely** goal

- To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work.
- A goal can be both high and realistic; you are the only one who can decide just how high your goal should be, but be sure that every goal represents substantial progress.
- A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force.
- Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Important values rating scale

1. Make a checkmark next to the 25 most important values.
2. Then underline the top 10 from the list of 25.
3. Then Rank top 10, with 1 being the most important.

| | | |
|------------------------|---------------|-----------------------|
| Achievement | Communication | Fairness |
| Autonomy | | Family |
| Beauty | | Family Time |
| Caring | | Flexibility |
| Caution | | Freedom |
| Challenge | | Friendship |
| Communication | | Fun |
| Competence | | Growth |
| Competition | | Happiness |
| Cooperation | | Harmony |
| Courage | | Health |
| Creativity | | Honesty and Integrity |
| Curiosity | | Hope |
| Customer focus | | Human relationships |
| Decisiveness | | Humor |
| Dependability | | Independence |
| Determination | | Individualism |
| Discipline | | Innovation |
| Diversity | | Learning |
| Effectiveness | | Love and affection |
| Empathy | | Loyalty |
| Equality | | Open-mindedness |
| Organization | | Strength |
| Patience | | Task focus |
| Power | | Teamwork |
| Productivity | | Trust |
| Profitability | | Truth |
| Prosperity and Wealth | | Uniqueness |
| Quality | | Variety |
| Quantity | | Winning |
| Recognition | | Wisdom |
| Respect | | Speed |
| Spirituality and faith | | Simplicity |
| Responsibility | | |
| Risk-taking | | |
| Security | | |
| Service to others | | |

What are some other Values that are not listed, but are important to you

Provide an explanation for why you chose your top five values:

1.

2.

3.

4.

5.

Lowery's True Colors

Why Personal Style Assessments?

A personal style assessment is completed to yield a description of an individual's distinct behavioral traits. In most instances, your personal style affects relationships with your family, friends, and classmates and contribute to your health and wellbeing. Teachers can administer assessments in class to help children discover their strengths and developmental needs. The driving force behind administering personal style assessments is to open up lines of communication and bring students together to have a higher appreciation for one another. A personal style assessment can provide guidance to teachers regarding what teaching strategies will be the most effective for their students.

Personal style assessment can benefit your students by:

- Increasing productivity
- Getting along better with classmates
- Helping students realize their full potential
- Identifying teaching strategies for students
- Helping students appreciate other personality types

One of the most popular personal style assessments is the True Colors assessment. This assessment asks a series of questions to rate your likes and dislikes. The test will then rate your style as either a blue, green, orange or gold personality type. You may be a combination of two colors, but usually a student will exhibit one primary color. A personal style assessment is not a means to typecast a student, but it allows teachers to understand the personality attributes associated with various students. You will operate as one primary color for the most part, but high levels of stress and other environmental factors can shift your personal style for short intervals. As a rule of thumb, you should recognize your strong attributes and keep in mind the attributes that irritate people.

Teachers can disseminate a personal style assessment to their children the first week of school. A personal style assessment is a fun exercise for the class and will enable the teacher to more adequately plan lessons and activities for their students.

Exploring Your Colors

Below are 11 incomplete sentences that describe people. Each sentence has four possible endings. Give four points to the phrase that is “most like you,” three points to the phrase that is “next most like you,” two points to the next phrase, and one point to the phrase that is “least like you.” Use the sentences below to describe your personality.

1. When I make decisions:
_____ a. I do it quickly and go with the first impressions.
_____ b. I think about it, consider the options and then decide.
_____ c. I listen to my feelings and consider how my decisions will affect others.
_____ d. I take it seriously and always try to make the right decision.

2. The best way for others to show me they care about me is to:
_____ a. Do fun things with me.
_____ b. Give me space to be myself.
_____ c. Spend time with me doing whatever.
_____ d. Do what I want to do; not let me down or go back on their word.

