



The California Association of Student Leaders Presents

LEADING TOWARDS TOMORROW

Curriculum Pack Created By the CASL Curriculum Committee

Developing Skills for Increased Opportunities

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1 *Developing Skills for Increased Opportunities*

Student leaders and advisors always have tasks that need to be done, checklists that need to be crossed off, and goals that need to be achieved. Having the skills of Shared Ownership, Open-Mindedness, and Conflict Management are vital tools that allow leaders to create an environment of opportunity where your peers will feel and be empowered.

When discussing the development of these skills, ask the following questions and develop solutions as a leadership organization. Knowing your specific situation as a school can aid in the process of supporting your students with tangible and actionable items. Your leadership group may consist of many student groups, so use that diversity to think creatively.

- *Is your leadership program allowing your leaders to continuously thrive and acquire new skills?*
- *Are you, the student leader, giving others the opportunity for involvement? If so, how? If not, how can you work to provide more opportunities?*
- *How can you break thinking patterns in your life?*
- *How can being open-minded help you in leadership?*
- *As a leader, how do you help team members understand that some things aren't happening "to" them, but "because" of them?*
- *How are you creating opportunities for team members to share responsibility?*
- *Think back on the moments when you did invite your team to share responsibility. Where you successful? Where did you get the team to take initiative to build a plan for solving a real issue?*

*ASB stands for Associated Student Body Leadership, and leadership classes will hereafter be referred to using this acronym.

Shared Ownership

This section is intended for Executive Leaders and Position Holders

Notes for ASB Presidents and Advisors:

Leaders communicate with different groups for three main different reasons. These reasons are the basic transferring of information (content-focused), attempting to make an agreement or compromise, and advocating for their causes. It is important to recognize these different types of communication and accommodate for them respectively as each requires different social roles and levels of trust with your target audience.

In light of recent events, our society has been thrown into the deep end of finally having courageous conversations with our peers, families, and neighbors. Additionally, we have been encouraged to become more comfortable with acknowledging, discussing, and celebrating our identities. As the digital world grows, the desire for belonging, whether it be in school or a sport, increases significantly. Our peers in our ASB Leadership Program also yearn for a sense of belonging but also need to know they are actively participating and helping out in class. In our leadership programs, we tend to leave all of the work and glory to those with a title next to their name. When working on projects, it becomes easy for an individual to take charge and begin giving orders but also taking on the majority of the project on their own. This is where the idea of Shared Ownership comes into play to combat these practices.

What is Shared Ownership?

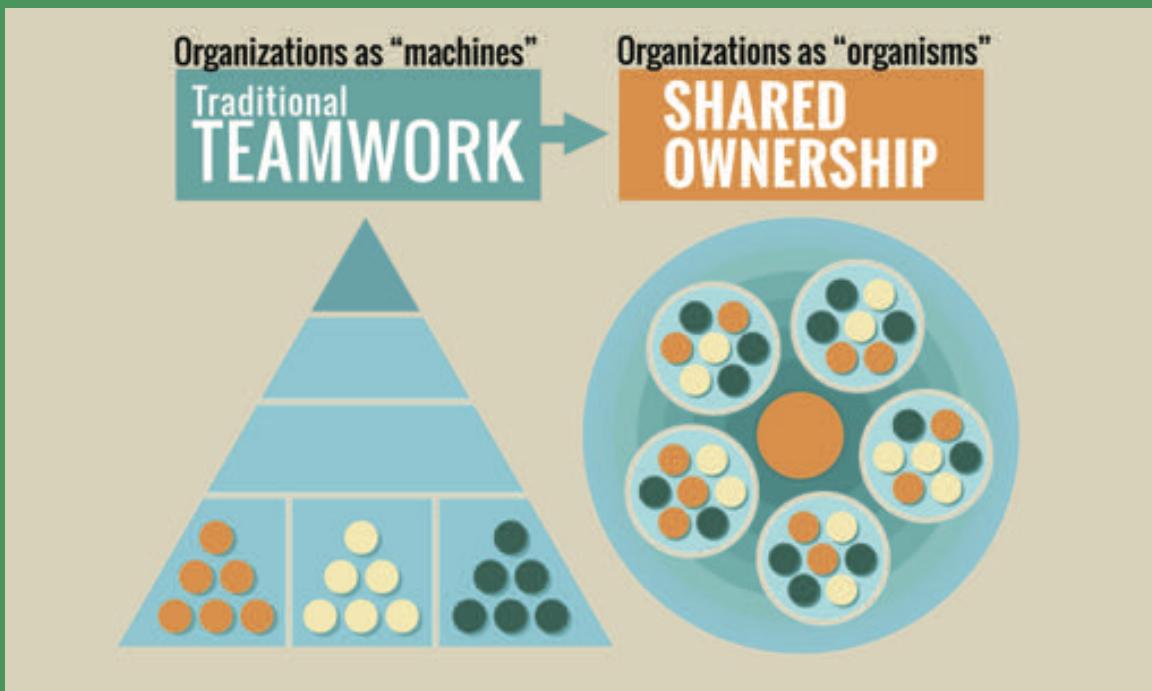
On the CASL State Board, the idea and skill of Shared Ownership (also known as Shared Responsibility) are constantly discussed and applied. We've experienced the extreme benefits that come from utilizing this skill, and we feel all ASB Leadership Programs need this skill for their leaders to have. Even the Curriculum Committee (that proudly creates these packs!) has a strong sense of Shared Ownership. Isha Chander, our Committee Lead, constantly searches for the rest of our input regarding the topics and ideas we choose to include

topics and ideas we choose to include and discuss throughout the pack but also ensures everyone in the committee has a specific responsibility that contributes to the overall creation of the product.

