

# HIGH SCHOOL LEADERSHIP CURRICULUM

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# Leadership is Learning Life Skills



# STATE OF CALIFORNIA STUDENT LEADERSHIP STANDARDS

- COMMUNICATION

Standard 1	Written Communication
Standard 2	Interviewing Skills
Standard 3	Public Speaking
Standard 4	Crowd Management
Standard 5	Conflict Resolution
Standard 6	Evaluation and Feedback
Standard 7	Interpersonal Skills

# COMMUNICATION

- The Art of Conversation from the book “Leadership Lessons – Lessons to Lead By”

Students participate in an informal discussion.

Students will acquire the ability to speak comfortably with their peers, strengthen their listening skills, and will smile and laugh a lot.

Set up Classroom in a circle with everyone facing each other. A question is read and 60 seconds are given to answer. A person may pass, but the facilitator must go back to that person. At the beginning, mention listening skills.

SAMPLE QUESTIONS: You can make up your own or use questions from books.

What is something you forgot once, that you will never forget again?

If you lived in the Old West, what do you think your occupation would have been?

What is one item you own that you really should throw away, but probably never will?

What would your dream house look like?

If you were given a million dollars, what would you do with it?

Processing:

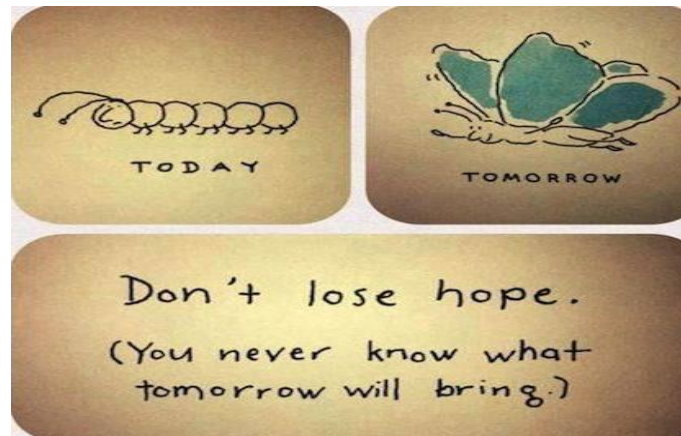
What did we learn about each other?

What did we learn about ourselves?

How did it feel to have everyone hanging on your every word?

How can we apply this to our everyday work?

Did we have fun??????



## OTHER FORMS OF COMMUNICATION

- **WRITTEN:** Memo's, letters, Reports, Weekly Activity Sheets, Invitations, Press Release Forms, Posters
- **INTERVIEWING SKILLS:** Students interview other students on activities, teachers, for possible leadership positions, community members, and learns to listen.
- **PUBLIC SPEAKING:** Practice using a microphone, Vocal reports each day on what is accomplished, speaking in front of a crowd
- **CROWD MANAGEMENT:** Practice for rallies, assemblies, and presentations
- **CONFLICT RESOLUTION:** Learns to identify conflicts and solve them
- **EVALUATION AND FEEDBACK:** What was good, not so good, keep or not keep it, learn to take constructive feedback
- **INTERPERSONAL SKILLS:** Teamwork, committee work, problem solving skills, understanding each other, accepting constructive criticism, providing positive feedback

# PERSONAL AND SOCIAL DEVELOPMENT

- Standard 1 Group Dynamics
- Standard 2 Goal Setting, Feedback, and Evaluation
- Standard 3 Social and Emotional Learning



# PERSONALITY TYPES

- Personal Growth Inventory by John O'Brien  
Inventory designed to help Student Council Leaders look at their own self-portrait. From the “Rainbows of Leadership” by Dr. Earl Reum
- Personality Profile Test in the book “The Color Code” by Dr. Taylor Hartman
  - Reds – Hungry for Power, Productive, Want to look good, Shouldn't be taken too seriously, and seek leadership opportunities
  - Blues – Motivated to do nice things for others, Crave intimacy, Need to be loved, and are directed by a strong moral conscience.