3. When I'm with my friends, I like to provide:
_____ a. The excitement; the fun; the jokes.
_____ b. Questions; answers; a logical way of looking at things.
_____ c. Concern for others; a lot of caring.
_____ d. The planning; a sense of security; a good standard.

4. I like to:
_____ a. Act on a moment's notice; do risky things.
_____ b. Provide answers or give thought to people's questions.
_____ c. Help maintain a sense of harmony and togetherness.
_____ d. Be responsible, dependable, and helpful to others.

5. One thing I am really good at is:
_____ a. Acting courageously.
_____ b. Thinking.
_____ c. Being sensitive.
_____ d. Organizing.

6. Friends who know me best would say that I am:
_____ a. Competitive.
_____ b. Reserved, thoughtful.
_____ c. Emotional, friendly.
_____ d. Neat, prepared.

7. My basic approach to life is:
_____ a. To take one day at a time and have fun.
_____ b. To figure out what life is all about.
_____ c. To help others and be happy and succeed.
_____ d. To plan for the future and make it as good as possible.

8. When I am feeling discouraged or “down in the dumps”:
_____ a. I often become rude, mad, or sometimes even mean.

- _____ b. I withdraw, don't talk very much, and try to think my way out of the problem.
- _____ c. I feel emotional, am sad, and usually like to talk it over with someone close to me.
- _____ d. I try to figure out what's causing the problem and fix it.

9. I feel good about myself when:

- _____ a. I can do things that are difficult.
- _____ b. I can solve problems or figure things out.
- _____ c. I can help other people.
- _____ d. I am appreciated or rewarded for things I do.

10. Teachers at school who saw me when I wasn't on my best behavior might describe me as:

- _____ a. Rowdy or a little wild.
- _____ b. Arrogant.
- _____ c. Talkative.
- _____ d. Someone who wants things my way; dominant; worrying.

11. Teachers at school (who like me and in whose class I do pretty well) would probably describe me as:

- _____ a. Charming, a natural leader, clever, someone who is fun to have around.
- _____ b. Thoughtful, someone who has good answers, someone who likes to figure out problems.
- _____ c. Nice, friendly, someone who gets along with other students and is helpful to the teacher and others.
- _____ d. Neat, organized, prepared, someone who does assignments and is a good student.

Rank each number as 4, 3, 2, 1; where 4 is the one most like you and 1 is the least like you.

| Number | A | B | C | D |
|--------|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |

| | | | | |
|--------------|--|--|--|--|
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| TOTAL | | | | |

Total your columns and place your results in the blanks below.

- _____ a. Red
- _____ b. Green
- _____ c. Blue
- _____ d. Gold

What is your first color? What is your second color?

Understanding Yourself and Others

Are you...**Blue**?

Enthusiastic...Sympathetic...Personal?
 Warm...Communicative...Compassionate?
 Idealistic...Spiritual...Sincere?
 Peaceful...Flexible...Imaginative?

In work you like to influence others to help their lives...like to work in the arts, education, or helping professions?

In love seek balanced relationships...believe in a true romantic, perfect love that will last forever...enjoy flowers, candlelight, music, and small gestures of love?

As a kid did you have an active imagination....difficult to fit into school life...reacted sensitively to rejection and went after recognition...preferred encouragement to competition?

Understanding Yourself and Others **Are you...Green?**

Analytical...Global...Conceptual?
Cool...Calm...Collected?
Inventive...Logical...Problem Solver?
Abstract...Creative...Investigative?

In work you are an independent thinker...work is play...enjoy challenges...find new ways to do routine?

In love prefer to think then let your heart dictate love...difficult to express feelings...uneasy about emotions...love will take care of itself if it's love?

As a kid you felt older than your years...liked to focus on things there were mentally stimulating...impatient with drills and questioned authority...needed to respect teachers before you could learn from them.

Understanding Yourself and Others

Are you...**Gold**?

Loyal...Dependable...Prepared?
Thorough...Sensible...Punctual?
Faithful...Stable...Organized?
Caring...Concerned...Helper?

In work you want to maintain organization...handle details and work hard...work comes before play?

