

Student Leadership Advisor: Surviving Your First Year

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NETWORK!!!!

CADA

- Advisor's Conference
- Area Student Conference
- State Conference
- CASL State Conference
- Leadership Development Days
- Social Media (Kids dig this!)





When I started... my Questions & Concerns

- What is my daily routine? What does a class period look like?
- What do I teach?
- How do I grade the students?



What is my daily/weekly routine?

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Motivation</u> <u>Monday</u> Videos with reflection <u>Monday</u> <u>Meeting</u> <ul style="list-style-type: none">• Sets the focus for the week	<u>Assignment</u> <ul style="list-style-type: none">• Invisible Leader• Picture Book• Research Activity	<u>Committee</u> <u>Work</u>	<u>Student- led</u> <u>Leadership</u> <u>Lesson</u> <ul style="list-style-type: none">• Leadership• Character• Team Building• Ice Breaker	<u>Committee</u> <u>Work</u>



What do we teach?

Leadership Lessons:
Taking Initiative
Goal Setting
Communication
Cooperation





What do we teach?

Character Lessons:

Responsibility

Trust

Reliability

Inclusivity

Role Model



CHOOSE WISELY

Dances

PBIS

Rallies

Book Fair

Clubs

Community Service

Sports

Red Ribbon Week

Park & Rec

Band

WEB

Media

PTA/PTO

Staff Appreciation

BULLDOG SPIRIT!!



Activity/Lesson Ideas*

1. Paperbag Relay
2. First Class Scavenger Hunt**
3. Leadership Style
4. Elements of Leadership
5. ASB Pennant
6. Children's Book
7. Leadership SuperHero
8. Inspiration Presentations
9. Leadership Goes to the Movies
10. Legacy Binder

*Refer to CADA/CASL app for electronic copies of these resources... plus many more!

**Today's activity

Year-Long STAFF APPRECIATION

(not just a week in may)

- Door posters
- Birthday cards
- Birthday goodies
- Luncheons (with Parent Group)
 - placemats
 - invitations
- Thank you cards
- Kindness week (cards)
- Coffee cart, bagels

Student Leadership: Lessons and Activities to use Monday!



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Ice Breakers

First Class

Find a different person to act out each activity then have them sign their name. To win be the first person to finish.

1. Untie someone's shoe, tie it back, then give them a high five.

2. Play one full round of 'Patty Cake' with someone of the opposite gender. _____

3. Do ten jumping jacks, counting from 1-10 out loud with two other people. _____ (two signatures)

4. Jump up and down and yell like you just received a \$20,000.00 bonus for being an awesome advisor. _____

5. Do your best impression of a cow, a pig, and an upset parent.

6. Find five people to sing Row, Row, Row your Boat, have them all sign the back of this paper.

7. Find someone with three brothers or sisters. _____

8. Find someone with the same birthday as you. _____

9. Give positive comments to two people for fifteen seconds each, then have both of them sign this. _____

10. Find six people and sing The Brady Bunch while holding hands.

SIGN YOUR FULL NAME: _____ TURN IN TO ME.

CRAZY PAPER BAG RELAY

Directions: Cut the following commands into slips and place them in a brown paper bag. Create as many bags as you need based on the number of teams competing. Place each bag on a chair equal distance from each team's starting line. All competitors must complete all commands in the bag. The first team to finish wins the game. I usually only cut out 10 items. We have used this at retreats as well as a rally. I don't know where I got this or from whom but it is a lot of fun.

- Run around the chair 5 times clapping and yelling "the teacher is coming."
- Stand on a chair and recite the Pledge of Allegiance as loud as you can.
- Run to an adult and whisper in their ear, "You are no spring chicken"
- Do 25 jumping jacks
- Jump an imaginary rope for a count of 30
- Bark as loudly as you can for a count of 20
- Sing Happy Birthday to someone older than you
- Lay down on your back and bicycle in the air with your legs for a count of 20
- Run in place while reciting the alphabet twice
- Act like a bird flying around the chair (3 times) and then land on the chair
- As a group, sing the Star Spangled Banner very loudly
- Sit Indian style on the floor in a line, and pretend you are rowing a boat while you sing "Row, Row, Row your Boat twice.
- Go to a door, act like a cat, and meow loudly ten times
- Lay on the floor and slither like a snake making a snake sound for 20 counts
- Run around pretending to be Jack looking for Rose from the Titanic yelling her name for 20 counts
- Stand on a chair and roar like a lion for a count of 15 seconds

What's in a Name?

Many first names (full or shortened form) have a separate dictionary meaning when not capitalized. Fill in the first names in the spaces below. Example: "To initiate legal proceedings"—SUE.

1. Sixth month of the year _____
2. A stuffed animal for children _____
3. To dunk for apples _____
4. Fragrant flower with thorns _____
5. Sharp points of a hook _____
6. Used to change a tire _____
7. Having a great deal of money _____
8. A money obligation _____
9. To throw _____
10. A prayer _____
11. A visible impression upon anything—like a line _____
12. To plunder a house _____
13. smooth, white, lustrous _____
14. A small oval fruit, often used as a relish _____
15. A stick, or wand, or staff _____
16. Candid, outspoken _____
17. An opaque, highly colored kind of quartz _____
18. A short crowbar used by criminals _____
19. The power of choosing one's own actions _____
20. Light brown color _____
21. A narrow beam of light; also a flat fish _____
22. A standard or pattern _____
23. A place where rabbits live _____
24. A Christmas bush _____
25. To touch lovingly _____

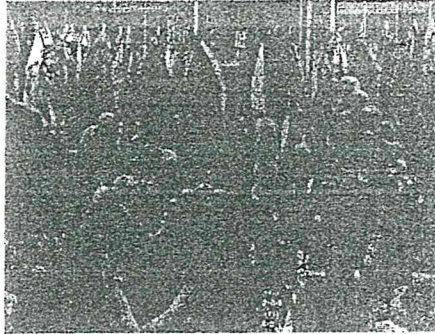
ANSWERS

What's in a Name?

Many first names (full or shortened form) have a separate dictionary meaning when not capitalized. Fill in the first names in the spaces below. Example: "To initiate legal proceedings"—SUE.