Shared Ownership is when the leader of a committee (or the Student Body/Class President) actively tries to work with their peers to determine what needs to be achieved and accomplished to meet and exceed the objective or task. Leaders with this skill see this as an opportunity to build strong and effective peer engagement, rather than viewing it as a separate and additional element of their job.

Why is it Important?

When people feel like they are just as involved as the committee lead or president but also feel like they have a true responsibility and ownership in the creation and achievement of the overall task, they are much more likely to be involved and engaged throughout the entire process. The traditional position hierarchy in an ASB Leadership Program is an unproductive approach to generating a sustainable environment of unity and passion. It's not wrong to have class positions in a program but remember to simultaneously create structures that promote collective ownership. In doing this, every student can actively contribute to the program.



Another example of effective code-switching includes switching phrases like "hey guys" to "hey everybody" and "you guys" to "you all" when addressing a large group to be more gender-inclusive.



For more resources regarding shared ownership, check out our 2019 CASL State Conference PDF.

<https://tinyurl.com/y28grwle>

What You Can Do Right Now?

Code-Switching: Even our speech impacts the way others view our leadership: when we speak in commands, we create "top-down leadership," which perpetuates the traditional leadership hierarchy. Through simple-code switching (changing our vocabulary), we can build a more inclusive environment and allow others to feel that sense of "buy-in."

Even changing your vocabulary is as simple as saying "we" instead of "me" or "I" when discussing with or about your team. When asking a peer to complete a task, put effort into being more inviting and welcoming. This can be as simple as using "let's do this" instead of "you do this." Additionally, exploratory rather than accusatory.

Advisors: Explain the fundamental chain reaction of Shared Ownership

In business, companies (Advisors, Presidents, Student Directors) take care of their employees (ASB Students) > employees take care of their customers (high school students) > customers take care of sales. This same chain reaction applies to any situation in leadership. This principle is a fundamental element of Shared Ownership as it is the "HOW" in the situation. We encourage advisors to sit down with your committee leads and class presidents to explain this analogy. Use a flowchart like this to visually represent the process. As the position holders begin to understand this skill and implement it into their teams, mindsets begin to shift and the environment as a whole in your leadership program is more engaging.

Credits: 2019 CASL Rapids Curriculum, Faye Wang's Shared Ownership Curriculum, & Gallup Analytics & Advice for Leaders

Open-Mindedness

This section is intended for all student leaders and advisors

Advisors and student leaders can meet with and interact with a variety of different people on their campuses who differ linguistically, culturally, or ideologically. Especially in today's society, many students, including those in ASB, are closed off to the idea of hearing what others have to say. For example, say someone has an unreasonable rally theme idea, you may be quick to call them out or ignore what they have to say. You don't have to agree with them and change your beliefs, but simply choose to listen and remain open-minded.

What is Open-Mindedness?

Think about the last time you had a kind conversation with a stranger. No matter how detailed or small the talk was, did it leave you in a better mood or leave you with a takeaway? Open-mindedness is the ability to receive new ideas and suggestions. It's an opportunity to learn about what somebody is passionate about. Being open-minded does not imply one is indecisive or wishy-washy but is rather willing to learn from those around them.

Why is it important?

Having an open-mind enacts endless opportunities for leaders to learn from and about others. Learning doesn't mean you have to change your lifestyle or shift your beliefs, but simply expand your worldview.

In leadership, an open mind can help you think more critically, especially when faced with unpredictable circumstances. It can help you see the bigger picture and think more laterally about how to solve problems in the best way. No two problems will ever be the same, but an open mind can make you more adaptable to finding solutions. Leaders are not only responsible for being the best they can be, but bringing the best out of those around them. Open-mindedness can help other leaders build confidence their voices will be heard; a leader who listens and remains open-minded, empowers their team members to bring new and interesting ideas to the table.

What can you do right now?

Break Thinking Patterns: It's difficult for us to understand people with a different mindset. It is commonplace to become stuck in the same thinking pattern. You usually wake-up, go to school, go home, eat, sleep, and repeat. Thinking patterns can be useful at times. If you're planning a dance, you want to follow the pattern and have something predictable while adding a few elements to generate excitement and inclusivity. However, if you wanted to plan something beyond an ordinary dance (for example, a virtual dance) you'll need a different method.

A quote from singer Frank Zappa reads
“A mind is like a parachute. It doesn't work if it is not open.”

We often take a thinking pattern and try to extend it to find new solutions. You're thinking of an airplane and you want something bigger - you can't extend an airplane into a helicopter! Simply extending a current method of thinking isn't sufficient to generate breakthrough ideas and creative problem-solving.

For example, 28-year-old Logan Greene was thinking, “For the last half century, we've built cities around cars. No one thought about the economic, environmental, and social problems they were going to cause in the future.” John Zimmer was thinking similarly, “We're shut off in our cars, we're shut off from each other! We weren't meant to live stuck on highways in zombie mode.” Simply extending that current mindset, they would have decided to increase busses, trains, or other transportation methods. They said: “What if we could put the power of sharing rides, directly into people's hands?” Logan and John later founded Lyft, an app which connects passengers who are looking for a ride with drivers who have a car. They did this by thinking differently, by breaking down the conventional mindset.