In love you are serious and believe in the traditional view of love and marriage...want to build a long lasting relationship together...demonstrate love and affection through practical things or deeds?

Understanding Yourself and Others

Are you...**Red**?

Witty...Charming...Spontaneous?
Impulsive...Generous...Impactful?
Optimistic...Eager...Bold?
Physical...Immediate...Courageous?

Restless at work...like your independence and freedom...utilize your physical coordination...like to work with tools?

In love, do you like to share interest and activities with your love interest...explore new ways to energize your relationship...giving extravagant gifts to bring pleasure to your love interest?

As a kid, did you have trouble fitting into the school routine...learn by experience rather than listening or reading...motivated by competitive nature and sense of fun?

You May Show these Characteristics:

| | <u>Solid Gold</u> | <u>Curious Green</u> | <u>True Blue</u> | <u>Action Red</u> |
|----------------------------|-------------------------|---------------------------------|------------------------------|-----------------------------------|
| Esteemed for | Being dependable | Discovering new insights | Being a good listener | Being fun and taking risks |
| Stressed by | Lack of order | Feeling inadequate | Feeling artificial | Restrictions |
| Highest virtue is | Responsibility | Objectivity | Loyalty | Courage |
| Key characteristics | Being prepared | Ingenuity | Authenticity | Talent and skill |
| On the job | Organizer | Pragmatist | | Energizer |

| | | | | |
|--------------------------|--|--|--|-----------------------------------|
| | | | Peacemaker | |
| Perception | Structure | Abstract | Concern | Excitement |
| Primary needs | To provide stability and order; be in control | To be competent and rational | To be authentic and care for others | To be free and spontaneous |
| Longs for | Security | Insights and knowledge | Love and acceptance | Freedom |
| Strives to foster | Traditional values | Thoughtful consideration | Harmony | Fun and recreation |
| Take pride in | Dependability | Competence | Empathy | Impact |
| Specialty is | Accomplishments and results | Research and conceptualizations | People | Entrepreneurship |
| Validated by | Being appreciated | Affirming their wisdom | Acceptance of others | Achieving visible results |
| Trust | Authority and tradition | Facts and logic | Intuition and feelings | Impulses |

You May See Yourself As:

| GOLD | GREEN | BLUE | Red |
|-----------------------------|-------------------------|--|---|
| Stable | Superior intellect | Warm | Fun-loving, enjoys life |
| Providing security | Powerful | Romantic | Flexible, adaptable |
| Always have a view | Eminently reasonable | Idealist | Proficient, capable |
| Good at sorting/weeding out | Clam, not emotional | Willing to work tirelessly for what I believe in | Hands-on person |
| Decisive | Precise, not repetitive | Affirming | Problem-solver |
| Executive style | Able to find flaws | Promoting growth, well-being | Do many things at once |
| Organized person | Seeking justice | Relates current experiences to past experiences | Curious, welcomes new ideas |
| Goal oriented | Able to reprimand | Likes to please people | Superior ability to discriminate away options, see shades of gray |
| Dependable | 98% right | Great communicator | Spontaneous |
| Firm | Creative | Compassionate | Carefree |
| Efficient | Visionary | Spiritual | Practical |
| Good planner | Original | Unselfish | Eclectic |

| | | | |
|----------------------|----------------------|------------------|----------------------------|
| Orderly, neat | Rational | Empathic | Good negotiator |
| Punctual | Under control | Caretaker | Can deal with chaos |
| | | | |