1. Sixth month of the year JUNE
2. A stuffed animal for children TEDDY
3. To dunk for apples BOB
4. Fragrant flower with thorns ROSE
5. Sharp points of a hook BARB
6. Used to change a tire JACK
7. Having a great deal of money RICH
8. A money obligation BILL
9. To throw CHUCK
10. A prayer HOPE
11. A visible impression upon anything—like a line MARK
12. To plunder a house ROB
13. smooth, white, lustrous PEARL
14. A small oval fruit, often used as a relish OLIVE
15. A stick, or wand, or staff LANCE
16. Candid, outspoken FRANK
17. An opaque, highly colored kind of quartz OPAL, CRYSTAL
18. A short crowbar used by criminals JACK, JIM
19. The power of choosing one's own actions WILL
20. Light brown color SANDY, AMBER
21. A narrow beam of light; also a flat fish RAY
22. A standard or pattern NORM
23. A place where rabbits live HUTCH
24. A Christmas bush HOLLY
25. To touch lovingly PAT

The Reindeer Game



Activity: Rally game or Spirit Friday Lunch game

Purpose: Teams of 4-5 transform one member into a reindeer

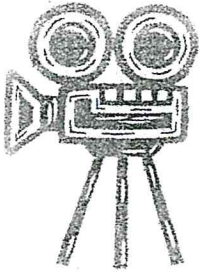
Materials: Each reindeer making kit contains.....

- One nylon stocking with the feet cut off and a small hole cut into the waist section of the stocking
- 10 balloons
- 3 six inch pieces of ribbon
- 1 bow for nose
- make one reindeer kit for each team

Game Play:

- One member of team is selected to be turned into a reindeer
- Place stocking over that person's head with the face peaking through the hole that was cut out from the waist section of the stocking
- The legs of the stocking should be sticking up like bunny ears
- Other team members inflate balloons (not too big)
- Inflated balloons get shoved into the legs of the stocking (the feet were cut off to make an opening for the balloons)
- The stuffed legs become the antlers of the reindeer
- Use the ribbons to help tie off sections of the horn to help keep them up
- Place a ribbon on the nose
- Audience can applaud to decide on best looking reindeer

Spell That Movie



Activity: Rally game or Spirit Friday Lunch activity

Materials:

- songs from popular movies (Wizard of Oz, Sound of Music, Star Wars, Willy Wonka, Disney Movies)
- letter cards that can spell out all the movie names (letter cards should be large enough for audience to see)

Participants: Teams of 4-5

Game Play:

- Play a song from a popular movie
- Teams need to identify the title of the movie from which the song comes from
- Once they know the title of the movie, teams have to go through the letter cards to spell the name of the movie
- However, they must pull members from the audience to hold up each letter in sequence to correctly spell the name of the movie
- Play best of 3 rounds or best of 5 rounds

Lesson Plan

Crumpled vs. Uncrumpled Paper - <https://www.youtube.com/watch?v=dXvjPPumKpY>

1. Ask the students, "Is anyone a Bully in here?"
 - . Show the Youtube video
3. Students need: 2 sheets of paper - have them rip 1 in half.
4. On one of the 1/2 sheets have them write down anything anyone has ever done or said to them that has hurt their feelings. Ex: B*tch, Slut, Fat, Excluded you, Tripped you
5. Collect all the students' sheets with their answers.
6. Now, with the Full Sheet of paper, have them crumple it slightly every time you read something that has hurt their feelings. It is a silent activity so they can hear when people crumple.
7. Have them hold up their crumpled paper and look at everyone's.

Discussion Questions:

- ☞ Does everyone's paper look the same? Why or why not?
 - ☞ Which ones did you hear the most crumpling? Least? Why?
8. Now with the other 1/2 sheet have them write anything someone has said to you or done to you that has made your day!. Ex: Hugged you, high five, Your beautiful, helped you, I like your hair
 9. Collect the papers
 10. Un-Crumple every time it was something that made them feel good inside. Again it is a silent activity so they can hear which ones people un-crumple on the most.
 11. Hold up your sheets to see everyone's now.

Discussion Questions:

- ☞ Which ones did you hear the most un-crumpling?
- ☞ How do you feel now compared to before when you were crumpling?
- ☞ How do you tell if someone looks like this (Hold up crumpled paper?)
- ☞ Go out and Un-Crumple someone's paper!
- ☞ By the time you are 16 you hear 100,000 Negative comments and 10,000 Positive-make a change!

Crumpled vs. Un-crumpled

1). Does everyone's paper look the same? Why or why not?

2). Which ones did you hear the most crumpling? Least? Why?

3). Which ones did you hear the most un-crumpling?

4). How do you feel now compared to before when you were crumpling?

5). What can you do today to un-crumple some ones paper?

☞ Go out and Un-Crumple someone's paper!

☞ By the time you are 16 you hear 100,000 Negative comments and 10,000 Positive-make a change!

The Power of Public Speaking

- ✓ Stand up straight
- ✓ Know what you are talking about
- ✓ Speak clearly and slowly
- ✓ Enunciate
- ✓ Before you announce anything, take a deep breath
- ✓ Use gestures and hand motions
- ✓ Make eye contact with the audience
- ✓ Walk around but do not pace
- ✓ Look comfortable, like you own the stage
- ✓ Come up with catchy phrases
- ✓ Wear something you feel comfortable in, but make sure it is appropriate.
- ✓ Practice before hand.
- ✓ Write out what you are going to say and have notes.
- ✓ Do not talk too close to the microphone.
- ✓ Wait for your audience - do not talk over them.
- ✓ Do not yell!!! If you talk normally people will hear you just fine.
- ✓ Do not say umm or like
- ✓ Try to get excited and show emotion
- ✓ Practice make perfect so if you mess up the first couple of times remember that it's okay, everyone makes mistakes.
- ✓ If you are announcing a certain event make sure to announce - when, where, what, and the cost (if any)
- ✓ Don't fiddle with your hands.
- ✓ Don't play with your hair.
- ✓ **Don't chew gum!**
- ✓ **SMILE!!!!**

So just relax. As long as you address the main point of your message with clarity and sincerity, you will come across as a good public speaker. Remember a physical presence has nothing to do with communicating: Lincoln had a thin, high-pitched voice and president Eisenhower frequently mixed-up sentences, and then there was George W. Bush who could be expected to make a blunder, yet they managed to get their points across. Don't worry - you will too!