Whites – Motivated by peace, need kindness, like to keep a low profile, independent, and motivated by other people's desires.

Yellows – Value play, welcome praise, need intimacy, want to be popular, like action.

Put groups together with “mixed personalities.”

Give them a task such as planning a rally, event of some kind, teacher appreciation, celebration – anything.

Tell them to do the following:

- Choose a leader and a co-leader of different colors

- Complete a to do list and who is responsible for each item,

- Discuss what the event should look like and be when completed.

- When finished, report how they came to the decisions.

It is important to observe the process, not the product.

# GOALS/VISION/MISSION STATEMENT

WHAT ARE YOUR CORE VALUES?

Examples: Be Responsible, Demonstrate Integrity, Be Committed, Serve Others, Build Trust, Reach out to others, etc.

Example of a Vision:

Leadership students, along with staff, will create an environment and culture in the school where everyone can maximize their ability to become their best.

Discuss the 4 C's (from "Building the World's Greatest High School Student Leader" by Richard Parkhouse and Guy E. White, Ed.D.

What do these mean to you?

Cause      Command              Conversation              Culture

Ask these Questions: What do I believe about School?

What actions did I take today?

What actions did I take with others?

What do I and the people around me believe together?

Take notes from discussion.

After Discussion:

- The Three States

No Hope – Change is not possible and not wanted

Mediocre – Change possible but not wanted

World's Greatest – Change possible, changes wanted, and  
changes made each day.

Now – what are our goals?

Realistic and Attainable, Desirable, Specific, Achievable

Examples: Provide students a voice in their school by holding monthly  
representative meetings and discussing school issues.

Unite the campus by.....

Create pride and spirit by.....

# What is our Mission Statement?

- Does it include any of the following: (Provided by CADA Road Map to improve climate and culture) – CADA Camp Notebook

Training

Provide a voice to students in your school

Unite the campus by providing common experiences

Create pride and spirit

Promote Achievement

Offer positive social opportunities

Encourage a culture of service

Concentration on character education

Communication

Diversity

Connections

This should be part of the Goals, Vision, and Mission Statement-use as a road map for the year



# EXPECTATIONS

Attitude – Assume the best intent in all interactions

(From “School Culture by Design – Building and Sustaining Positive School Culture” by Phil Boyte

Social Media Behavior – School and Personal

(From “#ICANHELP – delete negativity on social media curriculum” – Kim Karr, Matt Soeth

Commitments – School and Personal

Where does your commitment to leadership fit?

Character Integrity – 6 Pillars of Good Character

1. Trustworthiness 2. Respect 3. Responsibility 4. Fairness 5. Caring 6. Citizenship

(From “Character Counts – More Good Ideas” Josephson Institute

# CIVIC AND SERVICE LEARNING

- Standard 1      Civic and Community Engagement
- Standard 2      Service Learning Strategies
- Standard 3      Community Service



# LEADERSHIP LESSONS

## **Community Service**

Each student must complete 8 hrs of community service each quarter – everyone must participate in class projects, but can also include individual “approved” projects such as organizations, church, volunteer work.

Examples: Tutoring, Book drives, can food drives, perfect turkey dinner scavenger hunt, adopt a pre-school, work with special needs students, collect...., entertain at hospitals, senior citizen centers, help seniors with chores, sponsor a bag lunch day, make blessing bags, care packages and letters to service men/women, help community organizations with projects, etc. The list is endless.

## Helping Others:





# GOVERNMENT

- Standard 1 Authority and Governance
- Standard 2 Procedures
- Standard 3 Elections and Appointments
- Standard 4 Effective Meetings

- Establish a Chain of Command – members to ASB Officers/Class Officers to Activity Director:
  - Activity Director must train ASB Officers and Class Officers to work with younger or new students in procedures, policies, and how to do the day to day operation. AD must also train Officers in conflict resolution.
  - ASB Officers and Class Officers must have an open relationship with Activity Director to discuss issues, needs, and procedures/policies. Trust must be formed between all.