Others May See You As:

| | | | |
|---------------------|--------------------------|-------------------------------------|---------------------------|
| GOLD | GREEN | BLUE | Red |
| Rigid | Intellectual snob | Stuck in / lives in the past | Irresponsible |
| Dull, boring | Heartless | Overly emotional | Goofs off too much |

| | | | |
|----------------------|----------------------------------|---------------------------|-------------------------------------|
| Opinionated | Ruthless | Bleeding heart | Manipulative |
| Unimaginative | Unrealistic | Mushy | Not to be trusted |
| Bossy | Emotionally controlled | Hopelessly naïve | Not able to stay on task |
| Predictable | Afraid to open up | Too tender hearted | Resists closure or decisions |
| Controlling | Critical, fault-finding | Easily duped | Obnoxious |
| Stubborn | Unfair | Smothering | Flaky |
| System-bound | Unappreciative of others | Too touchy-feely | Disobey rules |
| Judgmental | Arrogant | Pushover | Scattered |
| Uptight | Doesn't care about people | Too nice | Cluttered |
| Autocratic | Eccentric, weird | Too trusting | Uncontrollable |
| | Cool, aloof, unfeeling | Groveling | Indecisive |
| | Lacking mercy | Fawning | Not a team player |
| | Stingy with praise | Soft | |

Things that Frustrate You:

| GOLD | GREEN | BLUE | Red |
|---------------------------|----------------------------|------------------------------|---------------------------|
| Irresponsibility | Routine | Lying | Rules and laws |
| Lack of planning | Small-talk | Violence | Same routine |
| Lack of discipline | Plagiarism | Personal rejection | Deadlines |
| Laziness | Illogical arguments | Lack of communication | Paperwork |
| High risk taking | Social functions | Lack of close friends | Lack of adventure |
| Illegal behavior | Incompetence | Sarcasm | Too much structure |

Things You Do to Frustrate Others:

| GOLD | GREEN | BLUE | Red |
|------------------------------------|-----------------------------------|---------------------------------|-----------------------------|
| Control freak | Not being sociable | Lack of planning | Ignoring rules |
| Being bossy and controlling | Living in the future | Being passive | Being undisciplined |
| Working long hours | Being wordy | Avoiding conflict | Lack of planning |
| Being obsessive | Blowing up when criticized | Suppressing problems | Being quick-tempered |
| Being judgmental | Not going with the flow | Being too generous | Thinking out loud |
| Planning for everything | Being too independent | Being overly sentimental | Impulse buying |

You Like to Receive Praise When:

| GOLD | GREEN | BLUE | Red |
|---|--|--|---|
| Someone is honest and mentions specifically what was accomplished | Your competence is recognized | Your unique contributions are recognized | Your process is more recognized than the product |
| Your thoroughness and sense of responsibility is recognized | The quality of your work is recognized | Your personal achievements are recognized | Your cleverness and skill are recognized |
| Your cleverness and skill is recognized | You are praised with specific vocabulary | Your personal characteristics that are valued and meaningful are recognized | Your quickness is recognized |
| Words are used that actually reflect what has been accomplished | Specific knowledge you acquired is recognized | Someone shows praise by a touch on the shoulder or other appropriate behavior | Your impact is recognized |
| Sincere appreciation is shown | Your integrity is recognized | You know you have importance and significance to the well-being of the class and the school | You are praised with actions |
| Reminders of the importance of the task completed to the well-being of others are used | Your independent competence of a job is recognized | Honesty and sincerity are used | You are shown praise spontaneously |
| You are recognized as an integral part of the class | Someone appreciates your analysis | You are praised with an energetic and enthusiastic manner | Versatility is used |
| | A clear, logical explanation of what was done is expressed in precise terms | | Quick and timely responses are used |

On a Bad Day, You May:

| GOLD | GREEN | BLUE | Red |
|----------------------------|--|-------------------------------------|--|
| Complain | Become overly indecisive | Fantasize and day-dream | Become rude |
| Wallow in self-pity | Refuse to cooperate with others | Do anything to get attention | Break the rules for spite |
| Worry | Become more aloof or withdrawn | Lie to save face | Lie or cheat to control the situation |

| | | | |
|--|--|---|---------------------------------------|
| Complain of psychosomatic problems | Put others down | Withdraw so others will come or feel sorry for you | Run away |
| Make malicious judgments about yourself or others | Use sarcasm | Cry or pout | Use drugs or alcohol |
| Blindly follow the letter of the law | Refuse to communicate | Show passive resistance | Act out boisterously |
| Become overly authoritative | Become highly critical of yourself and others | Yell and scream | Become physically aggressive |
| Become unreasonably fixed | Turn a cold shoulder to others | Fish for compliments | Quit or drop out |
| Be unforgiving | Demand unreasonable perfection | Become depressed | Become verbally abusive |
| Feel a lot of anxiety or stress | | Say you are not liked | Make bad spontaneous decisions |