1. Superman, Spiderman, Batman - superhero's or misleading idols.
2. Should homework be banned?
3. Do video games really cause bad behavior in children?
4. The 51st state in the US should be Washington D.C.
5. Aliens: are there aliens?
6. Bottled water: more harmful than good.
7. Single sex education system is better than a co-ed system.
8. Mobile phones in school - should we ban them?
9. Reading - is it the new style trend?
10. Does detention actually serve a purpose?
11. Are vampires real?
12. Junk food should be banned from public schools.
13. Thanks to social networking, there is no face-to-face interaction.
14. Is there life after death?
15. Are mermaids real?
16. Are Barbie dolls affecting the mental image we create for ourselves?
17. Which came first? Chicken or egg?
18. Paparazzi livelihood vs privacy of celebrities: what is important?
19. Global warming is a figment of our imagination.
20. Is the law easier on celebrities?
21. Are school uniforms good or bad idea?
22. Recycling should be compulsory.

23. Abortion - should it be banned?
24. Television is it a bad influence?
25. The United States should lower the voting age.
26. Torture is justified for national security.
27. Junk food should be banned in schools.
28. State lotteries should be ended.
29. School should be year-round.
30. Peer pressure is more beneficial than harmful.
31. Schools should not use standardized testing.
32. School attendance should be voluntary or should the government make you go?
33. Violent video games should be banned.
34. California should raise the minimum driving age to 18.
35. Parents should not purchase war toys for their children.

THE BUTTERFLY EFFECT

EVERYTHING YOU DO MATTERS

The book is by Andy Andrews. I was inspired to do this activity by my granddaughter, Emma, who has NF (Neurofibromatosis). She loves butterflies and when I ran across this book, I knew I had to share her story and this book with my students. You can buy this book almost anywhere. Any story that you use that is personal and you can relate to you and your students is a very powerful discussion.

Discussion. They discuss this at their table and then they answer the questions below.

How significant is my life? Do I make a difference? When I move, when I act, when I do something... does the universe notice?

Do I really matter?

Then I read the following:

Do I make a difference? When I move... when I act... when I do something... Does the universe notice? Do I really matter?

In 1963, Edward Lorenz presented a hypothesis to the New York Academy of Science. His theory, stated simply was that: A butterfly could flap its wings and set molecules of air in motion, which would move other molecules of air, in turn moving more molecules of air ---eventually capable of starting a hurricane on the other side of the planet. Lorenz and his ideas were literally laughed out of the conference. What he had proposed was ridiculous. Science has shown the butterfly effect to engage with the first movement of any form of matter – including people.

Everything you do matters. Every move you make, every action you take....matters.
Not just to you, or your family, or your business, or hometown
Everything you do matters to all of us forever.

Discussion: What does this mean to you?

Then I read the following:

YOU HAVE BEEN CREATED IN ORDER THAT YOU MIGHT MAKE A DIFFERENCE
YOU HAVE WITHIN YOU THE POWER TO CHANGE THE WORLD
KNOW THAT YOUR ACTIONS CANNOT BE HOARDED, SAVED FOR LATER, OR USED
SELECTIVELY.

BY YOUR HAND, MILLIONS – BILLIONS – OF LIVES WILL BE ALTERED, CAUGHT UP IN A CHAIN
OF EVENTS BEGUN BY YOU THIS DAY. THE VERY BEATING OF YOUR HEART HAS MEANING
AND PURPOSE. YOUR ACTIONS HAVE VALUE FAR GREATER THAN SILVER OR GOLD.

YOUR LIFE...AND WHAT YOU DO WITH IT TODAY MATTERS FOREVER.

YOUR ASSIGNMENT IS TO:

WRITE ON YOUR BUTTERFLY ON EACH OF THE WINGS:

1. What will you do to affect one life this year?
2. What will you do to affect leadership this year?
3. What will you do to affect your life this year?
4. What is one word that will describe you and how you will accomplish the first 3 questions.

All along the way, you can stop and discuss – in groups and ask for feedback and give examples so that by the time they get to filling in their butterfly, they have a good idea of what you want and can fill it out.

One of my students drew a butterfly. We made copies of it on different colored paper and cut them out. We let the student choose their color and when everyone was finished, we made a bulletin board and put up all the butterflies. It makes a nice display in the classroom and helps remind us of our goals. At the end of each quarter, I had them look at their butterfly to see if they had accomplished the goal. They had to write up what they did, how they did it, and the answer to the question. This paper (writing across the curriculum) also became a part of their leadership scrapbook. At the end of the year, I gave each student their butterfly and had them reread the things they wrote on the wings of their butterfly. I asked them if they had accomplished their 4 items. They had to share with partners, then a group of 4, then a group of 8 and finally the entire class. We had tears, hugs, and an incredible discussion about the difference they had made in others lives as well as their own.

GARBAGE

Topic Area: Problem Solving

Time: 50 minutes

Materials: A piece of paper for each participant, a pencil for each participant, a clean wastebasket or bucket

ACTIVITY:

On a piece of paper, each participant describes a problem, concern, issue they want help with. Participants then crumple up their papers and throw them in the wastebasket. Tell them not to put their names on the paper.

Ask someone to pick one crumpled paper from the wastebasket and toss it to someone else. The recipient forms a problem solving team by selecting two others to work with. Repeat it until everyone is in a problem solving team. Tell the teams to open the papers and come up with solutions, ideas, or suggestions for what's on the paper. After three minutes, each team gets one minute to report on its issue and suggested solutions.

After all are complete, ask three questions: How many of you got one or more idea that will truly help you with the problem you wrote on your paper? (show of hands)

How did you feel having to give advice on a problem that was not ours? (answers)

Why don't we ask each other for help more often? (answers)

Discussion questions: How can we encourage each other to seek help more often with our jobs? What should we do about the crumpled papers we didn't get to yet?

Don't let this become a gripe session. Keep it to problem solving. You can further drive the activity by suggesting limits on what to write on the paper. Don't solve all the problems at once. Use the wastebasket as a "holding tank" for the problems and go back to them once in a while to revisit the process.