“When problems feel familiar, negative patterns prevail.” - Unknown

Here are three tips to break thinking patterns and challenge your mindset:

1. Don't blame others. Take responsibility and own it.

- Example: You ordered the wrong tablecloths for your dance. Rather than blaming it on the company that delivered them, take responsibility, and own your mistake.

2. Bring in outside changemakers! No one hears your ideas better than someone who hasn't heard them before.

- Example: If your ASB class is having trouble coming up with virtual rally games, invite a group of students or different clubs to your meetings! This way, everyone has an opportunity to share their ideas.

3. Identify your key success factors! What are you leaving undone? What must stop? What must be done?

- Example: The process of creating a virtual club rush can be difficult. Identifying your key success factors can lead to a successful event making sure every detail is as complete as possible.

Another important thinking pattern to address is confirmation bias: the practice of seeking out facts that align with our perspectives (read more about confirmation bias and removing listening filters in the Advocacy & Listening section on page 18).

Conflict Management

This section is intended for all student leaders and advisors

Discourse can occur between students within your ASB class in all kinds of situations and be a tool to form meaningful relationships between student leaders & develop better interpersonal skills. Eliminating conflict would cause its problems, as it includes conflict that has the potential to create opportunities and progress towards a common goal.

What is Conflict Management?

Conflict Management is a vital skill for leaders to implement when needed. As a leader on your campus, the goal should not be to avoid conflict but to resolve it effectively. This involves effective communication, problem-resolving abilities, and negotiating skills. During the conflict, leaders must:

- Act responsibly to maintain respect.
- Diagnose the conflict.
- Don't avoid the issue, but work to minimize it. Act quickly but maturely.
- Maintain boundaries.
- Remain self-aware and try not to cross a line when dealing with someone close to you.
- Respect differences.
- Avoid implicit bias and hear what both sides have to say,
- Identify a goal.
- Utilize all the above skills to create a well-thought plan of action to resolve the conflict.

What's your Conflict Management style?

Here a few approaches to dealing with conflict that can be referenced to understand the negative and positive aspects of resolution:

Collaborating: This is a combination of assertiveness and cooperation. Those who collaborate attempt to work with others to identify a certain solution that fully satisfies everyone's concerns.

Competing: This is a combination of assertiveness and uncooperative. Those who compete are willing to pursue one's concerns at another person's expense.

Avoiding: This is a combination of unassertiveness and uncooperative. Those who avoid conflict untruthfully sidestep an issue or simply withdraw from a threatening situation.

Accommodating: This is the opposite of competing, with an element of self-sacrifice. Those who accommodate try to satisfy the other person. While it may seem generous, it could take advantage of the weak and cause resentment.

Compromising: While maintaining assertiveness and cooperation, this style aims to find a mutually acceptable solution that partially satisfies both parties, a win-win (read more about Win-Win Negotiation in the next section).

Win-Win Negotiation

A win-win negotiation is when both sides of an issue are comfortable with the solution or outcome. If both sides walk away content with what they've gained from the outcome, then that's a win-win. "Putting your foot down" may be a good starting point for negotiation. But if the leader becomes too entrenched, conflict can quickly arise and the discussion may break down. You can avoid this by using "principled negotiation", which is a form of win-win negotiation. Here are the five steps of principled negotiation:

Use active listening techniques, such as looking directly at the speaker, allowing each person to finish before your response, and listening carefully.

Separate People From the Problem: Avoid identifying your discussion partners as your "opponents". Be sure to focus on the issue and try to ignore personality differences. To do this, be aware of three factors:

- Perception: Put yourself in their shoes!
- Emotion: Acknowledge your emotions and ask yourself why you feel the way you do.
- Communication: To avoid misunderstandings, make sure your communication is clear and precise.

Focus On Interests, Not Positions: People are rarely "difficult" just for the sake of it, and almost always valid differences are sitting behind conflicting positions. Each person discussing the issue may be influenced by many factors, such as their values, beliefs, responsibilities, status, and cultural background.

Try to avoid attributing blame and keep the conversation civil. Once everyone's interests have been considered, they are more likely to be more open-minded towards different points of views and ideas.

Invent Options For Mutual Gain: By this point in the discussion, each side will likely have a better understanding of the other's ideas, there may be an obvious solution. If not on the verge of an agreement, keep an open mind that a completely new solution may exist and use the negotiation process to explore your options.

Use Objective Criteria: Try to agree on a set objective criterion that provides a structure for the discussion. This can include your ASB bylaws, a mission statement, or a motto. Concurring on certain standards demonstrates a commitment to reaching an agreement.

Know your BATNA: BATNA stands for the “best alternative to a negotiated argument”, your fallback option if you’re not able to get everything you want out of the situation. This is not a “bottom line”, which prevents you from discovering a new course of action, but rather a favored backup option.

Credits: 2020-2021 CASL Board Research, Landmark, & MindTools



This quiz, by the University of Colorado Boulder, helps individuals identify and understand their conflict style!:

<https://cuboulder.qualtrics.com/jfe/form/>





Amplifying the Needs of Staff and Students

As staff and students navigate through the school year, many stressors and misconceptions hold them back from reaching their fullest potential. Through a more open-minded and thoughtful approach, ASB Leadership classes can help create an environment on campus that supports students and staff through their struggles.