Things that May Stress You:

| GOLD | GREEN | BLUE | Red |
|--|----------------------------|---------------------------|-------------------------------------|
| Incomplete tasks | Lack of control | Broken promises | Too much responsibility |
| Ambiguous task answers | Incompetence | Negative criticism | Redundancy |
| Many things going on at the same time | Emotional displays | Conflict | Rules and regulations |
| People not following through on tasks | Small talk | Insincerity | Being stuck at a desk |
| Irresponsibility of others | Social functions | Lying | Requirements to read manuals |
| A haphazard attitude | Subjective judgment | Rejection | Deadlines |

You May Prefer these Careers:

| GOLD | GREEN | BLUE | Red |
|-------------------|-------------------|--------------------------------|--------------------|
| Accountant | Attorney | Human resources manager | Advertising |
| Dentist | Researcher | Minister | Marketing |

| | | | |
|-------------------------------|-------------------------|-------------------------------|------------------------|
| Auditor | Engineer | Editor | Actor |
| Teacher | Criminologist | Therapist | Mediator |
| Financial planner | Critic | Journalist | Public speaking |
| Administrator | Technical writer | Social worker | Dance teacher |
| Librarian | Chemist | Fund raise | P.E. teacher |
| Manager | Veterinarian | Employment interviewer | Jet pilot |
| Bank officer | Physician | Flight attendant | Painter |
| Air traffic controller | Biologist | Host/hostess | Sculptor |
| Statistical clerk | Embalmer | Receptionist | Mechanic |
| Telephone operator | Photographer | Tour guide | Carpenter |
| Police officer | Ecologist | Travel agent | Comedian |
| Secretary | Anthropologist | Customer service | Puppeteer |
| Court reporter | FBI agent | Teacher | Disc jockey |

Assignment 1

Activity

How do personalities and values affect our interactions?

Successful leaders:

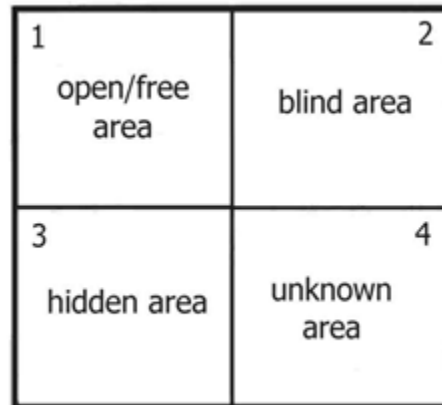
- Understand themselves and how their behavior affects others.
- Understand their reactions to other people
- Know how to maximize on what they do well
- Have a positive attitude, which causes others to have confidence in them.
- Know how to adapt their behavior to meet the needs of other people and particular situations

Remember....

- People often communicate with you the way they expect to receive communication.
- Flex your style to meet the need of your receiver in order to create a feeling of rapport and understanding.

How does prior knowledge and life experience affect our interactions?

Consider the Johari Window (Joseph Luft and Harry Ingham) :