Class Activities/ Lessons

Discover Your Personality/Leadership Style

GREEN - PURPOSE

Natural abilities include:

Debating points of view
Finding solutions
Analyzing ideas
Determining value or importance

Other strengths include:

Confidence
Insightful
Persistent
Visionary

Greens may have trouble:

Working in groups
Being criticized
Convincing others diplomatically

Frustrations:

Noise
Control
Unfairness

Greens learn best when they:

Have access to resources
Can work independently
Are respected for intellectual ability

Values:

Logic
Detail
Freedom

To expand their style, Greens need to:

Accept imperfection
Consider all alternatives
Consider others' feelings

Needs:

Autonomy
Space
Accuracy

ORANGE - COURAGE

Natural abilities include:

Experimenting
Creating Change
Being Independent
Creating different approaches

Other strengths include:

Humor
Leaders
Adaptable
Trouble Shooter

Oranges may have trouble:

Meeting time limits
Following a lecture
Having few options or choices

Frustrations:

Deadlines
Criticism
Interruptions

Oranges learn best when they:

Can use trial and error
Can compete
Are self-directed

Values:

Integrity
Interaction
Risk taking

To expand their style, Oranges need to:

Delegate responsibility
Be more accepting of others' ideas
Learn to prioritize

Needs:

Freedom
Expression
Challenge

Discover Your Personality/Leadership Style

RED - PASSION

<i>Natural abilities include:</i>	<i>Other strengths include:</i>
Planning	Loyal
Following Directions	Reliable
Fact-finding	Responsible
Organizing	Structured
<i>Reds may have trouble:</i>	<i>Frustrations:</i>
Dealing with opposition,	Procrastinators
Answering "what if" questions,	Inefficiency
Understanding feelings	Lack of Control
<i>Reds learn best when they:</i>	<i>Values:</i>
Have an orderly environment	Family
Have specific outcomes	Honesty
Can trust others to do their part	Punctuality
<i>To expand their style, Reds need to:</i>	<i>Needs:</i>
Express their own feelings more	Stability
Get explanations of others' views	Order
Be less rigid	Respect

BLUE - COMPASSION

<i>Natural abilities include:</i>	<i>Other strengths include:</i>
Being reflective	Communication
Being sensitive	Helping others
Being compassionate	Working in groups
Being flexible	Adaptable
<i>Blues may have trouble:</i>	<i>Frustrations:</i>
Giving exact answers	Conflict
Focusing on one thing at a time	Disharmony
Organizing	Injustice
<i>Blues learn best when they:</i>	<i>Values:</i>
Can work and share with others	Friendship
Balance work with play	Honesty
Are noncompetitive	Faith
<i>To expand their style, Blues need to:</i>	<i>Needs:</i>
Pay more attention to details	Security
Not rush into things	Understanding
Be less emotional when making decisions	Support

Discover Your Personality/Leadership Style

Directions: Compare all 4 boxes in each row. Get a sense of the words, do not analyze each word. Score each row with the scores 1, 2, 3, 4 as it describes you. Each row must have all 4 numbers.

4 = most like me, 3 = a lot like me, 2 = somewhat like me, 1 = least like me.

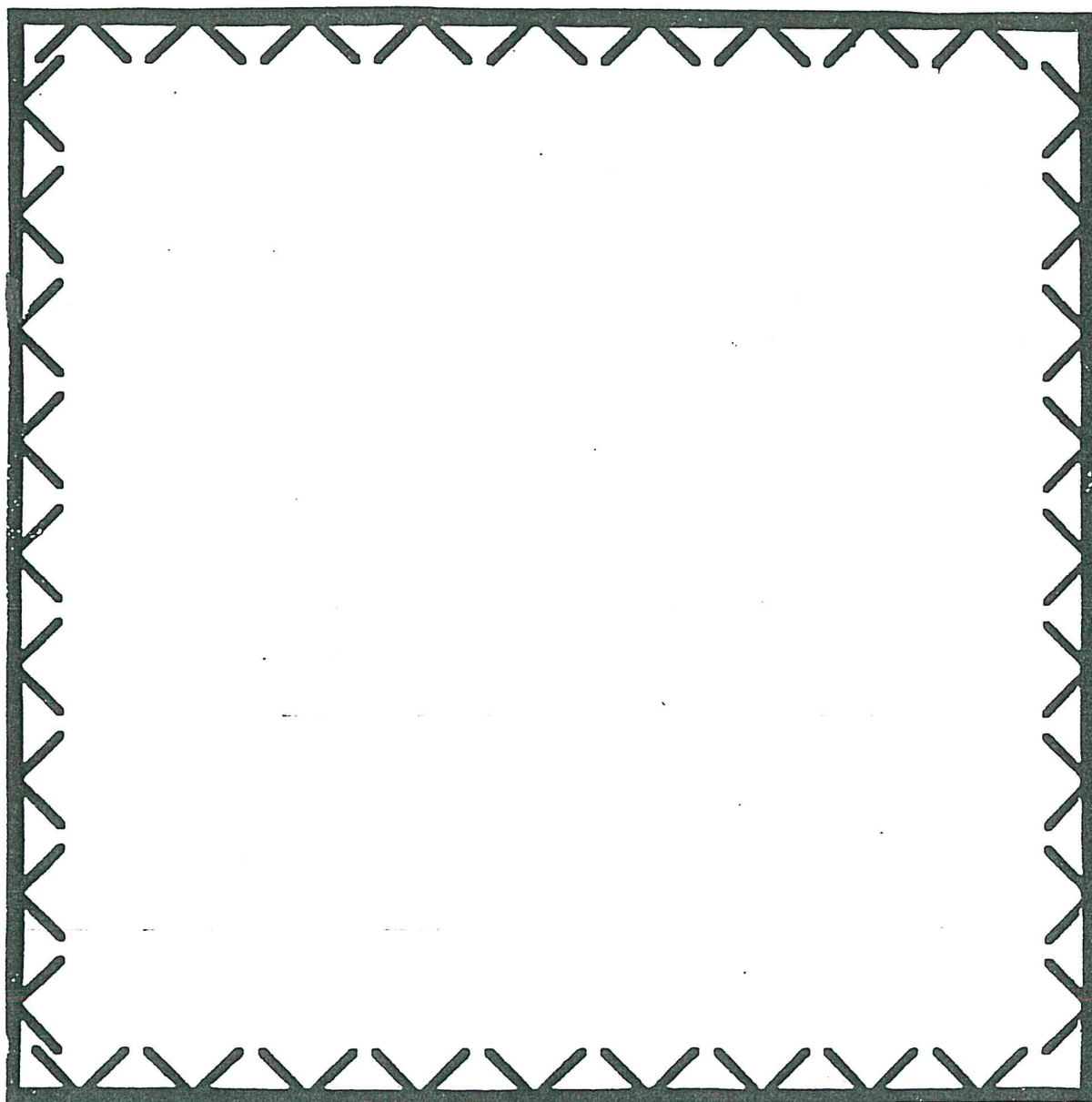
	Column 1	Column 2	Column 3	Column 4
Row 1	Risk-taking Competitive Natural Leader Rowdy Variety	Reserved Thoughtful Intellectual Solve Problems Knowledge	Sensitive Emotional Friendly Gets Along w/Others Caring	Hard-working Neat Prepared Organized Useful
	SCORE:	SCORE:	SCORE:	SCORE:
Row 2	Act Courageously Like Rewards Interaction Inventive	Figure things out Calm Logical way of thinking Complex	Help Others Communicating Spend time together Giving	Lead Others Organizing Loyal Planner
	SCORE:	SCORE:	SCORE:	SCORE:
Row 3 <i>My Life Approach</i>	Take one day at a time and have fun.	Figure out what life is all about.	Help others, be happy and succeed.	Plan for the future and make it as good as possible.
	SCORE:	SCORE:	SCORE:	SCORE:
Row 4 <i>How I Make Decisions</i>	Do it quickly and go with first impressions	Think about it and consider the options and then decide	Listen to my feelings and consider others feelings	Take it seriously and try to make the right decision
	SCORE:	SCORE:	SCORE:	SCORE:
Row 5	Trouble shooter Do fun things with others Spontaneous Active	Intellectual Like to work independently. Space to be myself Examining	Sharing Like to spend time with others doing whatever Flexible Caretaker	Realistic Like doing what I want to do Don't let me down Wants Direction
	SCORE:	SCORE:	SCORE:	SCORE:
Row 6	Excitement Fun Flexible Discovering	Provide Answers Under control Give thoughts to people's questions	Maintain a sense of harmony Personal Cooperative	Sense of security Responsible Dependable Helpful to others
	SCORE:	SCORE:	SCORE:	SCORE:
Row 7	Independent Impulsive Easy Going Hands On	Philosophical Rational Principled Making Sense	Dramatic Inspirational Sharing Approachable	Tradition Cooperative Careful Do Things Right
	SCORE:	SCORE:	SCORE:	SCORE:
TOTALS	Column 1 Total <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto;"></div>	Column 2 Total <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto;"></div>	Column 3 Total <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto;"></div>	Column 4 Total <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px auto;"></div>
	ORANGE	GREEN	BLUE	RED