When discussing the amplification of staff and students needs, ask the following questions and develop solutions as a leadership organization. Knowing your specific situation as a school can aid in the process of supporting your students with tangible and actionable items. Your leadership group may consist of many student groups, so use that diversity to think creatively.

- *How is your ASB or Leadership Class providing mental health resources?*
- *Is there any stigma around mental health at your school?*
- *What does your campus do to support marginalized students?*
- *How does your ASB educate against microaggressions and stereotypes?*
- *Are there equitable resources to help with mental health on your campus?*
- *What awareness initiatives does your campus host surrounding inclusion and mental health?*
- *How can your ASB maintain a steady form of communication to gather student voice and input?*
- *What is out of the control of your ASB regarding mental health programming? With this in mind, what is the result your leadership class is hoping to achieve with mental health initiatives?*

Supporting Marginalized Groups

This section is intended for all Staff and Students

Every high school strives to create an inclusive and accepting environment on campus; however, despite their best efforts, marginalized groups often don't receive the support and accessibility needed.

Who are marginalized groups?

Marginalized groups are demographics that are systematically excluded from all of the same privileges as those in majority groups. In today's society, it is especially important to uplift marginalized students on campus to create a more inclusive environment. The first step in uplifting marginalized groups is identifying which students comprise them. These groups include, but are not limited to, the LGBTQ+ community, BIPOC, English language learners, and people with disabilities. It's vital for student leaders to not only acknowledge these communities but embrace them and work towards supporting them on a larger scale. To truly help these groups on campus, you must first educate yourself on the history of these demographics and ensure you are not perpetuating harmful stereotypes and microaggressions towards these communities.

How to help marginalized people on campus

Although this may seem like a difficult task, uplifting marginalized groups on campus is much easier if approached respectfully and collaboratively. To reach out to students, ask club representatives if they would like to participate and have their voice heard, and advise them to invite any club officer or member who would also like to participate! When conducting these conversations, make sure to find a comfortable environment with input from multiple minority groups to receive feedback that truly represents how students on campus feel. Some guiding questions to start these conversations include: "How has your experience as a minority on campus felt?" "Have you encountered any difficulties or challenges on campus based on your race, ethnicity, gender, culture, sexuality, or disabilities?" and "In what ways can ASB improve the culture and accessibility for minority students?" After listening to the concerns of marginalized students, start developing new ways to incorporate the voices and wishes of these students on a larger scale. Use your platform as a student leader to give marginalized students a voice on campus and in your community, but remember not to speak on behalf of these groups and become a savior. Allow these students the opportunity to share their own experiences

The best way to support your class is by encouraging student transparency. Push out frequent google forms to your class with questions that encourage them to share how their week or day is going and what advisors can do to help.

Every school is at a different level of awareness and acceptance, and the small actions you take now will turn into big changes over time. These actions can include anything from creating a safe space on campus for students to share their experiences as a minority with people who want to learn, to creating initiatives surrounded by providing inclusivity and awareness for marginalized students. Even though the curriculum taught in classrooms cannot be changed upon the request of students, it's important to share information with everyone on marginalized groups that educate on the history and complexity of these demographics on campus. By doing this, students will have a greater understanding of one another and can work alongside one another while embracing their differences rather than suppressing them to fit in.

Avoiding misconceptions

Regardless of their background, many students struggle with their mental health daily; however, as an ASB, it's important to learn specific ways to assist students in marginalized groups with their mental health. Oftentimes, minorities face microaggression and stereotypes that create confining boxes or molds. These assumptions are often based on uncontrollable affiliations and largely contribute to the feeling of isolation and confusion. It can become difficult for students to perform well as they are finding their own identity while being compared to other people in their demographic. To prevent these social confinements from happening, create a safe space on campus where students can freely share their struggles with their identity as well as any stressors from school. Although schools are currently teaching in a virtual environment, these safe spaces for communication can take place over any online platform where virtual classes are held! To create this platform, first, have a conversation with your administration and request to have an expert on mental health and inclusion on your campus lead these meetings. Come prepared to these meetings with the expectation of tackling uncomfortable conversations for the sake of improving the climate on campus. The main goal of these conversations should be to make sure students don't feel alone on campus and understand the entirety of their identity is valid and deserves to be embraced by themselves and those around them.

Navigating Through School as a Student Leader

This section is intended for all student leaders and advisors

Student leaders serve as the bridge between students and the administration; however, this is not always an easy task to navigate. With leadership, there are certain expectations and assumptions made by both staff and other students. Not every student in leadership fits into these categories and can feel inadequate or self-conscious about their position on campus; however, by understanding and embracing your individuality, your outlook towards leadership will increase positively.

Common Issues Student Leaders Face

Every eager student who enters a leadership class subconsciously finds a role model from within their leadership group or community, but not every student feels as if they are living up to the standard they have set out for themselves. This feeling of not being enough is one that constantly lingers over student leaders who are trying their hardest to contribute to an organization, but feel they are not as good at being a leader they thought. Although this is an overwhelming feeling, you are not alone! Even the most influential and successful leaders in your leadership organizations and around the world deal with their insecurities and self doubt within their roles. Remember, no person was born to be a leader, every person in a leadership position has worked to get to where they are and experience all of the same fears as everyone else. While leaders are expected to exude confidence and self-assurance with all of their actions, it's okay to let other people know you are nervous and self-conscious about your contribution to your organization. One of the keys to being a great leader is showing vulnerability to prove your passion and dedication to the groups and organizations you are a part of. When it comes to events and the reactions from students, even if the feedback received is not what you had anticipated, that's okay! Everyone wants to be a critic, but not everyone wants to plan an event. Always remember to show your passion for an organization and continue to improve when needed.