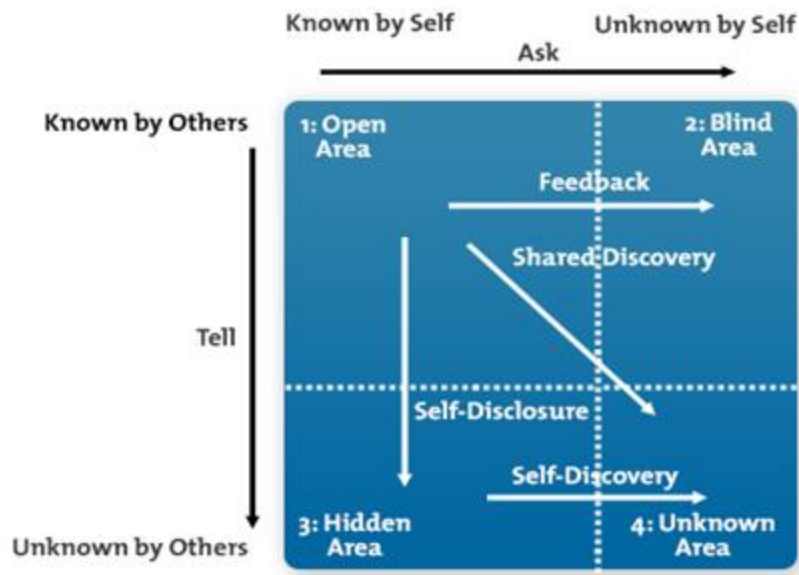
Johari region 1 is also known as the 'area of free activity'. This is the information about the person - behavior, attitude, feelings, emotion, knowledge, experience, skills, views, etc. - **known** by the person ('the self') and **known** by the group ('others').

Johari region 2 is what is **known** about a person by others in the group, but is **unknown** by the person him/herself. By seeking or soliciting feedback from others, the aim should be to reduce this area and thereby to increase the open area, ie, to increase self-awareness.

Johari region 3 is what is **known** to us but kept hidden from, and therefore **unknown**, to others. This hidden or avoided self represents information, feelings, etc., anything that a person knows about him/self, but which is not revealed or is kept hidden from others.

Johari region 4 contains information, feelings, latent abilities, aptitudes, experiences etc, that are **unknown** to the person him/herself and **unknown** to others in the group. These unknown issues take a variety of forms: they can be feelings, behaviors, attitudes, capabilities, aptitudes, which can be quite close to the surface, and which can be positive and useful, or they can be deeper aspects of a person's personality, influencing his/her behavior to various degrees.

The aim in any group should always be to develop or expand the 'open area' for every person, because when we work in this area with others we are at our most effective and productive and the group is at its most productive too. The open free area, or 'the arena', can be seen as the space where good communications and cooperation occur, free from distractions, mistrust, confusion, conflict and misunderstanding.



© Alan Chapman/Businessballs. Based on the original concept of Joseph Luft and Harry Ingham, 1955. Retrieved from www.businessballs.com (2012). Webpage.

Leadership Action Plan Assignment

1. Look at the descriptive information associated with your color and identify two positive traits that you want to continue developing

2. Review over the “Understanding Yourself and Others” section of the True Colors handout that considers how others may see you and identify at least 2 areas associated with your color that you would like to improve. Please describe steps you will take to improve these areas.

3. Practice people reading:

A. Consider some people you know well (parents, siblings, supervisor, co-worker) and list some of their key characteristics from page 9. What is their color?

Why You Are Awesome

Student Name: _____

Hobbies: _____

Favorite Movie: _____

Favorite Food: _____

Favorite Subject: _____

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

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. _____

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 use 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. 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.

Strangers on a Train

Speaking Activity

Strangers on a Train – intermediate and above, high school and university. This is an activity I do at the beginning of the semester, usually as an ice breaker or to practice small talk skills. The premise is simple: students must pretend they are strangers sitting in a train having some small talk for about 5 minutes, similar to what may happen in close quarters on an actual train. However, there is one quite interesting caveat: each student has a specific word they must use *secretly* during the conversation. At the end of the conversation, group members must guess each other's secret word. The caveat becomes more interesting when you see the kinds of words I actually use:

- 200 push ups
- UFO
- global warming
- runny nose
- 48
- stapler
- congratulations
- Santa Claus

The game is really fun and students usually request doing it several more times. It is quite a challenge to slip these words into a natural conversation, even for native speakers, so it gives students great practice in listening and finding ways to interject with the words and deftly change the subject so that they can use their words. I highly recommend trying this activity!