If any of the scores in the column total boxes are less than 7 or greater than 28, you have made an error. Please go back and re-read the instructions or ask for clarification

"TEAM QUILT"

Design your own personal square for our "Team Quilt". Please be original and creative, but most of all, make it COLORFUL. Make sure your name or initials are very visible within the square. Incorporate in your design an illustration of: (1) Something you do for fun or entertainment; (2) A goal you have for our school this year; (3) Something that you've accomplished at some point in your life.

You may use colored pens and pencils, crayons, photos, magazine cutouts, construction paper, or any combination of media.



Gossip/Rumors Activity

Supplies: **Two tubes of inexpensive toothpaste**, for this activity. (I buy mine at the Dollar Store. Any variety works.), **two inexpensive paper plates**.

Procedure:

1. Invite two students to the front of the room. Have them "race" to get the toothpaste out of their tubes onto the paper plates as fast as they can. Encourage everyone in the room to cheer them on.
2. After they are done, tell them that Part Two of the race is to get the toothpaste back into the tubes as fast as they can (be sure to cheer them on as they begin the futile effort.)
3. Debrief the events. The students will come to the conclusion that it was easy to get the toothpaste out, but impossible to get it back into the tube. Relate this to gossip/rumors – once information is put out there, it can't be taken back. Relate this to our school. If someone is kind and thoughtful about their words and actions, they have no worries about taking words back. (The students will engage in a great discussion – allow them to come to conclusions – only lead them if you need to.)
4. Next, read the story (borrowed from *Chicken Soup For the Teenage Soul*.)

The Gossiper

A woman repeated a bit of gossip about a neighbor. Within a few days the whole community knew the story. The person it concerned was deeply hurt and offended. Later, the woman responsible for spreading the rumor learned that it was completely untrue. She was very sorry and went to a wise old sage to find out what she could do to repair the damage.

"Go to the marketplace," he said, "and purchase a chicken, and have it killed. Then on your way home, pluck its feathers and drop them one by one along the road." although surprised but this advice, the woman did what she was told.

The next day the wise man said, "Now, go and collect all those feathers you dropped yesterday and bring them back to me."

The woman followed the same road, but to her dismay the wind had blown all the feathers away. After searching for hours, she returned with only three in her hand.

"You see," said the old sage, "its easy to drop them, but it's impossible to get them back. So it is with gossip. It doesnt take much to spread the rumor, but once you do, you can never completely undo the wrong."

Allow the students to discuss and debrief the story. Discuss the connection between gossip/rumors and bullying. Also talk about how we can make our school a better place by not gossiping/spreading rumors.

Projects/ Assignments

The Velveteen Rabbit

1. Did you enjoy the story?
Had you heard it before?
2. Why do you think this is a "leadership" story?
3. Why were the mechanical toys (who claimed to be "real") doomed to be forgotten?
4. How are the mechanical toys like people?

What kind of people are they like?

5. How was the skin horse "real?"
6. What does "real" mean (as explained by the skin horse)?

7. How did the velveteen rabbit feel when the boy said he was real? Why?
8. How was the velveteen rabbit (before the fairy visited) like a leadership student?

How did the live rabbits treat the velveteen rabbit?

How were the live rabbits like our peers?

9. There are many students (like the boy) out there who need you to be their “real” velveteen rabbit. What will you do to help them?
10. If the other “live rabbits” tease and make fun of others this year, what will you do to show that you are “real”?
11. Did you have any other thoughts about the story or about your peers that you want to share?

Children's Book Project

After listening to several children's stories with leadership lessons you as a leadership student will then create your own that you will write for a child in elementary school. After we have all completed our children's book you will have the opportunity to read your book to an elementary student.

First you will brainstorm some ideas with your partner on what you would like your story to be about and who your characters will be.

Then you will write the text of your story.

Due 3/17/14

After your text has been peer reviewed you will then do a mock up (rough draft with picture of your story. Your mock up will be peer edited.

Due 3/21/14

You will have then two weeks follow the rubric to create your final project of your children's book.

Make sure to include the following in your book:

- ✓ A title page
- ✓ Images
- ✓ A leadership lesson
- ✓ At least 15 pages of text and layout/design
- ✓ Check for organization
- ✓ Check for spelling and grammatical errors.