How to Move Past these Mindsets

Leadership is not something meant for only a specific group of people, rather, it's meant for any person with a passion for change and advocacy. There is no

clear image of what a leader should look like because leaders can be anyone from any background. Many schools have created an image only the students involved in multiple AP and Honors classes are capable of serving in student leadership positions; however, that's not true. Leadership groups need to have students from a wide range of classes and demographics to truly have a greater perspective on events and ideas! Never compare your own identity to that of someone in your leadership group simply because you feel they fit the "leadership mold" better than you do. Understanding and mentally breaking down these stereotypes of leaders and embracing yourself is vital to consistently be authentic. The courage to be yourself and speak on behalf of what you believe in while keeping an open mind to the ideas of others is much more powerful than simply agreeing with those around you because you feel as if your beliefs are not valid. Instead, take this as an opportunity to learn the perspective of other people and share with them why your beliefs are so important to you. To begin moving past these mindsets, create a chart reflecting all of your best leadership qualities and what your goal with leadership is. Identifying your drive and passion for leadership will allow you to focus on what's truly important and not about the insecurities that come from feeling inadequate. Always remember to keep your goal in mind, as it's important to think about the larger impact you'll have on your leadership organization by staying true to yourself and leading with passion.

Staying True to Yourself

Regardless of what other people are doing, always remember to stay true to what you believe in and work towards the change you want to see. As you attain leadership positions, you are often thrust into situations where you are presented with a decision to either do something you are uncomfortable with or stay true to yourself and make decisions that feel right to who you are. If a decision to create an event or activity on your campus doesn't feel like it's representing a community as best as it possibly could and you feel uncomfortable, do not hesitate to speak up against it! The leaders of tomorrow are the ones who are not afraid of disagreeing with other people if it means standing up for what they believe in. At the end of the day, you are the one who will have to live with the consequences of decisions made on your behalf, and those actions will continue to reflect who you are unless you allow yourself to not conform to the ideas of others. For more information on staying true to yourself, check out this article from welldoing.org !

Awareness Initiatives

This section is intended for all student leaders and advisors

Check out our previous pack: Virtualizing your Leadership to learn about how to create an online Wellness Center! The pack is available for access at caslboard.com/curriculum.



Bring Change to Mind is a mental health organization focused on ending the stigma and discrimination surrounding mental illness. Their high school program gives teens a platform to share their voices and raise awareness around mental health. This page gives more information on how you can bring this program to your campus and all that this program has to offer.

<https://tinyurl.com/y9me4f83>

Now that your ASB knows how to support marginalized groups and how to avoid misconceptions, it is time to spread that awareness to your student body! There are a few engaging ways you can go about this.

Dedicate a Week to Mindfulness

Being individually conscious of your mental health is one of the keys to living a happy and healthy life. In high school, it can be extremely difficult to manage this especially when you or your peers do not have access to those resources. Dedicating a week to mindfulness is a thoughtful way to help get your students some much-needed mental clarity.

A great tip when planning a mental health week is to focus on a topic each day and then wrap it up at the end of the week. Here are a few examples of different days your school could focus on.

Stretch with your ASB: This idea was inspired by student leaders at Vista Murrieta High School. Your student leadership group can invite the campus to come to do some yoga with you all in the morning (if your classes are not too early). This is a great time to bond with your campus and help meditate. Make sure not to pressure students into turning on their cameras so everyone is comfortable!

Showcasing Safe Spaces: Create an Instagram/TikTok challenge to have students create and show off their safe places! This can include some comforting pictures, journals, and

whatever helps them! Create a collage or a hashtag to show off everyone's areas!

Sometimes it is difficult to express and share what we are going through. Encourage students to share their stories anonymously. You can either use Google Forms or anonymous Padlets so others can see they are not alone.

Dot Talk: Taken from Encourage Hope and Help Organization: have students, teachers, and faculty wear a blue dot sticker if they are a safe person to go to talk. They can also put it on their belongings and in their rooms (for teachers and faculty). This is a great way to help those who need someone to find the right person.

Affirmations: Try sending out daily affirmations about stress and health to give students a potential reminder to take care of themselves. This is a small initiative that can help lift spirits on a virtual platform!

Goal planning: Encourage students to create personal goals to help them relieve stress, practice self-care, or express themselves. If they feel comfortable ask them to post it and tag your ASB's social media!

Social Media Awareness: On your ASB's social media platforms (+email for those without it), bring awareness to different mental health conditions. Make sure to reach out to students about how mental health affects their life so you aren't misrepresenting any populations.



Leaders are consistently looking forward to the next project or idea but to maintain a good mental state, it is essential to re-evaluate your past. Encourage your students to fill out this worksheet at the end of every month to maintain themselves and improve moving forward.

<https://tinyurl.com/ypppcqr4>



Provide Resources to Students

If your ASB does not choose to have a specific event there are many long-term ways to help spread awareness. The beautiful aspect of awareness is the resources your ASB highlights can be specific to what your school needs help with. Here some resources the student leaders on your campus can provide!

Mental Health Forum

This event would be great at the beginning of the week. Start by asking if there are any sources of personal stress on your campus. Your ASB can also ask how your leadership group can support them with resources, practices, and other events.

*Also ask your student body how much of their time spent working is focused without distractions. This will give a realistic and accurate count for your ASB *

Wellness Center

Check out our previous pack: Virtualizing your Leadership to learn about how to create an online Wellness Center!! The pack is available for access on caslboard.com/curriculum.

Mental Health Resource Board

If your school has a daily bulletin or a virtual student resource board, try adding awareness about mental health! It is a great central place to keep hotlines, contacts, and other vital information accessible to your student body.

Diversity Library A fun way to promote diversity amongst students and faculty is through movies and literature. Create a document with lists of movies and books your campus can indulge in. Make sure to rate them 1 out of 5 and give a little description to get people excited. When your student government helps to create this document make sure to have all books from the BIPOC perspective!

"What If" Week

What If Week is a great opportunity to bring in members of your community onto your campus. As a leadership group, discuss what your student body could benefit from learning about. Some topics could include religious tolerance, women's rights, mental health, substance abuse, suicide prevention, and equity. You may also want to choose a theme like listening, advocacy, or communication to base your day around. Next, reach out to community partners asking them to come and present a 30-minute workshop about their area of experiences and other logics like time and Zoom links. It is essential to determine a schedule to encourage your leadership to attend. Also, provide a list of prompting questions to send with your members to ask if there is extra time. In the end, you can play a documentary that relates to your theme. Remember, the focus of this week is to educate -- it shouldn't be treated as a regular spirit week!

Talking to Administration and Parents

Another group your ASB can bring awareness to is your administration. Usually, going to administration can be a very difficult and challenging process to get the significant change you need. Before you start talking with your school's administration, you need a plan of what you are talking about to be taken seriously. Create a plan of what your idea is and where your ideas come into play.

Talking Tips: Be Flexible and Specific: When you have your plan, be mindful not all of your visions will likely be approved. The adult leaders of your school have to be realistic and so do you. If your ASB is very attached to one idea, be flexible with it. Compromise is an essential tool to make progress in your community. It is also important to be specific to give your administration a tangible goal!

Utilize your School's "Why": If you have ever been hesitant to take action towards your chosen issue, look at the foundation of your school. This can be your mission statement, school's values, or your motto. Repeat this to your administration and explain how your issue directly correlates with your school's values. For example, if your school wants to "create individuals who strive to be good community members" you can explain how being aware of mental health is an essential part of the high school community today.

Benefit: This is a tactic used by entrepreneurs when submitting a proposal to a company. Make sure to include how your ideas will benefit them. It is just like incentivizing events for your student body! Some of these benefits can include a more engaged student body, an award or recognition, or improved school culture.

Dual Meetings: Have one or two representatives of your leadership group talk with your administration first to establish trust. Next, invite them to one of your ASB's meetings to discuss things further and to hear their feedback.



Creating Opportunity for Your Community

Your organization can become an enabler of opportunity through accessible platforms and authentic advocacy. Especially now, digital equity is a value leaders should put at the forefront of our priorities. This section presents information about understanding community opportunity on a more conceptual basis and tangibly creating platforms for accessibility.

When discussing the how to create opportunity for your community, ask the following questions and develop solutions as a leadership organization. Knowing your specific situation as a school can aid in the process of supporting your students with tangible and actionable items. Your leadership group may consist of many student groups, so use that diversity to think creatively.

- *What stereotypes exist on your campus? How can you break down these perspectives and change them into understanding and empathy instead?*
- *When is it important to be an advocate for your community?*
- *What do we need to do to become more intentional and effective listeners?*
- *Has your ASB Program actively been trying to be accessible to all of your students?*
- *What communication platforms does your ASB Program utilize?*
- *Which of your communication platforms receive the most interaction from your students?*

Advocacy & Listening

This section is intended for all executive members and advisors

The 2020 CASL State Conference introduced the meaning of effective and intentional listening. An important step to engaging your community is understanding the diverse needs of those who comprise it. Here are a few key points to consider when advocating and understanding the diversity of your community (you can go over these with your leadership organization in a workshop format too!)

Accomplice vs. Ally vs. Advocate

All three roles of an accomplice, ally, and advocate are important in different capacities. Understand the differences to apply them more accurately:

- Being an accomplice means to have empathy and understanding when a marginalized group/person undergoes a difficult situation. This role revolves around acknowledgment. Apply this role when someone needs a silent supporter in their actions (EX: Showing up to a school board meeting to show support for a change in the budget).
- Being an ally takes accomplice one step further: it involves sitting with and actively supporting a marginalized group. Allyship is a recognition of privilege and works to dismantle the systems that contribute to unjust privilege. Apply this role when you need to work alongside someone to complete an action (EX: Working with community members to draft a statement for the school board meeting about the budget AND showing up to support).
- Being an advocate is someone who speaks on behalf of the struggles of a marginalized group. It requires a nuanced understanding of systemic causes and effects. Advocacy is important; however, being an advocate is only possible by intentionally listening to your community to know how to speak for their needs. Apply this role when others are limited in their ability to act and your platform as a leader enables you to do so (EX: When the school board is only surveying ASB Presidents to learn about the district's opinion on budget cuts).

As student leaders, we are growing into understanding the value of our voice. Our voice is cultivated through intentional listening and remaining receptive to our community's input.