Here's the set-up:

1. If students haven't already learned about small talk, you might want to combine this with a small talk activity or explain that, when in close quarters with strangers, we tend to find silence uncomfortable and prefer to have small talk or informal chit chat.
2. Explain to students that they are going to ride a train with three other strangers.
 1. They must make conversation with these other people for about five minutes.
 2. They must also strive to include each person and not break into pairs.
3. Break the students into groups of 4 (or three for odd numbers).
4. Now, explain that each student will get a secret word. Stress **SECRET**.
 1. Their goal is to use this word once during the conversation.
 2. However, their usage should not be obvious. Stress that it should be **NOT OBVIOUS**, i.e. it should be **NATURAL**.
 - 3.
5. At the end of the five minutes, their partners will try to guess what their word was.
6. To set the atmosphere, consider lightly playing some music in the background. Or, if you want to be really cool/lame, try some [train sounds](#).

| | |
|--------------------|-------------------|
| Monkey | Me neither |
| Forty eight | Farm |

| | |
|------------------------|--------------------------------------|
| Stapler | Origin |
| UFO | Sky diving |
| Amazing | \$300 (three hundred dollars) |
| Congratulations | Genius |
| Toes | Santa Claus |

| | |
|--|--------------------------|
| Carbon Dioxide (CO₂) | Pink elephant |
| German | Garden |
| 100 pushups | Ugly |
| USB | Twice |
| Vodka | Dentist |

| | |
|------------------|--------------------|
| Expensive | Naked |
| iPad | Never |
| Penguin | Santa Claus |

FACT OR FICTION

OBJECTIVE

Students will learn about each other, as well as learn communication skills, through this ice breaker activity.

TIME 15 minutes (10 minutes for the activity, five minutes for the discussion)

MATERIALS

paper pen or pencil

ACTIVITY

Divide the class into groups of three students each (preferably people who do not know each other well). Ask students to write on paper two truthful statements and one made up statement about themselves. Have one member of a group read his/ her three statements to the other members of the group. The group members must determine which statement is made up. Repeat this activity until all members of a group have had a turn. When the activity is done, ask for a few volunteers to read their statements in front of the class.

DISCUSSION POINTS

- Why did some statements appear to be made up and others sound like the truth?

- Was it harder to write a true statement about yourself or make up a statement? Explain your answer.

LISTENING SKILLS

OBJECTIVE

Students will develop improved listening skills and learn that understanding a speaker's words and simply hearing them are often different.

TIME

15 minutes (3 minutes of instruction, 3–5 minutes to answer questions, 8–10 minutes to review the questions)

MATERIALS

handout of questions (noted below); one for each participant

ACTIVITY

Before distributing the handout of questions, read the paragraph below out loud. Then distribute the handout and have the students answer the questions on the handout. Review the answers as a class.

A long and extremely busy day for you came to an end with a stop at the 52-flavors ice cream shop where you often hang out with friends. Just as the last of the ice cream bowls was being washed and put away, and just before the “closed” sign was put on the door, a person rushed in and demanded money. The register was quickly opened and the owner removed money from inside the register. After the day's receipts were gathered, the person drove off. Within minutes, the police arrived.

Questions:

Who put the “closed” sign on the door?

Who rushed in and demanded money?

Who opened the register?

Who gathered the day’s receipts?

Was all the money removed from the register?

Who arrived within minutes after the person drove away?

Was this event a robbery?

Questions and answers

Who put the “closed” sign on the door?

The story doesn’t identify this person. The story states that ice cream bowls were being washed and that the owner removed money from the register. The presence of an additional person is not indicated.

Who rushed in and demanded money?

A person—the story does not indicate male or female, or other details.

Who opened the register?

The story states the owner removed money from the register, but it doesn’t indicate who opened the register.

Who gathered the day’s receipts?

It is unclear who gathered the receipts. It could have been the owner, the “person,” or someone else.

Was all the money removed from the register?

The story states that the owner removed money from inside the register. No amount of money is indicated.

Who arrived within minutes after the person drove away?