Final project will be due 4/4/14

Rubric for Creating a Leadership Lesson Children's Book

	5	4	3	2
Title Page	The title page has a graphic or fancy lettering, title, author's name, and a picture.	The title pages has a title, author's name, and a picture.	The title page has 2 of the 3 requirements. Page lacks creativity.	The title page has fewer than 2 of the requirements and is messy.
Images	Story includes at least 15 images to compliment the content.	Story includes 11-14 images to compliment the content.	Story includes 5-10 images to compliment the content.	Story includes less than 5 images to compliment the content.
Thoroughness of the story and leadership lesson	Story is age appropriate, at least 15 pages and has an excellent leadership lesson/moral.	Story is age appropriate, 11-14 pages and has a good leadership lesson/moral.	Story is age appropriate, 5-10 pages and has a leadership lesson/moral.	Story is age appropriate, less than 5 pages.
Layout/ Design/ Neatness	The layout and design is consistent on every page.	The layout and design is consistent on 80-90% of the pages.	The layout and design is consistent on 65-79% of the pages.	The layout and design is consistent on less than 65% of the pages.
Organization	The story is well organized, one idea follows another in a logical sequence with clear transitions.	The story is pretty well organized, one idea may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas seem to be randomly arranged.
Written Elements	Story includes dialogue on most pages and is well written	Story includes some dialogue and is overall well written	Story does not include any dialogue but is overall well written	Story does not include dialogue and overall is not well written.
Appearance	Story pages and pictures include color and are drawn/ created with care.	Story pages and pictures included color but there is a slight lack of effort	Story pages and pictures include color but is slightly sloppy.	Story does not included color on the pages and pictures.
Spelling, Grammar and Punctuation	The story has no spelling or grammatical errors.	The story has less than 3 spelling and grammatical errors.	The story has 3-6 grammatical errors.	The story has more than 6 grammatical errors.
Deadline (x2)	Final draft is turned in on the assigned date. Student is always self-directed and on task.	Final draft is turned in on time. Student is not always on task.	Final draft is a day late. Student is not always on task.	Final draft is more than a day late. Student wastes class time.

Total Score _____/50

TAKE 20

You will choose 20 of the items below to do by the end of the school year. 10 of these items must be completed and turned in by December 12 in a folder or binder, with a table of contents and items in the order of this list. There are some mandatory items, but the rest are your choice. You may choose to do additional items for extra credit (3points each, up to 5 additional items). These are worth 20% of your total grade.

_____ **Random Act of Kindness-** These should be performed *without* fanfare. You will write a *summary of the act and the response* and turn it in to Mrs. Grant. She will not discuss your act of kindness without your permission. **You must do at least 5 of these.**

_____ **You're a Leader Letter-** Write a letter to someone (famous or not) you view as a leader. Send them a copy (bring Mrs. Grant the stamped and addressed letter) and turn a copy in to Mrs. Grant. Who knows, maybe they will respond!

_____ **Posters/ Banner-** Create and put up posters/banners publicizing a Leadership or MHS event. *You must include a sketch or picture of your poster and include that in your folder.* The poster must be approved in advance and will not receive credit if your mess is not cleaned up afterward. Furthermore, you must remove the poster after the event. (No more than 4 Take 20 items from here)

Date & Signature of Mrs. Grant _____

_____ **MHS Activity-** Attend an MHS event that you have never/ rarely attended. You need to include evidence of your attendance and you must stay for the entire event. You must have proof that you attended!!!

Date, Phone #, Signature of Witness _____

_____ **Recycle-** Collect and sort recycling at MHS for 1 hour. You must coordinate this with Mr. Hepner at least 1 week in advance. (No more than 5 Take 20 items from here)

Date sorted: _____ Mr. Hepner's Signature _____

_____ **Service-** Complete 2 hours of service to any teacher. Include a note from the teacher and how long you were there. You may not do this if you TA for that teacher!

_____ **Technology Challenge-** Cut yourself from all technology (except for what is necessary for work or cell phones for talking only) for one week. Write a daily journal describing your feelings on the matter. This counts for 3 Take 20 items. Or... if you have a cell phone, stop using it completely for 3 days. This counts for 2 additional Take 20 items!

_____ **Bulletin Board-** Update the bulletin board next to the bathrooms. The board will be up for *at least* one week. You must schedule this with Mrs. Grant in advance.

Description/ picture: _____

_____ **Warm-Up/ Ice Breaker-** Prepare a warm-up activity/ ice breaker for class (approval required). *You must do at least one of these.* You must turn in a written proposal of the activity on week before your activity and must schedule your date with Mrs. Grant in advance.

Date and title of Warm-Up/ Ice Breaker: _____

_____ **Song/ Movie Clip-** Prepare a leadership related song or movie clip for class (prior approval required). *You must do at least one of these.* You must turn in a written proposal of your selection one week before your activity.

Date and title of selection: _____

_____ **Litter Gitter-** Clean up the MHS campus by picking up trash around campus for 1 hour.

Date, Time, and Signature of Witness: _____

_____ **Mentor/ Tutor-** Mentor/ Tutor another student for at least an hour; this must be someone other than a family member. Attach a brief summary.

Date and Signature of adult : _____

_____ **Project-** Plan a project concerning something that you are interested in and see it through to completion. You must write a project proposal, have approval from Mrs. Grant, complete the project and fill out an evaluation form. This may count for 2 or more items depending on the project. See Mrs. Grant for more information.

_____ **Current Political Issue-** Think of something that you are passionate about that could be considered political (that politicians would have a say in). Write or e-mail at least 2 Congressmen concerning your issue and what you would like to see him/ her do concerning that item. Include the email or letter.

_____ **Watch for Meeting Skills-** Attend a Tracy Learning Center Board Meeting or a Tracy City Council Meeting. You must turn in the agenda of the meeting and notes of things you noticed about the meeting.

Date, Signature and Phone # of Witness: _____

_____ **Random-** If you have another idea for a Take 20 project, get approval from Mrs. Grant and include a description of your event.

Description: _____

Date and Signature: _____



A

NAME: _____

Leadership Superhero

1. Each student is responsible for creating a superhero.
2. Your superhero should include:
 - a. three unique qualities.
 - b. a secret identity.
 - c. three superhero "powers.
 - d. a "box" that contains the superhero's "secret items."
 - e. a quote or logo
 - f. a brief theme song
3. Remember, a superhero doesn't need to necessarily be someone who can fly or scale tall buildings, but can be an everyday superhero.
4. **All superheroes MUST be appropriate for school.**
5. This is a fun way to see different forms of heroism and leadership! Have fun with this project. Look for extraordinary instances of leadership; it will make the final project much more enjoyable.