Elections: Set up a procedure for applications, interviews, speeches, voting, and notifying students. Avoid “leakage, and popularity votes.”

Effective Meetings: Teach and practice effective meetings.

Use “CADA Leadership Camp Book” for forms, interview questions, parliamentary procedures, and meeting skills.

## BUSINESS AND FINANCE

- Standard 1 Finance/Accounting
- Standard 2 Fundraising
- Standard 3 Marketing
- Standard 4 Advertising
- Standard 5 Customer Service
- Standard 6 Business Law

Know your board policy with regards to fundraisers. School boards may have put limitations on the number of fundraisers that you may have, the type of fundraisers, and whether classes or grade levels can compete against other.

USE the FCMAT Manual for Student Body Organizations, Your District's Risk Manual, and district policies to make decisions on fundraisers.

- Choose the Fundraiser
- Set the Date
- Do the contract with the company
- Publicize your Fundraiser
- Market your program

Teach: Marketing/Advertising (Posters, brochures, flyers, bulletin notices, etc.), How to do the forms, how to talk to people about buying your product, displays, budgeting, collecting and depositing money, procedures, and THANK YOU'S.



## TECHNOLOGY & DIGITAL CITIZENSHIP

- Standard 1            Digital Workspace and Collaboration
- Standard 2            Digital Citizenship
- Standard 3            Audio/Visual Presentation
- Standard 4            Video and Photography

If you school issues a chromebook/lapbook to each student, go over what is acceptable and not acceptable according to your district policies.

Use “#ICANHELP Curriculum” by Matt Soeth and Kim Karr. Lessons include Empathy, Digital Etiquette, Empowerment, Perspective, Self-Esteem, Support, and Decision Making. Invite Kim or Matt to your school to present assemblies.

Take pictures and videos of all activities. Put together a slide show and/or video presentation for your incoming 8<sup>th</sup> graders – show off your program.

# EXAMPLES OF LESSONS TO USE IN YOUR CLASSROOM

Final thought for the Day:

WE ARE TEACHING “CURRICULUM” ALL THE TIME IN OUR CLASSES, ON THE CAMPUS, AND IN THE COMMUNITY. TAKE THE TIME TO TALK TO STUDENTS, STAFF, PARENTS, DISTRICT PERSONNEL, AND COMMUNITY AND LISTEN – LISTEN TO THEIR CONCERNS, THEIR IDEAS, AND THEIR COMPLIMENTS. YOUNG PEOPLE CAN AND WILL FOLLOW BY EXAMPLE.



# “The Butterfly Effect” Everything You Do Matters

By Andy Andrews

- Talk about the book and tell the story of how everything you do matters.
- Fill in the Butterfly by writing on each of the wings

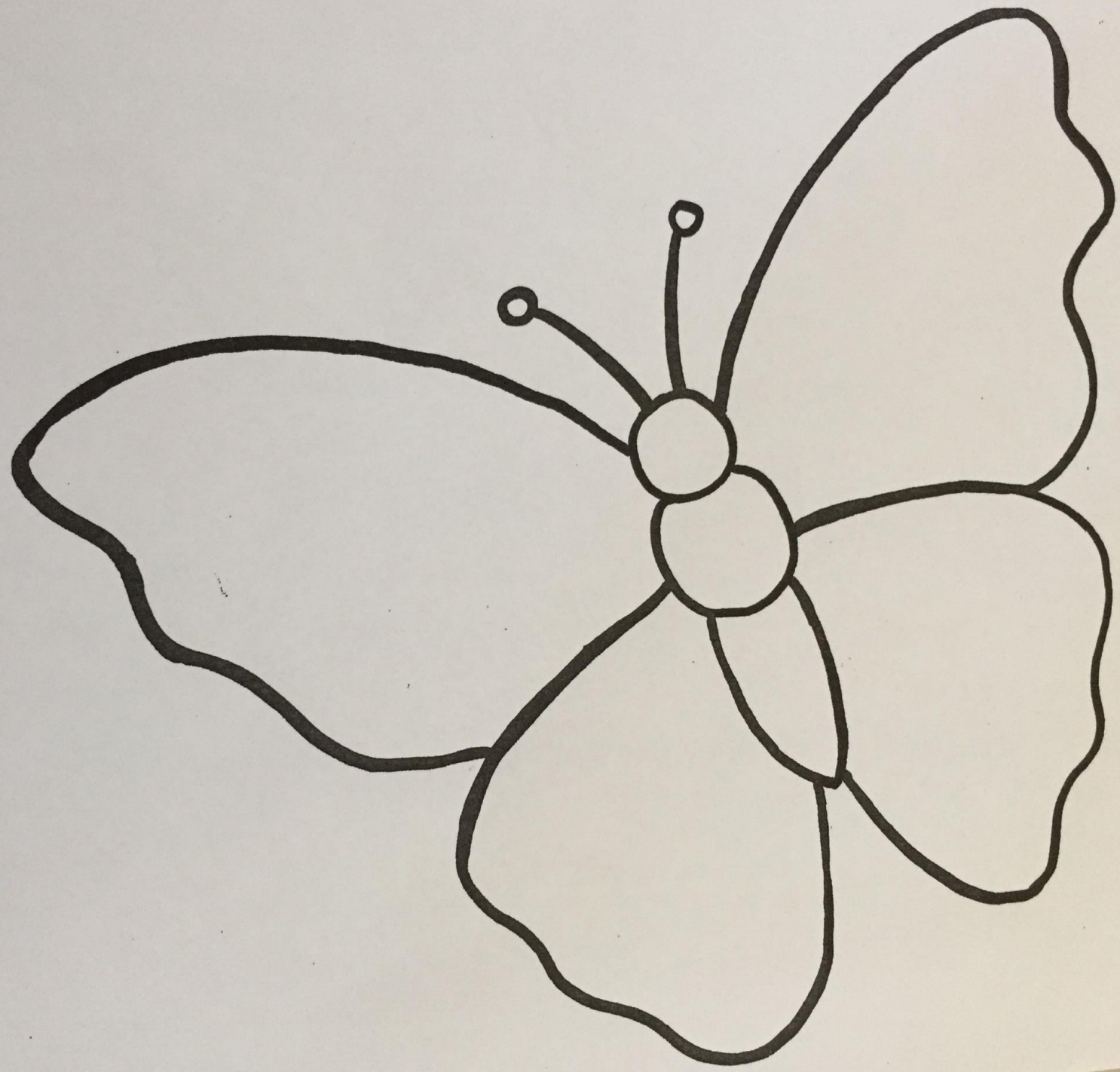
What will you do to affect one life this year?

What will you do to affect leadership this year?

What will you do to affect something in your life this year?

What is a word that describes you and why does it describe you

Put the butterflies up in your room and then give them back towards the end of the year and ask the questions – It can become a writing assignment or a report out assignment.





# “Wonder” by R.J. Placio

Mr. Browne’s Precepts – Put one on the board at the beginning of each month. Use as an exit report, writing assignment, or kindness activity.

September – When given the choice between being right or being kind, choose kind. – Dr. Wayne W. Dyer

October – Your deeds are your monuments. – inscription on an Egyptian tomb

November – Have no friends not equal to yourself. – Confucius

December – *Audentes fortuna invat.* (Fortune favors the bold). Virgil

January – No man is an island entire of itself. – John Donne

February – It is better to know some of the questions than all of the answers. - James Thurber

March – Kind words do not cost much. Yet they accomplish much. – Blaise Pascal

April – What is beautiful is good, and who is good will soon be beautiful. – Sappho

May – Do all the good you can, By all means you can, In all the ways you can, In all the places you can, At all the times you can, To all the people you can, As long as you ever can. – John Wesley’s Rule

June – Just follow the day and reach for the sun! – The Polyphonic Spree, “Light and Day”

# GARBAGE

TOPIC AREA: Problem Solving

TIME: 50 minutes

MATERIALS: A piece of paper and a pencil for each participant, clean wastebasket

Set up Teams of 3-4 before starting.

ACTIVITY: On a piece of paper, each participant describes a problem, concern, issue they want help with. When finished, crumble the papers and throw them in the wastebasket. Ask someone to pick one and toss it to someone else. Repeat until each team has a problem. The problem-solving team works to come up with solutions, ideas, or suggestions for the problem. Teams get 3 minutes. Each team gets one minute to report on its issue and solutions.

After all are complete, ask 3 questions. How many of you got one or more ideas that will truly help you with the problem? How did you feel having to give advice on a problem that was not yours? Why don't we ask for help more often.

This can also be used as an exit activity. Keep the wastebasket and revisit the process when time allows.

# LEADERSHIP IN THE MOVIES

- “Leadership in the Movies” by Herff Jones.

Clips featuring famous actors with messages. It’s excellent for training, character building, and discussion.

Example: “Leadership in the Movies, V”

Commitment/Integrity: Movies include Frost/Nixon, Horton Hears a Who, State of Play, Avatar

Conflict Resolution: Movies include Invictus, Where the While Things Are, The Other Guys

Communication: Movies include Pineapple Express, Twilight, Ice Age 2, He’s Just Not That Into You

Wonderful 5-10 minute lessons and discussions

# CHILDREN'S BOOKS

- After reading several children's books that teach a moral or a lesson, it is your job to write one of your own. (I put the students into pairs)
- Choose a moral, lesson, or character trait that you want to emphasize in your book. Develop a story that would be appropriate for elementary age children. Make sure your message comes across clearly. Write your story in book form AND illustrate. Use LOTS of color.
- Possible topics include: Honesty, Cheating, Community Service, Procrastination, Respect, Other, Integrity, Friendship, Hard Work, Planning Ahead, Responsibility, Gossip, Loyalty, Time Management, Studying, Courage
- Your book will be graded on the following: Appropriateness of topic, ability to get your message across, quality of writing, quality of illustrations, and neatness.

Approve the story, edit, add illustrations, put into book form.

Share with your special needs students or an elementary teacher. Take copies before distributing. Using computers makes it easy to do this, but I still like the hand drawn, hand written books the best.

# “The Dash – Making a Difference in Your Life”

By Linda Ellis and Mac Anderson

- Set the stage in your classroom for seriousness and thoughtfulness
- Read the poem and then show the DVD
- Ask them to write down ideas of how they want to live their lives. Tell them to include true and real feelings, love, appreciation, anger, respect, changes, and how they would make a difference in their lives and others lives.

## WE CHOOSE HOW WE LIVE

- Give them time to do this – a good 15-20 minutes. Ask if anyone is willing to share their “dash.”
- Share yours at the end of the time period so they can see that you, too, have thought about it and have made changes.

# THE DASH BY LINDA ELLIS

I read of a man who stood to speak at the funeral of a friend. He referred to the dates on her tombstone from the beginning...to the end.

He noted that first came the date of her birth and spoke of the following date with tears, but he said what mattered most of all was the dash between those years.

For that dash represents all the time that she spent alive on earth and now only those who loved her know what that little line is worth.

For it matters not, how much we own, the cars...the house...the cash. What matters is how we live and love and how we spend our dash.

So think about this long and hard; are there things you'd like to change? For you never know how much time is left that can still be rearranged.

If we could just slow down enough to consider what's true and real and always try to understand the way other people feel.

And be less quick to anger and show appreciation more and love the people in our lives like we've never loved before.

If we treat each other with respect and more often wear a smile...remembering that this special dash might only last a little while.

So, when your eulogy is being read with your life's actions to rehash, would you be proud of the things they say about how you spent your dash?