Confirmation Bias

Leaders can become unintentionally jaded with their perceptions and worldviews. Confirmation bias is the idea we seek out facts that align with our perspectives. This means you can filter out the rest of a conversation with personal filters or judgments, whether intentionally or unintentionally. See the graphic in the margins for a visual. Understanding the demographics of your campus and working to break down stereotypes and preconceived notions is the first step to advocating authentically (more about understanding demographics and applying in the digital equity section on page 20)

Becoming an Effective Listener

It's important not just to listen to the words someone is saying, but the intentions behind what they are saying as well. For example, ASB can get criticism for student events they create and host. Rather than seeing this as negative discourse, good listeners understand there is a root to an issue as to why people think that way. To effectively serve your community, you must guide discussions within your leadership organizations on how to be exploratory in response to accusatory actions from others. In doing this, you can represent the needs of your student body with intentional listening. Leadership organizations must begin to flip the switch of a savior complex, and rather sit with their communities to work hand-in-hand.

Digital Equity

This section is intended for all student leaders and advisors

Make sure to utilize Instagram's IGTV feature to get longer videos out to your student body. This works great for announcements and broadcast type videos that get important information out to students. Also, encourage your ASB students to repost these videos on their personal stories to reach as many students as you can.

As ASB Leadership programs brainstorm, create, and host virtual activities and events, it becomes clear access to important information is (such as event dates, times, and prices) only shared on Instagram and other social media accounts. However, as the digital environment continues to grow in complexity, leadership programs need to dedicate time towards becoming more equitable in the digital world.

Unfortunately, the times of being able to rely on physical posters hung about around campus are gone. In a digital environment, utilizing various communication platforms will be crucial to promoting and sharing information and upcoming activities.

What is Digital Equity & Why is it Important?

When it comes to ASB Programs, the term Digital Equity simply means ensuring and providing equal access to important information to all students through the utilization of various online platforms. You can start to be creative and think of some other online platforms where digital equity becomes more possible.

Programs & Platforms You Can Use

Instagram & Snapchat: Most ASB Leadership programs utilize Instagram for the simple fact most students have the app. Instagram allows for ASB Accounts to showcase upcoming/past events through various forms (such as graphics, pictures, videos, and so much more!) On Instagram, your account can

also be identified as a "Business Account," which allows you to include contact info for increased communication, and you can even connect to an online store! On Snapchat, your account can be seen as a "Subscription," which appears in a different section of the app when your subscribers have the desire to view your story. Additionally, on Instagram, you can view the analytics of your followers, and unify your students through weekly highlight posts of certain students. These social media applications are simple examples that allow you to appeal to the majority of your students. about how mental health affects their life so you aren't misrepresenting any populations.

Minga: Sometimes students can't have Instagram or Snapchat. So, the newer communication application called "Minga" is a great alternative. This education platform was highlighted in our previous pack, "Virtualizing Your Leadership," due to its positive reviews and features. For students who don't have the option to have social media like Instagram and Snapchat, Minga serves as another great option for students to learn about upcoming events. Your ASB Program can be known as a "Group" on Minga, and your students can simply follow or join the group to begin seeing all of the posts. Minga allows you to include graphics, pictures, videos, and links into each post, and you can even allow your students to upload their media to the post. Additionally, some schools have utilized Minga as a central hub for all of

their club's communication platforms. Although Minga does have certain price plans for specific subscriptions, the outcomes of ensuring a majority of your students have access to the same information being shared on Instagram & Snapchat.

School Website or ASB Specific Website: Creating and developing an ASB Specific website is most likely the best option to guarantee your students will see all of the important information for upcoming events. A website is accessible to all students who have access to a computer and internet connection. The website can have certain pages to view and RSVP to the upcoming and past activities, as well as provide a location for purchasing sports tickets or spirit wear, and finally, areas to fill out subscription forms to receive weekly/monthly ASB newsletters. All of that and more on a beautifully designed website!

Phone Calls/Texts Home: This method serves as yet another avenue to present and relay information for upcoming events, prices, and dates. Most schools have access to the phone numbers of at least one parent or guardian, so utilizing those phone numbers to either send large texts or phone calls out to provide information can be just as effective as utilizing a social media platform like Instagram or Snapchat. Again, when your ASB Program tries to advertise, it is crucial to appeal and be accessible to all demographics at your school.

Classtag: Unlike other programs, this platform appeals to parents specifically. Classtag allows for the creation and simple release of weekly/monthly ASB Newsletters and provides easy opportunities for sign-ups and donations from parents. You can use a Class tag to collect ticket payments for events and allows your students' parents to stay in the loop with what's going on at your school.

Physical Weekly (or monthly) Newsletters: Most of the above communication platforms were/are designed to be utilized in a virtual format. However, there is still the very real possibility some students on your campus do not have adequate access to technology. This is where the idea of mailing out physical weekly or monthly newsletters becomes a valuable alternative way of communicating with your students. The creation of a newsletter also allows parents to get caught up with the happenings of the school if they don't feel completely comfortable with using technology. You can even produce the newsletter in multiple languages to ensure all families are acknowledged. A new committee can be formed in your leadership class with the purpose of designing, creating, and publishing these page-long newsletters. Additionally, they could create some type of form or system to collect the names+addresses of students and families who would like a physical newsletter sent home. The newsletters would be free of charge and they can acknowledge and include those who don't have access to technology.

When creating your school's periodical newsletter, feel free to reference the past CASL Newsletters!

<https://tinyurl.com/yyhvsm3z>



The central idea through the promotion of all of these unique programs is the fact there are countless ways to reach your students on a virtual level. When your ASB Program begins to focus on being Digitally Equitable, your students deserve to have a wide variety of communication platforms to choose from. You can't assume all of your students have an Instagram and Snapchat account. Instead, take the time to form a committee that focuses on presenting the same information across various programs to increase accessibility for all of your students.



Community Engagement and More

For November, our partnership with the Service Committee will be centered around the topic of equity. In the context of our instilling equity on campus, student leaders must use their platform to provide support and advocacy for misrepresented demographics. This CASL Service Project will walk you through implementing a space for your minority students to be heard and represented.

Service is excited to provide this resource! It will help advise you and your student leadership organization towards creating a safe space to have conversations about the issues on your campus. Within this curriculum pack, you will be able to read an excerpt from our project titled, "Discussing Panel Focus". To access the entire service project, please visit www.caslboard.com/service. When reading through the project, you will discover how to establish your why for your panel, plan our logistics, execute your planning, and have additional resources such as technology tips.

After pitching this idea to the correct people and getting the idea approved, it's time to hone in on the focus of the panel. There will be a lot of reflecting on what your campus needs to talk about & address to then create long term solutions.

Zoom Out

When determining the overall structure and focus of the panel, it's important to have a holistic view of your student body. Below are questions to answer with your group/organization:

- ***What are the demographics of my campus?***
- ***Is the majority demographic on campus different or similar to the group we are focusing the panel on?***
- ***How do we believe the majority of our student body will respond to this topic?***

The Why

Here are some potential topics to include within your equity panel. However, you can do whatever topic is best for what your school needs.

- **Microaggressions**
- **Privileges**
- **How does our campus celebrate and recognize diversity?**
- **LGBTQ+ Representation**
- **Mental Health**

Your why will establish your overarching intention when it comes to the reasoning for addressing the topic. Determine whether or not your panel tackles a broad subject (Equity, Mental Health, LGBTQ+) or a more specific topic (Microaggressions, Privilege, Depression, Trans Rights, etc). On top of this, your panel can surround multiple topics or only discuss one, depending on the needs of your campus.

Student Input

Once you have a conversation discussing important questions and decide what the focus of your panel will be, it's time to follow up with the question:

How can we provide a safe space for a specific group of students to voice their thoughts, while ensuring others are effectively listening to what others are saying?

Invite students who have personal connections to your topic to have a conversation about the panel to aim your intentions towards providing them a platform. Guiding Thoughts:

- **Begin by sharing your ideas/why for establishing the panel**
- **Allow them to contribute to what they believe the panel should include**
- **How are they impacted in society and on campus?**
 - What do they hope the panel ultimately addresses?
 - What are their fears/worries (if any) with having this panel?
 - How would they like to contribute to the planning process/implementation?
- **Discuss short term and long term goals when it comes to building long-lasting equity on campus**

Utilize their thoughts to refine your focus and take into account while making your tangible next steps.

- **Revisit your "why" and see if there is anything that needs to be changed**
- **Establish an Objective, Driving Question, and Title**
- **As you provide tangible next steps to support this vision, be sure you as the organization/group are remaining unbiased. One of your intentions with this panel should be to provide an opportunity for healthy, open-minded conversations**

Next Steps

Once you have a conversation and made any adjustments to your initial plan, discuss tangible next steps with your group/organization.

Timeline: Include the date you plan to have the panel, consider important benchmarks to meeting your date (contacting everyone, gathering questions, publicity). This date does not need to be set in stone, but it's important to have a reasonable date to map out all the to-dos.

Roles: Start to think about the different aspects when creating the panel. Are there committees that could form? One committee could include the Outreach Committee (ensures you consistently check-in with the demographic that is affected by this topic to get any next steps).

Meeting Dates: What are the weekly/daily meeting dates you will have with your focus group to plan the panel?

Dear Change Maker,

Thank you for taking the time to read through our second CASL Curriculum Resource Pack, Leading Towards Tomorrow! We, the CASL Curriculum Committee, are devoted to providing leadership resources and lessons to student leaders across the state of California and all over the country.

For our second curriculum pack, our team wanted to take virtual leadership a step further. We talked about developing skills for increased opportunities, amplifying the needs of our staff and students, and creating opportunity for our communities. We believe these subjects are all extremely vital in today's climate and we hope that you are all able to take advantage of the information we have provided and use it to better your campuses and communities in the upcoming months.

We want your feedback! Please fill out this form so that we can make our future CASL Curriculum Resource Packs even better: <https://forms.gle/3Mv4py4vh8aWFzC6>

Support CASL

This year, due to the COVID-19, CASL does not have the opportunity to fundraise money through Leadership Development Days to be used for the betterment of all CASL events, including the State Conference, as we typically would in a traditional year. CASL is dedicated to providing the highest quality of leadership resources and curriculum; however, this is not possible without the support of our delegations and constituents. With your help, we can continue to hold our annual events that encourage and promote student leadership. Our hope to take your donations to help cover a student leader's experience/journey/verb to the CASL State Conference. We ask that you help us continue our mission by donating a cost that you deem fit. We are so grateful for your support and we thank you for joining us on our journey.

Thank you for your continuous support!

With CASLove,
CASL Curriculum Team + CASL State Board

Have Questions?

Questions or Comments? Please reach out to anyone on the CASL Curriculum Committee or email curriculum@caslboard.com.

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