Have Fun!

My due date is: Thursday, October 8th, 2015

NAME: _____

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A

STUDENT GOVERNMENT
1st Semester Leadership Essay

Every country has heroes and heroines. They may be political, religious or military leaders and lead large numbers of people. They may also be leaders that serve a more direct role in your life, such as a parent or a community leader.

Now you must select a leader and write a 3-5 paper explaining his/her leadership characteristics. What makes this person a leader? Please provide at least 3 characteristics of leadership and specific examples of when they have demonstrated that leadership. (Think about leadership characteristics we have talked about.)

You do not need a Works Cited for this assignment. Please type, double-space, and use size 12 font.

DUE ON FRIDAY, October 14, 2016.

Elements of Leadership

This lesson can be used as an exploration of what makes leadership, or it can be a lesson on how to break a difficult task into manageable amounts.

Lesson 1

Hand out the periodic table of the elements and ask students to fill in the corresponding sheet with the elements of leadership. Using the qualities and attributes of what makes a leader, students define each of the symbols. The first symbol is H, which stands for hydrogen in the periodic table. However, in this exercise, the symbol could stand for "honesty". Element #33 is As which could be a leadership element of "always sensitive".

This exercise can be done individually, in groups, or as a class. (It is also a good way to review the periodic table and judge how many of the elements the students can name.)

Lesson 2

This version of the lesson is best prefaced with activities or lessons that stress how groups should break large tasks into smaller more manageable tasks. Do not hand out these sheets announcing that this is your intent. This is an attempt to see if the students have learned what they have previously been practicing or learning from lessons.

Ask the class to arrange themselves into groups of four. Hand out the sheets and ask them to complete them in their groups in the manner described in lesson 1.

Observe how many groups are using all four members to start at the beginning and work their way through the list.

Stop the class and ask them what manner they are attempting to solve the task. Ask how many columns the exercise sheet is broken into. Ask them to observe how many students are in each group.

After the groups have worked for a while at their independent tasks, ask them how they might share the load and accomplish more. They should understand that switching responsibilities for columns can produce more results with a fresh set of eyes on the problem.

The Elements of Leadership

#	symbol	#	symbol	#	symbol	#	symbol
1.	H	29.	Cu	57.	La	85.	At
2.	He	30.	Zn	58.	Ce	86.	Rn
3.	Li	31.	Ga	59.	Pr	87.	Fr
4.	Be	32.	Ge	60.	Nd	88.	Ra
5.	B	33.	As	61.	Pm	89.	Ac
6.	C	34.	Se	62.	Sm	90.	Th
7.	N	35.	Br	63.	Eu	91.	Pa
8.	O	36.	Kr	64.	Gd	92.	U
9.	F	37.	Rb	65.	Tb	93.	Np
10.	Ne	38.	Sr	66.	Dy	94.	Pu
11.	Na	39.	Y	67.	Ho	95.	Am
12.	Mg	40.	Zr	68.	Er	96.	Cm
13.	Al	41.	Nb	69.	Tm	97.	Bk
14.	Si	42.	Mo	70.	Yb	98.	Cf
15.	P	43.	Tc	71.	Lu	99.	Es
16.	S	44.	Ru	72.	Hf	100.	Fm
17.	Cl	45.	Rh	73.	Ta	101.	Md
18.	Ar	46.	Pd	74.	W	102.	No
19.	K	47.	Ag	75.	Re	103.	Lr
20.	Ca	48.	Cd	76.	Os	104.	Rf
21.	Sc	49.	In	77.	Ir	105.	Ha
22.	Ti	50.	Sn	78.	Pt	106.	Sg
23.	V	51.	Sb	79.	Au	107.	Ns
24.	Cr	52.	Te	80.	Hg	108.	Hs
25.	Mn	53.	I	81.	Tl	109.	Mt
26.	Fe	54.	Xe	82.	Pb		
27.	Co	55.	Cs	83.	Bi		
28.	Ni	56.	Ba	84.	Po		

[illegible]

INSTRUCTIONS: This table represents 109 symbols for the elements...of leadership! Using what you already know about the qualities and attributes of a leader, define each of the symbols above. For example, element number 1, H, might stand for HONOR. Element number 108, Hg, might represent HIGH STANDARDS. Now it's your turn to finish the table.

Name: _____

Leadership Teacher Interview/Profile Assignment

Directions: Each student will be assigned one/two teachers and classified staff on campus that work for RHS. You will conduct an interview and make a profile page with the information from the interview. The profile page will have a photo of the teacher as well.

This assignment will begin to introduce you to our professionalism semester unit in leadership. We will cover interviewing and public speaking. It is the goal to gain knowledge to be better equipped for your future outside of leadership and high school.

Teacher Interview

Step 1: Make an appointment with the teacher that is assigned to you in order to interview that teacher. Write down the interview date and time in box below. Once your appointment has been set, email Morty with the date and time of interview to jmortensen@sjcoe.net

Step 2: Please ask the following questions and place the answers on a separate piece of binder paper and attach to this assignment.

1. What is your full name?
2. What subject do you teach?
3. Please describe your education in the past from colleges & universities.
4. How long have you been a teacher/staff member? How long have you worked for RHS?
5. Describe positivity and how you influence our school in a positive manner?
6. What is your advice to students in "Joining the Tribe" at RHS?
7. What is a fun fact about you that students would enjoy to know?
8. What is your favorite quote?

Step 3: Take a photo of this teacher for the profile page with a digital camera/phone. If you need one please talk to another student in leadership, the teacher, or the technology commissioners. Copying a staff photo online is not acceptable!

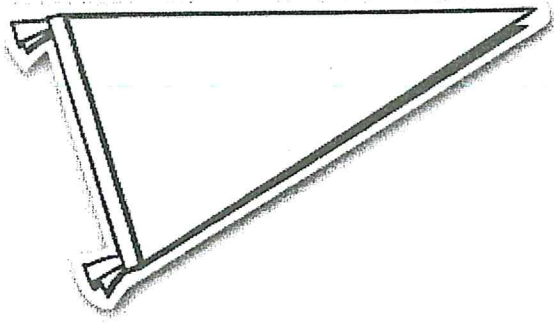
Step 4: Type of the information from your interview and set up the profile page. This year you will be able to design your own profile page. It must look neat, appropriate, and professional. Please use an entire 8x11 page.