The police arrived within minutes, however, it isn’t clear if the police “responded” to a 911 call or just happened to be patrolling the neighborhood.

Was this event a robbery?

Neither a robbery nor a robber is established. Even though a person demanded money, a register was opened, receipts were gathered, someone drove off, and the police arrived, the same information could apply if the owner simply came into the shop at the end of the day, collected the day’s earnings and departed.

DISCUSSION POINTS • What were some preconceived notions about the story? • In an interaction/conversation, how does what we “hear” often differ from what was said? Give some examples. • Discuss listening techniques that ensure an accurate understanding of someone’s words.

PERSONALITY TYPES

OBJECTIVE

Students will learn how to communicate with different personality types.

TIME

40 minutes (30 minutes for the activity, 10 minutes for the discussion)

MATERIALS

three copies of the handout, which outlines three different personality types

ACTIVITY

Prior to the activity, secure a table and chairs to be used for role playing. Begin the activity by asking for six volunteers. Have three of the volunteers leave the room temporarily while you discuss with the class the handout and the roles of the remaining volunteers. The handout should be read aloud.

The challenger—

You are the person who is skeptical of most new ideas and anything that brings about change. You do not operate from a sense of trust. You think of worst case scenarios. You have a demanding leadership style and prefer to meet in a traditional setting, with you behind a desk or table and the other individual(s) sitting opposite you.

The disengaged—

Your leadership style is neutral. As long as programs operate as they should, you see no need to add or change efforts. You enjoy discussions of past successes and don't want to "muddy the waters" by encouraging new options.

The distracted—

You take on an abundance of events and activities as part of your leadership style. You are overcommitted and distracted by phone calls or instant messages when you meet with your staff or students. A "crisis" that needs your attention often causes you to interrupt, postpone, or cancel meetings. You can be distracted by unimportant external stimuli when you are supposed to be "on task."

Gather all six volunteers in the classroom.

Those returning to the room will be asked to take on the role of the current president of the TSA chapter. Their job, separately, is to convince the principal to allow a celebratory overnight TSA

chapter trip at the end of the school year. Indicate the table and chairs, pre-arranged for the volunteers to use in their role playing.

The “challenger” principal should go first and be paired with one of the TSA president volunteers; the other two pairings should follow. At no time should an announcement be made about the personality-type of the different principals.

Each role-playing session should last four to five minutes.

Tell students not participating in the role playing to serve as “reporters,” recording notes about what works and does not seem to work in the sessions.

DISCUSSION POINTS

Before a meeting that requires you to make a request, you need to be prepared. Envision your request from the points of view of those in the meeting.

Review each role playing session:

1. Ask for specific feedback from the “reporters” about each session, as well as their suggestions for better communication.
2. Define each of the personality types and determine two effective communication techniques based on these types.

Wrap up the activity by encouraging students to discuss past personal interactions with the three personality types.

Have students describe how they might approach each interaction now.

Discuss techniques to be used in upcoming meetings.

PROMOTE IT

OBJECTIVE

Students will use critical thinking skills and teamwork strategies to create a commercial about a product.

TIME

35 minutes (20 minutes for the activity, 5 minutes for the presentations, 10 minutes for the discussion)

MATERIALS

sneaker red shirt toothbrush soda can

ACTIVITY

Divide the class into groups of four or five students each and provide the groups with a product. Have each group choose a leader.

Explain the following: You (thanks to the help of your team) have just been promoted to vice-president of advertising in your company. Your CEO has asked you to create a commercial for an item that the company has had difficulty selling. You and your group have 15 minutes to create a 30-second commercial about the product.

After the time allowed, have the students present their commercial.

Then tell the students that they have one minute to cut the 30-second commercial to a 15-second commercial.

DISCUSSION POINTS

Discuss the challenges involved in:

1) developing a commercial that conveys a clear message

2) cutting back the time allowed for a commercial.

- What was the most significant aspect of creating the commercial?
- What kinds of strategies worked well when the group had to cut down the commercial time?