Step 5: You will upload your profile page to google docs and share it with Morty so that she can gain access to the file.

Due Date: _____ **at** the beginning of the period. **NO LATE WORK WILL BE ACCEPTED!**

Grading Rubric Teacher Interview:

Interview Time and Date:	5 points
Email to Morty of Interview Date & Time:	5 points
Interview Q&A attached to assignment:	5 points
Photo on Final Document	5 points
Type Profile Page	15 points
Google Doc File Shared with Morty:	5 points
Total Point Value	40 points



Pennant - ASB Assignment

You're in ASB... you should have some of the *TOP* school spirit on campus!

1. Turn a regular piece of paper into a triangular-shaped pennant.
2. Decorate your pennant to represent our school (using your own materials).
3. Add unique touches and special decorations that reflect your particular view of school and your *fantastic* school spirit!
4. Be prepared to shared your pennant

DUE_____

Staff Appreciation Placemat Rubric

Category/Grade	10-9	8	7	6	5
Quality of Construction of Placemat	The collage shows considerable attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. There are no stray marks, smudges or glue stains. Nothing is hanging over the edges.	The collage shows attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges.	The collage shows some attention to construction. Most items are neatly trimmed. All items are securely attached to the backing. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges.	The collage was put together sloppily. Items appear to be just "slapped on". Pieces may be loose or hanging over the edges. Smudges, stains, rips, uneven edges, and/or stray marks are evident.	The collage needs work.
Number of Compliments	The collage includes 10 or more complements, each different and one especially from you.	The collage includes 8-9 different complements.	The collage includes 6-7 different complements.	The collage includes 4-5 different complements.	The collage includes less than 4 different complements.
Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the collage. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.		Class time was not used wisely and the student put in no additional effort.
Specific to Staff Member	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.		The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.
Turned in on Time	Student turned in the placemat on time at the end of the period on Monday June 4 th .	Student turned in the placemat at the end of the day on Monday June 4 th .		Student turned in the placemat one day late.	Student turned in the placemat more than one day late.

Total _____/50

Name _____

Teacher Appreciation Holiday Card

Category	10	9-8	7	6	5
Decoration	The card is exceptionally attractive in terms of design, layout, and neatness.	The card is attractive in terms of design, layout and neatness.	The card is acceptably attractive though it may be a bit messy.	The card is distractingly messy or very poorly designed. It is not attractive.	There is no decoration on the card.
Special Comment	Just from you, which is in the middle of the card, done really well to show your appreciation.	Just from you, not in the middle of the card but well done and shows your appreciation of them.	Just from you, not in the middle of the cards and just so/so in the appreciation factor.	Just from you, not in the middle, not very appreciative.	No special comment just from you.
10 Comments	All 10 comments are present	8-9 comments are present	6-7 comments are present	3-5 comments are present	0-2 comments are present
Picture of You and the Teacher	There is a picture present of you and the teacher.	There is a picture present but is missing someone.			There is no picture present.
Gift Just for Them	Very thoughtful, something the teacher will like.	Semi thoughtful, something the teacher will like.	Not thoughtful, but something the teacher will like.	There is a gift, but it might not be liked by the teacher.	No gift

Total Score _____/50

Name _____

Teacher Appreciation Invite

Category	5	4	3	2	1
Information	Card contains all of the proper information	Card is missing one minor detail.	Card is missing 2 minor details.	Card is missing quite a bit of information.	Card does not have the appropriate information.
Decoration	The card is exceptionally attractive in terms of design, layout, and neatness.	The card is attractive in terms of design, layout and neatness.	The card is acceptably attractive though it may be a bit messy.	The card is distractingly messy or very poorly designed. It is not attractive.	There is no decoration on the card.
Appreciation Factor	Card makes the staff member feel especially appreciated	Card makes the staff member feel appreciated	Card makes the staff member feel kind of appreciated	Card makes the staff member feel only a little appreciated	Card makes the staff member feel not really appreciated

Total Points _____/15

Name _____

Teacher Appreciation Invite

Category	5	4	3	2	1
Information	Card contains all of the proper information	Card is missing one minor detail.	Card is missing 2 minor details.	Card is missing quite a bit of information.	Card does not have the appropriate information.
Decoration	The card is exceptionally attractive in terms of design, layout, and neatness.	The card is attractive in terms of design, layout and neatness.	The card is acceptably attractive though it may be a bit messy.	The card is distractingly messy or very poorly designed. It is not attractive.	There is no decoration on the card.
Appreciation Factor	Card makes the staff member feel especially appreciated	Card makes the staff member feel appreciated	Card makes the staff member feel kind of appreciated	Card makes the staff member feel only a little appreciated	Card makes the staff member feel not really appreciated

Total Points _____/15

CD of my Life

You will be putting together a CD with songs that represent different aspects of your life. Select one song to reflect each of the criteria stated below:

Song 1: Represents who YOU are.

Song 2: Represents your philosophy on life...your mission statement.

Song 3: Tells where you feel most comfortable and what makes you feel good.

Song 4: Represents your family.

Song 5: Represents your goals and dreams.

Song 6: Tells what you do well and would like to accomplish.

Song 7: Represents the type of friend that you are.

Song 8: Your choice...explain why you chose it.

Choose a producer for your soundtrack...this would be the most influential family member in your life.

Choose an agent...this would be the most influential NON-family member.

List SIX credits...individuals who have helped you become the person you are.

List your FIVE best characteristics.

Create a CD cover. Insert your cover neatly inside your CD case. List all songs on your CD on the back cover of your CD.

Print out the lyrics for each song you chose. Write a two or three sentence explanation for why each song you chose meets the criteria listed above.

Prepare to share your CD with the class. You will play a short segment of each song you chose, and you will need to explain why you chose each. Be prepared to share how you chose your producer and your agent, and prepare to share your 5 best characteristics with the class. Your presentation should last no more than 5 minutes. REHEARSE your presentation! You will be graded on preparedness, eye contact and content of your presentation.

You will be presenting your CD project on Tuesday October 30th

CD of my life - Rough Draft

Songs plus two or three sentences for why you chose that song:

1) Who you are:

2) Your life philosophy:

3) Where you are most comfortable:

4) Family:

5) Goals and Dreams:

6) What you do well and what you would like to accomplish:

7) Type of friend you are:

8) Your choice:

Your Producer (most influential family member and why):

Your agent (most influential Non-Family member):

Six Credits - Individuals who have helped you become the person you are:

Five best characteristics:
