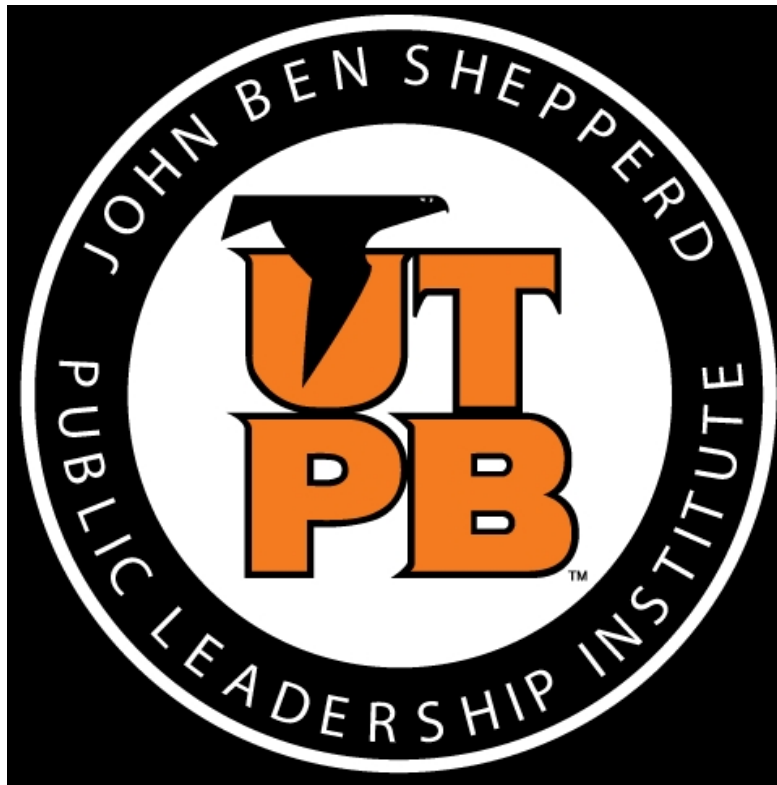


# Rising to the Challenge

## A High School Study of Leadership Today



A Venture of the John Ben Shepperd Public  
Leadership Institute

By Michele Grigsby Coffey, PhD

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Dedicated to Dr. H. Warren Gardner, the former Director of the John Ben Shepperd Public Leadership Institute, a leader with vision and the ability to inspire those who were fortunate enough to have him as a mentor.

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# Introduction

## **John Ben Shepperd Public Leadership Institute**

*Rising to the Challenge* was developed by the John Ben Shepperd Public Leadership Institute (JBS). The Institute is named after John Ben Shepperd, a legendary Texan, whose name is synonymous with public service. Although Shepperd served the state as Attorney General (1953-1957) and Secretary of State (1951-1953), it is his astounding service as a volunteer to which the John Ben Shepperd Public Leadership Institute at the University of Texas of the Permian Basin (UTPB) is dedicated. In his lifetime, he chaired over 300 charitable, civic, cultural, and religious organizations; held over 2,000 committee chairmanships; and was appointed by four presidents and seven governors to numerous national and state boards and commissions.

Shepperd believed young people could and should play an important role in public affairs. He wanted to instill in them the highest ethical and moral standards by which all public servants should be held accountable. Shepperd encouraged young people to talk with local, state, and national leaders and to become actively involved in their communities.

His vision for young people comes to life in *Rising to the Challenge*. The principal goal of the curriculum is to empower high school students to assume their roles as leaders so that they may facilitate positive changes to those communities.

## **The JBS Mission**

The mission of JBS is to provide young Texans an education for and about leadership, ethics, and public service.

To accomplish this goal, the Institute developed a well-rounded leadership program, which improves young Texans' personal leadership skills, develops their sense of community responsibility, and educates them on the importance of ethics and public service. Public service and coming together to solve community concerns are unique American and Texan characteristics. JBS programs include:

- Leadership Studies Major and Minor at the UTPB
- Masters of Public Administration with a concentration in leadership at the UTPB

- Shepperd Distinguished Lectures at UTPB
- Specialized Seminars offered throughout Texas
- Summer Leadership Educators Workshop
- Shepperd Edge, a one-day student leadership workshop offered throughout Texas
- Texas Leadership Forum open to all Texans who want to strengthen their leadership skills
- Town Hall meetings at UTPB open to the public

For more information on these programs, please contact:

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### **JBS Definition of Leadership**

JBS believes that everyone is a leader in some capacity in their lives. Every student in your class is a leader when they first walk in the door. Each of them is acting a role model for someone else. Each is making an impact in the world around them, be it positive or negative. The goal of this course is to raise the students' awareness of this impact so that they may shape the course of their leadership role in their lives.

# *Rising to the Challenge*

## **Curriculum Objective**

*Rising to the Challenge* is dedicated to the idea that positive leadership can be learned. This curriculum seeks to help high school students develop their own unique understanding of the concept of leadership and to discover the tools necessary for them to effect a positive change in their lives and communities.

To accomplish this goal, this year-long study of leadership incorporates traditional classroom learning models, including class discussions, worksheets and research projects. However, *Rising to the Challenge* also makes use of active learning principles, off-site learning and service learning opportunities. In doing so, this work engages visual, auditory, kinesthetic and tactile learners, reinforcing TEKS and Common Core Curriculum learning objectives in innovative and appealing ways.

## **Active Learning**

The majority of the exercises in *Rising to the Challenge* contain an active learning component. These activities are student oriented rather than teacher oriented. In these exercises, the students will work through a process with little aid from the teacher.

From this practice, the students experience leadership concepts rather than simply hearing or reading about them, making the lessons more real and applicable to their personal experiences. These lessons can then be reinforced by the teacher with discussion periods and students' written work.

The key to successful active learning exercises is to understand that the process that the students use to reach their conclusions is more important than the conclusions that they ultimately reach. In other words, there are no wrong conclusions to reach - only incorrect methods of reaching those conclusions.

## **Off-Site Learning**

Several of the exercises in *Rising to the Challenge* require the students to leave the classroom and explore leadership at work in the community. These exercises include mentoring programs, observation of community leaders and various community service projects.

Several of the off-site learning activities cannot be completed in a single class period, and teachers will need to keep this in mind as they coordinate with school administrators and the students' parents.

### **Service Learning**

Through the service learning components of *Rising to the Challenge*, the students will gain first-hand knowledge of the skills necessary to plan and carry out a substantial service projects. These projects also aid in the process of self discovery by challenging the students to rise above the expectations they have for themselves and others. Students will also put the leadership concepts discussed in class into action in the real world.

# Using the Exercises

Each of the exercises within *Rising to the Challenge* is intended to be a self-contained lesson in leadership. As a result, teachers are encouraged to determine the order of the exercises based on their own experiences, their schedules, the needs of their students and the events that are impacting their students' lives.

To aid teachers in determining exercise order, the author has placed them in a suggested order which she feels works well and logically in a typical class year. Additionally, a list of the exercises and their objectives is included on page 481. This list can be used to customize the order of the exercises to the needs and interests of the students.

All of the exercises in the curriculum contain most of the following essential components to aid the teacher in completing the learning activity. These sections include:

## **Objective**

The first component is an objectives section. This is a short list of the leadership concepts addressed in the activity. This is by no means a complete list of all of the concepts that a teacher may choose to emphasize but should be regarded as a starting point for lesson planning.

## **Materials Needed**

The second component is a list of the materials needed to complete the exercise. These are the minimum requirements to complete the exercise as it is written. In some cases, the activity may be enhanced by using more extensive materials.

## **Process**

A step-by-step set of instructions is also provided for each exercise. These are the steps necessary to meet all of the stated objectives for the exercise.

One important factor to keep in mind when planning an exercise is that most of the activities are intended to fill multiple class days and in some cases will take weeks to complete. The students are not expected to get through all steps in the process in a single day.

Teachers are encouraged to adapt the exercises to fit the needs of the students. We ask that teachers share their adaptations with JBS in the closing evaluation so that we can consider these adaptations for future editions of the curriculum.

### **Discussion Questions**

The discussion section of each activity is the most important element of the exercise. *Rising to the Challenge* is based on the premise that students will internalize more of the lessons learned from the class if they are allowed to discover their own answers rather than having answers supplied for them. For example, the curriculum never defines leadership. Instead, the students are allowed to formulate their own definitions over the course of the year.

The discussion section of the activities provides the best opportunity for the students to work through their evolving ideas and condense them into working understandings of the concepts. Teachers are encouraged to use this section to guide the students through their thought processes and help them focus their ideas. Teachers should not answer the questions themselves but should encourage debate and full discussion of each question and any others that may arise as the students work their way through their process.

Because the discussion section is such an important part of the exercise, it is suggested that the teacher plan to devote a substantial portion of class time to this process.

To facilitate great discussions, the author also suggests that some ground rules be set for discussion periods. The following are elements that are essential to having productive discussions:

- Personal information shared in class must stay in class
- Put downs, sarcasm or humor directed towards or at the expense of others in the class must be avoided
- Every comment or question must be received as valuable
- Students should be encouraged to speak but not forced to do so
- Try to include all of the students in the class
- Only one person can speak at once
- Try to discuss all sides to a response and all aspects of a question



The following are four tips that should help in managing the class discussions.

- To make the discussion as student oriented as possible, sit in a circle with the students rather than standing apart from them.
- If one person is dominating your discussions, give every student an equal number of tokens. Each time the student speaks, he / she surrenders a token. When a student has no more tokens, he / she can not speak.
- If too many students are talking at once, bring a ball to class. Throw the ball to the student who wants to speak. Only the person holding the ball can talk.
- Do not be afraid of getting off track. The students may be guiding the discussion to an area that is important to their growth. If you get off track, do not point out that you are off topic as that is a value judgment that may hinder growth. Instead, after the students have explored the topic that they have deemed important, ask another question to guide the discussion back on course.

### **Journal Topics**

Another key element of *Rising to the Challenge* is the journal portion of each activity. The purpose of this section is to make the lessons of each exercise more personal for the students through reflection. The journal topics encourage the students to demonstrate how each concept applies to their personal lives and challenges the students to show how the leadership lessons of the exercise can be used to change or improve their daily actions or experiences.

It is important that the students' journal writings remain confidential between the teacher and the student. Teachers are encouraged not to share information they have gained from the journals with other teachers or students.

Teachers should allow the students enough time to adequately address each journal topic. For most topics, fifteen minutes is an ample amount of time for the students to fully explore their thoughts on the exercise. However, teachers are encouraged to adapt the amount of time according to the needs and interest level of the students. Journal topics can be assigned as homework or completed in class depending on the goals of the teacher.

### **Mail Opportunities**

Certain exercises in this curriculum provide opportunities for the students to offer positive feedback to their classmates. After presentations, students are

encouraged to recognize the positive aspects of their classmates' presentations and any improvements that individuals may have made in their presentation skills. Similarly, following group projects, students are asked to acknowledge the contributions that each member of the group made to the successful completion of the project. These written peer reviews play an essential role in building the self-confidence of the students and creating a cohesive team. Even if the students initially express hesitation in participating in these Mail Opportunities, teachers are encouraged to normalize the activity in an effort to normalize positive affirmation. It is imperative that leaders learn to give this sort of vital developmental feedback, and it is equally important for them to learn to receive and internalize positive and constructive criticism as well.

### **Adaptations**

Some exercises in *Rising to the Challenge* include possible adaptations to the activities. These are intended to act as suggestions for changes that teachers may utilize in their presentation of the exercises. Teachers are encouraged to make adaptations to any of the exercises to help their students to better understand the leadership concepts presented.

### **Possible Test Questions**

Lists of possible test questions are included at the end of each exercise.

Because the process of developing a personal definition of leadership is the emphasis of the course, it is difficult to hold students accountable for specific answers to simple questions. As a result, the author suggests that teachers use an essay format to the tests so that the students' thought processes and analytical evolution can be evaluated.

The possible test questions at the end of the exercise are intended to be starting points for teachers as they develop their tests. However, teachers are encouraged to create their tests based on the courses their class discussions take.

### **Texas Essential Knowledge and Skills (TEKS) and Common Core State Curriculum Standards**

Each exercise in *Rising to the Challenge* incorporates at least one and usually several of the TEKS as defined by the Texas Education Agency as well as the Common Core State Curriculum Standards. The exercises will provide an opportunity for students to apply and practice the knowledge and skills that they have gained in other disciplines.

Complete descriptions of the TEKS and Common Core State Standards incorporated in this work are included at the end of the curriculum starting on page 545. If it is taught as written, the curriculum will reinforce each of the standards listed. However, the curriculum allows the teacher the discretion and freedom to apply the materials in a way that is appropriate for the grade level variants in the standards. Depending on how the teacher establishes the grading standards in the course and chooses to implement the exercises and adaptations provided, this curriculum can satisfy standards ranging from ninth to twelfth grade, as indicated.

Teachers may wish to coordinate with Social Studies and English teachers in their schools to reinforce the TEKS or Common Core State Standards currently being studied in other classes.

Please note that when this curriculum is taught as it is written, it satisfies all the standards for a Practical Writing Skills Course (110.54) or a Communication Applications Course (110.58) under the TEKS requirements. It also satisfies all of the requirements for Speaking and Listening for all high school grade levels (CCSS.ELA-Literacy.SL.9-10.1-6 and CCSS.ELA-Literacy.SL.11-12.1-6) under the Common Core State Standards.

# Worksheets and Handouts

## **Worksheets and Handouts**

As part of JBS's dedication to ethical and responsible servant leadership, this curriculum was intentionally designed with the issue of contemporary schools' budgetary constraints in mind.

In order to keep the cost of the program to the districts low, *Rising to the Challenge* does not include a student's book. In place of a dedicated volume, the curriculum includes a number of student worksheets and handouts that can be copied and supplied to the students as needed.

Many of the exercises incorporate these worksheets and handouts. They are included as part of the curriculum immediately following the exercise to which they are a part.

# Suggested Grading Practices

## **Suggested Grading Practices**

Grading in a course like this is a difficult undertaking. Teachers are encouraged to personalize their grading policies to their student populations and their personal goals for the class.

Participation should be a major component in the grading scheme. All students should take an active role in each of the exercises and in the related discussion.

The journal also provides a good opportunity for student assessment. Teachers should grade the journals throughout the class. They should grade the journals based on the level to which the student answers the questions asked and the degree to which the student applies the concepts of the activities to their personal experiences. Teachers can also use the journal as a means to determine personal growth as well as evaluating the students on grammar and construction.

Personal growth should also make up a part of the students' grade. In an effort to help measure the growth of each student over the course of the class, the curriculum includes the "What is Your Grade?" exercise. As part of this activity, each student is asked to assess his / her own growth over the grading period as well as the progress another member of the class has demonstrated.

Tests should also be utilized as a means to make students accountable for learning the concepts presented in the exercises. The students' retention of key concepts should be tested periodically throughout the class.

# Curriculum Evaluation

JBS is committed to maintaining the curriculum and making any revisions that would be beneficial to the teachers and students who use *Rising to the Challenge*. A Teacher Evaluation form is included in the “Your Definition of Leadership” exercise. Please make a copy of this evaluation, complete it and mail it to JBS at the end of the year. We are very interested in learning about your experiences with the curriculum.

We are also interested in keeping records on the progress that high school students have in developing their leadership skills. For this reason, we have included opening and closing evaluations for the students to complete. Please have each student in your class complete the opening evaluation, included in “Your Definition of Leadership” exercise, at the beginning of the year, and mail a copy of these assessments to JBS. At the end of the semester, please repeat this process with the closing evaluation from that same exercise.

## **Conclusion**

JBS appreciates your dedication to leadership education. The enthusiasm that you bring to this class will be the catalyst that will inspire the next generation of responsible leaders.

# Introduction to Journaling

**Objective:** To introduce the students to the concept of journaling; To strengthen the students' ability to express their opinions and thoughts; To help the students to apply the lessons of the exercises to their own experiences.

**Materials Needed:** One copy of the "How Writing Helps Me" handout for each student, At least one spiral notebook for each student to write in throughout the year.

## **Process:**

1. Explain that each student will be keeping a journal during the year. After every activity they complete in this class, the students will be asked to write in their journals for at least ten minutes. Make sure the students understand that everything they write will be kept completely confidential and that only you will read their work.
2. Have a volunteer read "How Writing Helps Me."
3. Discuss the reading with the students and then have them work on their first journal assignment.
4. Encourage the students to proofread their journal entries and check for grammar and spelling errors. When you grade the journal entries, correct grammar and spelling errors and grade the students' improvement in these areas over the course of the year.

## **Discussion:**

- In what ways did Terry-Ann benefit from her journaling?
- What is the most important thing to keep in mind while journaling?
- Why is it important for a leader to be able to express his / her thoughts and feelings?
- Why do you think this class requires so much journaling?

## **Journal Topic:**

- Have you ever tried journaling? Do you ever express your thoughts and feelings in a creative way? Have you ever turned a hobby or an activity into a way to comfort yourself or to find strength? Have you ever used your creative talent to help another person? If so, how? If not, how do you think creativity can be used to help others? How do you feel about being asked to keep a journal for this class?

**Adaptation:**

- Assign Caryn Mirriam-Goldberg's *Write Where You Are: How to Use Writing to Make Sense of Your Life* (Free Spirit Press, 1999) in place of or in addition to the excerpted reading. This work analyzes how young adults can use writing to express and make sense of their emotions, realities and goals. After the students have completed the book, have them write a 2-3 page response to the reading. When the students turn in their responses, lead a discussion of the book using the discussion questions above as a rough guide.

**Possible Test Questions:**

- Discuss two benefits of journaling.
- How can journaling be helpful in your life?
- Why is it important for a leader to be able to express his / her thoughts and feelings?



Excerpt from

# How Writing Helps Me

By Terry-Ann Da Costa

I think I developed a love of writing from my father. When I was a little girl he used to sit me in his lap, hold my hand, and help me write poems and stories.

I was raised by my father on the Caribbean island of Jamaica. I started writing when I was about four years old. When I was seven, my father gave me a diary to write in so I wouldn't write on the walls or on his papers. I wrote at least three hours a day, and my father helped me whenever I wanted him to.

When I was twelve, I came to America to live with my mother. By then I was very good at writing. I wrote short stories about my family, my life, and my friends. I wrote poems about the things I was going through. If I had a bad day or a good day, I would write about what made the day so bad or so good.

I remember that whenever I wrote a poem I would show it to my mother. She would crumple it up, throw it in the garbage, and tell me I couldn't have written it – and if I did, how did I know how to do it? When I told her that my father showed me and helped me with the poems, she would get mad and put me down.

She told me I wasn't going to be anything when I grew up, that I would only be a burger flipper. That really hurt my feelings. I couldn't understand why she was saying these things to me.

But that never stopped me from writing. I wrote about all the bad and good things she said and did to me. If she told me she loved me, I would write about how good that made me feel. If she bragged about me to her friends, I would write about how special I felt to have a mother who was not ashamed to have me for a daughter.

Soon I had five diaries filled with poems and stories. ...Sometimes when I'm in a bad mood and I can't think of anything to write, I choose a passage from one of my diaries and read it – or maybe I'll read all five diaries. That makes me feel better, because it's like talking to a friend.

Writing has helped me through a lot. I remember one day I was really depressed. I wrote about how I felt and what made me feel that way, and then I read over what I'd written. That helped me feel a lot better, because when I read it I couldn't believe I was capable of having those harmful, dangerous thoughts and feelings about myself.

Writing helped me when I was going through difficult times with my family – when they didn't or couldn't understand me, or when they didn't understand why I would cry for no reason. Writing helped me when I needed someone to talk to. Writing is

like both my friend and my family, because it's always there for me whenever I need it.

My mother still doesn't believe I can write on my own. She thinks I copy my poems and stories from someone else. My sisters think I'm crazy, because they don't see how writing words on a piece of paper could help me with my problems.

But my cousin understands me because when she was going through a difficult stage, I made her read one of my poems about the beauty of life. She said it really helped her look at herself in a new way. She was also very impressed with my poems.

I would like to be a writer someday. When I publish a story or a poem, I'll give it to my mother so she can see how wrong she was about me being nothing when I grow up. She'll see I can write on my own, that I didn't copy anyone's poems or stories. She won't be able to say I'm lying, because my name will be right there on the cover.

There's another reason I would like to be a writer. I know that if someone has a problem and they read my story or poem, it might make them feel a little (or even a lot) better about themselves.

Terry-Ann Da Costa was fifteen when she wrote this story.

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# Leading By Example

**Objective:** To stress the importance of acting as a positive example of leadership; To discuss integrity as an essential element of leadership; To provide an opportunity to analyze important community building skills.

**Materials Needed:** One large copy of the “Leadership Class Contract” handout to display in the room, Poster Board, Markers.

**Process:**

1. Prepare a large copy of the “Leadership Class Contract” handout to display in the class throughout the year.
2. Explain to the students that throughout the year they will be out in the community acting as representatives of their class and the leadership program. Even when they are not at Leadership Class functions, they will be seen as members of the class. Their behavior will be a reflection of this class and the program. For this reason, it is very important that they act as positive examples of a leader.
3. Give each student a copy of the Leadership Class Contract or display a copy in the class where everyone can see it.
4. Ask a student volunteer to read each point of the contract. After each point is read, discuss with the class the specific implications of each of these promises. Ask the students to discuss examples of behavior that would be violations of these pledges. Ask the students to explain the importance of each of these promises.
5. Ask the students if they feel anything else should be added to the contract. If they do add anything, write in those changes on the agreement. Add any additional promises to the large, display contract.
6. Ask the students to discuss fair repercussions for violations of each of these promises. For example, you might suggest that violators be excluded from one or more of the off-campus activities in which the class takes part. For more minor violations, offenders might have to write in their journals about how they violated the contract, why that portion of the contract was important and why it is important for leaders to live up to their word. Write each of the proposed consequences on the large, display copy of the contract.
7. Have each student sign the display copy of the contract and hang it somewhere in the class.

8. Have each student write out the “Leadership Class Contract” and sign it.
9. Each student should then take their contract home and have a parent or guardian read over the contract and also sign the agreement. This will give the students additional support as they work to live up to their word throughout the year. Require that the student return their signed copies of this contract for you to keep in your files. It can be helpful to the students to have a copy of this contract stapled into their journals where they can look back on it periodically.
10. It is important for you, as the teacher, to follow through with consequences for violations of this contract throughout the year.

### **Discussion:**

- Why is it important for a leader to hold himself / herself to a higher standard?
- Why is it important for a leader to keep his / her promises?
- If a leader does not keep one promise, do you trust him / her to keep other promises that they made? Why or why not?
- What kinds of situations make it difficult to live up to your word?
- What can you do to avoid those kinds of situations?
- Which promise on the contract do you think will be hardest for you to keep? What can you do to make it easier on yourself to keep the promise? What can we, as a class, do to help you keep your promise?
- What can we, as a class, do to help all of us keep our promises?
- Why is it important for a person to be kept accountable for the promises they make? What can we do to keep each other accountable to our promises?

### **Journal Topic:**

- Write about a time when someone acted in a way that damaged his / her credibility as a leader. You can write about a public figure, a friend, a classmate, an adult in the community or yourself. What did this person do that was contrary to his / her word or what they were supposed to be? Why do you think they did this thing? What happened as a result of their actions? Did others trust this individual? Did others continue to support their cause? Do you think they were thinking about the consequences of their actions or words or the promises that they had previously made? What do you think they would have done differently if they had been thinking about these things? What

lesson can you learn from this person's mistake? How can you apply this lesson to your life right now?

**Possible Test Questions:**

- Why is it important for a leader to hold himself / herself to a higher standard ethically?
- Why is it important for an organization or group to have a guiding set of rules?

# Leadership Class Contract

As a member of this leadership class, I am making a commitment to be a role model and a leader in my school and community.

I pledge to act as a positive example for others in my school and community.

- I promise to pay more attention to what I say and what I do.
- I promise to think more carefully about the implications of my behavior and to avoid situations that reflect poorly on my integrity and leadership ability.
- I promise to show respect for others and have a good attitude this semester / year.
- I promise to follow all school rules even when I am off campus for a class activity.
- I promise that I will not gossip about or intentionally damage the self-esteem of any other person, whether in person or through social media.
- I pledge to approach each day of this class with a positive attitude. I will not complain about the work I will have to undertake as a part of this class.
- Throughout the semester, I promise to seek opportunities to help others in my school and community. I will reach out to those less fortunate and those who need more attention. I will work to build up those around me.

As a member of this class, I realize I have to hold myself to a higher standard.

- I pledge to not consume alcohol and to avoid those situations in which others are drinking alcohol. If I find myself in a place where alcohol is being consumed, I will immediately remove myself from the situation.
- I further pledge to not use any drugs or tobacco products during this semester / year.
- Additionally, I pledge to responsibly use social media and the internet.

I recognize the importance of being a dependable and responsible leader.

- I promise to not be tardy to class or any of the community activities in which I will take part as a member of this class.
- I pledge to not skip class or schedule doctor's appointments on days when we are mentoring other students or on days when my participation is essential in order for my class to complete a project or presentation.

I understand that as a member of this class, I will be afforded a number of privileges that other students at this school do not receive.

- I recognize that these privileges must be earned and that I can lose access to these privileges if I do not hold myself to the spirit and essence of this contract.
- If I break this contract in any way, I understand that I will no longer be able to enjoy the privileges of this class.

I understand that by signing this contract, I am giving my word that I will comply with its terms. I understand that this contract will be enforced throughout the semester / year including those times when I am not at school.

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Your Signature

As the parent / guardian of \_\_\_\_\_, I have read this contract and agree to help my child live up to the promises to which he / she has agreed.

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Parent / Guardian's Signature

# Recap

**Objective:** To provide a summary of each exercise; To provide the students with an opportunity to share the positive things that are happening in their lives.

**Materials Needed:** Journals.

**Process:**

1. At the end of class each day, ask the students to write one thing they learned from the exercise for that day in their journals. Ask them to write the one thing they found most valuable and how they will apply that lesson to their leadership roles in the future.
2. After they have listed their lesson for the day, ask the students to write one thing in their lives for which they are grateful.
3. Allow the students ten minutes to complete the first two steps.
4. After all of the students have finished writing, ask for volunteers to share the lesson they learned that day.
5. Ask for volunteers to share the one thing for which they are grateful.

**Discussion:**

Use the following discussion questions after you complete this exercise for the first time.

- Why is it important for a leader to reflect on the lessons that he / she has learned?
- Why is it important for a leader to apply those lessons to his / her life?
- What can you do to apply the lessons from this class in your life?
- Why is it important for a leader to recognize the positive things in his / her life?
- What happens when you focus your attention on the positives in your life?
- What can you do to help remind yourself of the positive things in your life?

**Journal Topic:**

Use the following journal topic the last time you assign this exercise.

- What impact did writing the recap of the exercise throughout the year have in your life? Did you change any of your behaviors as a result of your journal



entries? What impact did reflecting on those things for which you are grateful have on your attitude throughout the year?

# Social Contract

**Objective:** To create a binding set of guidelines for how the students will treat one another throughout the class; To explore the importance of having a code of conduct; To provide an opportunity to practice an important community building skill.

**Materials Needed:** Poster Board, Markers.

## Process:

1. Break the class into small groups of no more than five students.
2. Have each group come up with their own answers to the following questions:
  - How do you want to be treated in this class?
  - How do we want to treat each other in this class?
  - How do you want to be treated by the leader?
  - How will you treat others when you are the leader?
  - How will we treat each other in times of conflict?

Have each group elect a spokesperson who will present their answers to the whole class. Note all responses on the board or large sheet of paper so all groups see all responses. Make sure that the students address the issue of confidentiality in this class.

3. After each group has made their presentation, have the students come to a consensus on which answers they want to use as their social contract for the class.
4. Have the students create a large poster with their social contract written on it. This contract should remain posted in the room throughout the year.

## Discussion:

- Why is it important for us to have a list of rules outlining how we will treat one another?
- What are some examples of possible violations of these rules?
- Should we use these same principles when we are not in class?
- Why is it important for leaders to adhere to a code of conduct?

**Journal Topic:**

- Discuss a time when you experienced a violation of one or more of these agreements. How did this experience make you feel? How would the situation have been different if you had a social contract with the people around you?

**Possible Test Questions:**

- What is a social contract?
- Why is it important for a leader to hold himself / herself to a code of conduct?

# Boundary Breaking

**Objective:** To help students to become comfortable expressing their opinions; To increase each student's self awareness; To build trust; To create an awareness of each other within the group; To teach listening skills; To provide an opportunity to analyze important community building skills.

**Materials Needed:** One copy of the "Suggested Questions for Boundary Breaking" handout.

**Process:**

1. Have the students sit in a circle as closely as possible. Remind the students of the social contract they made at the beginning of the semester and the promise that they made to keep all things said in class confidential. Explain that the group is going to respond to a series of questions, and that every answer given is absolutely right. There are no wrong answers, and no one will question their response.
2. Ask a series of questions that each person in the group will answer in turn. A student may skip his / her turn in order to think of a response. No one is allowed not to answer. Be sure to ask enough questions that each person in the group is the first to answer one question. The student may not change their answer after they have made their decision. The other students are not allowed to make any comments about each others' responses or to question any other person's opinion. This is not a debate, and no one is allowed to disagree with another's comment.
3. Students may not repeat another's answer. You ask how the responses differ or ask for a clarification.
4. If some students do not speak loudly enough to be heard, you may repeat responses.
5. Questions should not be explained or limited. Each person should react to his / her personal interpretations of the question.
6. After the completion of the questions, ask the students to reflect on what they have learned about the other students. Emphasize that the point of this exercise was to allow the students to get to know one another better and to catch a glimpse of their classmates' true character.
7. Use this exercise multiple times throughout the year. The first time that you use the exercise, only ask simple opinion questions that do not require the students to reveal their souls. Questions you might use include: what is your

favorite color, who do you most admire and why, what animal are you most like and why, etc.

### **Discussion:**

- How did you feel about your group before and after the exercise?
- What is hard about sharing something about yourself with others?
- What is the purpose of this activity?
- What are some of the things you learned about yourself?
- What are some of the things you learned about your fellow students?
- How did you feel sharing your views?
- What did you learn about boundaries and trust?
- Why is it important for a leader to develop a trusting relationship with his / her followers?
- What happens if leaders do not trust their followers?
- What happens if followers do not trust their leaders?
- What can a leader do to increase the level of trust in his / her group?

### **Journal Topic:**

Assign one of the following topics each time that you use this exercise.

- Have you ever shared an opinion that left you open to ridicule? How did you feel when others did not value or agree with your opinion? Did this event change your willingness to share?
- Have you ever ridiculed someone else for their opinions? How should you have responded to their opinions?
- Is it important for leaders to express their views? Are their opinions always the right ones just because they are leaders?
- Do leaders have to respect the views of others? Can you think of any examples of leaders not listening to the opinions of their followers? What were the ramifications of that? Can you think of any examples of a leader listening to and reacting to the views of his/her followers? What were the ramifications of that? Should leaders listen to their followers?

**Adaptations:**

- With each additional use, incorporate more personal questions about individual opinions and ideas. The goal is that each student will become more comfortable expressing more deeply held opinions and convictions as they learn that there is no negative repercussion for doing so.

**Possible Test Questions:**

- Why is it important for a leader to develop a trusting relationship with his / her followers?
- What can a leader do to build trust within his / her group?

# Suggested Questions for Boundary Breaking

1. Who is the person in the world that you admire most?
2. What is one of your hobbies?
3. What is your favorite TV show?
4. What is your favorite place in your home town?
5. What is your favorite kind of car?
6. Who is your favorite sports team?
7. What country would you most like to visit?
8. What is the title of the last book you read?
9. What is the best movie you have ever seen?
10. What comes to your mind first when you hear the word reality?
11. What is the most beautiful thing you have ever done?
12. What is the most honest thing you have ever done?
13. What physical thing do you want to build more than anything else?
14. What is one source of pride and joy in your life?
15. What are you hoping to learn in this experience?
16. What is difficult for you about change?
17. What is one stressful thing about school?
18. What is one skill you could teach others?
19. What is the one value you treasure most?
20. How would you describe your leadership style?
21. What are the qualities of a good friend?
22. What three adjectives would your friends use to describe you?
23. What is the ugliest thing you know?
24. What do you like to do most with a free hour?
25. What was the most significant event for you of the last three months?

26. What life challenges are you facing right now?
27. In what ways are you like your mother? Your father?
28. What is your biggest regret in life?
29. What is your biggest achievement?
30. If you had the power to change yourself, where would you start?
31. What contributions have you made to your community?
32. What crisis in your life have you weathered successfully?
33. What is one of your most embarrassing moments?
34. If you could choose to be an animal, what animal would you choose to be?
35. If you could smash one thing and only one thing, what would you smash?
36. What is the greatest problem in the United States?
37. What thing makes you feel the most humble?
38. What is the worst thing anyone has done to you?
39. What is the best book you have ever read?
40. For what do you think you would be willing to lay down your life?
41. What do you feel when you stand on the shore of the ocean, lake, or river?
42. How would you symbolize the human soul? (a rose, a sunset, a fountain, etc.)
43. If you were tape recording the sound of violence, what sound would you use?
44. What sound would you use for beauty?
45. If an atomic bomb were going to explode a block away in ten minutes, what would you do for those ten minutes?
46. If you could travel to one place in the world, where would you go?
47. What is your favorite sport?
48. How many children do you want?
49. What is your strongest emotion?
50. What one word would you put on your gravestone?
51. Choose a word which best describes your total life up to this moment in time.
52. What is your biggest worry?
53. What is the most beautiful thing that you have ever seen?
54. What do people like best about you?



55. What do you think of when you think of tragedy?
56. What person has influenced your life most?
57. What skill do you need in order to succeed?
58. What talent should you develop?
59. What makes you most secure?
60. Choose a word to describe a sunset.
61. When do you feel most lonely?
62. When do you sense being most alive?
63. What T.V. commercial bothers you the most?
64. Choose a word which you feel describes the elderly.
65. What is the biggest waste you know of?
66. What will save American politics?
67. What future discovery do you anticipate most?
68. What will you be doing ten years from today?
69. What is the greatest music ever composed?
70. What is your greatest fear?
71. When you think of children less than three years old, what comes to mind?
72. If you could meet any person, past or present, who would you meet?

Adapted from *Instant Icebreakers: 50 Powerful Catalysts for Group Interaction and High Impact Learning* by Sandy Christian and Nancy Loving Tubesing, 17-20, ©1997. Used with permission from Whole Person Press, Duluth, MN.

# Our Organization

**Objective:** To build a sense of team identity; To allow the class an opportunity to develop a productive working relationship; To strengthen consensus building skills; To provide an opportunity to analyze important community building skills.

**Materials Needed:** One poster board for each group of three, Art supplies.

## **Process:**

1. Explain to the class that throughout the semester they will be working on a number of projects as a team.
2. Ask them to brainstorm about the mission of this class. What are they going to try to accomplish as a group? Write all of their answers on the board where everyone can see them.
3. Ask them to start brainstorming about a name for their team that incorporates the mission of this class. Write all suggestions on the board. After you have received several team names, have the students come to a consensus on what name they will choose. Make sure to define the term “consensus” so that everyone in the class understands the concept and the difference between deciding what a majority wants and reaching a consensus. Do not allow them to take a vote. Stress that everyone has to be in agreement about the name. A name will not be chosen until everyone agrees to it.
4. Break the class up into groups of three. Give each group a piece of poster board and some art supplies. Each group should come up with a logo for the group that incorporates the mission and the name of the team. Give them about twenty minutes to come up with and design their logos.
5. Have each group come to the front of the class and show and explain their logo. After all groups have presented their concept of the class logo, have the students come to a consensus decision on the logo that they will use to represent their class. Do not allow them to take a vote. Stress that everyone has to be in agreement about the logo.
6. Post the class logo somewhere in the classroom where everyone can see it.

## **Discussion:**

- Was it difficult to come to a consensus?
- What made consensus difficult to achieve?
- What could you have done to make the process of gaining consensus easier?

- Why did we not just take a vote?
- When is it better to form a consensus?
- When is it better to come to a majority decision?
- Why is it important for a leader to be able to guide groups to consensus?

**Journal Topic:**

- Write about a time when a group that you were a part of voted in order to make a decision and you did not vote for the winning outcome. How did it feel to not agree with the choice that your group made? Were other people upset about the outcome? Could the group have come to a consensus instead of voting? Why or why not? Do you think that everyone would have been happy with the choice if the group had been asked to come to a consensus instead of voting? Why or why not? Do you think that coming to a consensus is a good tool for a group to use? Why or why not?

**Possible Test Questions:**

- What is the difference between reaching a consensus and having the approval of the majority?
- Explain one example of a situation in which it is better for the group to come to a consensus than to act on the majority's views. Why is it important in this type of situation to reach a consensus?

# Relaxation

**Objective:** To provide the students with one technique for relaxation.

**Materials Needed:** None.

**Process:**

1. Tell the students they are going to participate in a relaxation exercise. Make sure that none of the students suffer from dizzy spells or breathing problems before they begin this exercise.
2. Tell the students to sit comfortably on the floor, close their eyes and listen to your instructions.
3. Read the following:

Concentrate all of your thoughts into your right arm. Stretch your arm out in front of you and make a tense fist while tensing all of the other muscles in your arm as well. As you do this take a deep breath and say to yourself, “let.” Breathe out slowly after about five seconds and say to yourself, “go.” Place your arm slowly down by your side and feel it relax completely.
4. Follow the same procedure for the left arm, the right leg, the left leg, the back muscles, the neck and lastly the face muscles.

**Discussion:**

- Do you feel more relaxed after completing this exercise?
- Do you think this technique could be useful outside of this class?
- Do you have another technique for relaxing yourself?
- Why is it important for a leader to have techniques that make it possible for him / her to relax at times?

**Journal Topic:**

- Discuss a time when you felt stressed out. What made you feel this way? Are you in a similar position now? How did you deal with the stress? How did you relax then? Have you learned any other ways to deal with your stress since that time?

**Adaptations:**

- It will be helpful to your students if you create as pleasant of an environment as possible. You may choose to dim the lights in the room and play soft, slow

music in the background. It may also be helpful to your class if you repeat this exercise every day that they have presentations.

**Possible Test Questions:**

- Why is it important to be able to relax sometimes?
- Discuss one relaxation technique. What are the advantages of using this technique? What are the short-comings of this technique?

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# You've Got Mail

**Objective:** To build a sense of trust among the students; To increase individual self confidence; To practice community building skills.

**Materials Needed:** One 8½ x 11 envelope for each student, Markers and anything else you think the students might like to use to decorate their envelopes, Enough copies of the “Mail Slip” (S8) for each student to write one to every other student in the class.

## **Process:**

1. Explain to the students that throughout the year there will be opportunities for each of them to receive written feedback from their classmates. To receive this mail, they will need to create mailboxes for themselves.
2. Have the students decorate their envelopes using their names as the central feature of their art. You may want to include decorative options that require little artistic ability so that everyone's envelopes are attractive.
3. Attach the envelopes to one wall of your class so that everyone has access to the envelopes.
4. After the students have created their mailbox envelopes, have them write their first notes to their classmates. You can either provide them with one of the “Mail Slip” worksheets for every person in the class or they can use notebook or scrap paper. Before they start writing, give them the following guidelines:
  - Everything that you write in your mail to your classmates has to be positive. You can compliment them on a particular activity, praise a personal attribute they have, express your appreciation for something they have done for you or point out an improvement they have made over the course of the year.
  - Everything you write must be the truth. You should not exaggerate or be sarcastic in your mail. The point is to help your classmates gain a better understanding of how their colleagues view them.
  - You can either sign your messages or deliver them anonymously.
5. Have every student write one message to each student in the class. They can write any kind of comment or compliment so long as it is positive and honest. They should then deliver their mail to the appropriate mailboxes.

6. After everyone has delivered their mail, have the students collect the mail from their envelopes and read the comments that the other students made. After reading these comments, have them reflect in their journals. Students can either store their mail in their boxes or take them home.
7. Throughout the year, there will be several opportunities to have the students write mail to each other. You should also encourage the students to drop messages into each others' boxes any time that they notice a fellow classmate doing something well, making progress, or making an important contribution to the class or the community. If you choose to use the mail slips, keep extra, blank copies of the slips in a convenient location for the students to use whenever they want.

**Discussion:**

- Why is it important for a leader to recognize the contributions of his / her followers?
- Why is it important for a leader to recognize the improvements made by his / her followers?
- What happens if a leader fails to recognize the contributions and improvements of his / her followers?
- What are some other ways that you can recognize the contributions and improvements of another person?

**Journal Topic:**

- How do you feel about what your classmates wrote about you? Did anything that they wrote surprise you? If so, what surprised you and why? Were any comments made by multiple people? What were they? Why do you think that so many people saw the same positive attributes in you?

**Possible Test Questions:**

- Why is it important for a leader to recognize the contributions of each of his / her followers?
- Discuss one way that you can recognize the contributions of your followers. What do you do? What is the result?

Template for Mail Slips – Copy these slips onto fun paper, cut them apart and give each student one slip for every other student in the class.

Dear \_\_\_\_\_,

I think you are an awesome person and here is why.

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Sincerely,

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Dear \_\_\_\_\_,

I think you are an awesome person and here is why.

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Sincerely,

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Dear \_\_\_\_\_,

I think you are an awesome person and here is why.

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Sincerely,

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# Overcoming the Fear of Public Speaking

**Objective:** To provide the students with one technique for dealing with a fear of public speaking; To allow the students a chance to see how others control their fear of public speaking.

**Materials Needed:** One copy of “Tips for Overcoming Nerves and Giving a Speech” handout for each student.

## **Process:**

1. Explain to the class that all public speakers have some fear of speaking and suffer from nerves during their speeches.
2. Ask the class for suggestions for controlling nerves during speaking. List all ideas on the board and have the contributors discuss or explain them.
3. Read through the points covered in the handout. Discuss and explain these as necessary.
4. After all the points have been covered, give each student a copy of the “Tips for Overcoming Nerves and Giving a Speech” handout to use as they prepare themselves for their first speech.

## **Discussion:**

- Have you ever given a speech or presentation? Were you nervous? How did you get through the experience?
- Are you nervous about giving your presentation in this class?
- Which method do you think will be most useful to you as you prepare to deliver your first speech to this class?
- Why is it important for a leader to be able to speak publicly?

## **Journal Topic:**

- Discuss a time when you saw a public speaker. Was it a good speech? What made it memorable? What made the presentation good? Was it a poor speech? What made it a bad presentation? How could you avoid the same pitfalls? How do you feel about having to give speeches and presentations for our class? What do you fear happening? What can you do to prevent your fears from becoming realities?

**Possible Test Questions:**

- List five tips for overcoming the fear of public speaking.
- Why is it important for a leader to be able to speak in public without being overcome with fear?

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# Tips for Overcoming Nerves and Giving a Speech

1. Be at ease and relax. They want to listen to you.
2. Breathe deeply as you walk towards the presentation area.
3. Mentally rehearse the sequence of your presentation.
4. Use the self-fulfilling prophecy. Visualize your success and their applause.
5. Dress the part and look professional.
6. Create a physical setting you feel comfortable with.
7. Use your prepared notes.
8. Use a clever or interesting opening.
9. Practice your speech beforehand.
10. Move around, but don't pace.
11. Warm your voice up before starting.
12. Keep eye contact with all of your audience.
13. Research and know your topic.
14. Do not point out your own mistakes. You are the expert on this topic during the time your speech is made.
15. Remember your time constraints. Finish your speech before your audience does. Do not overstay your welcome on the podium. An audience appreciates a short organized speech over a long rambling effort.
16. Always appear to be enthusiastic and confident. A speaker's poise and confidence communicate as effectively as the words that are spoken.
17. Use a video or tape recorder to evaluate your performance.
18. Develop your own style of presentation.
19. Get feedback from your audience.
20. Don't read from the text.
21. Be yourself. Your audience will forgive your nervousness, but they will be turned off by false modesty or bravado.

22. Speak in the level of language that is suitable to the occasion. If the occasion demands a tux, then your words should be addressed appropriately.
23. Look for a creative angle on your topic. Capture your audience's attention in this way.
24. If you stumble, do not repeat sentences or phrases unless they are pivotal to your speech.

# What I Am

**Objective:** To increase self awareness; To help the students to get to know one another; To provide an opportunity for reflection on the abilities and skills each student has to offer the class; To build public speaking skills.

**Materials Needed:** None.

**Process:**

1. Ask the students to think about their lives right now. Have them reflect on their lives in as much detail as possible. Assign each student to write their autobiography focusing on what they are today. Each three page autobiography should address the following questions:
  - What do you do in a typical day?
  - What activities do you do?
  - Who is in your family?
  - What have you accomplished with your life so far?
  - What are the most important things in your life right now?
2. Give the students enough time to prepare their autobiographies.
3. Have the students turn in their autobiographies. Ask questions about their present lives in your comments.
4. Give the autobiographies back to the students. Ask them to prepare a two-minute presentation based on their autobiography. Emphasize that the students can be as creative with their story telling as they like.
5. Give the students enough time to prepare their presentations.
6. On the day of the presentations, start class with the “Relaxation” exercise to calm the students.
7. Have each student stand in front of the class and deliver their presentation on their present life.

**Discussion:**

- What was the most difficult aspect of writing your autobiography?
- Do you think that all people who write autobiographies encounter these types of difficulties? Why or why not?

- Why do you think that people write autobiographies when it is such a difficult undertaking?
- Did you learn anything about your classmates that you did not know before?
- Did you feel awkward having to talk about yourself? Why or why not?
- What did you learn from this exercise?
- Why is it important for a leader to understand who he / she is?

### **Journal Topic:**

- Did you discover anything about yourself as you thought about your life at this stage? Why had you not thought about that aspect of your life? Was it difficult to condense your present life into three pages? Why or why not? Do you think your present is a good stepping stone into the future that you want? Why or why not? Are you preparing to be a leader? Why or why not? If so, how are you preparing?

### **Mail Opportunity:**

- After the presentations, have the students write every other student a short note about what they liked about the other's presentation.

### **Adaptations:**

- To create a more comfortable environment for the presentations, you can place two chairs in front of the class either behind or beside the place the presenter will occupy. Before each presentation, have students volunteer to be the next two speakers. These volunteers should then sit in the chairs during the presentation. When the last two speakers are about to give their presentations, ask for volunteers to sit in the chairs. By using these chairs, the speaker is never alone in front of the class, and a sense of camaraderie will develop as they share the experience of being in the spotlight together.

### **Possible Test Question:**

- What are the challenges of writing an autobiography? What are the benefits?
- Why is it important for a leader to be able to communicate his/her own story?

# Our Team

**Objective:** To build team spirit by recognizing the contributions that each member brings to the team; To increase student awareness of each member's potential to support and lead the team; To help each student develop a more positive self concept; To provide the students an opportunity to practice community building skills.

**Materials Needed:** One copy of the "You're the Best" worksheet for each student.

## **Process:**

1. Point out to the students that throughout the year they will be working on a number of projects that require them to work as a team. Ask them to name the essential elements of a team. Write their suggestions on the board. Make sure that the list includes a leader.
2. Explain to the students that each member of a team has special skills, knowledge and talents that will help the whole team be stronger and more successful. Make sure the students realize the team can function most effectively when the team members are aware of each other's strengths.
3. Divide the students into groups of two.
4. Give each student a copy of the "You're the Best" worksheet.
5. Have each student fill out the sheet about their partner.
6. Have each student share their insights about their assigned classmate. Ask volunteers to add positive elements to the profile of each student. These additions should be written on the profile sheet.
7. Have the students give their profiles to the classmate they evaluated. These sheets should be stapled into their journals for future reference.

## **Discussion:**

- Did you learn anything about your skills?
- Were you surprised about how your classmates perceived you?
- Do you think that their perceptions were accurate?
- Are you comfortable assuming the role in this team that your teammates envision for you? Why or why not?
- Why is important for a leader to recognize his / her strengths within a group?

**Journal Topic:**

- Have you ever worked with a team before? Discuss the relationship between the members of the team. Did each person fulfill a specific role? What positive effects did one or more person's contributions make for the team? Were everyone's talents, skills or knowledge utilized? If so, what were the benefits for the team? If not, was the lack of everyone's total contribution hurtful to the team? Could it have been a better team if each person had been allowed to contribute their gifts?

**Adaptations:**

- This activity can be used repeatedly throughout the year. You can assign this activity as part of the planning for the projects for this class. If you choose to use this assignment as a planning tool, make sure to clarify that you want the students to list only those specific strengths, skills, knowledge and talents which apply to the task at hand. After discussing each member's potential contributions, use this information to make decisions on who will play what roles in the project.

**Possible Test Questions:**

- Why is it important for a leader to recognize his / her strengths as a part of a group?
- What is one way that a leader can evaluate his / her strengths as a part of a group?



# You're The Best

Answer the following questions to create a profile of one of your classmates.

This is a profile of \_\_\_\_\_.

What special skills does this person possess?

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What special knowledge does this person possess? What do they know more about than anyone else in this room?

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What special talents does this person possess?

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What is the one thing that you most admire about this person?

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If you could give an award to this person, what kind of award would it be? What have they done to earn this award?

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# What is Your Grade?

**Objective:** To stress the importance of self evaluation; To examine the qualities necessary to fairly evaluate others.

**Materials Needed:** One copy of the “My Grade” worksheet for each student, One copy of the “Your Classmate’s Grade” worksheet for each student.

**Process:**

1. Shortly before you assign grades for the grading period, explain to the students that they will be completing two evaluations that will be used in calculating their grades for the period.
2. Give each student a copy of the “My Grade” worksheet. Go over each category included on the sheet. Make sure each student understands they are to assign themselves a grade based on their performance during this grading period in these four categories. They must provide three reasons why they deserve this grade. Stress that you will take their level of honesty and candor into account as you decide their final grades. Explain that these evaluations will be kept strictly confidential between the student and yourself.
3. While the students are working on their self-evaluations, write one student’s name on each copy of the “Your Classmate’s Grade” worksheet. Make sure you write every student’s name on only one copy of the worksheet and that every worksheet has a student’s name on it.
4. After all of the students have completed and turned in their “My Grade” worksheet, give each student a copy of the “Your Classmate’s Grade” worksheet. Be sure to give them a sheet that has someone else’s name on it, and try to not give a student the sheet of a student who sits next to them.
5. Explain that each student will evaluate their classmate using the same categories and methods they used to grade themselves. Make sure each student understands that they must explain provide three reasons why their classmate deserves the grade they assign. Stress that you will take their level of honesty and candor into account as you decide their final grades. Explain that these evaluations will be kept strictly confidential between the student who fills out the form and yourself. Their classmate will never see the grade they assign.
6. Collect all the worksheets and use these evaluations as you calculate each student’s grade for the period. Suggested grading practices are included on page ix.

7. Repeat this exercise near the end of each grading period.

**Discussion:**

- Did you enjoy grading your own performance? Why or why not?
- Why is it important for leaders to be able to evaluate themselves?
- Was it difficult to grade your classmate? Why or why not?
- Would it have been more difficult if you had to discuss your evaluations with your classmate? Why or why not?
- Why is it important for leaders to be able to fairly evaluate others?
- What qualities of leadership are necessary in order to evaluate yourself and others?
- Why is it important for a leader to be able to fairly evaluate himself / herself?

**Journal Topic:**

- Was it difficult for you to assign yourself a grade? Why or why not? Were you tempted to give yourself a higher grade than you really deserve? Was it difficult to give yourself a high grade? Did you feel like you were bragging about yourself? Do you think it is good for you to evaluate your own performance? Why or why not?

**Possible Test Questions:**

- Why is it important for a leader to be able to fairly evaluate others?
- Why is it important for a leader to be able to fairly evaluate himself / herself?

# My Grade

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Name

This self evaluation will be used as the teacher determines your grade for the grading period. Answer all questions with honesty and candor. Your honesty will be taken into account when your final grade is calculated.

Give yourself a grade for each of the following categories and provide at least three justifications for each grade that you assign.

1. Participation in class - \_\_\_\_\_ points (25-point max)

- This category includes participation in class discussions, paying attention during activities in the classroom, attendance, prompt arrival and helping to create a positive environment in the class.

Why do you deserve this grade? (Be sure to include at least three examples of how you earned this grade.)

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2. Completion of class assignments - \_\_\_\_\_ points (25-point max)

- This category takes into account the quality of work you demonstrated in class assignments, including research, writing, speech preparation and journal completion. You should take into account the effort you put into each of these endeavors as well as the final product.

Why do you deserve this grade? (Be sure to include at least three examples of how you earned this grade.)

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3. Participation in outside assignments - \_\_\_\_\_ points (25-point max)

- You should take into account your presence at outside assignments and also your attitude and behavior during these off-campus activities. You should also grade yourself on the example you provided to others while you were off campus for these activities.

Why do you deserve this grade? (Be sure to include at least three examples of how you earned this grade.)

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4. Personal Growth - \_\_\_\_\_ points (25-point max)

- In this category, you should make note of what you have learned during this grading period. You should grade yourself on the ways you have incorporated information from this class into your daily life. You should also judge yourself according to the example of leadership you are providing for others outside of this class.

Why do you deserve this grade? (Be sure to include at least three examples of how you earned this grade.)

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# Your Classmate's Grade

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Name

This evaluation will be used as the teacher determines your classmate's grade for the period. Answer all questions with honesty and candor. Your honesty in evaluating your classmate will be taken into account when **your** final grade is calculated.

Give your classmate a grade for each of the following categories and provide at least three justifications for each grade you assign.

1. Participation in class - \_\_\_\_\_ points (25 point max.)

- This category includes participation in class discussions, paying attention during class activities, attendance, prompt arrival and helping to create a positive environment in the class.

Why does your classmate deserve this grade? (Be sure to include at least three examples of how he / she earned this grade.)

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2. Completion of class assignments - \_\_\_\_\_ points (25-point max)

- This category takes into account the quality of work that your classmate demonstrated in class assignments, including research assignments, writing assignments and speech preparation. You should take into account the effort that your classmate put into each of these endeavors, as well as their final product.

Why does your classmate deserve this grade? (Be sure to include at least three examples of how he / she earned this grade.)

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3. Participation in outside assignments - \_\_\_\_\_ points (25-point max)

- You should take into account your classmate's presence at outside assignments and also his / her attitude and behavior during these off campus activities. You should also grade your classmate on the example that he / she provided to others while they were off campus for these activities.

Why does your classmate deserve this grade? (Be sure to include at least three examples of how he / she earned this grade.)

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4. Personal Growth - \_\_\_\_\_ points (25-point max)

- In this category you should make note of the ways that you feel your classmate has grown during this grading period. You should grade your classmate on the ways they have incorporated information from this class into their daily life, and you should also judge your classmate according to the example of leadership that he / she provides for others outside of this class.

Why does your classmate deserve this grade? (Be sure to include at least three examples of how he / she earned this grade.)

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# Your Definition of Leadership

**Objective:** To help students begin thinking about what it is to be a leader; To provide a tool for self-evaluation at the end of the class; To help the John Ben Shepperd Public Leadership Institute provide the best quality materials possible.

**Materials Needed:** One plain envelope for each student, One sheet for notebook paper for each student, One copy of the “Opening Evaluation” for each student, One copy of the “Closing Evaluation” for each student, One copy of the “Teacher Evaluation” for the instructor.

## **Process:**

1. Ask the students to name some leaders who have impacted their lives, community, nation or world. Write each example on the board. For each leader mentioned, ask the students to explain what makes that individual a leader.
2. After the class has discussed several leaders and their leadership roles and skills, have each student write their own short definition of leadership. This definition should be at least two sentences but no more than four. Do not allow the students to collaborate. Stress that this definition will not be graded and there is no wrong definition. It should reflect their views of leadership.
3. After they have written their definitions, ask them to seal their paper in the envelope that you provide. Have them label the envelopes with their names and the date. Store the envelopes until the end of the year.
4. Explain to the students that the purpose of *Rising to the Challenge* is to strengthen their individual ability to serve as a leader in their community and that each student will take a little something different out of the course they are taking because each of them will choose to be a little different type of leader. Also explain that it is expected that each of them is coming to the course from a different starting point in their journey to becoming a leader.
5. Pass out copies of the “Opening Evaluation” and allow the students time to complete the evaluations. Explain to the students that as part of trying to keep the materials in *Rising to the Challenge* relevant and useful to them, JBS needs their help.
6. After the students have completed the “Opening Evaluation,” collect the questionnaires. You will mail the questionnaires to the John Ben Shepperd Public Leadership Institute at the following address: John Ben Shepperd Public



Leadership Institute, University of Texas of the Permian Basin, 4901 E. University, Odessa, TX 79762.

7. Explain that they will be completing a similar evaluation at the end of the year, as will all students who take a leadership course based on *Rising to the Challenge*. Let the students know that JBS will use the information and insights that they provide to insure that the institute provides the highest possible quality leadership materials.
8. Near the end of year, ask the students to write their definition of leadership again. After they have completed their definitions, give them the envelopes holding their original definitions. Ask them to examine their two definitions and make note of any changes that they made.
9. After the students have completed their discussion of their second definition of leadership, pass out copies of the “Closing Evaluation” and allow the students time to complete the evaluations.
10. After the students have completed the “Opening Evaluation,” collect the questionnaires and complete the “Teacher Evaluation.” Mail the “Closing Evaluations” and the “Teacher Evaluation” to the John Ben Shepperd Public Leadership Institute at the following address: John Ben Shepperd Public Leadership Institute, University of Texas of the Permian Basin, 4901 E. University, Odessa, TX 79762.

**First Discussion:**

Use these discussion questions after the students have written their first definition of leadership.

- What is a leader? Why do you think we have so many definitions of a leader?
- Why is it difficult to think of a clear and simple definition of leadership?
- Do all of the leaders that we discussed perform the same functions as a leader? Why or why not?
- Do all of the leaders that we discussed have the same leadership skills? Why or why not?
- Why does leadership come in so many forms?
- What can you do to develop leadership when it takes so many forms?
- Do you consider yourself a leader? Why or why not?
- If you already consider yourself a leader, why are you taking this class?
- If you do not already consider yourself a leader, what you do hope to gain from this class?

### **Second Discussion:**

Use these discussion questions after the students have written their second definition of leadership at the end of the semester.

- Were your two definitions of leadership different? In what ways were they different?
- Why were your definitions different?
- In what ways were your definitions the same? Why did you not change that part of your definition?
- After having this class, do you have a better understanding of leadership? Why or why not?

### **Journal Topic:**

Use this journal topic after the students have completed each of their definitions of leadership.

- How do you fit into your definition of a leader? Are you a leader according to your definition? Why or why not? Do you consider yourself a leader now? Why or why not? If you consider yourself a leader but your definition does not apply to you, how do you explain this limitation of your definition?

### **Adaptation:**

- This exercise can be used as a means to help evaluate the progress that the students have made over the course of the year. You may choose to have the students turn in both of their definitions so that you can see how their perceptions of leadership evolved over the course of the class.
- You may want to keep a copy of each students' evaluation in their journal. If you choose to retain a copy, be sure to revisit the students' responses at the end of the semester when they complete the "Closing Evaluation." Lead the students through a discussion about any differences in their responses or variation in their commitment to their answers. Use this discussion as an additional way to guide the students through an exploration of their growth through the semester.
- If you do not want to mail the evaluations to JBS, scanned copies can be emailed to the institute at [jbs@utpb.edu](mailto:jbs@utpb.edu).

### **Possible Test Questions:**

- What is your definition of leadership?
- Why do different people have different definitions of leadership?

# Opening Evaluation

Please complete the following evaluation at the beginning of the semester / year, and return the completed form to your teacher. Please answer the questions as honestly as possible. Thank you for helping the John Ben Shepperd Public Leadership Institute to provide the best leadership education materials possible.

Your name: \_\_\_\_\_

Your school: \_\_\_\_\_

How do you define leadership? \_\_\_\_\_

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Do you consider yourself a leader?  Yes  No

What kind of leadership roles do you currently play? \_\_\_\_\_

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What kind of leadership positions have you held in the past? \_\_\_\_\_

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Do you believe that leadership skills can be learned?  Yes  No

What leadership skills do you possess?

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Why did you decide to take this class? \_\_\_\_\_

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What do you hope to learn from this class? \_\_\_\_\_

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What other kinds of leadership training have you had in the past? \_\_\_\_\_

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In what kind of community service activities have you been involved with in the past?

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# Teacher Evaluation

Please complete the following evaluation at the end of each semester / year, and mail the completed evaluation to the John Ben Shepperd Public Leadership Institute at the following address:

John Ben Shepperd Public Leadership Institute  
University of Texas of the Permian Basin  
4901 E. University  
Odessa, TX 79762

## **Tell Us About Your Class:**

How many students did you have in your class? \_\_\_\_\_

How many of your students had some kind of leadership education before enrolling in this class?

All  Most  Half  Few  None

How would you rate your students' involvement in their communities prior to taking this class?

Highly Active  Active  Somewhat Active  Not Active

How would you rate your students' involvement in their communities after taking this class?

Highly Active  Active  Somewhat Active  Not Active

## **Tell Us About the Curriculum:**

Overall, how would you rate your experiences with *Rising to the Challenge*?

Highly Positive  Positive  Neutral  Negative  Highly Negative

Overall, how would you rate the effectiveness of the curriculum in educating your students about leadership?

Highly Effective  Effective  Ineffective  Highly Ineffective

Overall, how would you rate the effectiveness of the curriculum in inspiring your students to take more active, positive leadership roles?

Highly Effective  Effective  Ineffective  Highly Ineffective

Was the format of the curriculum helpful? What could be done to better tailor the curriculum to your needs?

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Did the curriculum meet all of the needs of your students? What types of exercises could have been included to better meet the needs of your students?

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Which exercise did you find most effective with your students? Why do you think your students responded to this exercise in such a positive way?

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Which exercise did you find least effective with your students? What could be done to make this exercise more effective in your classroom?

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How likely are you to use this curriculum in the future?

\_\_\_ Highly Likely \_\_\_ Likely \_\_\_ Neutral \_\_\_ Unlikely \_\_\_ Highly Unlikely

If you are going to use the curriculum again, what factors contributed to your decision?

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If you are not going to use the curriculum again, what factors contributed to your decision?

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**Tell Us About Yourself:**

How many times have you taught *Rising to the Challenge*?

\_\_ 1      \_\_ 2-5 \_\_ 6-10      \_\_ More Than 10

How many years have you conducted leadership training of some kind?

\_\_ 1-3 \_\_ 4-7 \_\_ 8-11      \_\_ More Than 11

Are you interested in receiving more information about the leadership education programs offered through the John Ben Shepperd Public Leadership Institute? If so, please provide us with your name and contact information.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Email: \_\_\_\_\_

Thank you for taking the time to complete this survey. We are dedicated to providing educators with the best leadership materials possible, and we appreciate your part in helping us make this goal a reality.

# Closing Evaluation

Please complete the following evaluation at the end of the semester / year, and return the completed form to your teacher. Please answer the questions as honestly as possible. Thank you for helping the John Ben Shepperd Public Leadership Institute to provide the best leadership education materials possible.

Your name: \_\_\_\_\_

Your school: \_\_\_\_\_

How do you define leadership? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Has your definition of leadership changed over the semester / year?  
 Yes     No

Do you consider yourself a leader?  Yes     No

What kind of leadership roles do you currently play? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you believe that leadership skills can be learned?  Yes     No

What leadership skills do you possess? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In what kinds of community service activities are you now involved?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



What was the most valuable lesson you learned from this class? \_\_\_\_\_

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What was the most effective activity you did in this class? \_\_\_\_\_

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What was the least effective activity you did in this class? \_\_\_\_\_

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What would you change about this class? \_\_\_\_\_

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Would you encourage other students to take this class?

Yes     No

If so, why would you encourage them to take this class? \_\_\_\_\_

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# First Impressions

**Objective:** To examine the importance of making a positive first impression; To analyze the limitations of acting only on first impressions; To encourage the students to really get to know one another; To provide the students an opportunity to practice community building skills.

**Materials Needed:** One copy of “The Impression I Make” worksheet for each student, Enough copies of the “My Impression of You” worksheet for each student to complete one slip for every other student in the class, One copy of the “Wrong Impressions” worksheet for each student.

**Process:**

1. Give each student one copy of “The Impression I Make” worksheet.
2. Encourage them to think about the first impression they make on other people. Ask them to complete the worksheet describing the first impression they think they make when they first meet others.
3. Allow the students 10 minutes to complete this worksheet. When all of the students have completed the worksheet, have them staple the paper into their journals to refer to later in the exercise.
4. After the students have completed their self-evaluation, give each student one copy of the “My Impression of You” worksheet slip for every other member of the class. (If you have 30 students, each student should receive 29 copies of the worksheet slip.)
5. Explain that the students should evaluate their first impression of each member of the class. If they knew the student prior to meeting them in this class, they should reflect back on their impressions when they first met. Encourage the students to be as honest as possible.
6. Allow the students 20 minutes to complete this task.
7. After the students have finished their worksheets, collect all of the worksheets and distribute the first impressions to the student about whom they have written.
8. Allow the students enough time to read all of their classmates’ responses.
9. Towards the end of the year, give each student one copy of the “Wrong Impressions” worksheet. Ask the students to reflect on three students in the class about whom they formed a first impression that turned out to be

inaccurate based on the knowledge they gained about their classmate during the year. Have them complete the worksheet about these three first impressions.

10. Allow the students 20 minutes to complete the worksheet.

11. When they have completed the worksheet, have them staple the sheet into their journals to serve as a reminder to be wary of the first impressions they form in the future.

### **Discussion:**

Use these discussion questions after the first half of this exercise.

- What kind of things do people base first impressions on?
- Why are first impressions so important?
- Why are first impressions so lasting?
- Are first impressions always good indicators of a person's real personality? Why or why not?
- Why is it important for a leader to make a positive first impression?
- What can leaders do to try to make positive first impressions of others?
- Why is it important for a leader to recognize the limitations of acting on first impressions?
- What can you do to avoid characterizing others before you really know them?

Use these discussion questions after the second half of this activity.

- Why were your first impressions inaccurate?
- Do individuals often form inaccurate first impressions of others?
- Why is it important for a leader to recognize the fallibility of first impressions?
- What can you do to keep inaccurate first impressions of others from negatively impacting your leadership?

### **Journal Topic:**

Use this journal topic following the first half of the exercise.

- Were you surprised by the first impressions others had of you? Do you think their impressions were accurate? Why or why not? Do you need to improve the impression you first make on others? Why or why not? If you feel you need to work on the type of first impression that you make, what will you do to change others' perceptions of you?

Use this journal topic following the second half of the exercise.

- Write about a time when someone else formed an inaccurate first impression of you. What was the impression the person formed of you? Why did they form this impression? How did they treat you as a result of this inaccurate first impression? Did they eventually recognize the error of their perception? Did they change the way they treated you? What lesson can you learn from this experience?

**Possible Test Questions:**

- Are first impressions accurate most of the time? Why or why not?
- Should a leader always act on his / her first impression of a person? Why or why not?
- Why is it important for a leader to make a positive first impression on others?

# The Impression I Make

How do you think others perceive you when they first meet you? Complete the following worksheet on the first impression you think you made when your classmates first met you. Rank the top five attributes you think your classmates see in you when they first meet you. Be as honest as possible when choosing the attributes that describe others' first impression of you.

- |                 |                 |               |
|-----------------|-----------------|---------------|
| ___ Creative    | ___ Confident   | ___ Ambitious |
| ___ Studious    | ___ Calm        | ___ Stressed  |
| ___ Clever      | ___ Intelligent | ___ Motivated |
| ___ Lazy        | ___ Imaginative | ___ Adaptable |
| ___ Funny       | ___ Serious     | ___ Social    |
| ___ Withdrawn   | ___ Open-Minded | ___ Tolerant  |
| ___ Opinionated | ___ Judgmental  | ___ Fair      |
| ___ Admirable   | ___ Quiet       | ___ Honest    |

Why do you think most people form these impressions of you? On what do you think they base their opinion?

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# My Impression of You

Copy this sheet and cut along the dotted lines to provide each student with one slip for every other student in the class.

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Classmate's Name: \_\_\_\_\_

Rank the top five attributes you feel your classmate possesses based only on your first impression of him / her.

- |                 |               |                 |                 |
|-----------------|---------------|-----------------|-----------------|
| ___ Creative    | ___ Confident | ___ Ambitious   | ___ Studious    |
| ___ Calm        | ___ Stressed  | ___ Clever      | ___ Intelligent |
| ___ Motivated   | ___ Lazy      | ___ Imaginative | ___ Adaptable   |
| ___ Funny       | ___ Serious   | ___ Social      | ___ Withdrawn   |
| ___ Open-Minded | ___ Tolerant  | ___ Opinionated | ___ Judgmental  |
| ___ Fair        | ___ Admirable | ___ Quiet       | ___ Honest      |

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Classmate's Name: \_\_\_\_\_

Rank the top five attributes you feel your classmate possesses based only on your first impression of him / her.

- |                 |               |                 |                 |
|-----------------|---------------|-----------------|-----------------|
| ___ Creative    | ___ Confident | ___ Ambitious   | ___ Studious    |
| ___ Calm        | ___ Stressed  | ___ Clever      | ___ Intelligent |
| ___ Motivated   | ___ Lazy      | ___ Imaginative | ___ Adaptable   |
| ___ Funny       | ___ Serious   | ___ Social      | ___ Withdrawn   |
| ___ Open-Minded | ___ Tolerant  | ___ Opinionated | ___ Judgmental  |
| ___ Fair        | ___ Admirable | ___ Quiet       | ___ Honest      |

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Classmate's Name: \_\_\_\_\_

Rank the top five attributes you feel your classmate possesses based only on your first impression of him / her.

- |                 |               |                 |                 |
|-----------------|---------------|-----------------|-----------------|
| ___ Creative    | ___ Confident | ___ Ambitious   | ___ Studious    |
| ___ Calm        | ___ Stressed  | ___ Clever      | ___ Intelligent |
| ___ Motivated   | ___ Lazy      | ___ Imaginative | ___ Adaptable   |
| ___ Funny       | ___ Serious   | ___ Social      | ___ Withdrawn   |
| ___ Open-Minded | ___ Tolerant  | ___ Opinionated | ___ Judgmental  |
| ___ Fair        | ___ Admirable | ___ Quiet       | ___ Honest      |

# Wrong Impressions

Reflect on three students in the class about whom you formed a first impression that turned out to be inaccurate based on the knowledge you gained about him / her during the semester / year. Answer the following questions about these inaccurate first impressions.

1. Of whom did you form an inaccurate first impression?

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2. What was your first impression of this person?

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3. On what did you base this impression?

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4. In what ways was your first impression inaccurate?

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5. Who else did you form an inaccurate first impression about?

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6. What was your first impression of this person?

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7. On what did you base this impression?

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8. In what ways was your first impression inaccurate?

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9. Who else did you form an inaccurate first impression about?

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10. What was your first impression of this person?

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11. What did you base this impression on?

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12. In what ways was your first impression inaccurate?

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13. What can you learn from these three inaccurate first impressions that you formed?

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# In Defense of Misfits

**Objective:** To recognize the hazards of judging others based on their appearance; To stress the importance of being comfortable with oneself regardless of the opinions of others; To analyze the power of labeling and bullying behaviors; To provide the students an opportunity to practice community building skills.

**Materials Needed:** One stick-on stereotype label for each student, One copy of the “In Defense of Misfits” handout for each student.

**Process:**

1. Before class, prepare labels with stereotypes listed on them. The labels should all be the same size and have adhesive on one side. Address labels work well for this purpose. Use the following list of stereotypes to create your labels or use your own.
  - Leader
  - Quiet One
  - Class Clown
  - School Jock
  - Insecure
  - Airhead
  - Trouble Maker
  - New Kid in Town
  - Nerd
  - Expert
  - Ms. Perfect
  - Slacker
  - Mama’s Boy
  - Party Animal
  - Tattle Tale

2. Place a label on each participant's forehead so that all but the participant wearing it can see it. Instruct the participants not tell one another what their labels say.
3. Ask the participants to stand and form a circle to see each other's labels.
4. Read the following situation statement to the students:
  - You are the members of your school board. A wealthy alumni has recently passed away and left \$50,000 to your school to be spent as the board decides. He was eccentric as well as wealthy, and he placed a strange stipulation on his bequest. Your board must decide how to spend the entire \$50,000 in one hour or all of the money will go to his favorite cat.
5. Instruct them to discuss the possible ways they will spend the money for the benefit of the school. Everyone should offer their opinion. After a person has made a suggestion, the other members of the class should react to them by responding as they would to someone who fits into the stereotypical group that is printed on that person's label. Encourage the students to be dramatic and theatrical.
6. Observe the participants and note the statements made.
7. At the end of the five minutes call the activity to a halt.
8. Before the participants take their labels off, ask each student the following questions:
  - What do you think your label said?
  - How did you feel about the way you were treated?
  - Why do you feel they treated you that way?
  - Have you ever treated someone that way?
  - Why is it important for a leader to avoid stereotyping others?
9. Give each student a copy of the "In Defense of Misfits" handout.
10. Ask for a volunteer to read the selection out loud or have the students read the story silently.

**Discussion:**

- Why did Andrea feel alienated in High school? How was she alienated?
- What did Andrea do to attempt to overcome her alienation? Was she successful?

- Why does Andrea argue her story about cliques provides insights into the problem of school shootings? Do you agree with her? Why or why not?
- What can you learn from Andrea's story?
- Is the way you look important? Does it determine the way others treat you?
- Should a leader stereotype a person based on the way they look?
- Should a leader stereotype a person based on the social group to which that person appears to belong?
- What can you do to decrease the amount that those around you are stereotyped unfairly?
- What can you do to make those who might feel alienated around you more comfortable in the environment of the school?
- Why is it important for a leader to be comfortable with himself / herself?
- What can you do to be more comfortable with yourself?

### **Journal Topic:**

- Do you identify with Andrea in any way? Have you ever been teased? Have you ever felt self-conscious about your appearance or place in the school's hierarchy? What did you do when you were teased or felt self-conscious? Did your actions solve your problem? Why or why not? Have you ever wanted to change your appearance or social group? What did / do you want to change? If you haven't changed the way you look, why not? If you have changed your appearance or social group, how did it affect the way you were treated by others? How did you feel about this change?

### **Possible Test Question:**

- Is it possible for you to form an accurate opinion of another person based simply on a stereotype? Why or why not?

### **Adaptation:**

- Assign Aisha Muharrar's *More Than a Label: Why What You Wear or Who You're With Doesn't Define Who You Are* (Free Spirit Publishing, 2002) in place of or in addition to the excerpted reading. Like the excerpt included with this activity, *More Than a Label* is written by a teenager and is based on her own experiences as well as national survey results. Muharrar's work aims to empower her readers to stand up for themselves, develop greater empathy for others and consider the broader implications of stereotyping. After the students have

completed the book, have them write a 2-3 page response in place of the journal topic. When the students turn in their responses, lead a discussion of the book using the discussion questions above as a rough guide.

Excerpt from

## In Defense of Misfits

By Andrea Uva

I grew up in a rich, white suburb. Whenever I heard about kids going into their high schools and shooting other kids, I felt I understood the anger of the killers. Their towns reminded me of my town. Their high schools reminded me of my high school.

Fathers in my town are mostly successful businessmen and commute to the city to work. The wives do not have many responsibilities. They don't have jobs and the housework is done by paid help. They fill their days with volunteering and school-related clubs like the Parent-Teacher Committee. They are the typical "soccer moms" of America.

Adults here are constantly talking about and comparing their children. At an early age, children learn that they are being watched not only by their own parents, but also by their friends' parents. There's a lot of pressure on kids to excel both in class and on the playing field.

The smartest, most beautiful, and most athletic kids are considered the best. Literally, the blonder the hair, the leaner the figure the better. Parents pass their belief in these stereotypes on to their children early, and those stereotypes become part of their children's minds.

Most kids fit the ideal description, so they hung out together in one big clique (called "the preps"). The kids in the clique excluded the kids they labeled "strange" because of their appearance or manner.

As far back as middle school I was considered one of the strange kids, mostly because I wasn't athletic and was thought unattractive. My friends didn't fit in either.

There was one big group of friends who always hung out together at school, and I was out of it even though I tried to fit in. At lunch one day in the cafeteria, I saw a girl who was in some of my classes and who I thought liked me. I said hello to her and sat down next to her. Without saying a word but with a smile on her face, she picked up her lunch bag and moved one seat away from me. I was humiliated, but I didn't move to another table.

When I read about school shootings, I understood why some kids started their rampages in the cafeteria. That is where kids who don't fit in are treated the worst. It's a place without adult supervision, where kids can pick whom they hang out with and whom they ignore.

In my high school, the large cafeteria (called the Lounge) was split in half. The South Lounge was always packed and almost everyone sat there. The North Lounge was almost empty. It was where the "dorks" and "losers" ate.

It frustrated me that during lunch, my friends would sit in the "Loser Lounge." They seemed to accept that they were not cool enough.

My freshman year, I still felt desperate to be liked. I had friends, but what I really wanted was to be part of the "the group." I didn't think I was that different from anybody else. I didn't understand why I wasn't chosen to be part of the big clique.

One day, I convinced two friends to come sit with me in the South Lounge with everyone else. We managed to find three empty seats in the crowded, noisy cafeteria and sat down. My friends and I tried to relax, but I could read in their eyes that they felt foolish and uncomfortable. No one spoke to us.

At one point I saw one girl nearby mouth to the girl next to me, "Why are they here?" The girl next to me shrugged her shoulders and rolled her eyes, and the first girl started laughing.

This really upset me because both of these girl had been good friends of mine when we were young. I had never done anything to make them stop liking me.

After that, I gave up trying to join the group. Eventually, I was able to ignore the preppies, and my friends and I made our own space separate form them. I guess I realized that if they didn't need me, I didn't need them. I didn't even like a lot of them that much. I had my own friends... In truth, we formed out own clique only because we were rejected by everyone else. The preppies pushed us aside. This hypocrisy still makes me angry.

I think school shootings could happen at any high school. But I don't believe the trouble is with groups like mine. I don't think it's the outcasts who are to blame. WE should be thinking about the attitudes of the mainstream kids – the "jocks" or the "preps" or whomever – the popular groups in school who make other students feel rejected, angry, and depressed about themselves.

My group wasn't dangerous at all. We were just kids pushed aside who stopped trying to fit in.

The potentially dangerous kids are the ones who withdraw from everyone, who seem hostile toward everyone. My high school had a group like this. A few boys didn't fit in anywhere. They wore dark clothes (really – it's not a stereotype) and sat in the back of their classes.

They weren't interested in school and didn't talk much to other people, but when they did they were rude to pretty much everybody. They loved computers, guns and video games.

I can easily see how someone from that group could commit hate crimes. I can also see how it would be just like a video game for them. Those boys didn't handle alienation in a healthy way. The scary thing is that it's hard to tell the innocent, quiet, withdrawn kids from the hateful, planning, withdrawn kids.

The kids who do school shootings are not the only people to blame. I am not trying to justify violence in any way and school shootings are a horrible thing. But a lot of the kids who do shootings had been treated terribly. Even so, they will always be seen as the bad guys, the monsters. But isn't there another side to the story?

People need to understand how cruel the popular cliques can be to outsiders. The popular kids (and their parents) believe they're so perfect that they can't see their own faults.

Instead of pulling schools and communities together, cliques drive people apart. The popular kids become scared of the people they case out, we all become more separated and the alienation grows.

Andrea Uva was eighteen when she wrote this story.

Excerpted from *The Courage to Be Yourself: True Stories by Teens about Cliques, Conflicts and Overcoming Peer Pressure* by All Doseita ed., 7-11, ©2005. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; [www.freespirit.com](http://www.freespirit.com). All rights reserved.

# Current Events

**Objective:** To increase awareness of current events; To increase reading comprehension; To improve public speaking skills; To enhance communication skills.

**Materials Needed:** Collection of current newspapers.

## **Process:**

1. Pass out one section of the newspaper to each student. You can use multiple copies of the same paper or you can save papers for a couple of weeks.
2. Have the students read through their portion of the newspaper and choose one article they will profile for the class. If multiple students are working from the same section of the paper, have them coordinate with each other so that only one person profiles each article. Allow them about twenty minutes to read their papers and decide on their article.
3. After the students have chosen their articles, have them write a brief summary of the article. You can either have them use the “Newspaper Profile Worksheet” or write a short summary and analysis of their own. Allow them about twenty minutes to complete this portion of the exercise. As the semester progresses, ask them to relate their articles to other events they have studied in this class.
4. Give the students overnight to practice presenting their summaries to the class. The next class day, start class with the “Relaxation” exercise to calm them before their presentations. Then have each student stand in front of the class and deliver their summary and analysis of their article. Encourage the class to offer additional insights into each topic or to ask the presenter, you or each other questions.
5. Repeat this exercise once every two weeks so the students get the chance to stay up on current events. The last time you use this activity in your class, have the students complete the discussion questions and journal topic.

## **Discussion:**

- Do you feel like you are better informed than you were at the beginning of the semester? Did you follow the news before we started focusing on current events? In what ways did your understanding of current events differ after we started focusing on current events in class? How have you changed your habits and actions as a result of our study of current events?



- Did any of you change your opinions about a topic after we examined it in this class? If so, what opinion changed and why did you change your mind? What does this teach us about forming opinions without having enough information?
- Why is it important for students to be well informed about current events?
- What difference in their communities could students make if they were better informed about current events?
- Why is it important for leaders to be well informed about current events?

### **Journal Topic:**

- Write about the one thing you learned about during our study of current events. Did you know about this event, person, trend, or problem before you found out about it in this class? Would you have known about this event, person, trend or problem if we had not discussed it in class? Would you have learned as much if you had not been in this class? Does your experience in this class make you want to be more informed about current events? Do you now follow current events more closely outside of class? Why or why not? Are you more aware about what is going on in the world around you? How has this new view changed your activities or beliefs?

### **Mail Opportunity:**

- After each class presentation, have the students write every other student a short note about what they liked about the other's presentation or any improvement that they see in the other's presentation skills.

### **Adaptations:**

- The first time your class does this exercise, you can have the students choose a theme in current events they want to track throughout the year. They might choose to track a political scandal or follow a criminal investigation or a trend in the economy.
- To create a more comfortable environment for the presentations, you can place two chairs in front of the class either behind or beside the place the presenter will occupy. Before each presentation, have students volunteer to be the next two speakers. These volunteers should then sit in the chairs during the presentation. When the last two speakers are about to give their presentations, ask for volunteers to sit in the chairs. By using these chairs, the speaker is never alone up in front of the class, and a sense of camaraderie will develop as they share the experience of being in the spotlight together.

**Possible Test Questions:**

- Why is it important for a leader to be well informed about current events?
- What was the most interesting fact that you learned about while studying current events? Why was it interesting? Did it impact your life in some way? If so, how?
- What are two ways that you can follow current events? What are the advantages of each method? What are the limitations of each method?

# In-Tray

**Objective:** To allow students to start thinking about their priorities in their daily lives; To practice time management techniques; To give the students a tool to prioritize their schedules and set goals.

**Materials Needed:** 30-45 cards that represent the tasks they might be asked to complete in a typical day, An In-tray, Full set of cards for each team, One sheet of paper per team, Separate work area for each team, One copy of the “My Priorities” worksheet for each student.

## Process:

1. Prepare the task cards before class.
2. Divide the class into teams of no more than 4 students. Give each team an in-tray with a full set of documents to handle (20 – 30 cards). They should decide in what order they will complete the tasks and write that order along with the necessary steps to complete each task. Give them a 10 minute time limit to prioritize all the tasks in the in-tray.
3. During the 10 minutes, place an additional 10 to 15 cards in their box.
4. After the 10 minutes have passed, have each team present the class with their priority lists and their plan for dealing with the task. Also ask them to give reasons for the decisions they made.
5. Give each student a copy of the “Setting My Priorities” worksheet. Explain that they can use this model to analyze and set their priorities at any time during their lives. Give the class about fifteen minutes to complete the worksheet. Recommend that the students take their worksheets home and post them in a place where they can be seen everyday. Explain that by seeing the list everyday, the students will be reminded of the things that are most important for them to do that day. Suggest that the students update their priority sheet as their priorities change.

## Discussion:

- How did you feel when the second mail drop arrived? Have you ever been in the middle of getting things done and had new things added to your to-do list? How do you handle situations like that?
- Was it difficult to organize your priorities and plans? What made it hard? Have you experienced this in your life?

- Do you try to prioritize things in your life and make plans? How do you do this? If you do not try to prioritize, why don't you?
- What other methods can you use to prioritize the many activities you have in your daily life?
- Why is it important for a leader to be able to prioritize those things that are important to him / her?
- Why is it important for leaders to be able to prioritize those things that are important to others?

### **Journal Topic:**

- Describe a time when you had difficulty meeting a deadline and getting everything completed that was expected of you. How did you deal with the situation? Did you succeed in getting everything done? Did you have to compromise quality in order to complete your tasks? The next time you are in a similar situation will you do things the same way? How can you improve on your time management skills?

### **Adaptations:**

- This exercise can be done individually rather than in teams.
- You can interrupt and disturb the teams as they try to sort through their tasks.

### **Possible Test Questions:**

- Why is it important for a leader to be able to prioritize?
- What does a leader need to take into consideration when his / she is setting priorities? Can a good leader only take his / her own thoughts and feelings into consideration when he / she is setting priorities?
- What is one method that you can use to set your priorities? What is the benefit of this method? What is one shortcoming of this method?

Adapted from *100 Training Games* by Gary Kroehnert, 119, © 1992. Used with permission from McGraw-Hill, Boston MA.

Task Template – copy this onto interesting paper and cut out each activity or make your own activity cards

Complete Your Math Homework	Study for a Spanish Mid-Term	Go to Basketball Practice
Part-time Job – 3 hours after school	Discuss Weekend Plans with Friends	Read Short Story for English
Study for Chemistry Quiz	Buy a Birthday Present for Your Mom	Go to Class
Eat Lunch	Get Ready for School	Eat Dinner
Spend Time with Your Boy / Girl Friend	Walk the Family Dog	Wash Car
Help Make Dinner	Help with Chores at Home	Watch Your Favorite Show
Work Out	Read Your Favorite Book	Spend Time with Your Sibling
Volunteer at Local Charity	Make Your Bed	Eat Breakfast
Club Meeting	Relax	Take a Nap
Work on Research Paper	Talk with Advisor	Go to Detention

# My Priorities

We often get so busy doing all of the tasks that we “have” to do that we forget to do those activities which are most important to us and make us most happy. It is important to schedule time in our lives to do those tasks which we find most fulfilling.

1. What would you like to have on your schedule that is fulfilling for you?

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2. Why are these activities important?

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3. What plans do you need to make this week in order to make sure you do these tasks? What do you need to do to prepare for these activities?

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It is also common for people to become so caught up in the tasks that they “have” to do that they do not have time to do the tasks that are important to the people in their lives. This can lead to feelings of inadequacy and regret. We should always make time in our lives to do those activities that are important to others.

4. What do you have on your schedule that is important to another person?

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5. Why are these activities important to others?

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6. Why is it important for you to help other people or to make others happy?

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7. What plans do you need to make to ensure you do something for another person this week? What plans do you need to make to be prepared for these activities?

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There are tasks that have to get done each day that we don't necessarily enjoy, but that are important to our futures. It is essential that we plan these activities into our daily lives. Sometimes it is difficult to determine what tasks we really need to do in order to have a fulfilled and successful life, and what tasks are simply distractions from our main course of action.

8. What do you "have" to do this week?

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9. What other things in the future will be impacted by these events?

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10. Why is each of these activities important to you or others? Why are they not important to you or others?

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11. What plans do you need to make to ensure that you have time to complete these tasks? What do you need to do to prepare for these activities?

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# Time Management

**Objective:** To examine the importance of good time management skills; To provide the students with one tool for managing their time.

**Materials Needed:** One copy of the “This Week” worksheet for each student to complete each week of the year.

## **Process:**

1. Ask the students to share with the class some of the activities and assignments they have to complete this week. Ask the students how they keep up with all they have to do. Suggest that making a schedule might be a good way to manage their time.
2. Give each student one copy of the “This Week” worksheet.
3. Explain that they should complete the worksheet by filling in everything that needs to get done this week.
4. Allow the students twenty minutes to complete the worksheet.
5. After all of the students have completed the worksheet, have them staple the sheet into their journal and remind them to refer to that schedule every day to see what they need to do. Remind them that they can always make changes to their schedules as the week progresses.
6. At the beginning of each week, give the students another copy of the “This Week” worksheet and allow them twenty minutes to complete the worksheet with that week’s activities.

## **Discussion:**

- Why is it important for a leader to schedule his / her time wisely?
- What happens if a leader does not manage his / her time well? What impact does his / her poor time management skills have on his / her followers?
- What are the challenges that arise as you try to manage your time?
- What can you do to better manage your time?
- Why is it important for you to reward yourself when you have managed your time wisely?

**Journal Topic:**

- What is the biggest challenge you face when you try to manage your time? Why do you think you have this problem? What is one thing you can do to deal with this challenge and manage your time more wisely? Do you think keeping a weekly schedule will be helpful? Why or why not?

**Possible Test Questions:**

- What are the challenges to managing your time wisely?
- What can you do to become a better manager of your time?
- Why is it important for a leader to be able to manage his / her time wisely?

# This Week

Date	What I have to do...
Monday, <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>	What do you need to do during school? <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> What assignments are due today? <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> What do you need to do after school? <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>
Tuesday, <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>	What do you need to do during school? <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> What assignments are due today? <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> What do you need to do after school? <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> What do you need to do before school tomorrow? <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>
Wednesday, <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>	What do you need to do during school? <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> What assignments are due today? <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> What do you need to do after school? <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> What do you need to do before school tomorrow? <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>

<p>Thursday,</p> <hr/>	<p>What do you need to do during school?</p> <hr/> <hr/> <p>What assignments are due today?</p> <hr/> <hr/> <p>What do you need to do after school?</p> <hr/> <hr/> <p>What do you need to do before school tomorrow?</p> <hr/> <hr/>
<p>Friday,</p> <hr/>	<p>What do you need to do during school?</p> <hr/> <hr/> <p>What assignments are due today?</p> <hr/> <hr/> <p>What do you need to do after school?</p> <hr/> <hr/>
<p>Saturday,</p> <hr/>	<p>What do you need to do today?</p> <hr/> <hr/>
<p>Sunday,</p> <hr/>	<p>What do you need to do today?</p> <hr/> <hr/> <p>What do you need to do before school tomorrow?</p> <hr/> <hr/>

After you have accomplished everything on this schedule, how will you reward yourself this week?

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# Driven to Distraction

**Objective:** To emphasize the importance of focusing on an objective when completing a task and when working towards a goal; To analyze ways to cope with distractions.

**Materials needed:** 2 pennies for each person, One copy of “The Wright Twins’ Vacation” worksheet for each student.

**Process:**

1. Have your students sit in a circle. Each person should be close to the two around them.
2. Give each student two pennies. Have them hold one penny in their left hand and one penny in their right hand.
3. Issue the following instructions:
  - I am going to read a short story to you. When you hear the word “right” in the story, pass the penny in your right hand to the person on your right and shift the penny in your left hand into your right hand. When you hear the word “left” in the story, pass the penny in your left hand to the person on your left and shift the penny in your right hand into your left hand.
4. Have them practice shifting the penny by prompting them to pass the pennies right and left until they are reasonably comfortable with the process.
5. After the class is well practiced, give them the additional directions for the activity:
  - As I read this story you will need to focus on hearing the words “right” and “left” and shifting your pennies. You will also need to focus on the story itself. After I finish reading the story, each of you will complete a worksheet about the story testing you on your retention of the details of the story. So it will be important to pay attention to the story.
6. Begin reading “The Wright Twins’ Vacation” story that follows this exercise. Read slowly at first and gradually speed up. Do not stop reading or pause long enough so that the students can talk with each other about the penny passing.
7. After you finish reading the story, have everyone hold out their hands. Remind them that they should each have one penny in each hand. Give them time to evaluate their success as a group at the penny passing portion of the exercise.

8. Pass out one copy of “The Wright Twins’ Vacation” worksheet to each student. Tell the class they have ten minutes to answer all of the questions about the story, and then the class will evaluate everyone’s answers.
9. After ten minutes, have the students trade worksheets with one of their neighbors, making sure no one has their own worksheet. Go over the answers for each question. Ask for a show of hands indicating that the worksheet the student is checking got the right answer. On the board keep track of how many right answers were given for each question.

**Discussion:**

- How hard was it to answer the questions about the story?
- What made it difficult?
- How hard was it to pass the penny every time I said right or left?
- What made the task difficult?
- As a group, were you highly successful or accurate with either task?
- What kind of lesson does this teach you about trying to complete multiple tasks at the same time?
- Is it ever possible to only be working on one thing at a time? (Make sure that you emphasize that it is rarely possible for a person to completely focus on a single objective for an extended period of time. Therefore it is essential to leaders and all people to develop skills that help them to deal with the distractions of life and still accomplish their objectives.)
- What kind of strategies can you use to make you more successful at focusing on multiple things at once?
- Why is it important for a leader to be able to handle multiple tasks at the same time without being distracted by non-essential tasks?

**Journal Topic:**

- Write about a time you had a goal or an objective to complete and you became distracted by other events, tasks or people. Were you able to accomplish your goal or objective? How did you deal with the distractions? If you were not able to accomplish your goal or objective, what could you have done to handle the distractions better?  
Think about a goal or major objective you have right now. Write about any distractions you think may become obstacles to your accomplishing that goal or

objective. What is a possible strategy for dealing with each of these distractions?

**Possible Test Questions:**

- What are two likely problems that you will encounter when you try to complete multiple tasks at once?
- What can you do to overcome these obstacles?

# The Wright Twins' Vacation

Twelve years ago, the Wright Family, Bob Wright, his wife Lisa Wright and their ten-year-old little girl, Sally Wright, added twins to their family. Before the family left the hospital, they knew their hands would be full with the new babies, Tommy and Tammy Wright. The family left the hospital with one twin cradled in Lisa Wright's left arm. Tammy Wright was held in Bob Wright's left arm and little Sally Wright was clutching her father's right hand. From that moment on, Tammy Wright was her father's pet and Tommy Wright rarely left his mother's side.

Now that the twins are older, the Wright family has to make a decision about what the twins should do during their spring break. Lisa Wright left her job when the twins were born but returned to work in February. She will not be able to be with the twins. Sally Wright left home the previous August to go to college in North Carolina. Sally Wright will not be at home to watch the twins either. Bob Wright wants to stay with his little Tammy Wright, but he has an important meeting with the manufacturer of left-handed scissors that week in Pennsylvania. Bob Wright cannot watch the twins. Tommy and Tammy Wright feel that they are old enough to be left at home alone, but no one else in the Wright family agrees.

The Wright family has been researching places that will watch the Wright twins for a week. The Wright twins can be left at a daycare center, but the other kids left at the center are much younger than the Wright twins. Tommy Wright does not want to be left with a bunch of small children, and Lisa Wright doesn't want her baby to be unhappy. The Wright twins can be left with their grandmother, Peggy Wright, who lives in the house to the left of the county court house. However, Grandmother Wright does not have very many toys and objects to having a bunch of toys left with the twins. Tammy Wright gets bored easily and doesn't want to go anywhere without her Barbie dolls, and Bob Wright won't let his baby be left with Grandmother Wright while leaving behind her dolls.

Just when it seems that the Wright family is left with no option for the Wright twins' vacation, Sally Wright writes her family a letter. Sally Wright has just learned about the Wright Brothers' Flying Camp. Tommy and Tammy Wright can leave Boston and go to the Wright Brothers' Flying Camp in North Carolina. The Wright Twins are fascinated by airplanes and want to leave right now. The only thing left for the Wright family to do is to fill out the right forms and send in the right fees, and the Wright twins will be set to go to the Wright Brothers' Flying Camp. Tommy and Tammy Wright are excited about being left at camp. Lisa Wright is excited about being left with an empty house for a week. The whole Wright family is happy that the



Wright twins are going to the Wright Brothers' Flying Camp, and it is only right that they thank Sally Wright for finding the Wright Brothers' Flying Camp.

# The Wright Twins' Vacation

Test your auditory comprehension by answering the following questions about the short story "The Wright Twins' Vacation."

1. Why didn't the twins want to stay at Grandmother Wright's house?  
\_\_\_\_\_
2. Which Wright twin had the biggest objection to staying at Grandmother Wright's house? \_\_\_\_\_
3. How old were the twins when their family began worrying about their vacation plans? \_\_\_\_\_
4. How old was their sister when the twins were born?  
\_\_\_\_\_
5. Why was the twins' sister not able to watch them over the vacation?  
\_\_\_\_\_
6. Which vacation were the twins about to have from school?  
\_\_\_\_\_
7. What was Bob Wright going to do during the vacation? What state will he be in? \_\_\_\_\_
8. How old is the twins' sister at the time of the vacation? What is her name?  
\_\_\_\_\_
9. Why did the twins object to being at the daycare center?  
\_\_\_\_\_
10. Who first had the idea of sending the twins to the Wright Brothers' Flying Camp? \_\_\_\_\_

# Characteristics of a Leader

**Objective:** To aid students in creating their own definition of leadership; To explore different leadership styles; To allow students to practice their presentation skills.

**Materials Needed:** A clock with a second hand, A small prize for the student who wins the competition.

**Process:**

1. Ask each student to choose one leader in the world today that they will describe to the class. In their descriptions, they cannot use the name of the leader or of any other person associated with that leader. They also should not refer to a specific office or position that the leader holds. The object of this activity is to describe the leader in terms of the leadership skills they possess and the things they have done in their lives that demonstrate those leadership skills. Each student will have no more than two minutes to describe their leader in such a way that the class can identify the leader. The student whose leader is guessed in the shortest amount of time wins the exercise. (The point of this exercise is that most of the leaders will have similar skills and characteristics. It will not be unusual for none of the leaders to be identified. So, you may want to choose a prize, like a bag of candy, that can be shared among all members of the class.)
2. Give the students enough time to develop their descriptions and access to research materials.
3. Have each student hand you a slip of paper with their leader's name on it before they begin their descriptions. You will act as the judge and record the time in which the leader is identified by a member of the class.
4. Ask for a volunteer to keep a running list of the characteristics and skills described.
5. Award a prize to the student whose leader is guessed in the shortest amount of time or to the entire class should no leader be correctly identified.

**Discussion:**

- What characteristics were frequently mentioned in your descriptions of leaders?
- Do you think these characteristics are essential to a good leader?
- Can you think of an example of a leader who does not have one or more of these characteristics? What have they done to compensate for these skills or talents?
- What kinds of leaders were mentioned today?
- What other kinds of leaders are there in our world? Our community? Our school? Your family?
- What kinds of characteristics do these other leaders have in common?
- Can these characteristics be learned? Why or why not?

**Journal Topic:**

- Think of your own life and leadership skills. What leadership skills do you possess? Were you born with these skills and talents? Did you have to develop these skills? How did you learn them? What leadership skills would you like to possess? What can you do to learn these skills?

**Adaptations:**

- You may decide to repeat the exercise after you lead the discussion. The second time you do this exercise, have the students describe a leader from the past. After the students have completed the activity for the second time, use the following discussion questions.
  - Were any characteristics mentioned in our descriptions of leaders from the past that were not mentioned when we were describing contemporary leaders? (List responses to this question on the board.) Why or why not?
  - Has what is required in order to be a good leader changed over time? Why or why not?

**Possible Test Questions:**

- In your opinion, what are five characteristics that are essential for all leaders to have? Why is each of these characteristics important?
- For each essential leadership characteristic, explain whether the trait can be learned and developed or if it must be part of the leader's personality from

birth. Explain why you chose the option that you did for each characteristic.

# Are You a Critical Thinker?

**Objective:** To examine the importance of critical thinking in leadership; To allow students to evaluate their critical thinking skills.

**Materials Needed:** One copy of the “Are You a Critical Thinker?” worksheet for each student.

## **Process:**

1. Ask the students to define the concept of critical thinking. Take multiple suggestions from the students and write them all on the board. Then ask the students to combine the suggestions into a single definition of the concept. If your students do not include the following in their definitions, you may want to suggest these components.
  - Careful weighing of all options
  - Exacting judgment
  - Making decisions in difficult situations
2. After the students have created their working definition of critical thinking, begin a discussion on the role of critical thinking in leadership. Ask for examples of situations where critical thinking has been necessary. Who were the leaders who made the decisions in these situations? Did these leaders use good critical thinking skills? Could a better decision have been reached if the leader had examined the situation more carefully and critically?
3. After the students have explored the importance of critical thinking in leadership, explain that they will be examining their own critical thinking skills.
4. Give each student a copy of the “Are You a Critical Thinker?” worksheet and allow at least twenty minutes for them to complete the worksheet.
5. After all of the students have completed the worksheet, go over the answers as provided on the “Are You a Critical Thinker Answer Sheet.” You may want to ask the students to volunteer answers to the questions, but do not force unwilling students to share their answers.
6. Explain the scoring of the worksheet, and give the students time to calculate their scores. Allow the students to keep their score confidential.

## **Discussion:**

- Why is it important for leaders to have good critical thinking skills?

- Is it possible for a person to increase their critical thinking skills? Why or why not?
- What kinds of things can a person do to become a better critical thinker?

**Journal Topic:**

- Were you surprised by your score on the critical thinking worksheet? Why or why not? Were you pleased with your score? Why or why not? Do you think it is important for you to increase your critical thinking skills? Why or why not? If so, what can you do to increase your critical thinking skills? What practical steps can you take to become a more critical thinker?

**Possible Test Questions:**

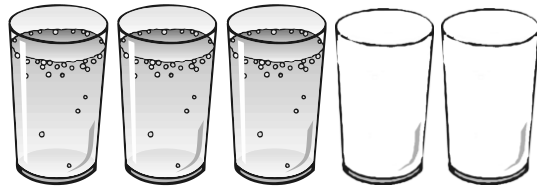
- Define the concept of critical thinking.
- Why is it important for leaders to have good critical thinking skills? Describe a specific situation in which it is imperative that a leader have good critical thinking skills.
- What kinds of things can a person do to become a better critical thinker?

# Are You a Critical Thinker?

## Part I: Problem Solving

Answer each of the following questions.

1. There are 64 checker players at a tournament. A player is eliminated when he or she loses a game. How many games must the champion play? \_\_\_\_\_
2. The electricity goes out, and your bedroom is completely dark. In your drawer are 25 white socks and 25 red socks. How many socks must you take out of the drawer before you get a matching pair? \_\_\_\_\_
3. If you have two U.S. coins totaling 55 cents and one of the coins is not a nickel, what are the two coins? \_\_\_\_\_
4. If three cats kill three rats in three minutes, how long will it take 100 cats to kill 100 rats? \_\_\_\_\_
5. A farmer had 17 chickens. All but nine died. How many does the farmer have left? \_\_\_\_\_
6. Is it legal in Canada for a man to marry his widow's sister? \_\_\_\_\_
7. Change this line so that no empty glass is next to another empty glass, and no full glass is next to another full glass. You may touch or move only one glass.



Explain how you would accomplish this.

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8. Three men are walking in the rain with no umbrellas and no hats. Two get their hair wet, and one does not. Why? \_\_\_\_\_
9. A girl went door-to-door selling eggs. At the first house, she sold half her eggs plus half an egg. At the second house, she sold half her eggs plus half an



egg. At the third house, she sold half her eggs plus half an egg. After this, she had no eggs left – she had sold all of her eggs at the three houses. How many did she start with? \_\_\_\_\_

10. You have a 9-gallon container and a 4-gallon container. How can you measure out exactly 6 gallons of water from a tank without using any other container? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total score on Problem Solving Section: \_\_\_\_\_

### Part II: True or False

For each statement, circle T for true, F for false and explain your choice.

1. T or F - If penicillin cures an infection, then the lack of penicillin in the bloodstream must cause the infection.

\_\_\_\_\_  
\_\_\_\_\_

2. T or F - Tim and Tom play the lottery. Tim picks numbers 9, 17, 22, 48, 6 and 10. Tom picks numbers 9, 10, 11, 12, 13 and 14. Tim has a better chance of winning than Tom.

\_\_\_\_\_  
\_\_\_\_\_

3. T or F - Since nobody seems to be able to prove that Santa Claus does not exist, it's reasonable to assume that he likely does exist.

\_\_\_\_\_  
\_\_\_\_\_

4. T or F - If statistics show that ice cream sales go up with the number of hours infants spend fussing, this means that fussy infants cause people to go out and buy ice cream.

\_\_\_\_\_  
\_\_\_\_\_

T or F - If a study shows that children who spend their preschool years in a day-care center are more likely to finish college than children who are cared for at home, we can assume that day-care centers educate children better than parents at home.

\_\_\_\_\_  
\_\_\_\_\_

Total score on True or False Section: \_\_\_\_\_

### Part III: Multiple Choice

Circle the letter that corresponds with the best answer to each question.

1. A penny doubled every day would give you approximately how many dollars at the end of 30 days?
  - a. \$3.00
  - b. \$18.00
  - c. \$250.00
  - d. \$10,000,000.00
2. How many times will you need to shuffle a deck of cards to make sure the deck is mixed up?
  - a. 1 time
  - b. 2-3 times
  - c. 6-8 times
3. Two people are picked at random from the population of the United States. What are the chances that Person One will know someone who knows Person Two?
  - a. Almost certain (99/100)
  - b. Very unlikely (1/100)
  - c. Even (50/50)
4. Four people are meeting for the first time. Two of them have the same astrological sign. How do you feel about this?
  - a. Amazed
  - b. Unimpressed (this is expected)
  - c. Confused
5. You want to buy a new computer. In January, it goes on sale for 40 percent off. But, you still can't afford it. Then, in March, it is reduced by 40 percent more. You go to buy it, knowing you will save this much off of the original price:
  - a. 80 percent
  - b. 64 percent
  - c. 75 percent

Total score on Multiple Choice Section: \_\_\_\_\_

Total score on all sections: \_\_\_\_\_



# Are You a Critical Thinker?

## Answer Sheet

### Part I: Problem Solving

1. Six
2. Three
3. One 50 cent piece and one nickel (one is a nickel and one is not a nickel)
4. Three minutes
5. Nine
6. No (he is dead)
7. Pick up glass number two and pour it into glass number five. Then set number two back in place.
8. The third man is bald.
9. Seven
10. Turn the 4-gallon container into a container that will measure out 3 gallons by filling it with one gallon of water. You can get one gallon of water by filling the 9-gallon container and emptying 4 gallons into the 4-gallon container. Now the 9-gallon container has 5 gallons in it. Empty the 4-gallon container and fill it again from the 9-gallon container. Now the 9-gallon container has 1 gallon. Empty the 4-gallon container again and put the 1 gallon of water in it. Now it will take 3 gallons of water to fill the 4-gallon container. Fill the 9-gallon container and dump enough water from it to fill the 4-gallon container the rest of the way. Nine gallons minus 3 gallons leaves 6 gallons in the 9 gallon container.

Scoring: Correct answers to questions 1 – 8 are worth 3 points each. The correct answer to question 9 is worth 10 points. The correct answer to question 10 is worth 15 points.

## Part II: True or False

1. False – You can't assume that the reverse of something is true. Although this works in some cases, obviously we can not say things like, "Since aspirin relieves headaches, lack of aspirin must cause headaches."
2. False – When choosing six numbers out of 40 chances for a lottery, any combination is as likely to come up as any other combination.
3. False – Disproving the existence of something is very difficult. But, just because you can't disprove the existence of something doesn't mean its existence is therefore proven.
4. False – Fussy babies and ice cream sales could be caused by similar circumstances, like high temperatures and uncomfortable weather conditions.
5. False – This is too little information to make any logical conclusions.

Scoring: Give yourself 5 points for each correct answer in this section.

## Part III: Multiple Choice

1. D
2. C
3. A
4. B
5. B

Scoring: Give yourself 5 points for each correct answer in this section.

## Interpreting your score:

Add up all of your scores from the three sections.

- 75-100 points – you are an excellent critical thinker
- 50-75 points – you are a pretty good critical thinker
- 25-50 points – your critical thinking skills could use some sharpening
- 0-25 points – try again

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# Learning Styles

**Objective:** To define three different styles of learning; To allow students to discover their own learning style; To determine the most effective ways to lead individuals who have different learning styles.

**Materials Needed:** One copy of the “My Learning Style” worksheet for each student, One copy of the “Using Learning Styles in Leadership” worksheet for each student.

## **Process:**

1. Give each student one copy of the “My Learning Style” worksheet. Explain that they should answer each question as quickly and accurately as possible in order to determine the learning style that is best suited to their personality.
2. Allow the students fifteen minutes to complete the “My Learning Style” worksheet.
3. After all of the students have completed their worksheets, ask for volunteers to share the results of his / her questionnaire.
4. After the students have shared their results, ask them to provide examples of ways in which it would be easier for someone who has a visual learning style, an auditory learning style and a kinesthetic learning style to learn new information. Take multiple suggestions from the students and write them all on the board.
5. Give each student a copy of the “Using Learning Styles in Leadership” worksheet.
6. Explain that they should respond to the three scenarios on the worksheet using their understanding of learning styles.
7. Allow the students fifteen minutes to complete the “Using Learning Styles in Leadership” worksheet.
8. After all of the students have completed their worksheets, ask for volunteers to share their responses to the scenarios. Encourage the students to discuss the other students’ answers.

## **Discussion:**

- Why is it important for a leader to recognize his / her own learning style?
- How is a person limited by not knowing the style in which they learn the best?

- Why is it difficult to work with groups of individuals who have varied learning styles?
- Why it is important for a leader to recognize the learning styles of his / her followers?
- How do leaders have to adapt their leading styles in order to accommodate the different learning styles of his / her followers?
- What happens when a leader fails to recognize the learning differences of his / her followers?

**Journal Topic:**

- Do you think the “My Learning Style” worksheet was accurate in its assessment of your learning style? Why or why not? What benefits are there to having your learning style? What are the hindrances to having your learning style? What is more difficult or challenging to you because of your learning style? Now that you know your learning style, is there something you need to do in order to adapt the way you study and behave in classes? What changes could you make to best accommodate your learning style?

**Possible Test Questions:**

- What is a visual learning style? How does a person who has this learning style learn best? Provide one example of a classroom presentation that is targeted to people with this learning style.
- What is an auditory learning style? How does a person who has this learning style learn best? Provide one example of a classroom presentation that is targeted to people with this learning style.
- What is a kinesthetic learning style? How does a person who has this learning style learn best? Provide one example of a classroom presentation that is targeted to people with this learning style.
- Why is it important for a leader to recognize the different learning styles within his / her group?

# My Learning Style

Choose the first answer that comes to your mind. Do not spend too much time thinking about any one answer.

1. Which way would you rather learn how a computer works?
  - a. Watch a movie about it
  - b. Listen to someone explain it
  - c. Take the computer apart and try to figure it out yourself
2. Which would you prefer to read for fun?
  - a. A travel book with a lot of pictures in it
  - b. A mystery book with a lot of conversation in it
  - c. A book where you answer questions and do puzzles
3. When you are not sure how to spell a word, which of these are you likely to do?
  - a. Write it out to see if it looks right
  - b. Sound it out
  - c. Write it out to sense if it feels right
4. If you were at a party, what would you be most likely to remember the next day?
  - a. The faces of the people there, but not the names
  - b. The names but not the faces
  - c. The things you did and said while you were there
5. How would you rather study for a test?
  - a. Read notes, read headings in a book, look at diagrams and illustrations
  - b. Have someone ask you questions, or repeat facts silently to yourself
  - c. Write things out on index cards and make models or diagrams
6. When you see the word “d-o-g,” what do you do first?
  - a. Think of a picture of a dog
  - b. Say the word “dog” to yourself silently
  - c. Sense the feeling of being with a dog
7. What do you find most distracting when you are trying to concentrate?
  - a. Visual distractions
  - b. Noises
  - c. Other sensations like hunger, tight shoes or worry



8. How do you prefer to solve a problem?
  - a. Make a list, organize the steps and check them off as they are done
  - b. Make a few phone calls and talk to friends or experts
  - c. Make a model of the problem or walk through all the steps in your mind
9. Which are you most likely to do while standing in a long line at the movies?
  - a. Look at the posters advertising other movies
  - b. Talk to the person next to you
  - c. Tap your foot or move around in some other way
10. You have just entered a science museum. What will you do first?
  - a. Look around and find a map showing the locations of various exhibits
  - b. Talk to the museum guide and ask about the exhibits
  - c. Go into the first exhibit that looks interesting and read the directions later
11. When you are angry, which are you most likely to do?
  - a. Scowl
  - b. Shout or blow up
  - c. Stomp off and slam doors
12. When you are happy, what are you most likely to do?
  - a. Grin
  - b. Shout with joy
  - c. Jump for joy
13. Which would you rather go to?
  - a. An art class
  - b. A music class
  - c. An exercise class
14. Which of these do you do when you listen to music?
  - a. Daydream
  - b. Hum along
  - c. Move with the music
15. How would you rather tell a story?
  - a. Write it
  - b. Tell it out loud
  - c. Act it out
16. Which kind of restaurant would you rather not go to?
  - a. One with the lights too bright
  - b. One with the music too loud

c. One with uncomfortable chairs

**Scoring:**

Add up the total number of times that you circled each letter.

Total A's: \_\_\_\_\_

Total B's: \_\_\_\_\_

Total C's: \_\_\_\_\_

- If you scored mostly A's, you may have a visual learning style. You learn by seeing and looking.
- If you scored mostly B's, you may have an auditory learning style. You learn by hearing and listening.
- If you had mostly C's, you may have a kinesthetic learning style. You learn by touching and doing.
- If you circled more than one letter about the same number of times, you depend on more than one learning style.

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# Using Learning Styles in Leadership

Use your knowledge of learning styles to come up with solutions to the following leadership dilemmas.

1. You are in charge of organizing the food drive for your school. You want to make sure that everyone in the school remembers to bring their food donations next Thursday.

- What will be the most effective way for you to remind those who are visual learners?

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- What will be the most effective way for you to remind those who are auditory learners?

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- What will be the most effective way for you to remind those who are kinesthetic learners?

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2. You are a member of National Honor Society, and you have a great idea for a project for the organization to do during spring break. Your plan is kind of complicated, and your fellow members are having difficulty understanding your vision.

- What will be the most effective way for you to explain your plan to those who are visual learners?

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- What will be the most effective way for you to explain your plan to those who are auditory learners?

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- What will be the most effective way for you to explain your plan to those who are kinesthetic learners?

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3. You volunteer as a mentor at your local elementary school. The first grader whom you mentor received detention today because he lied to his teacher. He is very confused. His father lied to his mother when she made a terrible meal last night and said that it was okay to lie sometimes. How will you explain to your first-grade friend the difference between his lie and his father's lie?

- What will be the most effective way for you to explain lying if the little boy is a visual learner?

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- What will be the most effective way for you to explain lying if the little boy is an auditory learner?

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- What will be the most effective way for you to explain lying if the little boy is a kinesthetic learner?

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# What Kind of Leader am I?

**Objective:** To provide a self-evaluation of current leadership roles that students are assuming; To explore positive and negative leadership.

**Materials needed:** One sheet of blank paper for each student.

**Process:**

1. Explain to the students that everyone is acting in a leadership role in their lives. They are acting as an example for another or influencing the thinking of another. Stress that people can be acting as a negative leader: providing a poor example for others or influencing others to act in a negative way, or a positive leader: providing a good example for others or influencing others to act in a positive way.
2. Ask the students for examples of a person acting as a negative leader. They can provide examples from their own experiences or examples in history or current events. Discuss how each example given can be turned into an example of more positive leadership. What can that person do to become a positive leader? What behaviors can they change?
3. Ask the students to provide examples of a person acting as a positive leader. Again, they can provide examples from their own experiences or examples from history or current events. Discuss what characteristics make this leadership role positive.
4. Give students five to ten minutes to reflect on the ways that they are currently acting as a leader in their lives.
5. On their blank sheet of paper, have the students list two or three leadership roles they play in their daily lives. Who are they influencing and what are they influencing the other person to do? For whom are they acting as an example? What kind of example are they being?
6. Ask the students whether they are acting as a positive or negative leader in each instance. Have them label each of their leadership roles as either positive or negative. Allow 5 minutes for the students to complete this task.
7. Ask each student to share at least one of the leadership roles that they assume in their lives.
8. After all of the students have shared at least one of the roles that they play, allow them additional time to add leadership roles to their lists.

9. Have the students staple their lists into their journals. They will use this list again in the “How Can I be a Better Leader?” exercise.

**Discussion:**

- Were you surprised at how many different leadership roles you assume in your daily life? If so, what was surprising about your list?
- Had you ever stopped to think about yourself as a leader before? Why or why not?
- Now that you realize that you are a leader, will you act any differently? How will you behave differently?

**Journal Topic:**

- Write about a specific time in which you acted as a leader. Who did you influence? For whom did you act as an example? How did you behave? What was the effect of your leadership? Were you acting as a positive leader or a negative leader? What would you do differently if you could go back in time? What effect do you think your changed behavior would have had? How would this have changed the outcome of this situation?

**Possible Test Questions:**

- What is negative leadership?
- What is positive leadership?
- Is it possible for a negative leader to become a positive leader? Describe an example of a negative leader becoming a positive leader. What steps would the leader need to take to transform his / her leadership role?

# How Can I Be a Better Leader?

**Objective:** To improve personal leadership skills within the context of goal setting; To explore positive and negative leadership.

**Materials Needed:** List of personal leadership roles from “What Kind of Leader am I?” exercise; One copy of the “Guide for Planning a Goal” handout, One copy of the “Goal Planning Worksheet” for each student.

**Process:**

1. Explain that even the most skilled, positive leaders can improve on their personal leadership skills. The first step to achieving that improvement is to identify the specific ways that they can improve, and then setting a goal for achieving that improvement.
2. Have the students return to the list that they made of their personal leadership roles from the “What Kind of Leader am I?” exercise.
3. Ask them to identify one way that they can strengthen their leadership in each role that they listed. If they are acting as a negative leader, how can they become a positive leader? If they are already a positive leader, how can they act as a better example for more people or influence more people in a more positive way, or carry this leadership role into a different environment? Give the student 15 minutes to complete this task.
4. Ask each student to share one of the goals that they developed in the “What Kind of Leader am I?” exercise.
5. Post a copy of the “Guide to Planning a Goal” handout. Read through the guide, explaining each step in limited detail. Explain that the group will be planning out one of their personal leadership goals using this guide. Ask for a volunteer to have their goal planned out by the group.
6. Once one goal has been selected, work through each step of the “Guide to Planning a Goal” handout on the board by asking the students to supply the necessary planning information for each step.
7. After the group has worked out this personal leadership goal, give each student a copy of the “Goal Planning Worksheet.”
8. Explain that each student should complete the blank guide using one of their personal leadership goals. Give the students 30 minutes to complete this task.
9. Explain that now that they have a plan for their goal, they can work towards it each day. Suggest that they post the guide they completed in a place where



they can see it every day and be reminded of their commitment to be a better leader.

**Discussion:**

- Why is it important for leaders to constantly look for ways to act as a better example and to increase the positive influence they have over others?
- Do you think goal setting is a useful tool for leaders seeking to strengthen their personal leadership roles? Why or why not?

**Journal Topic:**

- Write about a time when you were not the best leader that you could have been. Who were you influencing or for whom were you acting as an example? What actions did you take? Why was this not the best kind of leadership to exhibit? What can you learn from this experience? How can you use this experience to help you develop a better goal for personal leadership?

**Possible Test Questions:**

- What is a goal?
- Do you think goal setting is a useful tool for leaders seeking to strengthen their personal leadership roles? Why or why not?

# Guide for Planning a Goal

<b>Planning</b>	
1. Purpose:	State your purpose by defining who, what, when, where, why and how.
2. Motivation/ Communication:	Why is it important? Write it out, sell it! How will public relations be handled? Public involvement?
3. People Power:	Develop your team: what is their role? Identify supporters (financial and volunteers). Who will assist and what will their roles be?
4. Material Needs:	Identify needs (supplies, equipment, facilities, etc.)
5. Financing:	Identify your financial needs (budget, income, resources). Put a dollar figure on everything in Material Needs. Where will the money come from?
6. Problems/ Solutions:	Realize possible barriers of time, money, manpower, training and resources. Determine and develop solutions for each barrier.
7. Calendar:	Establish a timeline for accomplishing your goal. Work backward from your deadline.

<b>Implementation</b>	
8. Implement:	Put your plan into action. Just do it! Advance with confidence. Step by step. Follow up. Keep up.

<b>Evaluation</b>	
9. Evaluate:	Evaluate progress. Adjust, adapt, repeat and revise any steps necessary.
10. Reward:	Reward and recognize those who have shared your vision.

# Goal Planning Worksheet

<b>Planning</b>	
1. Purpose:	
2. Motivation / Communication:	
3. People Power:	
4. Material Needs:	
5. Financing:	
6. Problems / Solutions:	
7. Calendar:	

<b>Implementation</b>	
8. Implement:	Implement your plan of action. Advance with confidence. Just do it! Step by step. Follow up. Keep up.

<b>Evaluation</b>	
9. Evaluate:	Evaluate progress. Adjust, adapt, repeat, and revise any steps necessary.
10. Reward:	

# Positive Reinforcement

**Objective:** To demonstrate the benefits of positive reinforcement as a means of communication; To provide an opportunity to analyze important community building skills.

**Materials Needed:** None

**Process:**

1. Ask for a volunteer. Explain to the student that he / she will be expected to perform a task when he / she re-enters the room, and that the only guidance he / she will receive about the task will come from his/her classmates in the form of applause.
2. Ask the volunteer to leave the room.
3. While the volunteer is outside of the presence of the group, the class should decide what activity they want the outsider to perform when he / she re-enters the room. This activity can be anything from simple tasks like walking to a specific location in the room to complex activities. It is best if the first attempt at this game is made with a simple task as the goal.
4. When the outsider returns to the room, the group must direct that person to perform the chosen task. However, the only means of communication that the group can use is applause. The group will applaud when the outsider makes a move in the direction of the task. They will stop applauding when the outsider makes a move away from the goal. No other communication is allowed.
5. After the first volunteer has completed the first task, repeat the exercise multiple times with different volunteers and tasks.

**Discussion:**

- What made this game frustrating?
- Was it harder to be the outsider who received unspecific directions or to be one of the group that could not come out and tell them specifically what to do?
- Would this game have been more frustrating if the group had used negative reinforcement instead of positive reinforcement?
- Which is more effective, positive reinforcement or negative? Why is it more effective?

- Why is it important for a leader to use positive reinforcement when working with his / her followers?

**Journal Topic:**

- Describe a time when someone was telling you to do something, but you did not understand what exactly they wanted you to do or a time when someone else did not understand what you wanted them to do. What was the source of miscommunication? Were you able to remedy the situation? Did you change your method of communication?

**Adaptations:**

- As the students become used to the rules of the game, encourage them to choose more complex activities for the outsider to perform. You can use this activity multiple times throughout the year. It can be especially helpful when the students are experiencing difficulties communicating with each other.

**Possible Test Questions:**

- Which is more effective, positive reinforcement or negative? Why is it more effective?
- Why is it important for a leader to use positive reinforcement when working with his / her followers?

# Group Effort

**Objective:** To examine the importance of having a shared vision to accomplish group goals; To evaluate the challenges involved in sharing that vision with group members; To strengthen communication skills; To stress the importance of teamwork; To provide the students an opportunity to practice community building skills.

**Materials Needed:** Large sheets of paper, Markers.

**Process:**

1. Ask the students to each think of one object they would like to draw. Explain that they are not allowed to speak until you instruct them that talking is permitted again.
2. Divide the class into groups of no more than five students.
3. Explain that each group will draw a picture of the object they envisioned. Each member of the team will take a turn by drawing a single line. That line can be curved or straight but cannot be longer than one inch. The group will have ten minutes to complete their picture. Remind them that they cannot speak at all during this exercise and that they can never draw more than one line during their turn.
4. Allow the students ten minutes to create their drawing.
5. After the end of the ten minutes, ask the groups to show their pictures to the rest of the class. Ask each member of the group to explain what object they were trying to draw.
6. After all of the groups have finished their explanations, explain that the groups will need to draw a second group picture, and give the following instructions:
  - “This time you will have five minutes to decide what the group wants to draw and to develop a plan for completing the drawing. Again each member of the team will take a turn by drawing a single line. That line can be curved or straight but cannot be longer than one inch. You will have ten minutes to complete your second picture. You still cannot speak at all after the five minute planning session is over.”
7. Allow the students five minutes to decide what their groups will draw and to develop their plan for the drawing.

8. After the five minute planning session is complete, remind the students of the rules for this portion of the exercise.
9. Allow the students ten minutes to complete their drawings.
10. After ten minutes, ask the groups to show their pictures to the rest of the class. Ask one member of the group to explain what object they were trying to draw.

**Discussion:**

- Why was it difficult to draw a single picture the first time that your group tried?
- Why was it easier to draw your picture the second time?
- Why is it important for a leader to be able to communicate his / her vision with his / her followers?
- What happens if a leader has a vision that he / she does not communicate with his / her followers?
- What are the challenges involved in sharing your vision with others?
- What can you do to insure that your followers understand your vision?

**Journal Topic:**

- Write about a time when you were a part of a group that lacked vision. What did the group accomplish? Why do you think the group lacked vision? What do you think could have been accomplished had a leader in the group shared his / her vision for the group? Are you still part of this group? If so, what can you do to impart a vision for the group?

**Possible Test Questions:**

- Define the concept of shared vision.
- Why is shared vision important for a group?
- What is the leader's role in insuring that the group has a shared vision?

# Group Decisions

**Objective:** To explore the importance of teamwork; To examine the concept of consensus and explore the difficulties involved in consensus building; To provide the students an opportunity to practice community building skills.

**Materials Needed:** One copy of the “Individual Presidential Ranking” worksheet for each student, One copy of the “Group Presidential Ranking” worksheet for each group, One copy of the “Presidential Ranking Score Sheet” handout for each student.

**Process:**

1. Give each student one copy of the “Individual Presidential Ranking” worksheet.
2. Explain that they should rank the presidents of the United States in chronological order. Emphasize that they should complete this worksheet entirely on their own with no help from any other member of the class.
3. Allow the students fifteen minutes to complete the worksheet.
4. After the students have finished their worksheets, divide the class into groups of five students.
5. Ask the students to define the concept of reaching a consensus. Take multiple suggestions from the students and write them all on the board. Then ask the students to combine the suggestions into a single definition of the concept. If your students do not include reaching total agreement within a group, you may want to suggest this definition.
6. Give each group one copy of the “Group Presidential Ranking” worksheet.
7. Explain that each group must reach a consensus as to the chronological ranking of the presidents. Stress that every member of the group must agree with a ranking before it becomes the group’s decision.
8. Allow the students twenty minutes to complete the worksheet.
9. After all of the groups have finished the worksheet, give each student a copy of the “Presidential Ranking Score Sheet” handout.
10. Explain the scoring system and have each student score their “Individual Presidential Rankings” worksheet.
11. After the students have calculated their own scores, have the students calculate the average score for their group. Then have the students calculate their scores on their “Group Presidential Ranking” worksheet.



**Discussion:**

- Why was the group score higher on the quiz than the individual average?
- Why is it important for a leader to work well within a team?
- What are the challenges associated with working as a team?
- What can a leader do in order to work better within a team?
- What makes reaching a consensus difficult?
- What are the advantages of reaching a consensus rather than one person making the decision?
- What are the advantages of reaching a consensus rather than voting?

**Journal Topic:**

- Do you like working in groups? Why or why not? What situations have helped shape your opinion about group work? After doing this exercise, do you better understand the value of group work? Why or why not? What can you do to make working in groups more pleasant and productive? What skills do you need to work on in order to be a more valuable member of the next group with which you work?

**Possible Test Questions:**

- What are two challenges that group members face as they attempt to work together? What can a leader do to overcome each of these challenges?
- What is one advantage to working with a group as opposed to working individually?

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# Individual Presidential Ranking

The following are the first twenty presidents of the United States. Rank these presidents chronologically with the first president being 1 and the last president being 20. Do not work with your classmates on this worksheet.

\_\_\_\_\_ Rutherford B. Hayes

\_\_\_\_\_ Abraham Lincoln

\_\_\_\_\_ Martin Van Buren

\_\_\_\_\_ James K. Polk

\_\_\_\_\_ Thomas Jefferson

\_\_\_\_\_ John Adams

\_\_\_\_\_ James Madison

\_\_\_\_\_ John Tyler

\_\_\_\_\_ James A. Garfield

\_\_\_\_\_ Millard Fillmore

\_\_\_\_\_ William Henry Harrison

\_\_\_\_\_ George Washington

\_\_\_\_\_ Zachary Taylor

\_\_\_\_\_ Ulysses S. Grant

\_\_\_\_\_ John Quincy Adams

\_\_\_\_\_ James Buchanan

\_\_\_\_\_ James Monroe

\_\_\_\_\_ Andrew Jackson

\_\_\_\_\_ Andrew Johnson

\_\_\_\_\_ Franklin Pierce

# Group Presidential Ranking

The following are the first twenty presidents of the United States. Working as a group, rank these presidents chronologically with the first president being 1 and the last president being 20. Your group must reach a consensus on each ranking. Every member of the group has to agree with every ranking.

\_\_\_\_\_ Rutherford B. Hayes

\_\_\_\_\_ James K. Polk

\_\_\_\_\_ Martin Van Buren

\_\_\_\_\_ John Adams

\_\_\_\_\_ Thomas Jefferson

\_\_\_\_\_ James Madison

\_\_\_\_\_ James A. Garfield

\_\_\_\_\_ Abraham Lincoln

\_\_\_\_\_ William Henry Harrison

\_\_\_\_\_ George Washington

\_\_\_\_\_ Zachary Taylor

\_\_\_\_\_ Ulysses S. Grant

\_\_\_\_\_ John Quincy Adams

\_\_\_\_\_ James Buchanan

\_\_\_\_\_ James Monroe

\_\_\_\_\_ Andrew Jackson

\_\_\_\_\_ Andrew Johnson

\_\_\_\_\_ Franklin Pierce

\_\_\_\_\_ Millard Fillmore

\_\_\_\_\_ John Tyler

# Presidential Ranking Score Sheet

Use the following chart to score your individual presidential rankings and your group ranking.

19	Rutherford B. Hayes	8	Martin Van Buren
3	Thomas Jefferson	4	James Madison
20	James A. Garfield	16	Abraham Lincoln
9	William Henry Harrison	1	George Washington
12	Zachary Taylor	18	Ulysses S. Grant
6	John Quincy Adams	15	James Buchanan
5	James Monroe	7	Andrew Jackson
17	Andrew Johnson	14	Franklin Pierce
13	Millard Fillmore	10	John Tyler
2	John Adams	11	James K. Polk

## Scoring Instructions:

1. Score the net difference between your answer and the correct answer. For example, if your answer was 9, and the correct answer was 12, the net difference would be 3. Your score for this item would be 3.
2. Total the scores for all of your answers to find your total score.
3. Find the average score for the individuals in your group by adding all of the members' scores together and dividing by the number of people in your group.
4. Score the net difference between the answers on your group ranking and the correct answer. For example, if your group's answer was 9, and the correct answer was 12, the net difference would be 3. Your group's score for this item would be 3.
5. Total the scores of all of the group's answers to find the group's score.

# Assembling Squares

**Objective:** To encourage teamwork; To develop non-verbal communication skills; To provide the students an opportunity to practice community building skills.

**Materials Needed:** A clock with a second hand, One envelope for each student, One cut square for each student (template provided).

## **Process:**

1. Make enough copies of the square template so that you have one complete square for each student in the class.
2. Cut out each square and then cut along the black lines through each square.
3. Place one piece of each of the four squares into one envelope. Make sure that there is no more than one piece of each square in each envelope and that there are four pieces in each envelope.
4. Divide the class into groups of four. Give each group a set of envelopes that contains all of the pieces for four squares.
5. Explain that each student is to put together one square. They are not to help their team members with their squares. They must get the pieces they need without taking them and without talking. They must communicate which pieces they need non-verbally. Explain that their progress will be timed, and the goal is to finish all of the squares in the shortest time. Give the students ample time to finish all of their squares.
6. As the groups complete their squares, note their time on the board. Encourage students who finish this project faster to cheer on the other groups as they work on their squares. However, they should not offer any advice to the other groups.

## **Discussion:**

- What made this exercise difficult?
- How did you manage to put your squares together?
- Why is non-verbal communication important to leaders?
- Why is non-verbal communication important to followers?
- What can you do to improve your non-verbal communication skills?
- What did you learn from this exercise?

**Journal Topic:**

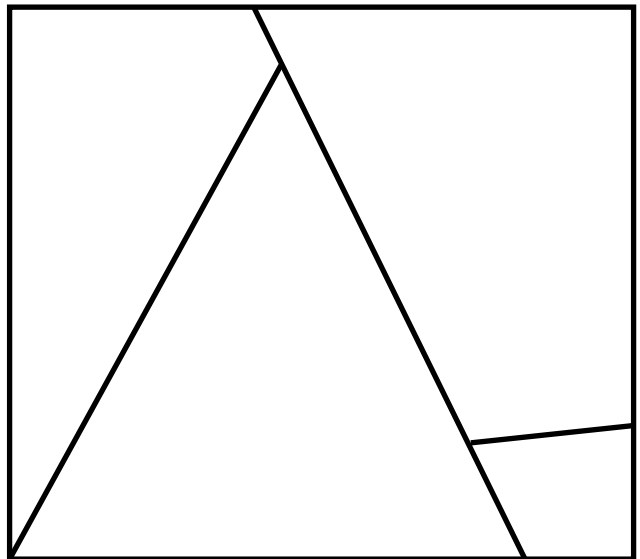
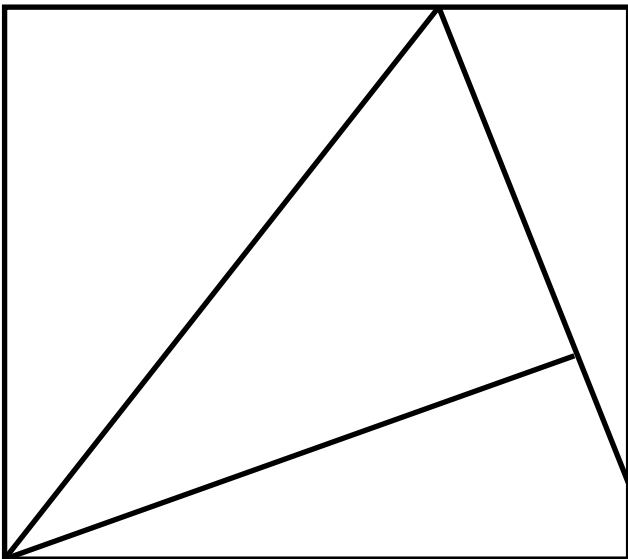
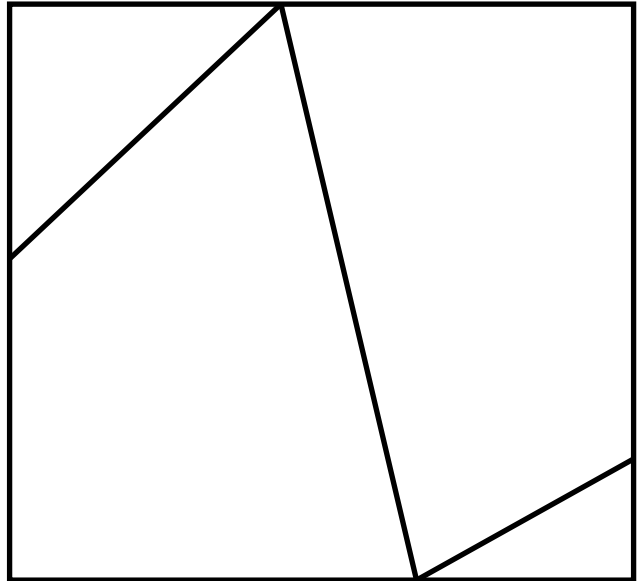
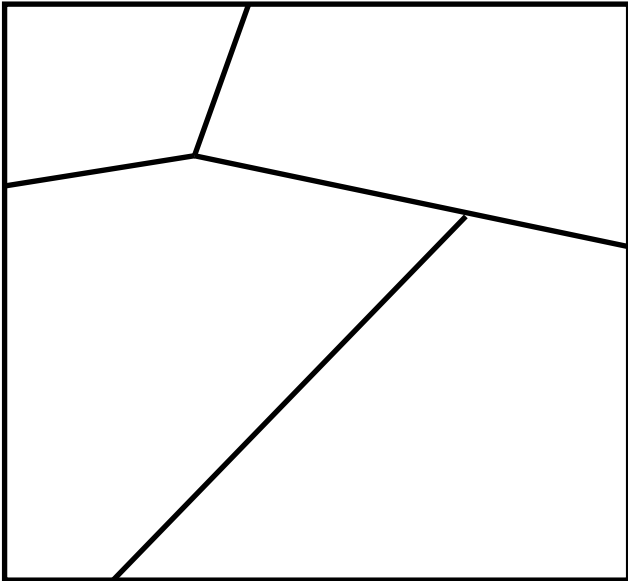
- Write about a time when non-verbal communication played an important role in a situation. This situation can be in your life or something that you observed with others. Why was non-verbal communication so important in this instance? Was it difficult for the person involved to understand what the other(s) wanted? Why or why not? What was the outcome of this situation? Do you think the outcome would have been more positive if those involved had better non-verbal communication skills? Why or why not? What lesson can you learn from this experience or observation?

**Possible Test Questions:**

- What is non-verbal communication?
- Why is it important for a group to be able to communicate non-verbally? Describe one example of a group having to use non-verbal communication to accomplish their task.
- What can a leader do to insure that his / her group is correctly interpreting the non-verbal communication of each member of the group?

# Square Template

Make enough copies of this template so that you will have one square for each student in the class. Cut out each square and then cut along the black lines through each square. Mix up the pieces for each square. Place four pieces in an envelope making sure that there is no more than one piece from each square in each envelope.



# Be, Know, Do

**Objective:** To increase the students' understanding of leadership; To examine individual students' leadership skills and needs; To supply the students with a tool for increasing their awareness of their leadership skills and obligations.

**Materials Needed:** One copy of the "Be, Know, Do" worksheet for each student, Art supplies, Poster board.

**Process:**

1. Provide to the students the following background for this exercise:
  - Instructors at West Point focus on three words – BE, KNOW, DO – as they train the future leaders of the U.S. Army. According to their leadership doctrine, there are specific things that all leaders must BE, there are specific things that all leaders must KNOW, and there are certain things that all leaders must be able to DO. In their training, the instructors at West Point seek to develop these three dimensions in all of their future leaders.
2. Give each student a copy of the "Be, Know, Do" worksheet. Give them enough time to complete the worksheet.
3. After all of the students have completed the "Be, Know, Do" worksheet, ask for volunteers to share their examples of what leaders need to BE, KNOW, and be able to DO. Keep track of each response by listing it on the board. Ask each volunteer to justify their responses. Why are these things important for a leader to be, know or be able to do? Encourage the class to discuss each of the responses.
4. Ask the students to share some of the ways they are going to develop or demonstrate these traits or skills in their lives.
5. Break the class into groups of 4 – 6 students. Have each group come up with at least one thing the class can do as a whole to help each member of the class BE what they need to be, KNOW what they need to know, and DO what they need to do. Using the art supplies and poster board, have the students create a poster that will remind the members of this class to help one another in these ways.
6. Display the posters in the room.



**Discussion:**

- Was it difficult to think of things that leaders should BE? Why or why not?
- Why is it hard to teach what leaders need to BE?
- In order to be a good leader, do you have to BE all of the things that we discussed at all times? Can you sometimes BE less than what you should BE as a leader? Why or why not?
- Was it difficult to think of things that leaders should KNOW? Why or why not?
- Was it hard to limit yourself to just three things that every leader should KNOW? Why or why not?
- Was it difficult to think of things that leaders should be able to DO? Why or why not?
- Do you think it is easier for the instructors to come up with things that the future leaders of the army need to BE, KNOW and DO? Why or why not?
- Is it more difficult to come up with a list of things that leaders in all fields need to BE, KNOW and DO? Why or why not?

**Journal Topic:**

- Have you ever done something that demonstrated that you were less than what you should be as a leader? Did you act as a poor example to others? Were you dishonest? Was your integrity compromised? Write about your actions. Why did you do what you did? How does what you did reflect upon your character? What would you do if you could go back in time and change your behavior? What will you do in the future to avoid compromising your integrity in the same way?

**Possible Test Questions:**

- List three things that it is important for a leader to BE. For each item explain whether the characteristic can be learned and developed or must be part of the leader's personality from birth.
- List three things that a leader must KNOW in order to be effective. For each item explain how a leader can learn the essential knowledge.
- List three things that a leader must DO in order to be an effective leader. For each item explain how a leader can learn the skills that they will need to undertake these actions.

# Be, Know, Do

Use the following worksheet to create your own profile of a leader. Answer each of the following questions about what a leader should be, should know and should do.

1. What are three things that all leaders need to BE?

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2. What can you do in the next month to BE all three of these things?

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3. What are three things that all leaders need to KNOW?

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4. What can you do in the next month to KNOW these three things?

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5. What three things do all leaders need to be able to DO?

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6. What can you do in the next month to be able to DO these three things?

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# Pal for a Week

**Objective:** To increase empathy; To promote teamwork and a sense of community; To encourage students to help others.

**Materials Needed:** One copy of the “Pal for a Week” worksheet for each student.

**Process:**

1. Before class starts, assign each student to another member of the class. Try not to have any two students paired only with each other.
2. Explain to the class that they will be paired with another student (their pal) for a week. During that week they should do at least one thing to help or encourage their pal a day.
3. Tell each student the name of their pal without the pal knowing which student is assigned to him / her.
4. Give each student a copy of the “Pal for a Week” worksheet. Explain that they are to document the actions they take to help or encourage their pal during the week. Recommend that they work on completing this worksheet at the end of each day.
5. At the end of the week, collect the worksheet and make encouraging comments about their attempts to help their pal.

**Discussion:**

- Was it difficult to find one way to help or encourage your pal every day? Why or why not?
- Was this assignment easier toward the end of the week? Why or why not?
- How did you feel before you helped or encouraged your pal?
- How did you feel afterward?
- Why is it important for leaders to help and encourage others?
- What did you learn about your own ability to help and encourage others?
- What can you do to increase your ability to help and encourage others?

**Journal Topic:**

- Who was assigned to encourage and help you this week? Was it difficult to identify them? Why or why not? What did your pal do for you this week?

What meant the most to you? Why was it important? How did you feel after your pal helped or encouraged you?

**Adaptations:**

- For the best results repeat steps 3 through 5 multiple times throughout the year. Each time you repeat this exercise, assign each student to a different pal. For maximum impact, you should repeat this assignment once a month.

**Possible Test Question:**

- Why is it important for leaders to help and encourage others?

# Pal for a Week

Complete the following form detailing your experiences with your pal throughout the week.

Who was your assigned pal this week?

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What did you do for your pal on Monday?

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---

---

Why do you think what you did was important? \_\_\_\_\_

---

---

What was the result of your actions? \_\_\_\_\_

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---

What did you do for your pal on Tuesday? \_\_\_\_\_

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---

Why do you think what you did was important? \_\_\_\_\_

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---

What was the result of your actions? \_\_\_\_\_

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What did you do for your pal on Wednesday? \_\_\_\_\_

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Why do you think what you did was important? \_\_\_\_\_

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---

What was the result of your actions? \_\_\_\_\_

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What did you do for your pal on Thursday? \_\_\_\_\_

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Why do you think what you did was important? \_\_\_\_\_

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What was the result of your actions? \_\_\_\_\_

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What did you do for your pal on Friday? \_\_\_\_\_

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Why do you think what you did was important? \_\_\_\_\_

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What was the result of your actions? \_\_\_\_\_

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# I'm a Great Leader

**Objective:** To help students recognize their own leadership abilities; To encourage students to visualize themselves as leaders; To provide an opportunity to practice presentation skills; To encourage students to support each other; To provide the students an opportunity to practice community building skills.

**Materials Needed:** Sheets of notebook paper for each student.

## **Process:**

1. Ask the students to think about political ads they have seen or heard. Ask them what the focus of these ads usually is. If they do not mention that the focus is usually on what skills or traits the politician will bring to the office, mention this characteristic.
2. Explain that each student is going to write an ad about themselves. They should begin by deciding what kind of a leader they would like to be. This can be any kind of leader not just a politician. Then, they should write a short ad about what abilities and characteristics they have that make them a great leader.
3. Allow the students enough time to write their ads.
4. Have the students turn in their written ads. Read them and ask questions about their qualifications. You should include suggestions of other qualities that you see in them.
5. Return the ads to the students.
6. Explain that they are going to use their written ads to prepare a 1 to 2 minute presentation on why they are a good leader. Stress that they can be as creative with their presentation as they would like.
7. Give the students enough time to prepare their presentations.
8. On the day of the presentations, start class with the “Relaxation” exercise to calm the students.
9. Have each student stand in front of the class and deliver their presentation on the skills and characteristics that make them a good leader.

## **Discussion:**

- Was it difficult to think about all of the strengths you possess as a leader? Why or why not?
- Why is it important for a leader to recognize his / her strengths as a leader?

- What can you do to increase your awareness of your abilities and characteristics?
- What did you learn from this activity?

**Journal Topic:**

- Were you uncomfortable talking about yourself in such a positive way in front of the class? Why or why not? Did you feel like you were bragging? Why or why not? Did you discover anything about yourself during this exercise? What did you learn about yourself?

**Mail Opportunity:**

- After the presentations, have the students write every other student a short note about what they liked about the other's presentation and / or any improvement they see in the other's presentation skills.

**Adaptations:**

- To create a more comfortable environment for the presentations, you can place two chairs in front of the class either behind or beside the place the presenter will occupy. Before each presentation, have students volunteer to be the next two speakers. These volunteers should then sit in the chairs during the presentation. When the last two speakers are about to give their presentations, ask for volunteers to sit in the chairs. By using these chairs, the speaker is never alone in front of the class, and a sense of camaraderie will develop as they share the experience of being in the spotlight together.

**Possible Test Question:**

- What are your strengths as a leader? For each strength that you list, tell why that trait is important for a leader to have.



# Conducting an Interview

**Objective:** To promote trust and mutual support; To provide the students an opportunity to practice community building skills; To build the students' interviewing and communication skills; To stress the importance of listening; To build public speaking skills.

**Materials Needed:** One copy of the "Tips for Conducting a Successful Interview" handout for each student.

## **Process:**

1. Give each student a copy of the "Tips for Conducting a Successful Interview" handout. Go over each of the suggestions and make sure that everyone understands each of the tips.
2. Divide the class into groups of two. It is best if you pair students who do not know each other as well.
3. Explain that each member of the pair will be interviewing the other, but before they conduct an interview they need to find background information on that person. In this case, their partners will give them the background information before the interview.
4. Have the students sit directly across from their partner. Remind them that it is important to make eye contact with each other and to maintain an open body position (don't cross your arms, etc.).
5. To provide background for the upcoming interview, each person should talk for two minutes. They should tell their partner about the best day they have ever had. The listener cannot say anything, but through body language should express an interest in the other person. The listener can take notes on his / her partner's story.
6. After both partners have told their two minute story, have each student return to their desk and write the questions they would like to ask their partner about their day. Allow the students about five minutes to come up with questions for their partners.
7. After everyone has prepared their questions, have them pair off with their partners again. Once again, remind them to make eye contact with each other and to maintain an open body position.
8. Each student should ask the other their prepared questions. Remind them to not interrupt the person they are interviewing, and to wait at least five seconds

after the person finishes their answer before they start to ask the next question. The students may want to take notes on the other person's answers. Allow about five minutes for each interview.

9. After the interviews have been completed, have the students return to their desks and prepare a short report on the interview they conducted. They will deliver the summary of their partner's best day to the class. Each presentation should take no more than 3 minutes.
10. After the students have finished preparing their presentations, have them come one at a time and tell about their partner's best day. Encourage the other students to ask questions. If the interviewer does not know the answer, the interview subject can answer the question.
11. After all of the presentations, explain that the students will be using their interview skills to conduct interviews throughout the year.

### **Discussion**

- What skills did it require to conduct a good interview of your partner?
- What was the hardest part about the interviews? What would have made it easier to conduct the interview?
- Was it difficult to be interviewed? What would have made it easier?
- Why is it important for a leader to be able to interview another person?
- What can you do to strengthen your interviewing skills?
- Why is it important for a leader to really listen to others?
- What can you do to strengthen your listening skills?

### **Journal Topic:**

- How did you feel about sharing your story about your best day ever? How did you feel about interviewing your classmate? What could you do to improve your interview skills before you interview a person outside of class? Have you ever conducted an interview before? If not, how do you feel about the prospect of interviewing people outside of this class? What can you do in order to prepare for your first interview? If you have conducted an interview, write about that experience? Who did you interview? Why did you interview them? Did your interview go well? What could you have done to make the experience more pleasant?

**Mail Opportunity:**

- After the presentations, remind the students that this would be a good time to write a short note about what they liked about a student's presentation or any improvement they see in the other's presentation skills. They could also give positive feedback about their classmates' interview skills.

**Adaptations:**

- To create a more comfortable environment for the presentations, you can place two chairs in front of the class either behind or beside the place the presenter will occupy. Before each presentation, have students volunteer to be the next two speakers. These volunteers should then sit in the chairs during the presentation. When the last two speakers are about to give their presentations, ask for volunteers to sit in the chairs. By using these chairs, the speaker is never alone up in front of the class, and a sense of camaraderie will develop as they share the experience of being in the spotlight together.
- To give the students extra practice with the interview process, you can assign them to interview a member of their family. Remind the students to prepare their questions ahead of time. They can use the information they learned from their interview to write a short profile of their family member, which they will hand in to you, or they can prepare a short presentation to give to the class.

**Possible Test Questions:**

- List two of the tips for conducting an interview. For each tip describe the biggest challenge that the interviewer will face as he / she seeks to follow this suggestion.
- Why is it important for a leader to be a good listener? Provide one example of a leader not listening and the ramifications of that action.

# Tips for Conducting a Successful Interview

1. Research the subject of your interview beforehand.
2. Prepare your questions in advance. Type or neatly write them.
3. Arrive at your interview on time.
4. Dress appropriately.
5. Be flexible. Allow the interview to follow its own course. Don't miss out on a great story in order to keep your questions in order.
6. Don't chew gum.
7. Remember to bring a pen and paper or something to record the conversation.
8. Pay attention to the answers you receive. Choose your next question based on their responses.
9. Keep good eye contact with your subject.
10. Maintain good posture and an open body position.
11. Don't interrupt or correct your subject.
12. Allow them time to think about their answers. Don't jump in with another question just because there is silence.
13. Wait five seconds after you think they have finished answering your question before you ask the next question.

# Shadowing Local Leaders

**Objective:** To learn the importance of leadership positions throughout the community; To see the daily actions of a local leader; To strengthen public speaking skills.

**Materials Needed:** Volunteers from the community.

**Process:**

1. Arrange with the school for one day that the students in your class can go out in the community and observe local leaders at work. If scheduling becomes a problem, make sure the student will have at least three to four hours with their leader. You might also consider doing this activity on a school holiday when most business and government offices will still be open. You should make these arrangements at least a month in advance.
2. To prepare for this activity, you will need to contact local leaders who are willing to have a student follow them for a day and learn what a person in their position does every day. You should try to find enough leaders so that each person is observed by one student. However, if you cannot find enough volunteers, you can have the students observe in groups of no more than three. Explain that the students will be observing them for a day or a few hours and that they should try to make the day as normal as possible so the students can really see what they do. The students will be making a presentation based on their day, so explain that the students will be interviewing their leaders about their position and their daily work. You should make these arrangements at least two weeks in advance. For transportation reasons, it is best if you choose leaders whose offices are all in the same general area.
3. Depending on your schools requirements, you may need to secure permission slips for students to go off campus to observe the leaders.
4. One week before the students are scheduled to shadow their leader, explain the exercise to the class. Either assign a leader to each student or allow them to select their own leader. Make sure that every leader you had volunteer gets at least one student as a shadow and no more than three students.
5. Ask the students what they know about the positions that the leaders hold. Give them class time or assign them to research independently or as a class the leadership positions they will be studying. Emphasize to the students that they should be prepared to interview their leaders.

6. Have the students follow their leader for a day. Remind the students that they will be giving a presentation about their experiences, so they may want to take notes.
7. After the class has observed and interviewed the community leaders, have the students prepare a short presentation about their day and what they learned about the local leaders and their jobs. You can have them write their presentations in class or you can assign this part of the project for homework. Their presentations should be approximately three minutes long. If more than one person was assigned to a single leader, all of those students should be involved in the presentation.
8. The day of the presentation start class with the “Relaxation” exercise to calm them before their presentations. Then have each student stand in front of the class and deliver their presentation on the leader they shadowed and his/her daily activities. Encourage the class to offer additional insights into each topic or to ask the presenter, you or each other questions.

### **Discussion:**

- What did you learn about the leader that you followed?
- What kind of skills did their job require?
- What kind of leadership skills did they demonstrate during the day?
- What kind of leadership skills do you think they need to use on a regular basis?
- What kind of leadership skills did the community leaders that we observed have in common?
- Do you think that all leaders need these skills? Why or why not?
- What can you do to develop these skills in yourself?
- Do you think you would ever be interested in doing one of these leader’s jobs? Why or why not?

### **Journal Topic:**

- Imagine that you have been elected to a public office. Which office have you chosen? Why did you pick this office? Why were you elected? What was your platform? Now that you are here, how are you going to accomplish your platform? What skills are you going to use to be successful in your new office? How did you develop these skills? Do you enjoy your job? Why or why not? Will you run for reelection? Why or why not? Do you think that you will be reelected? Why or why not?

**Mail Opportunity:**

- After the class presentations, have the students write every other student a short note about what they liked about the other's presentation or any improvement they see in the other's presentation skills.

**Adaptations:**

- To create a more comfortable environment for the presentations, you can place two chairs in front of the class either behind or beside the place the presenter will occupy. Before each presentation, have students volunteer to be the next two speakers. These volunteers should then sit in the chairs during the presentation. When the last two speakers are about to give their presentations, ask for volunteers to sit in the chairs. By using these chairs, the speaker is never alone in front of the class, and a sense of camaraderie will develop as they share the experience of being in the spotlight together.

**Possible Test Questions:**

- Write about three local leaders that you and your classmates observed. What did each leader do as part of their position? What leadership skills were important for each leader to have?
- Choose one of the local leadership positions that the class studied. Which one do you think that you would be best at? Why would you be good at that job? What skills do you have that would help you to do this job? What is the first step that you would need to take in order to get this position?

# Lincoln-Douglas Debates

**Objective:** To introduce students to one form of debate; To provide the students with a tool for expressing their opinions in a constructive way; To provide the students an opportunity to practice community building skills; To practice persuasive speaking skills.

**Materials Needed:** One copy of the “Lincoln-Douglas Debate Structure” handout for each student, One copy of the “Lincoln-Douglas Debate Outline” worksheet for each student, One copy of the “Lincoln-Douglas Debate Assessment” for each student, One copy of the “Lincoln-Douglas Debate Topics” handout for each student.

## **Process:**

1. Explain that this lesson will focus on a highly-structured style of debate named for a series of debates that occurred in Illinois in 1858. Provide some detail on the historical background of the debates.
  - In 1858, Stephen A. Douglas was the incumbent senator for Illinois. He was a prominent democrat in the Senate who supported the concept of Popular Sovereignty which would allow the citizens in newly created states to determine whether a state would enter the Union as a free or slave state. Douglas was facing a relative unknown in the election of 1858. This opponent, Abraham Lincoln, was an opponent to the spread of slavery into all new territories. During the campaign, Lincoln and Douglas engaged in a series of seven debates throughout the state of Illinois. Though Lincoln ultimately lost the election, these highly structured exchanges on the major issues of the time helped to increase his notoriety and Lincoln defeated Douglas in the presidential election in 1860.
2. Give each student a copy of the “Lincoln-Douglas Debate Structure” handout and the “Lincoln-Douglas Debate Outline.”
3. Go over the information on the handout.
4. Choose an issue that the class as a whole can use to develop a debate outline or allow the students to vote on a single issue that they can use to develop the two sides of the debate outline.

Some examples include:

- Academic classes should all be taught before lunch.



- Electives like athletics, band and choir should all be taught after lunch.
  - All students should be allowed off campus for lunch.
  - Freshmen and sophomores should be required to eat lunch on campus.
  - Pass periods between classes should be longer.
5. Ask for a volunteer to write class responses on the board. Have the students supply information to complete a debate outline for the one issue. Lead the class through the outline, but allow them to come up with all of the arguments and questions for both positions.
  6. After the students have completed this group outline, ask the students to pair up with one other student in the class. If you have an odd number of students, allow the students to have one group of three. In the group of three, all of the students can work on one issue, but one person will need to debate twice.
  7. Give each group a copy of the “Lincoln-Douglas Debate Topics” handout or an alternate list that you create that includes more substantial current issues that are relevant to the students. Instruct each group to choose one topic that they will debate in front of the class. One person should argue the Affirmative Position, and one person should argue the Negative Position.
  8. Have the students use the “Lincoln-Douglas Debate Outline” worksheet to plan out their part in the debate. You may choose to have them turn this outline in to you so that you can make suggestions about their form and arguments. Explain that they can also use the outline to help them develop their questions and rebuttals during the debate.
  9. Give the students at least one night to prepare themselves for their debate.
  10. The day of the debate start class with the “Relaxation” exercise to calm them before their presentations.
  11. Have each group present their debate. Explain that you will be timing each portion of the debate and that you will stop portions of the debate that exceed those time limits. Prepare a copy of the “Lincoln-Douglas Debate Assessment” for each student’s presentation in the debate so they can see the areas of their debating skills that need improvement.

### **Discussion:**

Use the discussion questions after all of the students have participated in their debates.

- Why do you think the Lincoln-Douglas style of debate has been so popular through the years?

- What are the benefits of a structured debate?
- What are the disadvantages of a structured debate?
- What was the hardest part about this assignment?
- What improvements do you think you can make for the next time we use this debate form?
- Do you think it is important for a leader to be able to debate? Why or why not?

**Journal topic:**

- How did you feel about your part in the debate? Did you perform as well as you thought you would? Were you more nervous than you thought you would be? Did you prepare enough? What can you do next time in order to improve on your performance? Are you looking forward to your next debate? Why or why not? Are you dreading your next debate? Why or why not? What could you do to help ease any sense of dread you might feel?

**Mail Opportunity:**

- After the debates, have the students write a short note to the students who presented or debated about what they liked about the other's presentation or any improvement they see in the other's presentation skills.

**Possible Test Questions:**

- What is the Lincoln-Douglas style of debate? Why is it named Lincoln-Douglas?
- What are the benefits of the Lincoln-Douglas format for debate?
- Why is it important for a leader to be able to present his / her arguments in an organized format?

# Lincoln-Douglas Debates Structure

Step	Affirmative Position	Negative Position	Time Allotted
1	Presents the overall argument of the Affirmative Position	Listens to the Affirmative Position's presentation and formulates questions based on that presentation	5 minutes
2	Answers questions from the Negative Position	Asks questions about the Affirmative Position's presentation	3 minutes
3	Listens to the Negative Position's presentation and formulates questions based on that presentation	Presents the overall argument of the Negative Position	5 minutes
4	Asks questions about the Negative Position's presentation	Answers questions from the Affirmative Position	3 minutes
5	Responds to the arguments raised by the questions	Listens to the responses and makes note of new issues raised	3 minutes
6	Listens to the responses and makes note of new issues raised	Responds to the arguments raised by the questions	3 minutes
7	Sums up the Affirmative Position, incorporating the new issues raised in the debate		5 minutes
8		Sums up the Negative Position, incorporating the new issues raised in the debate	5 minutes

# Lincoln-Douglas Debate Outline

Issue to be debated: \_\_\_\_\_

Position taken: \_\_\_\_\_

Introductory Argument:

Point I:

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Point II:

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Point III:

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Questions raised by the opposition's introduction:

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Responses to the opposition's questions:

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New issues raised in the debate:

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Summary points:

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# Lincoln-Douglas Debate Assessment

Student's Name: \_\_\_\_\_

Topic Addressed: \_\_\_\_\_

Position Argued: \_\_\_\_\_

Did the introduction present the argument well?

Were the arguments supported? Were they logical and reasonable?

Did the rebuttals respond to the challenges raised by the opposition?

Did the conclusion summarize the argument well?

Did the student maintain good eye contact, voice volume and poise?

# Lincoln-Douglas Debate Topics

- \_\_\_\_\_ is the best movie ever made.
- \_\_\_\_\_ is the best book ever written.
- \_\_\_\_\_ is the best song ever written.
- \_\_\_\_\_ is the best actress in Hollywood today.
- \_\_\_\_\_ is the best actor in Hollywood today.
- \_\_\_\_\_ is the best performer today.
- \_\_\_\_\_ is the best style of dress.
- The \_\_\_\_\_ is the best car ever built.
- \_\_\_\_\_ is the most useful class offered at this school.
- \_\_\_\_\_ is the most fun class offered at this school.
- \_\_\_\_\_ is the best athletic team ever to play the game.
- \_\_\_\_\_ is the best type of music ever recorded.
- \_\_\_\_\_ is the best sport ever invented.
- We should have to wear school uniforms.
- We should have more standardized tests.

# Working as a Team

**Objective:** To increase awareness of the benefits of teamwork; To explore the concept of teamwork; To strengthen communication skills and a stronger sense of community.

**Materials Needed:** Masking tape, Bandanas, One copy of the “Wisdom of Geese” worksheet for each student.

## **Process:**

1. Before class, mark off a three-foot wide rectangle using the masking tape. The rectangle should be as long as the longest part of your classroom minus two feet on both ends. This will create your “chocolate river.” The students will work together to cross the longest part of this “river.”
2. To determine the number of bandanas needed, divide the number of students in your class by three and then add two bandanas to that number. The students will use these bandanas as “marshmallows” as they attempt to cross the “chocolate river.” You should also have two or three bandanas to use as blindfolds as the exercise progresses.
3. Explain to the students that they will be working as a team to cross the “chocolate river.” They can only cross the river by stepping on “marshmallows.” If they step into the chocolate, their team will be penalized. Penalties must be followed throughout the remainder of the activity. If no one is standing on a marshmallow for two seconds or more, the marshmallow will float away, and the teacher will confiscate any floating marshmallows. Confiscated marshmallows will not be returned to play. No one can exit the river onto the far bank until every member of the team has entered the river from the other bank. The team can call time out to discuss their strategy for crossing the river. During time out, the students can stand in the river, and there is no danger of marshmallows floating away. However, all students must return to their previous positions before time is called again.
4. Watch the students carefully as they attempt to cross the chocolate river. Be sure to confiscate any marshmallows that are left unattended for two seconds or longer. If any part of the student or the student’s clothing touches the river, assign one of the following penalties or create a penalty of your own:
  - Take one of the marshmallows.
  - Blindfold one of the participants.



- Forbid a specific participant to speak for the remainder of the exercise.
  - Assign one student to repeat the word “go” every five seconds for the remainder of the exercise. (This will distract the other students, adding to the difficulty of the exercise.)
  - Assign one student to repeat the word “stop” every five seconds for the remainder of the exercise.
  - Assign one student to keep his / her hands in his / her pockets for the remainder of the activity.
5. Use the first set of discussion questions to debrief the students after the chocolate river activity.
  6. Give each student a copy of the “Wisdom of Geese” worksheet. Read over the handout and allow each student enough time to complete their responses.
  7. After all of the students have finished the worksheet, ask for volunteers to share their responses.

### **Discussion:**

Use these discussion questions after the chocolate river activity:

- What made this exercise difficult?
- Why was it difficult for the team when one member could not see or speak?
- What was the secret to completing this exercise?
- Do you feel like you worked better as a team after you had been in the river for a longer time? Why or why not?
- What did you learn from this activity?

Use these discussion questions after the students have completed the “Wisdom for Geese” worksheet:

- What basic truths can we learn from the behavior of geese as they fly as a team?
- How can you implement these truths into your life?
- How can we implement these truths into our class as we work as teams?
- Why is it important for a leader to be able to work well in a team?

### **Journal Topic:**

- Write about a time when you were part of a group or team that worked well together. What were you working towards? Who were the members of your

team? What assets did each team member bring to the effort? Why do you think you worked well together? How can you apply the lessons you learned from this experience to the teams and groups you join in the future?

**Adaptation:**

- You may choose to set a time limit on the chocolate river exercise to add to the pressure to work efficiently as a team.

**Possible Test Questions:**

- What is one lesson you can learn from the teamwork exhibited by geese as they fly in groups?
- What is one of the most important benefits of working as team?

# Wisdom of Geese

1. As geese fly in their V-formation, they are working as a team. When each bird flaps its wings, it creates uplift for the bird or birds immediately following it. By flying in a V-formation, the whole flock adds at least 71 percent greater flying range than if each bird flew on its own. What basic truth of teamwork does this illustrate?

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2. Whenever a goose falls out of formation, it suddenly feels the drag and resistance of not flying in the group and quickly gets back into formation. What basic truth of teamwork does this illustrate? \_\_\_\_\_

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3. When the lead goose gets tired, it rotates to the back of the V-formation and lets another goose fly in the lead. What basic truth of teamwork does this illustrate?

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4. The geese in the back of the formation honk to encourage the lead geese to maintain their speed. What basic truth of teamwork does this illustrate?

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5. When a goose falls out of formation because it is ill or wounded, two other geese leave the formation and follow the weak goose down to the ground. The other geese provide care and protection for the sick goose. They stay with the ailing goose until it is either able to fly or until it is dead, and then they fly alone or with another formation of geese to catch up with their group. What basic truth of teamwork does this illustrate? \_\_\_\_\_

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# Conducting Class Meetings

**Objective:** To introduce the students to the skills that they need to effectively run a meeting; To provide an opportunity to build consensus and a sense of community.

**Materials Needed:** One copy of the “Class Meeting Agenda” worksheet for each student, A clock with a second hand, Prize to be given out at the end of each planning meeting (optional).

## **Process:**

1. Use this exercise to plan the students’ first project. Explain to the class that throughout the semester, they will need to have several planning meetings in which they coordinate their projects. Before each meeting, you will ask for a volunteer to run the meeting. That person will be in charge of preparing the agenda for the meeting and making sure the meeting accomplishes everything it needs to.
2. Explain that for each project meeting, one person will need to prepare an agenda for the meeting that includes all of the issues that need to be addressed in the meeting and how much time will be allotted for discussion of each issue. The person preparing the agenda should also determine what kind of decision should be made for each discussion. Will the group need to come to a consensus or should they vote?
3. Give each student one copy of the “Class Meeting Agenda” worksheet.
4. Explain the first project the class will undertake. Have each student write an agenda for the planning meeting for that project.
5. After everyone has finished their agendas ask for a volunteer to lead the class in their first planning meeting. You will also need a volunteer to take notes on the meeting: the options that are mentioned and the final decisions of the group. You should ask for a volunteer to keep minutes before each meeting.
6. Emphasize that every person should share at least one idea during each meeting. It is the obligation of the meeting leader to involve everyone and the obligation of the group to pay attention to each other and the meeting leader.
7. After the class has gone through the first leader’s agenda, ask if anyone else has an issue they think needs to be addressed by the group. Anyone who has additional issues should take over the meeting as the leader.

8. After the class has considered all of the issues regarding this project, quiz the students about the outcome of each discussion they had. What decisions did the group come to? You may want to award a small prize or candy to the person who gets the most questions about the meeting correct.

**Discussion:**

- What is difficult about making an agenda for a meeting?
- What do you have to keep in mind when planning an agenda?
- Why is it important to have time limits for each discussion?
- How do you determine when it is appropriate to vote on an issue and when it is important to reach a consensus?
- What is difficult about running a group meeting?
- Does making an agenda help to make it easier to run the meeting? Why or why not?
- Why is it important for a leader to know how to run a meeting?

**Journal Topic:**

- Write about a meeting at which you have been present. (You can use the class meeting that we just conducted). What aspects of the meeting went well? Why do you think they went well? What planning went into making those parts of the meeting run smoothly? What aspects of the meeting did not go as well as they could have? What could have been done to improve those parts of the meeting? Could more careful planning have helped the meeting run more smoothly? Is it ever possible to have a perfect meeting? Why or why not? What can the meeting leader do to have the best possible meeting?

**Mail Opportunity:**

- After each class meeting, remind the students that this would be a good opportunity to give the leader of the meeting positive feedback about the way they conducted the meeting. They might also want to write a note to meeting participants that contributed a great deal to the meeting as a whole.

**Possible Test Questions:**

- What is one challenge that groups face as they conduct meetings? What can the leader do to overcome this obstacle?

- What is an agenda? Why is an agenda an important part of conducting a meeting? What information do you need to keep in mind when setting an agenda?

# Class Meeting Agenda

Use the following agenda pattern to create a working agenda for your class meeting. In the first column, describe the issue that needs to be addressed by the group. In the second column, determine what kind of outcome you need to reach by the end of the meeting. For example, will you need to take a vote to make a decision, or will you need to assign tasks? Then determine a time limit for addressing each issue and write that time limit in the third column. Leave the final column blank until each issue is addressed in your class meeting. During the meeting, use this column to write brief notes about the resolution reached for each issue. This column will help you to keep track of issues that need to be addressed in your next meeting.

	<b>Issue</b>	<b>Resolution Needed</b>	<b>Time Limit</b>	<b>Outcome</b>
1.				
2.				

	<b>Issue</b>	<b>Resolution Needed</b>	<b>Time Limit</b>	<b>Outcome</b>
3.				
4.				



# Researching Political Races

**Objective:** To increase the students' awareness of a political race and the issues affected by that race; To increase understanding of the political process; To strengthen public speaking skills; To strengthen organizational skills.

**Materials needed:** Access to the internet, Periodicals and campaign literature, One copy of the "Exploring a Political Office" worksheet for each student, One copy of the "Examining Political Parties" worksheet for each student, One copy of the "Profiling the Candidate" worksheet for each student.

## **Process:**

1. Early in the fall, explain that the students will be researching political campaigns in preparation for a presentation that they will give for the senior class.
2. Have the students look into the political campaigns for that year. You can choose a Presidential campaign, an election for the state or national house or senate race, or the campaign for a local office. If you have a large class and several contested elections coming up, you may choose to divide the students so that each one or a small group is studying a single office race. You may choose to have each student research a different candidate or office.
3. After the students have chosen elections, have them research the office the candidates are seeking. You may want to arrange for a class meeting in the library to facilitate this project, or they can use online sources of information. For local elections, the most effective way to study the offices is to make arrangements to spend a few hours at the courthouse interviewing elected officials about what they do. Make sure the students gain access to enough information that they fully understand what the elected positions entail and what skills or knowledge are required to fill the position successfully. You can provide each student with the "Exploring a Political Office" worksheet to complete or you can list on the board the questions that you want their summaries of political offices to address. The worksheet or the questions should be used to take notes that will be used as they write their presentations.
4. After the students have completed this first stage of research, have them write a short explanation of the political office they chose. They will later deliver this summary to their classmates in a two to three minute presentation. Make sure each student writes his / her own summary and writes enough to fill their assigned speaking time. This will be good practice for the larger presentation they will later give the senior class.

5. Give the students overnight to prepare for their presentations.
6. The day of the presentations use the “Relaxation” exercise to calm the students.
7. Have each student present their summary of the political office he / she chose. It is important that each student give their summary even if multiple students reviewed the same office. This will be excellent practice for their larger presentation. Encourage the class to offer additional insights into each topic or to ask the presenter, you or each other questions. Collect all of the written presentations, make any notes about additional information that you think would make the presentations stronger for the assembly later in the fall, and maintain the papers so that the students will have them to prepare for their larger presentation.
8. The next stage of the research process is to study the political parties involved in the races. A class period in the library may also be helpful for this stage of the project or you may want to bring relevant books and newspaper, magazine, and journal articles to your classroom. The internet is also a great source for information on the political parties. Most parties maintain their own websites with information about their platforms. Make sure the students discover the stance of the political party on a number of important issues, the reason for their creation, and their historical platforms. Also make sure they do not limit themselves to the Democratic and Republican parties. Have them study as many independent parties as they can find even if those parties are not involved in the election(s) they are studying. You can provide each student with the “Examining Political Parties” worksheet to complete or you can list on the board the questions you want their summaries of political parties to address. The worksheet or the questions should be used to take notes that will be used as they write their presentations.
9. After the students have completed their research of political parties, have them write a short explanation of the political party they chose. They will later deliver this summary to their classmates in a two to three minute presentation. Make sure each student writes his / her own summary and writes enough to fill their assigned speaking time. This will be good practice for the larger presentation that they will later give the senior class.
10. Give the students overnight to prepare to give their presentations.
11. The day of the presentations, use the “Relaxation” exercise to calm the students.
12. Have each student present their summary of the political party he / she chose. It is important that each student give their summary even if multiple students

reviewed the same party. This will be excellent practice for their larger presentation. Encourage the class to offer additional insights into each topic or to ask the presenter, you or each other questions. Collect all of the written presentations, make any notes about additional information you think would make the presentations stronger for the assembly later in the fall, and maintain the papers so the students will have them to prepare for their larger presentation.

13. The final stage of political research is to study the candidates in the election. A class period in the library may also be helpful for this stage of the project or you may want to bring relevant books and newspaper, magazine, and journal articles to your classroom. The internet is also a great source for information on national and state political candidates. You may also want to bring copies of political commercials, or have the students watch carefully for political commercials for a few weeks prior to this assignment. If the student is covering a local election, it would be very helpful for you to arrange an interview with the candidates that the students would conduct. If you are going to have the students interview the candidates, make sure that you have them go through the “Conducting an Interview” exercise first. If possible, the students could attend a debate or other public appearance by the candidate. Suggest that the students study the political experience of the candidates, the performance of those who have previously held the office, and their stands on major issues of the time. You can provide each student with the “Profiling the Candidate” worksheet to complete or you can list on the board the questions you want their summaries of political candidates to address. The worksheet or the questions should be used to take notes that will be used as they write their presentations.
14. After the students have completed their research of the candidates, have them write a short explanation of the candidate they chose. They will later deliver this summary to their classmates in a two to three minute presentation. Make sure each student writes his / her own summary and writes enough to fill their assigned speaking time. This will be good practice for the larger presentation that they will later give the senior class.
15. Give the students overnight to prepare to give their presentations.
16. The day of the presentations, use the “Relaxation” exercise to calm the students.
17. Have each student present their summary of the candidate he / she chose. It is important that each student give their summary even if multiple students reviewed the same political figure. This will be excellent practice for their larger presentation. Encourage the class to offer additional insights into each

candidate or to ask the presenter, you or each other questions. Collect all of the written presentations, make any notes about additional information you think would make the presentations stronger for the assembly later in the fall, and maintain the papers so the students will have them to prepare for their larger presentation.

18. Arrange for an assembly of those students who are old enough to vote or just the senior class. These students are eligible to vote in the election and your class will help them to make an informed decision by presenting their findings on the office, the political parties and the candidates.
19. Hand the students' written presentations with your notes back to their authors. Explain that they will now use their research to prepare a presentation for the potential voters of the school. Encourage all of the students to work together to create a cohesive presentation and to come up with a presentation that will hold the other students' attention while educating them about the election. All of the students in the class should have a role in the presentation. Allow the students to be as creative as they like, but make sure their presentations stay on topic and incorporate all of their research. Stress that their audience may be depending on their insights to make an informed decision so their information must be a true reflection of the candidates and issues. Regardless of their personal opinions, they must present an unbiased view of the election. Also stress that every member of the class must be involved in the presentation in some way.
20. Allow class time for the students to practice their presentations. Encourage the students to use the skills that they learned in the "Conducting Class Meetings" exercise to help them in the planning process. Use that time to evaluate the presentation and make any necessary changes to content and presentation.
21. On the day of the presentation, allow the students to completely run the assembly. Remind them that it is their responsibility to capture the audience's attention and make sure the presentation runs in the allotted time.
22. After the presentation, conduct a discussion of the exercise and allow them time to reflect in their journals about the project.

**Discussion:**

- What did you learn from the research portion of this project?
- Why is it important to make an informed decision when you vote?

- If you do not conduct extensive research before each election like we did, how can you make an informed decision? What tools are available to you to help you make the best decision possible?
- Do you think that most people are well informed before they vote? Why or why not? How can you help others to make informed decisions in future elections?
- Why is it important for a leader to be informed about the political process?
- What did you learn from the presentation?
- What was the hardest part of creating the presentation? Did everyone always agree about what should go into the presentation? How did you decide what to do when those disagreements arose?
- What was the hardest thing about giving the presentation to your peers?
- Why is it important for a leader to be able to present his / her ideas to groups?

### **Journal Topic:**

- Now that you have researched the election, who will / would you vote for in each of the political races that we studied? Why are you voting for each candidate or would you vote for them if you were older? Did the work we did in class help you to make your decision? Did you already have your mind made up which candidate you preferred before we researched the election? Did you change your mind after you learned more? What made you change your mind? Did you talk to any of your friends or family about the things you learned about the election in this class? Who did you talk to? In what ways did your discussion help them to make up or change their minds or reinforce their previous convictions about the candidates?

### **Mail Opportunity:**

- After each class presentation, have the students write every other student a short note about what they did well in their presentations.
- After the assembly, have each student write a thank you note to every other student for something they did to make the presentation the best it could be.

### **Adaptations:**

- To create a more comfortable environment for the presentations, you can place two chairs in front of the class either behind or beside the place that the

presenter will occupy. Before each presentation, have students volunteer to be the next two speakers. These volunteers should then sit in the chairs during the presentation. When the last two speakers are about to give their presentations, ask for volunteers to sit in the chairs. By using these chairs, the speaker is never alone up in front of the class, and a sense of camaraderie will develop as they share the experience of being in the spotlight together.

- This exercise does not have to be the only focus of the class for days at a time. You may choose to complete the various stages of the project at different intervals during the fall with other exercises and projects interspersed among the political research stages. The only important timing issue is that the large presentation to the senior class must be completed just before the general election.

### **Possible Test Questions:**

- Write about one of the political offices that you or your classmates studied. What is the chief duty of the person who holds this office? Why is this office important? What would happen if no one did this job? What happens in a typical day at work for this official? What other functions does this official have to perform? What kind of leadership skills does this official need in order to work effectively with those who support this office and the public?
- Write about one political party. When was this political party formed? Who founded the party? Why did its founders feel it was necessary? What was it founded to address or remedy? Does the party still have the same aims as it did when it was founded? In what ways has it changed? In what ways is it the same? What are three aspects of the party's political platform?

# Exploring a Political Office

1. What is the chief duty of the person who holds this office?

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2. Why is this office important?

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3. What would happen if no one did this job?

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4. What happens in a typical day at work for this official?

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5. What other functions does this official have to perform?

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6. What skills are necessary in order to do a good job in this office?

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7. What kind of knowledge is required to do this job?

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8. What skills and knowledge are not required but would be helpful?

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9. Who helps this person with official duties?

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10. What kind of leadership skills does this official need in order to work effectively with those who support this office and the public?

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# Examining Political Parties

1. When was this political party formed? By whom was it founded?

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2. Why did its founders feel it was necessary? What was it founded to address or remedy?

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3. Does the party still have the same aims as it did when it was founded? In what ways has it changed? In what ways is it the same?

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4. What is a political platform?

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5. What is the party's platform on at least three social issues?

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6. What is the party's stance on economics?

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7. What is the party's stance on governmental power?

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8. What makes this party different from the other political parties?

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9. Do all people in this party agree on all the issues of the party platform? What is an example of a politician who does not adhere strictly to his or her party platform?

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# Profiling the Candidate

1. What experience does this candidate have in political office? Does he or she have experience in this particular office? Will their experience help them do a better job in this specific office? If they do not have experience in political office, what other experience do they have that will help them to perform the duties of this position?

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2. What special skills or knowledge does this candidate have that qualifies them to hold this position?

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3. On what kind of platform is this candidate running?

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4. Does this candidate want to reform anything about the existing office or government? If so what do they want to change? How do they propose to reform?

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5. Does the candidate want to keep things the same? Why do they think it is important for the office or system to remain the same? What do they propose to do in order to keep things the same?

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6. Why would this candidate be good at this job? What is the best reason why someone should vote for this candidate? (Keep it positive. Don't compare the candidate to other candidates. Only address this candidate's strengths.)

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# Voter Registration Drive

**Objective:** To provide the students with a plan for a community service project; To prepare the students to plan their own community service projects; To provide the students an opportunity to practice community building skills; To increase understanding of the voting and voter registration process; To get the students actively involved in the voting process.

**Materials Needed:** One copy of the “National Mail Voter Registration Form” (Available online at [http://www.eac.gov/voter\\_resources/register\\_to\\_vote.aspx](http://www.eac.gov/voter_resources/register_to_vote.aspx)) for each student, One copy of the “Guide to Planning Your Community Project” handout for each student, One copy of the “Community Project Planning Worksheet” for each student.

## Process:

1. Before beginning this exercise, make sure the administration of your school approves of your students advertising for and conducting a voter registration drive.
2. Discuss with the students the process and requirements of voter registration and why it is an important first step to exercising your right to vote. Provide the students with the following statistics to illustrate the need for more eligible citizens to register to vote. You can get more recent statistics from the US Census Bureau at <http://www.census.gov/hhes/www/socdemo/voting/about/index.html>.
  - In 2000, there were 12,937 Texans who were eligible to vote.
  - Only 8,929 of those eligible registered to vote. That is 61.4 percent of eligible Texans.
  - Of those who registered, only 7,005 actually voted in the 2000 election. That is only 48 percent of all eligible Texans.\*
3. Explain that the purpose of this project will be to increase the percentage of eligible Texans who register to vote.
4. Post a copy of the “Guide to Planning Your Community Project” or give a copy of the guide to each student.
5. Work through the guide making sure all of the students understand each step.
6. Give each student a copy of the “Community Project Planning Worksheet.”

7. Guide the students through the planning worksheet to work out the details of their voter registration drive. Allow the students to come up with their own plan. Act only as a resource for them if they have a question. Do not plan the project out for the students. Have each student write out the class's plan on their individual sheets or ask for a volunteer to record the class's worksheet answers on the board.
8. Support the students as they implement their plan. If this is one of your class's first projects, you may need to make specific assignments in order to make sure the project is completed in a timely manner.

**Discussion:**

Use these discussion questions after the students have completed their voter registration drive.

- Why is registering to vote important?
- Why do you think so few people register to vote?
- Do you think that registration drives like ours help the voting process? Why or why not?
- What did you learn from putting the registration drive together? Was the process more difficult than you thought it would be? Why or why not?
- What would you do differently if you had to conduct a registration drive tomorrow?

**Journal Topic:**

After the registration drive, have the students address the topic that describes their age.

- 18 or older - Did you register to vote before our registration drive? Why or why not? Did you register at our drive? Why or why not? If you are registered to vote, do you think you will vote in the next election? Why or why not? Why do you think that so few eligible voters register and vote in the elections? What do you think can be done to increase participation in the political process?
- Younger than 18 – Do you think you will register to vote when you turn 18? Why or why not? How do you plan to register? Do you think you will vote in the first election after your 18<sup>th</sup> birthday? Why or why not? Why do you think that so few eligible voters register and vote in the elections? What do you think can be done to increase participation in the political process?

### **Mail Opportunity:**

- After the voter registration drive, encourage the students to recognize the contributions that their classmates made to the project by writing short notes and placing them in each others' mailboxes.

### **Possible Test Questions:**

- What do you think is the biggest reason why eligible voters do not vote? What do you think can be done to combat this problem?
- Why is it important for every voter to participate in the election process?
- What went well at the voter registration drive? What lesson can we learn for our next project from our positive experiences at the drive?
- What was the worst mistake that was made at our voter registration drive? What could we have done to correct the problem? What could we have done to avoid the problem?

*\*Source: U.S. Census Bureau.  
Voting and Registration in the Election of November 2004. <http://www.census.gov/population/www/socdemo/voting.html>*

# Guide for Planning Your Community Project

<b>Planning</b>	
1. Purpose:	State your purpose by defining who, what, when, where, why and how.
2. Motivation/ Communication:	Why is it important? Write it out, sell it! How will public relations be handled? Public involvement?
3. People Power:	Develop your team: what is their role? Identify supporters (financial and volunteers). Who will assist and what will their roles be?
4. Material Needs:	Identify needs (supplies, equipment, facilities, etc.)
5. Financing:	Identify your financial needs (budget, income, resources). Put a dollar figure on everything in Material Needs. Where will the money come from?
6. Problems/ Solutions:	Realize possible barriers of time, money, manpower, training and resources. Determine and develop solutions for each barrier.
7. Calendar:	Establish a timeline for accomplishing your goal. Work backward from your deadline.

<b>Implementation</b>	
8. Implement:	Put your plan into action. Just do it! Advance with confidence. Step by step. Follow up. Keep up.

<b>Evaluation</b>	
9. Evaluate:	Evaluate progress. Adjust, adapt, repeat and revise any steps necessary.
10. Reward:	Reward and recognize those who have shared your vision.



# Community Project Planning Worksheet

<b>Planning</b>	
1. Purpose:	
2. Motivation/ Communication:	
3. People Power:	
4. Material Needs:	
5. Financing:	
6. Problems/ Solutions:	
7. Calendar:	

<b>Implementation</b>	
8. Implement:	Implement your plan of action. Advance with confidence. Just do it! Step by step. Follow up. Keep up.

<b>Evaluation</b>	
9. Evaluate:	
10. Reward:	

# Great Speeches

**Objective:** To analyze the characteristics that make speeches great; To practice implementing those characteristics into speeches.

**Materials Needed:** Copies of several speeches for each student (examples included or you can find additional speeches online), One copy of the “Historical Context” worksheet for each student.

**Process:**

1. Explain to the class that they will be studying several great speeches delivered throughout the history of the United States.
2. Give the students copies of several speeches. You can use the ones provided or you can find more speeches to incorporate into this lesson online, including at “American Rhetoric,” a resource of 100 great speeches in American history, with audio. (<http://www.americanrhetoric.com/top100speechesall.html>)
3. Explain that each student will need to choose a two minute excerpt from one speech that they will memorize and deliver in front of the class. The students will also need to do a little research into the historical context surrounding the speech.
4. Pair each student with another from the class. Assign them to read through the speeches out loud while their partner times them. Allow them to continue reading and timing until everyone has chosen their favorite two-minute portion of a speech. If the speech is short, they should memorize and deliver the entire speech.
5. After the students have chosen their excerpts, you may want to plan a day in the library or in the computer lab so the students can research the context for their speech. You can provide them with a copy of the “Historical Context” worksheet to aid them in organizing the information they find. Explain that they will not need to give a long presentation with this data. The information on historical context will be used as an introduction to their memorized presentation of the speech or excerpt.
6. Allow the students at least a week to memorize their speech or excerpt and prepare an introduction about the historical context of the original delivery. Ask the students to not only memorize the speech or excerpt, but to prepare themselves to deliver it as they imagine the speaker delivered the words.

7. The day of the presentations, begin by having the students complete the “Relaxation” exercise to calm the students.
8. Have each student deliver their speech or excerpt complete with their context introduction. Encourage the students to ask each other questions about their speech.

### **Discussion:**

Use these discussion questions after each speech or excerpt given.

- What made this speech great? Why did people identify with the words of the speaker?
- What was more important, the words the speakers used or the way they delivered the speech?
- What kind of literary devices did the author of this speech use to make the words more powerful? Did the speech use imagery? How did that make the speech more powerful? Did the speech use alliteration? How did that make the speech more powerful? Did the speech use symbolism? How did that make the speech more powerful? Did the speech use persuasive terms? How did that make the speech more powerful?
- How did the speaker use specific language to help the audience relate more to the speech?

Use these discussion questions after the students have finished all of the speeches.

- Why is it important for a leader to be able to express himself / herself as well as those who delivered these speeches did?
- What can you do to develop your speech writing skills and delivery skills?

### **Journal Topic:**

- Imagine you are preparing to deliver a speech discussing the one topic about which you feel most passionately. What would you talk about? Why do you feel the way you do about this topic? Who would your audience be? How would you get them involved in your topic? How could you use your passion to sway your audience?

### **Mail Opportunity:**

- After each class presentation, have the students write every other student a short note about what they liked about the other’s presentation or any improvement they see in the other’s presentation skills.

**Adaptations:**

- To create a more comfortable environment for the presentations, you can place two chairs in front of the class either behind or beside the place the presenter will occupy. Before each presentation, have students volunteer to be the next two speakers. These volunteers should then sit in the chairs during the presentation. When the last two speakers are about to give their presentations, ask for volunteers to sit in the chairs. By using these chairs, the speaker is never alone in front of the class, and a sense of camaraderie will develop as they share the experience of being in the spotlight together.
- After all of the presentations, you may want to play recordings of some of the speeches being delivered. This can add another level to the discussion of the work by allowing the students to not only analyze the words but to also dissect the force of the delivery itself.

**Possible Test Question:**

- Choose one of the speeches that the class analyzed, and discuss what made it a great speech. What impact did the speech have? What was the importance? How did the speaker make his / her words so powerful? What literary devices did this speaker use in his / her presentation?

# Declaration of "a State of War" against Japan

Franklin D. Roosevelt, 1941

Yesterday, December 7, 1941 -- a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the empire of Japan.

The United States was at peace with that nation, and, at the solicitation of Japan, was still in conversation with its government and its Emperor looking toward the maintenance of peace in the Pacific.

Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many Americans lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese government also launched an attack against Malaya.

Last night Japanese forces attacked Hong Kong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the Philippine Islands.

Last night the Japanese attacked Wake Island.

And this morning the Japanese attacked Midway Island.

Japan has therefore undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions, and well understand the implications to the very life

and safety of our nation.

As Commander-in-Chief of the Army and Navy, I have directed that all measures be taken for our defense.

Always will we remember the character of the onslaught against us. No matter how long it may take us to overcome this premeditated invasion, the American people, in their righteous might, will win through to absolute victory. I believe I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make very certain that this form of treachery shall never endanger us again.

Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger.

With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph, so help us God.

I ask that the Congress declare that, since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire.

# Farewell to Congress

George H. White, 1901

I want to enter a plea for the colored man, the colored woman, the colored boy, and the colored girl of this country. I would not thus digress from the question at issue and detain the House in a discussion of the interests of this particular people at this time but for the constant and the persistent efforts of certain gentlemen upon this floor to mold and rivet public sentiment against us as a people and to lose no opportunity to hold up the unfortunate few who commit crimes and depredations and lead lives of infamy and shame, as other races do, as fair specimens of representatives of the entire colored race...

In the catalogue of members of Congress in this House perhaps none have been more persistent in their determination to bring the black man into disrepute and, with a labored effort, to show that he was unworthy of the right of citizenship than my colleague from North Carolina, Mr. Kitchin. During the first session of this Congress, while the constitutional amendment was pending in North Carolina, he labored long and hard to show that the white race was at all times and under all circumstances superior to the Negro by inheritance if not otherwise, and the excuse for his party supporting that amendment, which has since been adopted, was that an illiterate Negro was unfit to participate in making the laws of a sovereign state and the administration and execution of them; but an illiterate white man living by his side, with no more or perhaps not as much property, with no more exalted character, no higher thoughts of civilization, no more knowledge of the handicraft of government, had by birth, because he was white, inherited some peculiar qualification...

In the town where this young gentleman was born, at the general election last August for the adoption of the constitutional amendment, and the general election for state and county officers, Scotland Neck had a registered white vote of 395, most of whom, of course, were Democrats, and a registered colored vote of 534, virtually if not all of whom were Republicans, and so voted. When the count was announced, however, there were 831 Democrats to 75 Republicans; but in the town of Halifax, same county, the result was much more pronounced. In that town the registered Republican vote was 345, and the total registered vote of the township was 539, but when the count was announced it stood 990 Democrats to 41 Republicans, or 492 more Democratic votes counted than were registered votes in the township. Comment here is unnecessary, nor do I think it necessary for anyone to wonder at the peculiar notion my colleague has with reference to the manner of voting and the method of counting these votes, nor is it to be a wonder that he is a member of this Congress, having been brought up and educated in such wonderful notions of dealing out fair-handed justice to his fellow man.

It would be unfair, however, for me to leave the inference upon the minds of those who

hear me that all of the white people of the State of North Carolina hold views with Mr. Kitchin and think as he does. Thank God there are many noble exceptions to the example he sets, that, too, in the Democratic party; men who have never been afraid that one uneducated, poor, depressed Negro could put to flight and chase into degradation two educated, wealthy, thrifty white men. There never has been, nor ever will be, any Negro domination in that state, and no one knows it any better than the Democratic party. It is a convenient howl, however, often resorted to in order to consummate a diabolical purpose by scaring the weak and gullible whites into support of measures and men suitable to the demagogue and the ambitious office seeker, whose crave for office overshadows and puts to flight all other considerations, fair or unfair...

I wish to quote from another Southern gentleman, not so young as my other friends, and who always commands attention in this House by his wit and humor, even though his speeches may not be edifying and instructive. I refer to Mr. Otey, of Virginia, and quote from him in a recent speech on this floor, as follows:

Justice is merely relative. It can exist between equals. It can exist among homogeneous people...It can exist among lions, but between lions and lambs, never! If justice were absolute, lions must of necessity perish. Open his ponderous jaws and find the strong teeth which God has made expressly to chew lambs flesh! When the Society for the Prevention of Cruelty to Animals shall overcome this difficulty, men may hope to settle the race question along sentimental lines, not sooner.

I am wholly at sea as to just what Mr. Otey had in view in advancing the thoughts contained in the above quotation, unless he wishes to extend the simile and apply the lion as a white man and the Negro as a lamb. In that case we will gladly accept the comparison, for of all animals known in God's creation the lamb is the most inoffensive, and has been in all ages held up as a badge of innocence. But what will my good friend of Virginia do with the Bible, for God says that He created all men of one flesh and blood...

I regard his borrowed thoughts...as very inaptly applied. However,...I fear I am giving too much time in the consideration of these personal comments of members of Congress, but I trust I will be pardoned for making a passing reference to one more gentleman--Mr. Wilson of South Carolina--who, in the early part of this month, made a speech, some parts of which did great credit to him, showing, as it did, capacity for collating, arranging, and advancing thoughts of others and of making a pretty strong argument out of a very poor case. If he had stopped there, while not agreeing with him, many of us would have been forced to admit that he had done well. But his purpose was incomplete until he dragged in the Reconstruction days and held up to scorn and ridicule the few ignorant, gullible, and perhaps purchasable Negroes who served in the state legislature of South Carolina over thirty years ago. Not a word did he say about the unscrupulous white men, in the main bummers who followed in the wake of the Federal Army and settled themselves in the Southern states, and preyed upon the ignorant and unskilled minds of the colored people,



looted the states of their wealth, brought into lowest disrepute the ignorant colored people, then hied away to their Northern homes for ease and comfort the balance of their lives, or joined the Democratic party to obtain social recognition, and have greatly aided in depressing and further degrading those whom they had used as tools to accomplish a diabolical purpose.

These few ignorant men who chanced at that time to hold office are given as a reason why the black man should not be permitted to participate in the affairs of the government which he is forced to pay taxes to support. [Rep. Wilson] insists that they, the Southern whites, are the black man's best friend, and that they are taking him by the hand and trying to lift him up; that they are educating him. For all that he and all Southern people have done in this regard, I wish in behalf of the colored people of the South to extend our thanks. We are not ungrateful to friends, but feel that our toil has made our friends able to contribute the stinty pittance which we have received at their hands. I read in a Democratic paper a few days ago, *The Washington Times*, an extract [which] showed that the money for each white child in the State ranged from three to five times as much per-capita as was given to each colored child. This is helping us some, but not to the extent that one would infer from the gentleman's speech.

If the gentleman to whom I have referred will pardon me, I would like to advance the statement that the musty records of 1868, filed away in the archives of Southern capitols, as to what the Negro was thirty-two years ago, is not a proper standard by which the Negro living on the threshold of the twentieth century should be measured.

Since that time we have reduced the illiteracy of the race at least 45 percent. We have written and published nearly 500 books. We have nearly 800 newspapers, three of which are dailies. We have now in practice over 2,000 lawyers, and a corresponding number of doctors. We have accumulated over \$12,000,000 worth of school property and about \$40,000,000 worth of church property. We have about 140,000 farms and homes, valued in the neighborhood of \$750,000,000, and personal property valued about \$170,000,000. We have raised about \$11,000,000 for educational purposes, and the property per-capita for every colored man, woman and child in the United States is estimated at \$75.

We are operating successfully several banks, commercial enterprises among our people in the South land, including one silk mill and one cotton factory. We have 32,000 teachers in the schools of the country; we have built, with the aid of our friends, about 20,000 churches, and support 7 colleges, 17 academies, 50 high schools, 5 law schools, 5 medical schools and 25 theological seminaries. We have over 600,000 acres of land in the South alone. The cotton produced, mainly by black labor, has increased from 4,669,770 bales in 1860 to 11,235,000 in 1899. All this was done under the most adverse circumstances. We have done it in the face of lynching, burning at the stake, with the humiliation of "Jim Crow" laws, the disfranchisement of our male citizens, slander and degradation of our women, with the factories closed against us, no Negro permitted to be conductor on the railway cars, whether

run through the streets of our cities or across the prairies of our great country, no Negro permitted to run as engineer on a locomotive, most of the mines closed against us. Labor unions--carpenters, painters, brick masons, machinists, hackmen and those supplying nearly every conceivable avocation for livelihood--have banded themselves together to better their condition, but, with few exceptions, the black face has been left out. The Negroes are seldom employed in our mercantile stores. At this we do not wonder. Some day we hope to have them employed in our own stores. With all these odds against us, we are forging our way ahead, slowly, perhaps, but surely. You may tie us and then taunt us for a lack of bravery, but one day we will break the bonds. You may use our labor for two and a half centuries and then taunt us for our poverty, but let me remind you we will not always remain poor! You may withhold even the knowledge of how to read God's word and learn the way from earth to glory and then taunt us for our ignorance, but we would remind you that there is plenty of room at the top, and we are climbing!

After enforced debauchery with many kindred horrors incident to slavery, it comes with ill grace from the perpetrators of these deeds to hold up the shortcomings of some of our race to ridicule and scorn.

Mr. Chairman, permit me to digress for a few moments for the purpose of calling the attention of the House to a bill which I regard as important, introduced by me in the early part of the first session of this Congress.

[It was intended] to give the United States control and entire jurisdiction over all cases of lynching and death by mob violence. During the last session of this Congress I took occasion to address myself in detail to this particular measure, but with all my efforts, the bill still sweetly sleeps in the room of the committee to which it was referred. The necessity of legislation along this line is daily being demonstrated. The arena of the lyncher no longer is confined to Southern climes, but is stretching its hydra head over all parts of the Union.

"Sow the seed of a tarnished name-- You sow the seed of eternal shame!" It is needless to ask what the harvest will be. You may dodge this question now; you may defer it to a more seasonable day; you may, as the gentleman from Maine, Littlefield puts it: "Waddle in and waddle out, Until the mind was left in doubt, Whether the snake that made the track Was going south or coming back."

This evil peculiar to America, yes, to the United States, must be met somehow, some day...

Mr. Chairman, before concluding my remarks I want to submit a brief recipe for the solution of the so-called "American Negro problem." He asks no special favors, but simply demands that he be given the same chance for existence, for earning a livelihood, for raising himself in the scales of manhood and womanhood, that are accorded to kindred nationalities. Treat him as a man; go into his home and learn of his social conditions; learn of his cares, his troubles and his hopes for the future; gain his confidence; open the doors of industry to him; let the word "Negro," "colored," and "black" be stricken from all the

organizations enumerated in the federation of labor. Help him to overcome his weaknesses, punish the crime-committing class by the courts of the land, measure the standard of the race by its best material, cease to mold prejudicial and unjust public sentiment against him, and, my word for it, he will learn to support, hold up the hands of, and join in with that political party, that institution, whether secular or religious, in every community where he lives, which is destined to do the greatest good for the greatest number. Obliterate race hatred, party prejudice, and help us to achieve nobler ends, greater results and become satisfactory citizens to our brother in white.

This, Mr. Chairman, is perhaps the Negroes' temporary farewell to the American Congress; but let me say, phoenix-like he will rise up some day and come again. These parting words are in behalf of an outraged, heartbroken, bruised, and bleeding, but God-fearing people, faithful, industrious, loyal people-rising people, full of potential force.

Mr. Chairman, in the trial of Lord Bacon, when the court disturbed the counsel for the defendant, Sir Walter Raleigh raised himself up to his full height and, addressing the court, said, "Sir, I am pleading for the life of a human being."

The only apology that I have to make for the earnestness with which I have spoken is that I am pleading for the life, the liberty, the future happiness, and manhood suffrage for one-eighth of the entire population of the United States.



# The Domino Effect

Dwight D. Eisenhower, 1954

Q: Robert Richards, Copley Press: Mr. President, would you mind commenting on the strategic importance of Indochina for the free world? I think there has been, across the country, some lack of understanding on just what it means to us.

Eisenhower: You have, of course, both the specific and the general, when you talk about such things. First of all, you have the specific value of a locality in its production of materials that the world needs.

Then you have the possibility that many human beings pass under a dictatorship that is inimical to the free world.

Finally, you have broader considerations that might follow what you would call the "falling domino" principle. You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly. So you could have a beginning of a disintegration that would have the most profound influences.

Now, with respect to the first one, two of the items from this particular area, that the world uses, are tin and tungsten. They are very important. There are others, of course, the rubber plantations, and so on.

Then, with respect to more people passing under this domination, Asia, after all, has already lost some 450 million of its peoples to the Communist dictatorship, and we simply can't afford greater losses.

But when we come to the possible sequence of events, the loss of Indochina, of Burma, of Thailand, of the Peninsula, and Indonesia falling, now you begin to talk about areas that not only multiply the disadvantages that you would suffer through the loss of materials, sources of materials, but now you are talking about millions and millions of people.

Finally, the geographical position achieved thereby does many things. It turns the so-called island defensive chain of Japan, Formosa, of the Philippines and the Marianas to the southward; it moves in to threaten Australia and New Zealand.

It takes away, in its economic aspects, that region that Japan must have as a trading area, or Japan, in turn, will have only one place in the world to go--that is, toward the Communist areas--in order to live.

So, the possible consequences of the loss are just incalculable to the free world.

# Presidential Inaugural Address

John F. Kennedy, 1961

We observe today not a victory of party but a celebration of freedom, symbolizing an end as well as a beginning, signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three-quarters ago.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary belief for which our forebears fought is still at issue around the globe, the belief that the rights of man come not from the generosity of the state but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans, born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage, and unwilling to witness or permit the slow undoing of these human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty. This much we pledge--and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a host of cooperative ventures. Divided, there is little we can do, for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom, and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those peoples in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required, not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge: To convert our good

words into good deeds, in a new alliance for progress, to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far out-paced the instruments of peace, we renew our pledge of support: To prevent it from becoming merely a forum for invective; to strengthen its shield of the new and the weak; and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: That both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course--both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew, remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear, but let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah to "undo the heavy burdens... (and) let the oppressed go free." And if a beachhead of co-operation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.

All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this Administration, nor even perhaps in our lifetime on

this planet. But let us begin.

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again--not as a call to bear arms, though arms we need; not as a call to battle, though embattled we are; but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation," a struggle against the common enemies of man; tyranny, poverty, disease and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility; I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it, and the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country. My fellow citizens of the world, ask not what American will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth, God's work must truly be our own.



# The Equal Rights Amendment

Shirley Chisholm, 1969

Mr. Speaker:

When a young woman graduates from college and starts looking for a job, she is likely to have a frustrating and even demeaning experience ahead of her. If she walks into an office for an interview, the first question she will be asked is, "Do you type?"

There is a calculated system of prejudice that lies unspoken behind that question. Why is it acceptable for women to be secretaries, librarians, and teachers, but totally unacceptable for them to be managers, administrators, doctors, lawyers, and Members of Congress?

The unspoken assumption is that women are different: They do not have executive ability, orderly minds, stability, leadership skills, and they are too emotional.

It has been observed before that society, for a long time, discriminated against another minority, the blacks, on the same basis--that they were different and inferior. The happy little homemaker and the contented "old darky" on the plantation were both stereotypes produced by prejudice.

As a black person, I am no stranger to race prejudice. But the truth is that in the political world I have been far oftener discriminated against because I am a woman than because I am black.

Prejudice against blacks is becoming unacceptable although it will take years to eliminate it. But it is doomed because, slowly, white America is beginning to admit that it exists. Prejudice against women is still acceptable. There is very little understanding yet of the immorality involved in double pay scales and the classification of most of the better jobs as for men only.

More than half of the population of the United States is female. But women occupy only 2 percent of the managerial positions. They have not even reached the level of tokenism yet. No women sit on the AFL-CIO council or Supreme Court. There have been only two women who have held Cabinet rank, and at present there are none. Only two women now hold ambassadorial rank in the diplomatic corps. In Congress, we are down to one Senator and 10 Representatives.

Considering that there are about 3½ million more women in the United States than men, this situation is outrageous! It is true that part of the problem has been that women have not been aggressive in demanding their rights. This was also true of the black population for many years. They submitted to oppression and even cooperated with it. Women have done the same thing. But now there is an awareness of this situation particularly among the

younger segment of the population.

As in the field of equal rights for blacks, Spanish-Americans, the Indians, and other groups, laws will not change such deep-seated problems overnight. But they can be used to provide protection for those who are most abused, and to begin the process of evolutionary change by compelling the insensitive majority to reexamine its unconscious attitudes.

It is for this reason that I wish to introduce today a proposal that has been before every Congress for the last 40 years and that sooner or later must become part of the basic law of the land--the Equal Rights Amendment.

Let me note and try to refute two of the commonest arguments that are offered against this amendment. One is that women are already protected under the law and do not need legislation. Existing laws are not adequate to secure equal rights for women. Sufficient proof of this is the concentration of women in lower paying, menial, unrewarding jobs and their incredible scarcity in the upper level jobs. If women are already equal, why is it such an event whenever one happens to be elected to Congress?

It is obvious that discrimination exists. Women do not have the opportunities that men do. And women that do not conform to the system, who try to break with the accepted patterns, are stigmatized as "odd" and "unfeminine." The fact is that a woman who aspires to be chairman of the board, or a member of the House, does so for exactly the same reasons as any man. Basically, these are that she thinks she can do the job and she wants to try.

A second argument often heard against the Equal Rights Amendment is that it would eliminate legislation that many States and the Federal Government have enacted giving special protection to women and that it would throw the marriage and divorce laws into chaos.

As for the marriage laws, they are due for a sweeping reform, and an excellent beginning would be to wipe the existing ones off the books! Regarding special protection for working women, I cannot understand why it should be needed. Women need no protection that men do not need. What we need are laws to protect working people, to guarantee them fair pay, safe working conditions, protection against sickness and layoffs, and provision for dignified, comfortable retirement. Men and women need these things equally. That one sex needs protection more than the other is a male supremacist myth, as ridiculous and unworthy of respect as the white supremacist myths that society is trying to cure itself of at this time.

# The Gettysburg Address

## Abraham Lincoln, 1863

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground.

The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

# The Voice and Conscience of a Martyr

William Jefferson Clinton, 1993

If Martin Luther King were to reappear by my side today and give us a report card on the last 25 years, what would he say? "You did a good job," he would say, "voting for and electing people who formerly were not electable because of the color of their skin." He would say, "You have more political power and that is good."

"You did a good job," he would say, "letting people who have the ability to do so live wherever they want to live, go wherever they want to go in this great country."

He would say, "You did a good job elevating people of color up the ranks of the U.S. armed forces to the very top and into top levels of the U.S. government."

"You did a good job," he would say, "creating a black middle-class of people who are really doing well. You did a good job opening up opportunity. "

"But," he would say, "I did not live and die to see the American family destroyed. I did not live and die to see 13-year-old boys get automatic weapons and gun down 9-year-olds just for the kick of it. I did not live and die to see people destroy their own lives with drugs and build drug fortunes destroying the lives of others. That is not what I came here to do."

"I fought for freedom," he would say, "but not for the freedom of people to kill each other with reckless abandon, not for the freedom of children to impregnate each other with babies and then abandon them, nor for the freedom of adult fathers of children to walk away from the children they created and abandon them, as if they didn't amount to anything."

He would say, "This is not what I lived and died for. I fought to stop white people from being so filled with hate that they would wreak violence on black people. I did not fight for the right of black people to murder other black people on a daily basis."

The other day, the mayor of Baltimore, a dear friend of mine, told me a story of visiting the family of an 18-year-old young man who had been killed on Halloween. He had a bunch of little kids along with him. He always went out with the little-bitty ones so they could trick-or-treat safely. And across the street from where they were walking on Halloween, a 14-year-old boy gave a 13-year-old boy a gun and dared him to shoot the 18-year-old friend he was walking with--and he shot him dead.

Elsewhere, right here in Washington DC--the symbol of freedom throughout the world--look at how that freedom is being exercised. The *Washington Post* had a story about an 11-year-old child planning her own funeral: "These are the hymns I want sung. This is the dress I want to wear in my coffin. I know I'm not going to live very long."

That is not freedom--the freedom to die before you're a teenager-- is not what Martin Luther King lived and died for. If you had told anybody who was here in this church--where Martin Luther King gave his last speech before he was assassinated--that we would have abused our freedom this way, they would have found it hard to believe.

And I tell you it is our moral duty to turn this around.

There are changes we can make from the outside-in--those are the job of the President of the United States and the Congress and the governors and state legislators and mayors-- raising standards, community policing. And there is something each of us here can do--from the inside-out--and in the spirit of my faith, I count myself as one of you to turn this thing around from the inside-out as well as the outside-in. Otherwise the outside changes won't matter.

Sometimes, there are no answers from the outside in. Sometimes, the answers have to come from the values and the love and the stirrings and the voices that speak to us from within.

Here, you as the respected leaders and ministers of your faith, play a crucial role.

From the outside, we're doing our best, but I do not believe we can repair the basic fabric of society until people who are willing to work have work. Work organizes life. It gives structure and discipline to life. It gives meaning and self-esteem to people who are parents. It gives a role model to children.... We cannot repair the American community and restore the American family until we have the structure, the values, the discipline, and the reward that work gives us....

We have to make a partnership--all the government agencies, all the business folks. But where there are no families, where there is no order, where we have lost jobs because we had to reduce the size of the armed forces after the end of the Cold War, who will be there to give structure, role-modeling, discipline, love, and hope to these children?

You must do that, and we will help you.

Scripture says, "You are the salt of the earth and the light of the world," that "if your light shines before men, they will give glory to the Father in Heaven. "That is what we must do. That is what we must do. And I will work with you.



# A Time for Choosing

Ronald Reagan, 1964

I have spent most of my life as a Democrat. I recently have seen fit to follow another course. I believe that the issues confronting us cross party lines. But I have an uncomfortable feeling that this prosperity isn't something upon which we can base our hopes for the future.

No nation in history has ever survived a tax burden that reached a third of its national income. Today, thirty-seven cents out of every dollar earned in this country is the tax collector's share, and yet our government continues to spend 17 million dollars a day more than the government takes in. We haven't balanced our budget twenty-eight out of the last thirty-four years. We have raised our debt limit three times in the last twelve months, and now our national debt is one and a half times bigger than all the combined debts of all the nations of the world.

Well, I think it's time we ask ourselves if we still know the freedoms that were intended for us by the Founding Fathers.

This idea that government is beholden to the people, that it has no other source of power except the sovereign people, is still the newest and most unique idea in all the long history of man's relation to man. This is the issue of this election. Whether we believe in our capacity for self-government or whether we abandon the American Revolution and confess that a little intellectual elite in a far-distant capital can plan our lives for us better than we can plan them ourselves.

You and I are told increasingly that we have to choose between a left or right, but I would like to suggest that there is no such thing as a left or right. There is only an up or down--up to man's age-old dream--the ultimate in individual freedom consistent with law and order--or down to the ant heap of totalitarianism, and regardless of their sincerity, their humanitarian motives, those who would trade our freedom for security have embarked on this downward course.

In this vote-harvesting time, they use terms like the "Great Society," or, as we were told a few days ago by the President, we must accept a "greater government activity in the affairs of the people." But...the full power of centralized government--this was the very thing the Founding Fathers sought to minimize. They knew that governments don't control things. A government can't control the economy without controlling people. And they knew when a government sets out to do that, it must use force and coercion to achieve its purpose. They also knew, those Founding Fathers, that outside of its legitimate functions, government does nothing as well or as economically as the private sector of the economy.

For three decades, we have sought to solve the problems of unemployment through government planning, and the more the plans fail, the more the planners plan.

We have so many people who can't see a fat man standing beside a thin one without coming to the conclusion that the fat man got that way by taking advantage of the thin one! So they are going to solve all the problems of human misery through government and government planning. Well, now if government planning and welfare had the answer, and they've had almost thirty years of it, shouldn't we expect government to read the score to us once in a while? Shouldn't they be telling us about the decline each year in the number of people needing help [or] the reduction in the need for public housing?

But the reverse is true. Each year the need grows greater, the program grows greater. We were told four years ago that seventeen million people went to bed hungry each night. Well, that was probably true. They were all on a diet! But now we are told that 9.3 million families in this country are poverty-stricken on the basis of earning less than \$3,000 a year. Welfare spending is ten times greater than the dark depths of the Depression. We are spending 45 billion dollars on welfare. Now, do a little arithmetic, and you will find that if we divided the 45 billion dollars up equally among those 9 million poor families, we would be able to give each family \$4,600 a year, and this added to their present income should eliminate poverty! Direct aid to the poor, however, is running only about \$600 per family. It seems that someplace there must be some overhead.

So now we declare "war on poverty"....We are now going to solve the dropout problem, juvenile delinquency, by re-instituting something like the old CCC camps, and we are going to put our young people in camps, but again we do some arithmetic, and we find that we are going to spend each year just on room and board, for each young person that we help, \$4,700 a year! We can send them to Harvard for \$2,700! Don't get me wrong. I'm not suggesting that Harvard is the answer to juvenile delinquency!

Yet anytime you and I question the schemes of the do-gooders, we are denounced as being against their humanitarian goals. They say we are always "against" things, never "for" anything. Well, the trouble with our liberal friends is not that they are ignorant, but that they know so much that isn't so!

We are for a provision that destitution should not follow unemployment by reason of old age, and to that end, we have accepted social security as a step toward meeting the problem. But we are against those entrusted with this program when they practice deception regarding its fiscal shortcomings, when they charge that any criticism of the program means that we want to end payments to those people who depend on them for a livelihood.

We are for aiding our allies by sharing of our material blessings with those nations which share our fundamental beliefs, but we are against doling our money government to government, creating bureaucracy, if not socialism, all over the world. We set out to help



19 countries. We are helping 107. We spend \$146 billion. With that money, we brought a 2-million-dollar yacht for Haile Selassie. We brought dress suits for Greek undertakers, extra wives for Kenya government officials. We brought a thousand TV sets for a place where they have no electricity! In the last six years, fifty-two nations have brought \$7 billion of our gold, and all fifty-two are receiving foreign aid from this country.

No government ever voluntarily reduces itself in size. So government programs, once launched, never disappear. Actually, a government bureau is the nearest thing to eternal life we'll ever see on this earth!

Those who would trade our freedom for the soup kitchen of the welfare state have told us that they have a utopian solution of peace without victory. They call this policy "accommodation." And they say if we only avoid any direct confrontation with the enemy, he will forget his evil ways and learn to love us.

All who oppose them are indicted as warmongers. They say we offer simple answers to complex problems.

Alexander Hamilton said, "A nation which can prefer disgrace to danger is prepared for a master, and deserves one!" Let's set the record straight. There is no argument over the choice between peace and war, but there is only one guaranteed way you can have peace...and you can have it in the next second...surrender!

You and I know and do not believe that life is so dear and peace so sweet as to be purchased at the price of chains and slavery. If nothing in life is worth dying for, when did this begin--just in the face of this enemy?--or should Moses have told the children of Israel to live in slavery under the pharaohs? Should Christ have refused the cross? Should the patriots at Concord Bridge have thrown down their guns and refused to fire the shot heard around the world? The martyrs of history were not fools, and our honored dead who gave their lives to stop the advance of the Nazis didn't die in vain! Where, then, is the road to peace? Well, it's a simple answer after all.

You and I have the courage to say to our enemies, "There is a price we will not pay." There is a point beyond which they must not advance! This is the meaning in the phrase of Barry Goldwater's "peace through strength!"

You and I have a rendezvous with destiny. We will preserve for our children this, the last best hope of man on earth, or we will sentence them to take the last step into a thousand years of darkness.

We will keep in mind and remember that Barry Goldwater has faith in us. He has faith that you and I have the ability and the dignity and the right to make our own decisions and determine our own destiny. Thank you.

# Historical Context

1. Who delivered this speech? \_\_\_\_\_

2. When was the speech first delivered?  
\_\_\_\_\_

3. What was the event?  
\_\_\_\_\_  
\_\_\_\_\_

4. What is the historical significance of the event?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Who was the audience? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Why did the speaker address this topic at the event?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. What was the result of this speech?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Giving Your Great Speech

**Objective:** To provide the students with an opportunity to express a belief or opinion about which they feel strongly; To help students practice the skills needed to prepare and deliver a speech.

**Materials Needed:** One copy of “The Speech Recipe” handout for each student.

## **Process:**

1. Have the students go back through their journal and find the entry they wrote following the “Great Speeches” exercise. Ask them to read over their entry and think again about giving a speech on the one topic about which they feel most passionately. Explain that this is what they will be doing in this exercise. Each student will prepare and deliver a 3 minute speech on their chosen topic.
2. Explain that the point of this exercise is to express their view and to deliver a persuasive speech that will sway their audience to believe the same. Assign the students to write out a list of all of the points they wish to make in their speech. To help make this speech stronger, allow the students a library day to research articles and books that support their ideas. Encourage the students to bolster their own ideas by backing them up with the opinions of others.
3. Give each student a copy of “The Speech Recipe.” Go over each point of the recipe. Have the students write an outline of their presentation using the concepts of the recipe. You may choose to have them turn this outline in to you so you can make suggestions to strengthen their presentations.
4. Give the students at least one night to practice presenting their speeches.
5. The day of the speeches, start class with the “Relaxation” exercise to calm them before their presentations.
6. Have each student stand in front of the class and deliver their great speech.

## **Discussion:**

Use these discussion questions after all of the students have presented their speeches.

- Why is it important for a leader to be able to speak in public?
- What makes public speaking difficult?
- What can you do to make public speaking easier? What techniques did you use to prepare yourself? Which techniques were effective? Which techniques did not work well for you?

- Do you have a greater appreciation for great speakers now that you have had this experience? Why or why not?
- Why is it important for a leader to be able to express his / her opinions and persuade others?
- Why is expressing your opinions difficult? What can you do to make it easier?
- Why is it difficult to sway the opinions of others? What techniques did you learn to make this task easier?
- Should you be concerned if it is too easy to sway the opinions of others? Why or why not? Can you think of some examples of groups that were easily swayed by a leader? What was good or bad about this occurrence?

### **Journal Topic:**

Assign this topic after every student has completed their presentation.

- How did you feel about giving this presentation when the assignment was first made? What were you most confident about? What scared you the most when thinking about this presentation? How did you feel about your presentation? What do you think went badly? Why do you think that it did not go as well as it could have? What can you do to avoid the same problem the next time you give a presentation? What do you think went well? Why do you think you mastered that portion of the presentation? What did you do to prepare for that part of the speech? Will you use this same method for your next presentation? How do you feel about your next presentation?

### **Mail Opportunity:**

- After the speeches, have the students write every other student a short note about what they liked about the other's presentation or any improvement they see in the other's presentation skills.

### **Adaptations:**

- To create a more comfortable environment for the presentations, you can place two chairs in front of the class either behind or beside the place the presenter will occupy. Before each presentation, have students volunteer to be the next two speakers. These volunteers should then sit in the chairs during the presentation. When the last two speakers are about to give their presentations, ask for volunteers to sit in the chairs. By using these chairs, the speaker is never alone in front of the class, and a sense of camaraderie will develop as they share the experience of being in the spotlight together.

**Possible Test Question:**

- What are the challenges associated with expressing your thoughts and opinions in a speech? What can you do to better express yourself?

# The Speech Recipe

The organized speaker will avoid the errors of people who talk in public but don't necessarily make good speeches. The organized speech will follow the three-point recipe suggested here:

- **HEADLINE**

Capture your audience's attention by giving them a reason for listening. This establishes a theme for your speech and can be a provocative quote, statistic, or story. The thesis or main idea of your speech is then presented here and it relates to your theme. This is where you tell your audience what you are going to talk about.

- **MAIN BODY**

Break your idea into separate points (three are suggested) that explain or support your thesis and expand upon your topic. This is where your audience is told about your topic.

- **ECHO**

Revisit your headline and summarize your main idea by referring back to the points made in your main body. This provides your audience with a complete package and tells them what you have told them.

# Are Leaders Born or Made?

**Objective:** To increase awareness of the skills necessary to be a leader; To strengthen critical thinking skills; To examine the effects of perspective; To strengthen public speaking skills.

**Materials Needed:** Biographies and autobiographies of famous leaders throughout history, one copy of the “Lincoln-Douglas Debate Outline” worksheet for each student, and one copy of the “Lincoln-Douglas Debate Assessment” for each student.

**Process:**

1. Ask the students to discuss the following question providing examples that they feel prove their views. You may need to play devil’s advocate in order to start the debate.
  - Are leaders born or made? Are they born with a gift for leadership that makes them destined to be a leader? Do the circumstances of their lives force them to develop the skills necessary to thrive as a leader?
2. After the students have discussed this issue, ask them to divide themselves into two groups, those who believe that most leaders are born and those who believe that most leaders are created by their circumstances. If a student does not strongly believe one of the contentions, ask them to form a third group. Make note of which students are in each group.
3. Assign each student a biography or autobiography of a famous leader. Make sure that at least one person from each group is assigned the same book. It is best if no more than three people read the same book. Students can choose a biography or autobiography from this list provided, or they can select their own.
4. Each student should read the biography or autobiography and write a two-page report about the individual. If they believe that leaders are made, they should prove that their leader was created by the circumstances of his / her life. If they believe that leaders are born, they should prove that their leader was born with the skills that he / she needed in order to lead. If they are in the undecided group, they should include their interpretation of their leader’s life. Do they believe that this particular leader was born or made? Allow the students ample time to read their books and write their reports.
5. While the students are reading and writing their reports, use the “Lincoln-Douglas Debates” exercise to prepare the students for the next portion of this exercise.

6. After the students have finished their reports, explain that for the next portion of the exercise they will be divided into their original groups of those who believe that leaders are made, those who believe that leaders are born, and those who did not feel strongly either way. Stress that they can not change groups based on their current opinions.
7. Explain that those students who felt strongly that leaders are born will be arguing the affirmative position in a debate. Those who felt that leaders are made will be arguing the negative position in a debate. They are to use what they learned in the biography or autobiography of a leader to prove their point of view. Stress to the students that even if they changed their minds based on the reading, they have to argue their former opinion. The students who did not have a firm opinion earlier will act as the audience for the debate. The goal of those debating is to sway the audience in favor of their position.
8. Allow the debating students time to prepare their position for the debate.
9. The day of the debate start class with the “Relaxation” exercise to calm them before their presentations.
10. Have the students debate the issue, pairing them according to the biography / autobiography they read. If only one student read a biography / autobiography, they can give presentations of their view without the debate setting. Alternately, you may choose to have students with opposing views debate their cases using different leaders to support their case. Explain that you will be timing each portion of the debate and that you will stop portions of the debate that exceed those time limits. Prepare a copy of the “Lincoln-Douglas Debate Assessment” of each student’s presentation in the debate so they can see the areas of their debating skills that need improvement.
11. After all of the leaders have been the subject of a debate or presentation, ask the class to vote again as to whether leaders are born or made.

**Discussion:**

- Do you feel differently about this issue after this assignment? What changed your mind?
- If leaders are made, what does this mean for us as members of this leadership class?
- If leaders are born, what does this mean for us as members of this leadership class? Can leaders still improve their skills and become stronger individuals and leaders?
- Is it possible that leaders are both born and made? Why or why not?



- How many of you ended up debating a point of view that you no longer supported? Did this make your presentation difficult? Do you think that you argued your case as well as you would have if you have believed in your cause? What can this teach us about supporting causes in which we do not strongly believe?
- What did you find most surprising about the life of the leader in your biography / autobiography?
- What lessons can you learn from the life of your leader? How will this person's experiences help you in your life as a leader?

### **Journal Topic:**

- Do you think you were born a leader? Why or why not? What aspect(s) of your personality do you think will make you a good leader? Do you think you will become a leader? Why or why not? What will you need to do in order to become a leader? Who will you need to help you?

### **Mail Opportunity:**

- After the debates, have the students write a short note to the students who presented or debated about what they liked about the other's presentation or any improvement they see in the other's presentation skills.

### **Possible Test Questions:**

- Are leaders born or made? Provide one example of a leader who you think proves your answer. Explain what aspects of that person's leadership could only have been born / made.
- If leaders are born, is it possible for individuals to learn leadership skills?
- If leaders are made, is it possible for anyone to become a great leader after taking a class that teaches him / her leadership skills?

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# Lincoln-Douglas Debates Structure

Step	Affirmative Position	Negative Position	Time Allotted
1	Presents the overall argument of the Affirmative Position	Listens to the Affirmative Position's presentation and formulates questions based on that presentation	5 minutes
2	Answers questions from the Negative Position	Asks questions about the Affirmative Position's presentation	3 minutes
3	Listens to the Negative Position's presentation and formulates questions based on that presentation	Presents the overall argument of the Negative Position	5 minutes
4	Asks questions about the Negative Position's presentation	Answers questions from the Affirmative Position	3 minutes
5	Responds to the arguments raised by the questions	Listens to the responses and makes note of new issues raised	3 minutes
6	Listens to the responses and makes note of new issues raised	Responds to the arguments raised by the questions	3 minutes
7	Sums up the Affirmative Position, incorporating the new issues raised in the debate		5 minutes
8		Sums up the Negative Position, incorporating the new issues raised in the debate	5 minutes

# Lincoln-Douglas Debate Outline

Issue to be debated: \_\_\_\_\_

Position taken: \_\_\_\_\_

Introductory Argument:

Point I:

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Point II:

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Point III:

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Questions raised by the opposition's introduction:

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Responses to the opposition's questions:

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New issues raised in the debate:

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Summary points:

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# Lincoln-Douglas Debate Assessment

Student's Name: \_\_\_\_\_

Topic Addressed: \_\_\_\_\_

Position Argued: \_\_\_\_\_

Did the introduction present the argument well?

Were the arguments supported? Were they logical and reasonable?

Did the rebuttals respond to the challenges raised by the opposition?

Did the conclusion summarize the argument well?

Did the student maintain good eye contact, voice volume and poise?

# Ethical Reasoning Inventory

**Objective:** To explore the importance of ethics and integrity in leadership and the challenges of living an ethical life; To provide the students with a means to determine their own level of integrity and ethics.

**Materials Needed:** One copy of the “Ethical Reasoning Inventory” worksheet for each student.

## **Process:**

1. Ask the students to provide definitions of ethics and integrity. Have the students volunteer words or phrases they feel define ethics and integrity. Write these words or phrases on the board. Explain that ethics and integrity are complex issues that are important in the lives of leaders.
2. Give each student a copy of the “Ethical Reasoning Inventory.” Explain that they should read through the statements and indicate the degree to which they agree with the statement. Instruct them to react to each of the statements as quickly as possible. They should not spend time pondering their responses. Instead they should mark the answer that first comes to their mind. They should be completely honest in order to get an accurate result.
3. Give the students enough time to complete their “Ethical Reasoning Inventory.”
4. Ask the students to raise their hands to indicate that they scored within one of the following ranges and read their ethical description. Make sure that every student raises his / her hand once.
  - 90-100 You are a strongly ethical person who may take a little ribbing from your classmates for being too strait-laced. You may be seen as having exceptional integrity.
  - 60-89 You show an average degree of ethical awareness and integrity. You therefore should become more sensitive to ethical issues.
  - 41-59 Your ethics are underdeveloped, but at least you have some awareness about ethical issues.
  - 20-40 Your ethics and integrity are far below contemporary standards. Begin a serious study of ethics today!



**Discussion:**

- What is integrity? What are ethics? How are these terms related?
- Would you have responded to the inventory as honestly as you did if you had known you would be asked to raise your hand to indicate your integrity level? Why or why not? What does your response indicate about your integrity? Did you lie about your score in order to appear more ethical than you are? What does that indicate about your integrity?
- Do you think that it was ethical of me to not tell you that you would have to share your total with the class? Why or why not?
- Do you think this inventory gave an accurate description of your level of integrity?
- Were there statements on the inventory which had no clear right or wrong answer? Which statements? What are the gray areas surrounding these statements?
- Why is it difficult to make ethical decisions when there is no clear right or wrong answer?
- Why are good ethics a necessary characteristic of leaders?
- Can you develop better ethics? Why or why not?

**Journal Topic:**

- Do you consider yourself an ethical person? Why or why not? Describe a time when you demonstrated high ethical standards. Why did you make the decision that you made? What were the results of that decision? Would you make the same choice if you could repeat the situation? Provide an example of a time when you demonstrated low ethical standards. Why did you make that decision? What were the consequences of this choice? Would you make the same decision if you could go back in time?

**Possible Test Questions:**

- What are ethics?
- What is integrity?
- Why is it important for a leader to be ethical?

# The Ethical Reasoning Inventory

Read the following statements and quickly decide how much you agree with each statement. Use the following scale to rate your agreement: Disagree Strongly (DS), Disagree (D), Neutral (N), Agree (A), or Agree Strongly (AS). Circle the number in the column that represents your level of agreement.

	DS	D	N	A	AS
1. When applying for a part-time job, I would cover up that I had been fired from my most recent job.	5	4	3	2	1
2. If I received change for a ten dollar bill when I gave the cashier a five, I would keep the extra change.	5	4	3	2	1
3. Students should tell authority figures about all the wrong-doings of other students.	5	4	3	2	1
4. It is okay to look at the teacher's answer key if he / she leaves it in plain view during a test.	5	4	3	2	1
5. I see no problem with writing notes to friends during class time.	5	4	3	2	1
6. To get someone to agree to help me with a project, I would underestimate the amount of time and effort I would require of them.	5	4	3	2	1
7. I would write a couple of paragraphs on an unrelated topic in order to meet the page requirement on an assignment, if I was sure a teacher was not going to read the paper.	5	4	3	2	1
8. I would flirt with a smart classmate in order to get his / her help on an assignment that I could not complete on my own.	5	4	3	2	1
9. If I received cash for a part-time job, I would not report my income to the IRS.	5	4	3	2	1

10. I see no harm in taking home a few office supplies or art supplies from school.	5	4	3	2	1
11. It is acceptable to read others emails if they do not close out their account.	5	4	3	2	1
12. It is okay to pretend to be sick once or twice a year in order to get a day off.	5	4	3	2	1
13. I would accept a part-time job even if I knew I would be moving in three months.	5	4	3	2	1
14. I would write a paper for a friend if I knew I would not get caught and there was no other way my friend would pass the class.	5	4	3	2	1
15. In order to be successful in life, a person has to frequently ignore ethics and integrity.	5	4	3	2	1
16. I would purchase an essay off of the internet if I knew that the teacher was not computer literate.	5	4	3	2	1
17. I do not tell the truth all the time.	5	4	3	2	1
18. It is fine to download or copy software, music and other copyrighted material without the authorization of the publisher.	5	4	3	2	1
19. I would accept a free 30-day trial of a product I knew that I will not pay for and keep past the trial period.	5	4	3	2	1
20. I would accept credit for a classmate's ideas.	5	4	3	2	1

Add all of the numbers that you circled together. Your total \_\_\_\_\_.

# Complex Ethical Decisions

**Objective:** To explore the importance of ethics and integrity in leadership and the challenges of living an ethical life; To supply the students with tools to help them make difficult ethical decisions.

**Materials Needed:** One copy of the “Complex Ethical Decisions” worksheet for each student, One copy of the “Guide for Making Difficult Ethical Decisions” handout for each student.

## **Process:**

1. Give each student a copy of the “Complex Ethical Decisions” worksheet.
2. Have the each student decide what they would do in each scenario provided. They are not to discuss the problems with anyone else at this stage. Allow them about ten minutes to make their decisions.
3. After the students have written their decisions, ask the class if it was difficult to determine the ethical thing to do in each situation. Explain that it is often difficult to make an ethical decision because there is no clear right or wrong answer. Ask each student if they did choose the ethical thing to do.
4. Give each student a copy of the “Guide for Making Difficult Ethical Decisions” handout.
5. Go over each of the questions on the guide. Make sure that everyone understands the questions.
6. Have the students go back through the decisions they made on the “Complex Ethical Decisions” worksheet. Ask them to answer all of the questions on the “Guide for Making Difficult Ethical Decisions” for each scenario. If they should change their decision based on their answers, have them write their new decision on the second set of lines under each scenario.

## **Discussion:**

- What made each scenario difficult? Did you change your decision after you did the “Guide to Making Difficult Ethical Decisions?” Why or why not?
- Does the first scenario remind you of any real life situation? What choice did Rosa Parks make when faced with this decision? What was the result of her decision? What does this example demonstrate about the importance of occasionally sacrificing your own short-time good for the right cause?

- Was the “Guide to Making Difficult Ethical Decisions” helpful? Why or why not?
- What were the limitations of the “Guide to Making Difficult Ethical Decisions?”
- Why is it important for leaders to be able to make ethical decisions?
- What kind of issues make it difficult to make ethical decisions?
- What can you do to prepare yourself to make ethical decisions?

### **Journal Topic:**

- Describe a time when you had a very difficult ethical decision to make. Were you tempted to cheat on school work or a test? Were you asked to help someone else cheat? Did you know of someone doing something wrong and didn’t know whether to report them or not? Did you have some other ethical dilemma? What factors made this decision difficult to make? What did you end up doing? Why did you choose to make this decision? What were the consequences of your choice? Do you regret your choice? Would you make the same decision if you could go back and do it again? Why or why not?

### **Possible Test Questions:**

- Is it always easy to determine what is ethical and what is unethical? Why or why not?
- Is it sometimes ethical to do something that is illegal? Why or why not? Provide an example that supports your opinion.
- Is it sometimes ethical to do something that is not fair to everyone involved? Why or why not? Provide an example that supports your opinion.
- Is it sometimes ethical to do something that hurts another person? Why or why not? Provide an example that supports your opinion.
- Is it sometimes ethical to do something that you would not want your friends and family to know about? Why or why not? Provide an example that supports your opinion.

# Complex Ethical Decisions

For each scenario, write a short description of what you would do in each situation. Write your initial decision on the first line. You will be given an opportunity to re-evaluate your decisions later in the class.

## Scenario One:

The year is 1955. You are a middle-aged black woman who lives in Alabama. You have to take the bus to work each day, and most every day you have to stand in the back of the bus while the front half of the bus remains mostly empty. You would like to sit in the front section, but there is a city ordinance that states that the front half of the bus is reserved for white patrons only. If you sit in that section, you will be arrested. There is also an ordinance that allows white bus riders to sit in the back half of the bus if the front half is full. If the front half is full, black persons sitting near the center of the bus must surrender their seats to white patrons.

It is raining this morning, and the bus is very full. You are seated in the first seat in the section available for African Americans. Both sections of the bus are completely full. The bus stops, and a white man gets on the bus. He comes to your seat and demands that you vacate the seat for him. You will have to stand if you give your seat to him. You object to the ordinances that require you to give up your seat, and you are known around town for your political activism. If you refuse to give up your seat, you will probably be beaten or at least verbally harassed as the driver and other riders force you to leave your seat. You will also be arrested. You do not have money for bail, and you are unsure how long you will have to stay in jail.

What will you do?

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After working through the “Guide for Making Difficult Ethical Decisions,” what will you do?

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**Scenario Two:**

You are an executive at a large electric plant. You have worked for the plant for twenty years. It was your first job out of high school, and you are very loyal to your company. The electric plant is the main employer in your town. Almost half of the small community’s adults work at the plant. You have three teenage children and no savings. Your spouse died six months ago.

Last week, you discovered some very disturbing documents while you were searching for an old report that you misfiled. The documents outline a major pollution problem that the plant has been experiencing. A byproduct of the plant has been dumped into a landfill just outside of town for the thirty years that the plant has been in operation. The byproduct is odorless, colorless and tasteless. Few people even know about the dumping of this chemical. Two-years ago, your company did an ecological study and determined that the chemical has been seeping into the town’s water supply. The documents also show that the chemical has been proven to cause cancer especially in children. However, only two cases of cancer have been linked to the contaminated water. Your company did a cost-effectiveness study and determined that it was financially better to continue dumping the byproduct and settle any lawsuits that might result from the contamination.

You have enough documentation in your hands to shut down the plant. You could turn the documents over to the Environmental Protection Agency so that they could take the necessary steps to stop the contamination. However, if you do turn over the documents, you will be very unpopular in your small town because you will have shut down the largest employer in town. You will also be out of a job. After blowing the whistle on your company, it will be very difficult to get a job with another electric plant. You are unskilled in any other field.

What will you do?

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After working through the “Guide for Making Difficult Ethical Decisions,” what will you do?

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**Scenario Three:**

You are the coach of a small town, high school basketball team. For the first time in the history of your school, the basketball team has qualified for the state championship. The championship game is one week away, and everyone in town is excited.

It has been a rule all season that if a player is late for practice twice in one week, they will be suspended from the team for two weeks. During this week, two players have been really slacking. They are both starters on the team, and they are the top scorers too. They know that they are important members of the team, and they do not think you will punish them because you need them for the state championship. They were late to practice on Monday, and you reminded them of the rules. However, they showed up to practice late today as well.

If you suspend these two players, you will probably lose the state championship. You will be very unpopular in this small town that revolves around high school sports. You also have a personal motivation for keeping them on the team. You have a job offer at a big school that is based on your winning the state championship.

What will you do?

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After working through the “Guide for Making Difficult Ethical Decisions,” what will you do?

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**Scenario Four:**

You are the mother of two teenage boys. One evening as you are watching the news you see a clip from a convenience store robbery that took place that afternoon. The clip shows two young men robbing the clerk at gun point. The police have failed to identify the robbers and have no leads. They are playing the clip in hopes that someone will help them to identify and arrest the two boys. You are shocked to recognize your fourteen-year-old son as the one holding the gun.



What will you do?

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After working through the “Guide for Making Difficult Ethical Decisions,” what will you do?

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**Scenario Five:**

You are sitting in your den talking to your best friend. You begin telling stories about another student in your class. Your eight-year-old brother is in the room and is listening with interest to your stories, which include exciting half-truths, exaggerations and humorous comments about the student. Your parents have been trying to teach your little brother about the dangers of gossiping and lying, and have asked you to help them teach him the right way to behave.

Your little brother asks you if you are telling the truth. Do you lie to your little brother? Do you yell at him for listening to your conversation and tell him to leave the room? Do you try to justify the stories that you are talking about?

What will you do?

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After working through the “Guide for Making Difficult Ethical Decisions,” what will you do?

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**Scenario Five:**

You are walking down the sidewalk and an armored truck drives by. As it passes you, the back doors fly open and twenty dollar bills begin pouring out of the truck. The driver apparently does not notice as he speeds off down the street. Several people see the bills floating in the wind. Some grab as many bills as they can, stick them in their

pockets and run or drive off. Some people are collecting the bills in a large pile and are guarding the money until the police arrive.

What will you do?

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After working through the “Guide for Making Difficult Ethical Decisions,” what will you do?

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# Guide for Making Difficult Ethical Decisions

Many decisions are easy to make because there is a clear ethical alternative and a clear unethical choice. However, there are times when the situations you face do not have clear right and wrong alternatives. In these cases, where your decision lies somewhere between right and wrong, you can use your answers to the following questions to help you make the best choice possible.

1. Is your decision legal?
  - If your decision is against the law, chances are it is unethical. However, sometime laws are wrong. It is part of your responsibility as a citizen to determine when the laws are truly unjust.
2. Is your decision fair to everyone involved?
  - If your decision will unfairly impact others, chances are it is unethical. However, sometimes the good of the many is more important than the good of the few. You must weigh the fairness of your decision based on the scale that you feel is most important.
3. Who will be hurt by this decision?
  - If your decision will injure others, chances are it is unethical. However, there are times when one or more people must be hurt in order to help the masses. You must decide when it is best to sacrifice the comfort of the few for the safety or security of the majority.
4. Would you be comfortable if all of your friends and family knew what you did?
  - If you don't want your friends, your family and those in your community to know what you did, chances are it is unethical. However, there are instances when your friends, family and community may be opposed to the most ethical decision.

# What I Stand For

**Objective:** To provide the students with an opportunity to examine what they stand for; To allow the students to create a list of moral obligations they are unwilling to compromise; To create a reminder of those things that are most important to each student.

**Materials Needed:** One copy of the “Moral Obligations Book” worksheet for each student.

## **Process:**

1. Give each student a copy of the “Moral Obligations Book” worksheet. Explain that they should read the story of Henry Heinz. They will then come up with their own version of his moral obligations book by writing out six things that are so important to them that they are unwilling to compromise on their stance.
2. Give the students enough time to complete the worksheet.
3. Ask for volunteers to share their moral obligations and their rationale for including this item.
4. Have the students staple their worksheet into their journal. Remind them to refer back to this list when they are facing difficult decisions that might require them to compromise their convictions.

## **Discussion:**

- Why is it important for leaders stand for something?
- Do most people have a specific list of moral obligations that they openly practice? Why or why not?
- Do most people tell those around them what they stand for? Why or why not?
- Do you think that having a list of obligations that you have already made will help you make decisions? Why or why not?
- Do you think Henry Heinz was successful because he wrote out his moral obligations? Why or why not?
- Was it difficult to think of six things that you stand for? Why or why not?
- Was it difficult to limit yourself to six principle moral obligations?

**Journal Topic:**

- Think about a time when you acted contrary to your beliefs. What did you do? Why did you choose this behavior? What were the consequences of your action? Would you take the same path if you could go back in time? Why or why not? What else could you have done? Do you think it would have been helpful for you to have a list of moral obligations to refer to? Why or why not?

**Possible Test Questions:**

- What are “moral obligations”?
- Why is it important for a leader to be committed to the things that he / she stands for?
- Why is it helpful to write out the items to which you have committed yourself?

# Moral Obligations Book

When Henry Heinz was nine, he began working with his mother in her small vegetable garden. He would take any surplus vegetables and sell them door to door. By his twelfth birthday, Henry had expanded his mother's gardening business by cultivating extra beds and increasing fertilizer. His delivery business had grown, and he purchased a horse and carriage to increase deliveries. He had also hired three women to help with the gardening. At 16, Henry was the largest vegetable supplier in Pittsburg. Henry continued to manage his growing business, but when he was 30, he made a bad investment that left his company bankrupt.

In 1857, Henry wrote out a list of his moral obligations in a small notebook. This list included repaying all of his creditors and providing for his family. He worked hard and stood firm on every item listed in his notebook. Eventually he started another company to provide for his family. He named this venture Heinz 57.\*

Think about your life. What six things are so important to you that you are unwilling to compromise on them?

1. \_\_\_\_\_

Why is this important to you? \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

Why is this important to you? \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

Why is this important to you? \_\_\_\_\_

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4. \_\_\_\_\_

Why is this important to you? \_\_\_\_\_

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5. \_\_\_\_\_

Why is this important to you? \_\_\_\_\_

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6. \_\_\_\_\_

Why is this important to you? \_\_\_\_\_

\_\_\_\_\_

\*Cited in Sheila Murray Bethel,  
*Making a Difference: 12 Qualities  
that Make You a Leader*,  
(New York, NY: Berkeley Publishing Group, 1990), 244.

# The Heart of the Matter

**Objective:** To explore the importance of ethics and integrity in leadership and the challenges of living an ethical life; To allow the students to practice decision-making skills; To provide an opportunity to practice consensus building skills; To provide the students an opportunity to practice community building skills.

**Materials Needed:** One copy of “The Heart of the Matter” worksheet for each student.

## Process:

1. Give each student a copy of “The Heart of the Matter” worksheet.
2. Read through the scenario description and the descriptions of each possible heart transplant recipient.
3. Explain that each student is to choose one person who they feel should receive the donated heart. They are not to discuss their decision with anyone else at this stage. Allow them about five minutes to make their decisions.
4. After all of the students have made their individual decisions, break the students into groups of four to five students. Tell each team to discuss the individual choices and to come up with a final decision for the group. Everyone in the team must agree with the recipient chosen to receive the heart transplant. The decision must be reached within twenty-five minutes.
5. The group should then select a leader who will present their final decision. The leader must be able to justify his / her group’s decision.
6. After time has expired, the leader of each team should report back to the large group on their findings. Encourage the students to question the presenters about their group’s decision.

## Discussion:

- Did anyone like having the power of life or death over other people? Did it make you uncomfortable to think about the prospects of those who did not receive the transplant?
- How are transplant issues handled in the United States? Do you think this system helps to ease the consciences of the doctors?



- Were you more comfortable with the choices when the group was making the decisions instead of the responsibility resting only with you?
- Was it difficult for the group to come to a consensus as to which person to choose? Why or why not?
- How did your group finally reach a compromise?
- Do you feel that the group made ethical decisions?
- What is the best way to handle tough ethical decisions?
- What did you learn from this exercise?

### **Journal Topic:**

- How did you feel about the process of your group coming to a decision? Did you become frustrated? Angry? Annoyed? Defensive? Why or why not? Did you agree with everyone else's logic? Why or why not? Did you prefer making the decision on your own? Why or why not? Do you like to work in groups like this? Why or why not? Do you think that it is important to be able to work as a group and to make group decisions? Why or why not? What can you do to make your groups function better? What can you do to make yourself more comfortable with working in a group and coming to a consensus?

### **Possible Test Questions:**

- What is the best way to make ethical decisions? What is the process that you use to come to a decision in difficult circumstances?
- Is reaching a consensus the best way for a group to come to a decision? Why or why not?
- What are the limitations of reaching a consensus? What are the benefits of reaching a consensus?

# The Heart of the Matter

You are the leading authority in heart transplants for your tiny island nation. Because you are the only person on the island who is qualified to do heart transplants, your government has also placed you in charge of deciding who will receive the surgery. Normally the job of deciding who will receive donor hearts is quite simple. Usually there is only one candidate who will be able to accept a single donor heart.

You now have a patient who is a donor and will soon pass away. You have checked your records and four heart patients are prime candidates for this heart. To make your decision harder, all four have been given no more than two months to live if they do not receive heart transplants soon. Because of the size of your nation, you are unlikely to receive another perfect match for them in that short of time.

You must transplant the donor heart within hours of harvesting it so you need to make your decision quickly. Who will receive this heart?

## **George:**

George is a nineteen-year-old college freshman. He is a biology / pre-med major. He has an active social life, and he is engaged to be married in a little less than a year.

George was born with a defect in his heart. His condition was worsened by his poor dietary habits and the fact that he began chain smoking when he was sixteen. Since the day he collapsed while walking down the hall, he has tried to quit smoking. However, he sneaks cigarettes at least three times a day, and he has started drinking since he learned of his probable fate.

George is highly intelligent and was doing well in his pre-med classes before he became very ill. He hopes to receive a heart transplant so he can continue his study of medicine. He has vowed to devote his life to cardiology and saving the lives of others if he survives.

## **Emily:**

Emily is a thirty-two-year-old housewife. She is also the mother of five children, ages ten, eight, six, three and two-months.

Her condition is also genetic. She has never smoked and has always eaten healthy and worked out regularly. Her heart was taxed by her pregnancies.

Emily is very devoted to her family and her community. She volunteers for numerous service projects and has raised well-behaved and well-adjusted children. Her husband is horrified that he might lose his wife to heart disease. His fears are worsened by the fact that he has only one relative who also lives on the island and can help with the children.

Emily, on the other hand, is resigned to her probable fate. She does not fear death and feels that she has prepared her family to cope with her loss. She wanted to remove her name from the donor list so that someone else could receive a heart, but her husband begged her to keep her name on the list.

**Paul:**

Paul is a twenty-nine-year-old auto mechanic. He has worked at the same repair shop since he was eighteen, and he enjoys his job.

Paul developed heart disease as a result of his poor diet and smoking. However, since he was diagnosed with heart disease, he has stopped smoking and has strictly adhered to his new diet.

He has been married for just over a year and his wife is five-months pregnant. His wife is currently working as a legal secretary, but she had planned to leave her job in order to be a stay-at-home mom for their child. Paul and his wife never thought to purchase life insurance, and now that he is ill, he does not qualify for insurance.

Paul is heartbroken that he will probably not get to be a father for his child, and his wife is concerned about how she will take care of her child without her husband.

**Sharon:**

Sharon is a thirty-nine-year-old business woman. She has never married and has no children. She has always considered herself too busy for a serious relationship or children.

Sharon is a very dedicated professional, and her co-workers can not imagine life without her in the office. She works long hours and does more in a day than anyone else in her position. She also dedicates herself to helping those around her and to making the office a pleasant place to work.

Sharon is not always working. She also does a great deal of volunteer work on the weekends. She has been a volunteer with the Big Brothers / Big Sisters program for

twelve years and has been paired with four young girls during that time. Each of the girls was very troubled when they met Sharon. Now her little sisters are all doing well in school and attribute their success in part to the love and attention that Sharon showed them through the years.

Sharon developed her heart condition as a result of her terrible diet and the stress level at her job. Since her diagnosis, Sharon has drastically changed her eating habits, but she refuses to cut down on the number of hours that she works.

# Disrespectful Behaviors

**Objective:** To analyze the importance of treating others with respect and dignity; To strengthen positive community building skills; To strengthen public speaking skills.

**Materials Needed:** One copy of the “Analyzing Disrespectful Behaviors” worksheet for each student.

**Process:**

1. Explain that treating others with respect and dignity is an important part of being a successful and positive leader.
2. Ask the students to define the concept of respectful behavior. Take multiple suggestions from the students and write them all on the board. Then ask the students to combine the suggestions into a single definition of the concept. If your students do not include the following in their definitions, you may want to suggest these components.
  - Showing consideration for the feelings and attitudes of others
  - Avoiding offending, damaging and alienating others
  - Behaving in a way that is socially acceptable in the given situation
3. Ask the students to volunteer examples of respectful behaviors.
4. Ask the students to define the concept of disrespectful behavior. Take multiple suggestions from the students and write them all on the board. Then ask the students to combine the suggestions into a single definition of the concept. If your students do not include the following in their definitions, you may want to suggest these components.
  - Showing a lack of consideration for the feelings and attitudes of others
  - Offending and alienating others
  - Behaving in a way that is socially unacceptable in the given situation
5. Give each student one copy of the “Analyzing Disrespectful Behaviors” worksheet. Allow the students 20 minutes to complete the worksheet by describing four disrespectful behaviors they have observed, the ramifications of those behaviors and the more positive alternatives to the disrespectful behaviors.

6. After the students have finished their worksheets, ask for volunteers to share some of their observances. Stress that they should use no names when discussing the behaviors they observed.
7. Divide the students into groups of four to eight students.
8. Explain that each group will be creating and performing a ten-minute one-act play demonstrating a leader treating his / her followers disrespectfully and the ramifications of the leader's actions. Stress that each person in the group should play some role in the play.
9. Allow the students at least two class periods to prepare and rehearse their play.
10. The day of the plays, start class with the "Relaxation" exercise to calm them before their performances. Then have the groups take turns presenting their play.

**Discussion:**

Use the following discussion questions after each presentation.

- Who was the leader in this play?
- What disrespectful behaviors did the leader exhibit?
- What were the results of this leader's disrespectful behaviors?
- What could the leader in this scenario have done to achieve a better result?

Use the following discussion questions after all of the presentations have been completed.

- Why is it important for a leader to treat others with respect?
- What are the challenges involved in treating others with respect?
- What is more important, your feelings or someone else's feelings?
- What skills do you need to develop in order to treat others with respect?

**Journal Topic:**

- Write about a time when you treated someone else poorly. Why did you resort to disrespectful behaviors? What was the result of your behavior? In hindsight, would it have been better to treat the other person with respect? How could you have bettered the situation? How do you think that your improved behavior might have affected the situation?

**Mail Opportunity:**

- After all of the groups have presented their plays, have the students write every other student a short note about what they liked about the other's presentation, the play as a whole or any improvement they see in the other's presentation skills.

**Possible Test Questions**

- Why is it important for a leader to treat others with respect?
- What is more important, your feelings or the feeling of someone else? Justify your answer.

# Analyzing Disrespectful Behaviors

Use this worksheet to analyze four examples of a person resorting to disrespectful behavior. You may choose examples from your personal experiences or you may write about behaviors that you have observed in others. Do not use any names in your description.

1. Describe an example of a person resorting to disrespectful behavior in order to get what they wanted.

- What was this person attempting to accomplish?

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- What did this person do that was disrespectful?

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- How did this behavior affect the other person involved?

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- What was the result of this person's actions? Did they accomplish their goal?

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- How could this person have behaved differently?

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- What might the outcomes of respectful behavior looked like?

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2. Describe an example of a person resorting to disrespectful behavior in order to retaliate against someone they felt had already disrespected them.

- What was this person attempting to accomplish?

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- What did this person do that was disrespectful?

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- How did this behavior affect the other person involved?

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- What was the result of this person's actions? Did they accomplish their goal?

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- How could this person have behaved differently?

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- What might the outcomes of respectful behavior looked like?

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3. Describe an example of a person resorting to disrespectful behavior in order to achieve a positive outcome in a contest, event or game.

- What was this person attempting to accomplish?

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- What did this person do that was disrespectful?

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- How did this behavior affect the other person involved?

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- What was the result of this person's actions? Did they accomplish their goal?

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- How could this person have behaved differently?

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- What might the outcomes of respectful behavior looked like?

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4. Describe an example of a person resorting to disrespectful behavior online.

- What was this person attempting to accomplish?

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- What did this person do that was disrespectful?

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- How did this behavior affect the other person involved?

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- What was the result of this person's actions? Did they accomplish their goal?

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- How could this person have behaved differently?

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- What might the outcomes of respectful behavior looked like?

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# Somebody's Watching You

**Objective:** To analyze the importance of acting as a positive example for others at all times; To analyze one aspect of positive community building; To examine the difficulties of acting as a positive role model.

**Materials Needed:** One copy of the “Somebody's Watching You” worksheet for each student.

**Process:**

1. Explain to the students that over the next two weeks they will be examining the importance of acting as a positive role model in everything they do.
2. Ask the students to spend the first week of the assignment following public figures in the media. You can provide newspapers and magazines for them to use in class for this portion of the assignment, or you can ask them to watch television, look on the internet or read newspapers and magazines at home. Either supply the students with or encourage the students to use a diverse mix of sources including news reports, serious journalism and gossip programs and articles.
3. Give each student one copy of the “Somebody's Watching You” worksheet.
4. Explain that over the course of the week they should find three examples of a public figure behaving in a way that provides a negative example and three examples of someone providing a positive example for others. Stress that they can use different public figures for each of their examples, and that they must explain what action the individual took and why they consider the action either positive or negative.
5. At the end of the week, have the students discuss their notes on the “Somebody's Watching You” worksheet. You can use the following questions to guide their discussion.
  - Who were the public figures you observed in the media this week?
  - What did they do to provide good examples for others?
  - What did they do to provide bad examples for others?
  - Was it more difficult to find positive examples in the media or negative examples?
  - Why do you think it is difficult to find positive examples in the media?

- Do you think that most public figures think about the kind of example they are setting before they act? Why or why not?
6. Explain that for the next week, they will be watching each other and making notes on the kinds of examples their classmates are providing for others. Throughout the week, they should pay special attention to the other members of the class and write down any time they see someone from the class doing something kind for someone else or something that provides a good example for others. They should also make note of anything they observe that provides others with a negative example.
  7. At the end of the week, encourage the students to write the examples of positive behavior observed on mail slips for their classmates. Encourage the students to discuss any negatives behaviors observed in private if they feel that it is important to confront the person who behaved negatively.

### **Discussion:**

- Did you behave differently because you knew someone might be watching you?
- In what ways did you behave differently?
- Why did you behave differently?
- In what ways are we all constantly being watched?
- Do people judge your leadership abilities based on what they observe you doing?
- Why is it important for leaders to be aware that others are watching them to see what they do?

### **Journal Topic:**

- Write about a time when you did something that you now regret. What did you do? Who observed you? What was the result of your behavior being observed? Would you have behaved differently if you had realized that someone was watching you or that you were serving as an example to someone else? What would you have done differently? Is it difficult for you to remember to act as a positive example? Why or why not? What can you do to remind yourself to be a more positive example for others?

### **Mail Opportunity:**

- Encourage the students to fill out mail slips for the classmates they observed acting as positive role models or helping someone else. In their mail, they should make note of the specific instance they observed.

**Possible Adaption:**

- Use “It’s All Online – And Somebody’s Watching You” worksheet instead of or in addition to the “Somebody’s Watching You” worksheet. At the end of the week, have the students discuss their notes on the “It’s All Online – And Somebody’s Watching You” worksheet. You can use the following questions to guide their discussion.
  - How did you observe social media this week?
  - In what sorts of ways did you see others providing good examples for others online?
  - In what sorts of ways did you see others providing bad examples for others online?
  - Was it more difficult to find positive examples on social media or negative examples?
  - Why do you think it is difficult to find positive examples on social media?
  - Do you think that most people on social media think about the kind of example they are setting before they act? Why or why not?
  - Do you think about the kind of example that you are setting before you post? How might being more aware of being a positive example change how you use social media?

**Possible Test Questions:**

- Why is it important for a leader to recognize that he / she is always being observed?
- What is one thing that you need to do in your life to be a better example for others?

# Somebody's Watching You

Over the next week, pay close attention to public figures in the media. These figures can be politicians, actors / actresses, musicians or anyone else in the public eye. As you observe these public figures, make note of three individuals who have provided a positive example for others. Make sure to include a short description of what they did to set this example. Also make note of three individuals who have provided a negative example for others. You may use the same person more than once.

## **Positive Examples in the Media:**

### **Positive Example One:**

Who did you observe? \_\_\_\_\_

What did they do? \_\_\_\_\_

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How is this behavior a positive example for others? \_\_\_\_\_

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### **Positive Example Two:**

Who did you observe? \_\_\_\_\_

What did they do? \_\_\_\_\_

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How is this behavior a positive example for others? \_\_\_\_\_

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**Positive Example Three:**

Who did you observe? \_\_\_\_\_

What did they do? \_\_\_\_\_

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How is this behavior a positive example for others? \_\_\_\_\_

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**Negative Examples in the Media:**

**Negative Example One:**

Who did you observe? \_\_\_\_\_

What did they do? \_\_\_\_\_

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How is this behavior a negative example for others? \_\_\_\_\_

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**Negative Example Two:**

Who did you observe? \_\_\_\_\_

What did they do? \_\_\_\_\_

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How is this behavior a negative example for others? \_\_\_\_\_

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**Negative Example Three:**

Who did you observe?

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What did they do?

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How is this behavior a negative example for others? \_\_\_\_\_

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# It's All Online – And Somebody's Watching You

Over the next week, pay close attention to social media. As you observe these online interactions, make note of three individuals or groups who provide a positive example for others using social media. Make sure to include a short description of what they did to set this example. Also make note of three individuals or groups who provide a negative example for others using social media. You may use the same person more than once so long as the content or message is substantially different.

## **Positive Examples in Social Media:**

### **Positive Example One:**

Who did you observe? \_\_\_\_\_

What did they do? \_\_\_\_\_

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How is this behavior a positive example for others? \_\_\_\_\_

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### **Positive Example Two:**

Who did you observe? \_\_\_\_\_

What did they do? \_\_\_\_\_

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How is this behavior a positive example for others? \_\_\_\_\_

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**Positive Example Three:**

Who did you observe? \_\_\_\_\_

What did they do? \_\_\_\_\_

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How is this behavior a positive example for others? \_\_\_\_\_

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**Negative Examples in Social Media:**

**Negative Example One:**

Who did you observe? \_\_\_\_\_

What did they do? \_\_\_\_\_

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How is this behavior a negative example for others? \_\_\_\_\_

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**Negative Example Two:**

Who did you observe? \_\_\_\_\_

What did they do? \_\_\_\_\_

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How is this behavior a negative example for others? \_\_\_\_\_

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**Negative Example Three:**

Who did you observe?

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What did they do?

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How is this behavior a negative example for others? \_\_\_\_\_

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# Choosing Our Social Divides

**Objective:** To help students gain insight into others' situations and develop compassion and empathy; To practice applying community building skills.

**Materials Needed:** One copy of “Sticking with Your ‘Own Kind’” reading for each student.

## **Process:**

1. Have the students read “Sticking with Your ‘Own Kind.’” Discuss the issues raised in the experiences of Cassandra Thadal.
2. Have each student come up with a plan for intentionally changing his or her social group for a period of time every day in the week ahead. Have a student write the plans on the board, and discuss what each student thinks the social outcome will be of each plan. Also have the students think about possible advantages and disadvantages to changing their social group in this way.
3. Give the students the journal assignment for this project and allow them the week for their social experiment.
4. At the beginning of the next week, have the students discuss the outcomes of their social experiment.

## **First Discussion:**

- How do students in Cassandra’s school divide themselves? Why?
- What sort of impact does this have on Cassandra?
- Do students in our school divide themselves in similar ways? What sorts of things are used to define the social circles in our school?
- Do you think that you would face similar negative social consequences to Cassandra if you chose to break outside of your social circle?
- What do you think about Cassandra’s choice to limit her social interactions in order to avoid being mocked by her friends?
- Do you think that you would be brave enough to do otherwise in her situation? Why or why not?

## **Second Discussion:**

- What discomforts did you experience as you chose to change your social circle? Was that discomfort constant?

- What benefits did you experience from consciously widening your social circle?
- Why do you think it is important for us to be aware of the social divides that we are imposing on ourselves in our community?
- What advantages did you see in becoming aware of your power to navigate those social divides?
- What kind of leadership skills did you gain from this project?

### **Journal Topic:**

- Write about your experiences as you seek to broaden your social circle by changing who you hang out with for part of each day during a week. Who is in your usual circle of friends? How do you define yourselves? How do you think others define you? What other social circle did you attempt to become part of? How did you define them before hanging out with them? Did that change after you spent time with them? How did your normal group of friends react to your changing your social habits? Did you expect this reaction? Do you think you will change who you hang out with from this point forward? What was the most valuable lesson that you learned from this experience?

### **Mail Opportunity:**

- After the students have completed their social experiment, encourage the students to recognize the social risks that their classmates took and uncomfortable positions in which they placed themselves to undertake this project by writing short notes and placing them in each others' mailboxes.

### **Adaptations:**

- There are several readings about identity issues which divide students that may be useful to analyze over the course of the semester. In *Keeping It Real: Teens Write about Peer Pressure* (2009), *Depression, Anger, Sadness: Teens Write about Facing Difficult Emotions* (2009), *In Too Deep: Teens Write about Gangs* (2007), *Growing up Together: Teens Write about Being Parents* (2009), *Healthy Living: Teens Write about Diet, Exercise and Handling Stress* (2010), *Strong Teens, Strong Neighborhoods: Teens Write about Friends, Family and Community* (2007), *The Struggle to be Strong: True Stories by Teens About Overcoming Tough Times* (2000) and *The Courage to Be Yourself: True Stories by Teens About Cliques, Conflicts and Overcoming Peer Pressure* (2005), teenagers write about their personal experiences in middle school and high school. Based on the experiences of your students and your personal comfort with the subject matter, you may wish to have the student read and analyze several of these readings. They can either all read the same selection or you can assign a different selection to each student and have the class not only discuss

the theme of a single essay but also the larger community and leadership themes that emerge in all or most of the readings.

**Possible Test Questions:**

- Why is it important for a leader to be able to build connections in new social groups?
- What kinds of leadership skills were necessary in order to build connections in new social groups?

Excerpt from  
**Sticking With Your “Own Kind”**

By Cassandra Thadal

Here’s a scene from a typical day in my high school classroom: students from various countries, such as Mexico, Poland, Bangladesh, Yemen and the Dominican Republic, are talking and laughing as they work together and help each other.

The teacher yells, “Why am I hearing you talking? Shouldn’t you be working?”

“We work and talk at the same time,” we answer.

When the clock marks lunchtime, we rush out of our classroom and head for the cafeteria. But by the time we reach our destination, the kids who mixed happily in the classroom have left that spirit of unity behind.

At most of the tables in the cafeteria, you see faces of the same color. The students enjoy this time with their own folks. The kids say they do this because it’s just more comfortable. So whoever arrives in the cafeteria first gets her food and spots some seats, then saves a place for others of her same race or ethnic group.

After lunch, they leave together and spend the rest of the period in the hallways, or outside if it’s not cold. A group of Polish kids settles on the floor near the main office, chatting and gossiping. Sometimes other Polish kids play checkers or dice nearby.

Some of the Dominicans sit in the hallway a few feet from the Polish kids. Most of the time they talk loudly and sing in Spanish or dance. A little further along, some kids from Ecuador or Peru hang out. The Bengalis gather in one classroom, listening to Bengali music.

The Haitian girls – the group I am part of – hang out next to our counselor’s office, while the Haitian boys assemble on the stairs.

The students are allowed to roam around freely like this because my school is very small and generally there’s harmony. People may have their personal disagreements, but groups rarely fight. That doesn’t mean that everybody’s friends though – they aren’t.

Of course, some teens do befriend people from different races. One Polish girl often hangs with a Filipina girl, and there are two black guys, one from France, the other from Africa, who are friends with a kid from Mexico.

I am also someone who doesn't stick only to her own race – although this wasn't always the case. When I first arrived here I had never spent any time with white people. I lived in Haiti until I was 14. When I saw white people in Haiti, I hated them because I knew that whites had enslaved and mistreated blacks. I didn't know any whites who considered blacks their equals. Also, some Haitians said, "Oh, the whites are so smart!" whenever they saw great things like computers or cars, as if no black person could invent things, and I hated that.

When I moved to the United States, I began to experience being around people of other races. I sat in a classroom and saw all different kinds of people. I wanted to talk to them – except the whites. My friends were Chinese, Honduran and Haitian.

But when I saw the white kids, I said to myself, "I am not going to talk to these people." I assumed they were saying the same thing because I'm black. But gradually my attitude changed.

The white kids at school treated me nicely, and I saw that many blacks were doing great at my school. It seemed like in the United States, whether you were black or white, you could do great things. In class I learned that we all had things in common and I began to feel comfortable. My friends and I often discussed racism. We thought that teenagers should mix. Our culture and skin color differed, but we ignored our differences in the classroom and got along very well. So it surprised me that when I returned to school last fall, I stopped mingling with other races and stayed with two Haitian girls. It didn't happen that way because I was being racist, or at least I didn't think so.

It was because my Honduran friend, Daysa, was not yet back from vacation, and most of my old Chinese friends were in other classes. So every day during lunch, I started sitting with the Haitian girls.

After Daysa came back, I still spent most of my time with the Haitians. Daysa spoke with her friends in Spanish and I spoke Haitian Creole with my friends. I didn't see any problem with this until one day I got to the lunchroom before my two Haitian friends. A friend of mine from the Dominican Republic asked me to sit with her, so I did. When my Haitian friends came, they looked at me strangely, but I didn't react and just said, "Hi." Then I ate my lunch and talked to the Dominican girl.



Later, when my Haitian friends were leaving, they passed and said, “Oh, yeah, Cassandra, you’re buying the Spanish face.” (“Buying someone’s face” is a Haitian expression. It means that you ignore your own race and stay with another one because you think that the other race is superior, even if that race is disrespectful to you.)

I laughed and said, “What do you mean I’m buying the Spanish face? Sitting with someone Spanish has nothing to do with that.” ... I didn’t take these things too seriously. They sounded more like jokes to me. But soon I realized they were not jokes. Later in the year, I became friends with a Russian girl named Natasha. We were in the same group in class, and she was very nice to me. We always talked to each other in class, and she often called me on the telephone, but we never sat together at lunch.

One day my Haitian friends were sitting at our table while I was still standing in line. After I got my meal, I saw Natasha, and she called to me. “Come sit with me!”

“Oh... I’m sorry. I have to sit with the Haitians or else they will say that I’m buying your face. You know...”

“What?” Natasha said confused. I explained the expression, and she said, “Okay, I’ll see you later.”

I left her by herself and went to my other friends. Because I didn’t want my Haitian friends to tease me, I stopped hanging out with people of other races. Sometimes in the morning I still walked around with one of the Chinese guys who had been my friend since ninth grade... Still I kept my friendship with kids from other races inside the classroom because I hated what my Haitian friends said whenever I hung out with them at lunch...

Cassandra Thadal was fifteen when she wrote this story.

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# Mentoring

**Objective:** To give students the opportunity to learn by conducting their own leadership training sessions; To strengthen the students' commitment to improving their communities; To provide an opportunity to practice positive community building skills; To make a difference in the lives of the younger students in this project.

**Materials Needed:** Signed parental consent from the seventh-grade students who will be participating in this program, One copy of the "Rules of Mentoring" handout for each student.

**Process:**

1. Before classes start, get the permission of your administration and the administration of the elementary school(s) where your students will conduct this program for at least one semester.
2. Prepare a list of "Rules for Mentoring" for your students to follow throughout the year. There is a sample provided in the student section of this work, but it is recommended that you adapt the rules to fit your school and class.
3. Also before classes start, discuss the possibilities of conducting a mentoring program with the seventh-grade teachers in your community. Try to find a seventh-grade class that will have lunch during the time when your students will be in lunch or in your class. Determine how often the students will get together with their seventh-grade partners (Littles). You should strive to meet with the Littles at least twice a month.
4. Arrange for the seventh-grade teacher(s) to identify the students they feel will most benefit from a mentoring program. Ask them to only choose as many children as you have students in your class. Also, try to choose enough girl students so that they will only be paired with a female student from your class and enough boys so that they will only be paired with a male student from your class.
5. Once the seventh-graders have been identified, prepare a letter for those students' parents explaining the program. A sample letter is provided following this exercise. Ask the seventh-grade teacher(s) to send these letters home with the students and collect the signed copies of the permission slips.
6. After all of the permission slips have been secured, schedule the first lunch meeting your class will have with their Littles. Try to avoid scheduling meetings on Mondays and Fridays since these days have the poorest

attendance. Arrange for a place where the Littles can meet with the Mentors without being disturbed by other children.

7. Explain to the class that they will be paired with one seventh-grader for the entire year. They will be going to the elementary school campus and having lunch with their Littles. After they finish their meals, they will be leading games that the Littles can have fun playing, but that also teach the Littles qualities of becoming a good citizen.
8. Give each student a copy of the “Rules of Mentoring.” Go over each of the rules to make sure everyone is in agreement as to their meaning. Ask the students to sign their copy of the rules. Collect the signed contracts and file them.
9. Before the first meeting with the Littles, use the “I’m a Seventeen-Year-Old Therapist,” “I Understand,” “Eye Contact,” “Facilitative Responses,” “The Ideal Mentor” and “No One Spoke Up for Irma” exercises to prepare the student to act as positive mentors. Use the “Games Kids Play” exercise to help the students plan their time with their Littles.
10. Transport the students to the elementary school on the day of their first meeting. Guide the students to the classroom or lunchroom where they will be meeting with their Littles, and introduce the Mentors to their Littles. Then allow the high school students to conduct their meeting as they planned in class. This first meeting does not need to be perfect. The Littles will be happy to have the attention from the older students no matter how well the activities and lunch go, and the high school students will learn how to better prepare for their mentoring sessions.

### **Discussion:**

Use these discussion questions after each of the meetings with the seventh-graders.

- What went well when we met with our Littles? How can we incorporate that success into our next meeting?
- What went badly? How can we avoid these things in our next meeting?
- What was the most challenging part of your experience with your Little? What can you do to overcome that challenge?
- What was the most enjoyable part of your experience with your Little?
- What did you learn from this experience?

Use these discussion questions periodically throughout the year.

- How does it feel to have your Little looking to you as an example?
- Do you feel like you provide a good example for your Little? Why or why not?
- Why is it important for a leader to also be a good role model?

### **Journal Topic:**

Use this journal topic after each of the meetings with the seventh-graders.

- What happened during your time with your Little? Was your Little comfortable enough to share his / her thoughts and feelings with you? If not, what can you do to make him / her more comfortable? Did your Little have fun during your visit? Why or why not? How can you make your next visit more fun for them? Did you see a difference in your Little from the time that you arrived at the school and the time that you left? What was that difference? Have you seen a change in your Little since the last time you met, or over the course of the year?

Use this journal topic after the final meeting with the seventh-graders.

- What was the most memorable thing that happened during your visits with your Little this year? Why is it so memorable? What did you learn from this experience? Would you like to do this sort of project again? Why or why not? How do you feel about not seeing your Little again? How do you think they feel about not seeing you again? What can you learn from this separation?

### **Mail Opportunity:**

- After the students complete their mentoring sessions with their Littles, encourage the students to recognize the contributions their classmates made to the project by writing short notes and placing them in each others' mailboxes.

### **Adaptations:**

- You may also choose to meet with the seventh-grade students at some time other than lunch. However, the meal setting provides a great opportunity for the Littles to share with their Mentors. If you choose this option, you should make sure the Mentors work individually with their Littles in some way so that a personal connection can be created.
- You may choose to use the “You’re the Best” planning worksheet from the “Our Team” exercise to help the students divide the tasks they will need to complete for this project.
- You may find it helpful to track improvement in the seventh-graders with whom your student’s work. You may choose to gather information about the

seventh-grade participants including their test scores, grades, attendance records and disciplinary records both before the program starts and at the end of the mentoring session. The results of this analysis can be useful should you decide to expand the program.

**Possible Test Questions:**

- What is the purpose of a mentor? What is a mentor supposed to do for the person with whom they work?
- What was the most important thing that you learned from working with your Little?

# Sample Letter for Seventh-graders' Parents / Guardians

Dear Parent / Guardian:

The leadership students at (insert your school name here) are beginning a mentoring program with the seventh-grade students at (insert the name of the elementary school). As part of this mentoring program, the leadership students will be meeting with the seventh-graders once every (insert frequency of visits). During these visits, the students will (describe the activities in which the students will participate in as much detail as possible).

Because of the leadership students' commitment to providing as much individual attention to the seventh-graders, only (insert the number of seventh-grade students participating) have been invited to participate in this mentoring program. Your child is one of the lucky few who have received this invitation.

In order to participate in this exciting program, your child must return the following permission slip, signed by you, to his / her teacher. Please read and sign the permission slip no later than (insert date by which permission is needed).

Thank you,

(insert your name)  
(insert your title and high school)

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I understand that my child, \_\_\_\_\_, has been accepted into a  
Child's Name  
mentoring program provided through (insert the name of the elementary school) and  
operated by the leadership students from (insert the name of your high school). As a  
participant of this program, I understand that my child will be meeting with his / her  
mentor (insert frequency of meetings) at (insert the name of the elementary school). I  
will make every effort to ensure that my child will be present for each of these meetings.

---

Parent / Guardian Signature

# Rules for Mentoring

Throughout the semester / year, I will be mentoring a seventh-grade student (Little). In order to be the best possible mentor for this student, I need to adhere to the following guidelines for a good peer helper.

1. I will demonstrate a caring commitment to my Little. I will make every effort possible to attend every meeting with my Little. While at those meetings, I will give my whole attention to my Little.
2. I will be accepting of my Little. I will not be judgmental or critical of my Little and his / her lifestyle or upbringing.
3. I will be understanding of my Little. I will make every effort to understand my Little's point of view, and I will not belittle my Little or criticize my Little's opinions or feelings.
4. I will foster an open and trusting relationship with my Little. I will not betray my Little's confidences by sharing information they trusted me to hold confidential, unless not sharing this information will lead to my Little or someone else being hurt.
5. I will act in my Little's best interest. If my Little shares information and I judge that it would be harmful to my Little or someone else should I keep the information secret, I will notify my teacher of the situation as soon as possible.
6. I will respect my Little. I will show my Little the same respect that I want them to show me. I will not gossip or brag openly about my work with my Little since this does not show respect of my Little.
7. I will serve as a positive role model for my Little both through my actions in person and online.

I understand that by signing this contract, I am giving my word that I will comply with its terms. I understand this contract will be enforced throughout the semester / year.

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Your Signature

# Peer Mediation Can Help

**Objective:** To prepare the students for their mentoring project; To explore the importance of listening and trustworthiness; To begin an examination of some of the complicated issues that may emerge through the mentoring process; To analyze community building skills.

**Materials Needed:** One copy of “Back Off: Peer Mediation Can Help” handout for each student.

## **Process:**

1. Explain to the students that their Littles were chosen in part because they need more positive attention. A large part of your students’ role as a mentor will be to listen to their Littles and truly pay attention to what they are saying.
2. Give each student a copy of the “Back Off: Peer Mediation Can Help” handout.
3. Ask for a volunteer to read the excerpt or have the students read the selection silently.

## **Discussion:**

- Why does Zainab believe that peer mediation is valuable in schools?
- How does peer mediation differ from peer mentoring?
- What similar skills or experiences do students who are mediators and mentors have?
- Do you think that serving as a mentor will be as valuable a service to your school community as serving as a mediator was for Zainab’s community? Why or why not?
- What can you do to help your Little feel more comfortable about sharing with you?
- Who will you refer your Little to if an issue arises that you are not qualified to handle?

## **Journal Topic:**

- Zainab was a better peer mediator because of her own experiences with the process. What experiences have you had that you think will help you to be more understanding of your Little? In what ways have these experiences



prepared you for this mentoring project? Do you think that you will be a good listener for your Little? Why or why not? Do you think that you will be a trustworthy and helpful confidant for your Little? Why or why not?

**Possible Test Question:**

- Discuss the importance of listening to your Little. Why is it important to really listen to what they are telling you? Give one example of a problem that your Little might have that you would be able to help by just listening to what he / she is experiencing.

Excerpt from  
**Back Off: Peer Mediation Can Help**

By Zainab Muhammad

“Where are you going?” I asked Shawn. We were in shop class, and it was getting boring.

“I’m going to peer mediation,” Shawn answered. “Since I am a peer mediator, I get to mediate whenever there is a fight.”

I watched the teacher give him a pass, and Shawn did not return for another two periods.

That’s when I got the idea to join peer mediation. I figured it would be an easy way to get out of class. When I found out that you get some extra points on your transcript, I went to sign up that same day.

But after I joined, I stopped thinking about peer mediation as just a good way to cut class. I realized that it was also a very effective way to decrease violence – one that should be used in all schools.

I know some of you are saying to yourselves, “She is being unrealistic. Who’s going to want to talk to some random students when they’re about to get in a fight?” I understand where you’re coming from.

In fact, in the past, if I was about to get into a fight, the last thing I would be thinking about is going to peer mediation. But peer mediation can work. I know, from personal experience.

A while back, I got into a pretty serious argument with another girl in my class (I’ll call her Vicki) and it was about to lead to a fight. A boy in my class had called me some names, and I began insulting him back. Then Vicki butted in and said that I shouldn’t have said anything to him. I told her to shut up.

I said some more words that I didn’t want to say, and she did the same as well, and soon we were in a shouting match. I think I would have hit Vicki if she wasn’t on the other side of the room.

I was too overcome with anger to stay in the room, so I left and went to the peer mediation office (not because of the fight but because I had to help with some

paperwork). Five minutes after I got there, Vicki came in saying the teacher had sent her down and that we had to get mediated.

...Ordinarily, when I get into an argument, I leave saying, "I should have said this or that." But, when I participated in mediation, I had more than enough time to say what I wanted to say and it made me feel better... We agreed to respect and stay away from each other. Then we signed it and we haven't fought since.

That's when I decided that peer mediation might actually be a program that works. I'm not saying that peer mediation works all the time. There are still stimes when students make an agreement and don't stick to it. Other times two students will come to us with a problem and one of them will leave feeling hopeless because she didn't get the help she wanted or because she's afraid she'll be called a snitch.

But peer mediation does give students a chance to talk to their peers about issues they're having in school – issues they may feel uncomfortable telling an administrator. I think all students know the frustration of trying and failing to get help from administrators and adult staff.

I think we need more programs where students can sit down and talk about problems, not only after a conflict, but whenever they feel a problem coming on and have no one to talk to about it.

If there were more creative programs like that, there' be fewer fights in school.

Zainab Muhammad was sixteen when she wrote this story.

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# I Understand

**Objective:** To provide students with practice in active listening; To prepare students to act as supportive mentors; To provide an opportunity to practice positive community building skills.

**Materials Needed:** One copy of the “Experience Scenarios” handout for each student, One copy of the “Were You Really Listening?” worksheet for each student.

**Process:**

1. Explain that this exercise is designed to help the students practice one of the skills they will need in order to be a good mentor to their Little.
2. Ask the students to reflect on a time when someone comforted them as they related an incident from their lives. Ask the students what words or statements show that a person is listening to another’s story. Write these comments on the board. You may need to provide some examples to start the conversation. Examples of phrases that indicate listening include:
  - I understand.
  - That must have been terrible.
  - That must have been awesome.
  - I know what you mean.
3. Give each student one copy of the “Experience Scenarios” handout.
4. Ask the students to read each of the scenarios on the handout. Each student should choose one of the scenarios to create a short story about their life. They can make up this story or they can relate an incident that actually happened in their own lives. Give the students about ten minutes to reflect on and prepare to tell their story.
5. Divide the class into groups of two.
6. Each student should relate their story to his / her partner. As one of the students is telling his / her partner, the other should listen intently to the story and focus on responding with phrases or words that indicate their interest.
7. Each partner should have a turn telling a story and also responding to another student.
8. After each student has completed both the listening and talking roles, give each student a copy of the “Were You Really Listening?” worksheet.

9. Explain that they should complete the worksheet with information that they learned from their partner's story.
10. Allow the students ten minutes to complete their worksheets.
11. When all of the students have completed their worksheets, have them exchange sheets with their partners.
12. Ask the students to correct their partner's worksheets based on the stories they told. Encourage them to evaluate their partner's answers very critically. After they have corrected their partner's answers, they should assign their partner a grade based on their listening and retention. Allow the students 15 minutes to complete this task.
13. Have the students return the corrected worksheets to their authors. Allow them 5 minutes to examine the corrected worksheets.

**Discussion:**

- Was it difficult to remember the details of your partner's story? Why or why not?
- Were you really concentrating on their story? Why or why not?
- Was it difficult to respond to your partner's story? Why or why not?
- What makes it difficult to really focus on another person's story?
- Why will it be important for you to listen to your Littles?
- Why is it important for a leader to really listen to others and respond to them in a way that shows that they are listening?
- What can you do to improve your listening skills?
- What can you do to improve your responses to others?

**Journal Topic:**

- Write about a time when you were talking to a person who was not really listening to you. What were the circumstances around this conversation? How did you feel about the other person's response to you? What did you do as a result of his / her lack of attention to your story? What lesson can you learn from this experience? What will you do when your Little shares stories about his / her life with you?

**Possible Test Questions:**

- Why is it important for a leader to really listen to others and respond to them in a way that shows that they are listening?
- What are the challenges to actively listening to what another person is saying to you?
- What can you do to improve your listening skills?

# Experience Scenarios

Choose one of the following scenarios upon which to base a story that you will relate to your partner. You may invent the story or you may choose to tell a story that actually happened in your own life. You may also want to tell a story with a theme not included on the scenario list.

- A sporting event in which you participated or that you attended
- What you did yesterday
- Your favorite holiday memory
- Something you did as a child that should have killed you
- The craziest thing that happened to you last year
- A concert that you attended
- The most fun thing you did last summer
- A major decision you made this year
- When you met your best friend
- The most boring event you ever attended
- A disappointment you experienced this semester
- The best thing you have accomplished so far
- Your experiences when you first moved to a new place
- Your first day at your first job

# Were You Really Listening?

Answer the following questions about your partner's story.

1. When did your partner's story take place?

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2. Who was involved in your partner's story?

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3. Where was your partner when this event occurred?

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4. Write four sentences that summarize your partner's experiences.

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5. How did your partner feel about this experience?

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# Eye Contact

**Objective:** To examine the importance of eye contact in communication; To analyze different degrees of eye contact; To provide the students with an opportunity to get to know one another.

**Materials Needed:** None.

**Process:**

1. Explain to the students that they will be practicing maintaining eye contact while they communicate with someone else in the class.
2. Divide the students into groups of two. Try to pair students who do not know each other well.
3. Have the students sit knee to knee with their partner. Explain that each person in the pair should take five minutes to ask his / her partner questions about their lives, interests and friends. While they talk, they should look anywhere in the room except at their partner. If one partner makes eye contact, the other should remind him / her to look at something else.
4. After five minutes, have the students switch roles and discuss the other partner's life.
5. Allow the students ten minutes total to talk while maintaining no eye contact.
6. After the students have each taken a turn discussing themselves, ask each group to join another pair. Each person should introduce his / her partner to the other pair by sharing as much information as he / she can remember about his / her partner.
7. Divide the students into different groups of two. Again, try to pair students who do not know each other well.
8. Have the students sit knee to knee with their partners. Explain that each person in the pair should take five minutes to ask his / her new partner questions about his / her life, interests and friends. While they talk, they have to constantly be looking into each other's eyes. If one partner breaks eye contact, the other should remind him / her to maintain eye contact.
9. After 5 minutes, have the students switch roles and discuss the other partner's life.
10. Allow the students ten minutes total to talk while maintaining constant eye contact.

11. After the students have each taken a turn discussing themselves, ask each group to join another pair. Each person should introduce his / her partner to the other pair by sharing as much information as he / she can remember about his / her partner.
12. Ask the students to share one thing in their introductions that their partner did not say but that they could see in his / her eyes.

**Discussion:**

- Was it difficult to carry on a conversation when you were not looking at your partner? Why or why not? What kinds of things do you think you missed in the conversation because you were not looking at your partner?
- How many times did you have to remind your partner to look into your eyes? Why is it difficult to maintain eye contact with people?
- What are the benefits of maintaining eye contact when you are talking to someone? Were you able to remember more about the partner with whom you maintained eye contact?
- Why is it important to maintain eye contact with others?
- Is it possible to have too much eye contact with someone else? How much is too much? How do you judge what level of eye contact is best for a situation?
- Why is this an important skill for leaders to have?
- What can you do to improve your ability to maintain eye contact with those with whom you speak?

**Journal Topic:**

- How did you feel during this activity? Did you feel uncomfortable talking to your partner without looking at him / her? Why or why not? Did you feel uncomfortable about looking your partner in the eye? Why or why not? Did you feel uncomfortable with your partner looking at you constantly? Why or why not? Do you think they were better able to understand you because they were looking at you? Why or why not? Do you think you were better able to understand your partner because you were looking at him / her? Why or why not? What lesson did you learn from this exercise? How will you use this lesson in your life outside of class?

**Possible Test Questions:**

- Why is it important to maintain eye contact with a person with whom you are speaking? How do others interpret your interest level if you do not maintain eye contact?
- Why is it difficult to maintain eye contact with other people? What can you do to overcome these obstacles?

# Facilitative Responses

**Objective:** To identify the most productive responses to those seeking counsel or support; To practice responding in the most facilitative way; To provide an opportunity to practice positive community building skills.

**Materials Needed:** One copy of the “Facilitative Response Inventory” worksheet for each student.

**Process:**

1. Use this exercise to prepare the students for their roles as mentors to their fourth-grade Littles.
2. Explain that the students will be studying the most effective ways to respond to their Littles during their mentoring sessions.
3. Give each student a copy of the “Facilitative Response Inventory.” Go over the Continuum of Facilitative Responses and explain that the facilitative responses are most helpful to the person being mentored. Ask the students to go through the statements and decide which response they would prefer to hear from a mentor. They should identify that response by placing an X in the Preferred Response column beside their choice. Then in the second column they should identify which position on the Continuum of Facilitative Responses these statements would occupy.
4. Allow the students twenty minutes to complete the worksheet.
5. After all of the students have finished the worksheet, ask for volunteers to share their answers. Encourage the students to discuss why they made the choices they did. Also encourage discussion of conflicting answers.
6. After you have gone over the entire worksheet, divide the class into pairs. Explain that each student should share with their partner a decision that he / she is facing right now and the possible alternatives. The partner should only respond using low facilitative responses: offering advice, analyzing the situation and reassuring. Each student in the pair should take a turn telling about his / her decision.
7. After every student has discussed their decision and acted as a mentor, ask the students to trade partners. This time, after the student tells about his / her decision and alternatives, his / her partner should respond with high facilitative responses: open ended questions, clarifying the issues, summarizing and reflecting on feelings.

**Discussion:**

- What types of responses did you find most helpful?
- Why did you prefer these types of responses?
- Are there times when the lower facilitative responses are the most appropriate? In what kinds of situations are they most appropriate?
- Why is it important for a mentor to respond in the best possible way to the person he / she is supposed to be helping?
- What skills did you learn today that you can use when working with your Little?
- How can you improve your response skills?

**Journal Topic:**

- Write about the last time you confided in another person. What led you to talk to that person? How did they respond to you? Based on your understanding of today's exercise, was their response highly facilitative? What was your reaction to their response? Did you feel better after talking to them? Why or why not? What kind of advice could you offer them about their style of response?

**Possible Test Questions:**

- What are the six stages of the Facilitative Response Continuum?
- What is the difference between a high facilitative response and a low facilitative response?
- Are high facilitative responses always the most effective types of responses? Why or why not?
- Why is it important for a mentor to know about facilitative responses?

# Facilitative Response Inventory

Listed below are some statements made by facilitators / mentors and those whom they are supposed to be helping. Read each statement and decide which response you would prefer to hear from a mentor. Place an X in the Preferred Response column beside your choice. Then, in the second column, identify which position on the Continuum of Facilitative Responses these statements would occupy. The first statement has been completed as an example.

## Continuum of Facilitative Responses

Advising & Evaluating	Interpreting & Analyzing	Reassuring & Supporting	Questioning & Probing	Clarifying & Summarizing Events	Reflecting & Understanding Feelings
1	2	3	4	5	6

Low Facilitative ← → High Facilitative

Preferred Response	Position on the Continuum	<b>Statement: “I know that I should talk with someone about my problem, but I am not sure that I can.”</b>
<u>  X  </u>	<u>  4  </u>	Response A: “What keeps you from talking about it with someone?”
<u>      </u>	<u>  3  </u>	Response B: “Well, everyone has problems. It’s not so hard once you decide to talk about it.”
Preferred Response	Position on the Continuum	<b>Statement: “No matter how hard I study, my grades still aren’t what they should be. It isn’t fair.”</b>
<u>      </u>	<u>      </u>	Response A: “What kind of grades are you getting?”
<u>      </u>	<u>      </u>	Response B: “It is frustrating to work at it like you do and not get better grades.”

Preferred Response	Position on the Continuum	<b>Statement: “My boyfriend and I were getting along pretty well, and then we suddenly started having arguments about some of the weird things that go on at the parties we go to.”</b>
_____	_____	Response A: “You’re not sure you like what’s happening at the parties.”
_____	_____	Response B: “Instead of arguing, you might talk with him about it at a time when you can both be rational and more objective.”
Preferred Response	Position on the Continuum	<b>Statement: “My dad thinks I should go in the service as soon as I graduate from high school. He keeps nagging me to talk to a recruiter and says that I can get an education in the Navy that would be better than any college. He won’t even listen to my side.”</b>
_____	_____	Response A: “Because you’re still dependent upon your parents, especially your dad, it’s not easy for you to make up your own mind.”
_____	_____	Response B: “Your dad has some strong opinions about what you might do after graduation and you are feeling some pressure to follow his suggestions.”
Preferred Response	Position on the Continuum	<b>Statement: “I don’t see why I can’t do it. All my friends are doing it.”</b>
_____	_____	Response A: “It’s not good for you to be so influenced by what others do or say. You need to think about your future.”
_____	_____	Response B: “You’re thinking that what’s good enough for your friends is good enough for you.”

Preferred Response	Position on the Continuum	<b>Statement: “I get nervous when I’m giving a speech. I think I’d just as soon take a lower grade than get up and talk in front of an audience.”</b>
_____	_____	Response A: “You’re afraid to get up in front of others because you think they are judging you.”
_____	_____	Response B: “It makes you anxious to be in front of others.”
Preferred Response	Position on the Continuum	<b>Statement: “I’ve thought about the pros and cons and I still don’t know what I should do. Tell me, what do you think I should do?”</b>
_____	_____	Response A: “I can’t make a decision for you. You should depend upon your own judgment, not mine.”
_____	_____	Response B: “You seem uneasy about facing the consequences of making a decision.”
Preferred Response	Position on the Continuum	<b>Statement: “I’ve never tried to smoke pot, but some of my friends do. I know I’ll probably give it a try sometime, just to see what it is like.”</b>
_____	_____	Response A: “You think that you should try smoking pot because you have friends that do.”
_____	_____	Response B: “What are the consequences if you do or don’t?”
Preferred Response	Position on the Continuum	<b>Statement: “You know, the closer I get to graduation, the more confused I get about what I want to do.”</b>
_____	_____	Response A: “What plans have you made so far?”
_____	_____	Response B: “Time is running out and you might talk to a counselor about some opportunities. They have some good information in the guidance office.”



Preferred Response	Position on the Continuum	<b>Statement: “I find it very hard to express positive feelings to others, even those I love.”</b>
_____	_____	Response A: “But, those kinds of feelings are the ones that really count and make a difference in a person’s life.”
_____	_____	Response B: “How do you think people might respond to you if you express your positive feelings?”
Preferred Response	Position on the Continuum	<b>Statement: “I have a teacher who doesn’t like me and there is no doubt that it is going to show in my grades.”</b>
_____	_____	Response A: “Do you like the teacher?”
_____	_____	Response B: “How do you feel about the teacher?”
Preferred Response	Position on the Continuum	<b>Statement: “You know, I haven’t taken anything from a store in almost two months now. I’m just hoping that this shoplifting thing is over for good.”</b>
_____	_____	Response A: “That’s great! You’ve really made a lot of improvement.”
_____	_____	Response B: “That’s great, but you are still not sure if you’ve got things under control.”
Preferred Response	Position on the Continuum	<b>Statement: “You probably think I’m phony. I can’t seem to keep from lying about myself and others.”</b>
_____	_____	Response A: “A lot of people feel phony at different times in their lives. We can’t be perfect.”
_____	_____	Response B: “It is discouraging to be something less than you want to be.”

Excerpted from *Youth Helping Youth: A Handbook for Training Peer Facilitators* by Robert D. Myrick and Tom Erney, 44, 53-56, ©1979. Used with permission from Educational Media Corporation, Minneapolis, MN.

# No One Spoke Up for Irma

**Objective:** To prepare the students to deal with difficult issues that may arise in their mentoring project; To provide students with the opportunity to evaluate their own resiliency; To provide an opportunity to practice positive community building skills.

**Materials Needed:** One copy of the “No One Spoke Up for Irma” handout for each student, One copy of the “What Will You Do” worksheet for each student, One copy of the “Seven Resiliencies” handout for each student.

## **Process:**

1. Give each student a copy of the “No One Spoke Up for Irma” handout.
2. Ask for volunteers to read the excerpt or have the students read the selection silently.
3. Ask the students to discuss the reading.
  - Should someone have done something to make Irma’s life better?
  - What should the author have done in this case?
  - What should the adults in the reading have done to help Irma?
  - If Irma had been a part of a mentoring program, what should her mentor have done?
  - What was the result of no one stepping in to change Irma’s environment?
  - Was this result negative or positive?
4. Explain that during the course of their mentoring, the students may discover that the lives of their Littles are filled with abuse or other negative influences like alcohol or drug abuse.
5. Give each student a copy of the “What Will You Do” worksheet.
6. Ask the students to brainstorm about possible problems they could discover in the lives of their Littles. Have them write each of these problems on their worksheet. You may want to make suggestions if the students forget to mention the following problems:
  - Physical, emotional or sexual abuse
  - Depression

- Suicidal thoughts and feelings
  - Alcohol abuse
  - Drug abuse
  - Extreme anger
  - Violent outbursts
  - Homicidal thoughts and feelings
  - Desire to hurt one's self or others
  - Feelings of worthlessness
7. After the students have thought of the problems they think they might encounter, have them brainstorm on the actions they will take should each situation arise. Point out that having a plan in advance makes the action easier to undertake should the situation arise. Remind all of the students that they are to keep conversations with their Littles confidential unless their silence will cause harm to come to either the Littles or someone else.
  8. Give each student a copy of the "Seven Resiliencies" worksheet. Go through each of the resiliencies outlined by Al Desetta and Sybil Wolin. Discuss with the students why each trait is essential for an individual to develop in order to be a strong, productive and healthy adult. Ask the students to brainstorm for each resiliency ways in which they, as mentors, can help their Littles to strengthen that trait. Also discuss ways in which they can all strengthen these traits in themselves.
  9. After the students have completed their "What Will You Do" worksheet, have them staple the sheet into their journals. Remind them to look back at this worksheet if they encounter any of these issues during their mentoring. Also stress that they should tell you as soon as these issues arise.

### **Discussion:**

- Why are people hesitant to do something about troubling situations in the lives of children?
- Why is it important to let an adult know about situations like this?
- When is it wrong to "mind your own business?" When is it the right thing to do?
- What kind of leadership skills will you be demonstrating if you take action to prevent the continuance of this kind of situation?

**Journal Topic:**

- How do you feel about the mentoring project you are about to start? Are you scared? Excited? Hesitant? Nervous? Apathetic? Why do you feel the way you do? What do you fear most about this project? Why do you fear this happening? What can you do to prepare yourself to handle this part of the project? What excites you most about this project? Why does this excite you?

**Adaptation:**

- Instead of using the “What Will You Do” worksheet, you can have your student write out the problems and solutions in their journals.
- Assign Jodee Blanco’s *Please Stop Laughing at Me* (Adams Media Corporation, 2003) in place of or in addition to the excerpted reading. Like the excerpt included with this activity, *Please Stop Laughing at Me* is written by a teenager and is based on her own experiences. This memoir explores themes of exclusion and physical abuse by classmates from elementary school through high school. After the students have completed the book, have them write a 2-3 page response in place of the journal topic. When the students turn in their responses, lead a discussion of the book using the discussion questions above as a rough guide.

**Possible Test Questions:**

- Is it important for a mentor to maintain confidentiality with the person whom they mentor?
- When is it appropriate for a mentor to repeat something that was shared in confidence? Provide specific examples.

Excerpt from

# No One Spoke Up for Irma

By Ana Angélica Pines

They say if you look into someone's eyes you can see their soul. When I look into my friend Irma's eyes, I see reflections of the past. We're around five or six years old, and we're crossing the street on the way to the fruit market. Suddenly the cart Irma's mother, Carmen, is pushing tips over and her groceries fall out in the middle of the street. She grabs Irma's head and bangs it against the handlebar of the cart. Irma is bleeding from her lip now, and both she and her younger sister Lydia are crying as we all pick up the stuff up off the ground.

The next thing I know my mother, my sister, and I are walking away as if nothing has happened. Lydia comes running after us and grabs onto my mother's leg. "Don't let her hit me," she screams.

Carmen comes over, takes Lydia by the arm, and pulls her back across the street to where Irma is standing, still in tears. As we walk away, nobody says a word. To this day, I still don't know what to think about that moment.

Irma is sixteen now. The two of us grew up together in the same building. Ever since we were little, Irma's mother would hit her, throw things at her, and curse her. She would buy Lydia things and take her places, but she always ignored Irma and made her stay behind.

Everyone on the block saw what was going on, but no one ever did anything to stop it. As far as I could see, the kids were the only ones who ever confronted Carmen about what she was doing. We quickly got the message, however, that if we kept it up we'd get in trouble. As long as they made us stay quiet, the adults could pretend the problem didn't exist.

For some reason, Carmen always favored Lydia over Irma. Even if the two girls did the same thing, only Irma would get in trouble. When Irma turned five, for example, there was a joint birthday party for her and her older brother. Lydia didn't want food, she wanted candy, so she threw her food away. Irma saw this and did the same.

Carmen grabbed Irma and slapped her right in front of everybody (and on her birthday). Then she forced her to eat all the food on her plate (too much to give a

little girl in the first place). My sister fed it to her while wiping her tears, and we put some on my plate when Carmen wasn't looking.

Carmen's abuse wasn't always physical, however. On Christmas morning Irma's siblings would still be opening their presents long after Irma had finished. Every fall she and her sister would get jeans and some shirts to start off the school year. But as the year progressed, Lydia's wardrobe would continue to grow, while Irma's stayed the same. All through junior high school she wore the same thing every week.

Irma was never allowed to go out, either. Anytime we asked if she could go someplace with us, we were told she was being punished or she just couldn't go.

Once when we were around seven or eight, Peter, one of the kids from the block, had the guts to go up to Carmen and ask her, "Why can Lydia come downstairs and not Irma?"

Not long after that, a girl named Melissa decided to go up to Carmen and tell her to her face: "You're a child abuser!" Carmen got really mad, and I remember thinking to myself, "She knows she is."

When they heard about what happened, both Peter's mother and Melissa's mother told them the same thing: "Mind your own business."

After I turned seven or eight, I hardly ever went to Irma and Lydia's house; I couldn't stand to watch it anymore. But my sister was always over there – she was practically a member of the family. Irma always had to fold everybody's laundry, sweep and mop, and basically clean the whole house. When Carmen wasn't there, my sister would help her.

Other times, my sister would grab Carmen when she was about to hit Irma and take her outside for a walk to calm her down. I often wonder how many more beatings Irma would have gotten if it hadn't been for my sister.

But most of the neighbors just accepted the situation. In fact, they used to favor Lydia just as much as Carmen did. They'd give her better presents at Christmas and take her to the beach and to the country in the summertime. Irma always had to stay at home. At times, my family took Lydia places, too. After all, it wasn't her fault. She was just a child herself...

When Irma turned sixteen her mother was not planning to do anything for her – not even a dinner. So my family decided to throw her our own surprise party at my

cousin's house. ... The funny thing was that Irma didn't even know half the people there. Nobody from her family came. When we told Carmen about the party, she said, "No one from this house is going."

Since the people who did come knew about Irma's situation, they all chipped in and even bought her gifts. It was awkward, but Irma enjoyed it. When Carmen found out, however, she got mad and started crying...for some reason, Carmen doesn't want Irma to have anything in life.

About a year ago, my mother offered to adopt Irma. She told Carmen that if she didn't want her, Irma could come live with us. But Carmen made excuses, saying Irma was lazy and stupid and that she didn't want us to have to put up with her. When she saw my mother was serious, she just told her no and walked out.

When somebody tells you something often enough, sooner or later you begin to believe it. For example, back when we were younger, Lydia, many of the other girls on the block and I all used to go to dancing school. Irma stayed home and did chores. Her mother's excuse was that Irma wasn't any good at dance and didn't like it. She repeated it so many times that Irma eventually agreed with her.

Irma's family always told her she was worthless, that she'd never do anything in life but get married, have kids, and cook eggs all day. She says worthless is how she feels and "that's what they expect, so that's what I'm going to give them."

... A couple of years ago, she was in the hospital. She told my sister that she wished she'd died so she would never have to go back to that house again.

I try to make things appealing to her so she'll want to do better. "If you're sick of your house, go to school," I tell her. "Then you can graduate on time and move out, go to college or get a job. You can even move in with me."

... These days Irma always has this blank look on her face – like there's nothing there. It's like looking into space. It's scary. She's so lost and seems to have no sense of direction.

In June, my sister and I were on the train with Irma and noticed she had carved her name in her arm with a needle. We asked her why, and she said it was because she wanted to feel pain.

I guess pain is what she's used to feeling. I don't know. I don't understand how she thinks. Sometimes I can't help but ask myself, "Why is she so stupid?" But then I think about the way she's always been told how worthless she is.

Don't get me wrong – Irma has a lot of friends and people like her. But what good are friends if you don't like yourself? Sometimes I wish I could just hold her and tell her that everything is going to be okay. I wish I could predict the future, but I can't. The only thing that can be done now is for her to get help.

So many people saw the pain Irma suffered and stayed quiet. Everyone in that building knew what was going on. We all did little things to make Irma feel better, but no one ever really spoke up or tried to get her out of the situation.

When I was little I thought a lot about calling those hotlines for abused children, but I was always afraid they would somehow be able to figure out who I was. I thought maybe they'd blow me off because I was only a child, and then not do anything anyway. Not many of the adults I knew listened to children.

But what if they did show up at the house? On the news you always hear about kids being beaten even after they were visited by social workers. Carmen probably would have thought Irma had been the one who called. She might have beaten her more severely to keep her quiet.

I never trusted anyone. That's why I didn't call. I thought it would just make the situation worse. Why should the adults at the hotlines be any different from the ones on my block? If the people in our building who know Irma didn't do anything to help her, then what reason did I have to think total strangers would?

When something like this is happening around us and we keep silent, we're all to blame – including me. People always say, "Mind your own business." But when someone is being abused upstairs or down the hall and you're a witness, that abuse becomes part of your life as well. In other words, it is your business.

Silence isn't always golden. Sometimes silence is pain.

Ana Angélica Pines was seventeen when she wrote this story.

Excerpted from *The Struggle to be Strong: True Stories by Teens About Overcoming Tough Times* by Al Doseeta and Sybil Wolin, eds., 141-46, ©2000. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; [www.freespirit.com](http://www.freespirit.com). All rights reserved.



# What Will You Do

Problem One: \_\_\_\_\_

What will you do if this problem arises?

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Problem Two: \_\_\_\_\_

What will you do if this problem arises?

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Problem Three: \_\_\_\_\_

What will you do if this problem arises?

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Problem Four: \_\_\_\_\_

What will you do if this problem arises?

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Problem Five: \_\_\_\_\_

What will you do if this problem arises?

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Problem Six: \_\_\_\_\_

What will you do if this problem arises?

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Problem Seven: \_\_\_\_\_  
What will you do if this problem arises?

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Problem Eight: \_\_\_\_\_  
What will you do if this problem arises?

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Problem Nine: \_\_\_\_\_  
What will you do if this problem arises?

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Problem Ten: \_\_\_\_\_  
What will you do if this problem arises?

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# Seven Resiliencies

As part of their extensive research into how individuals survive and thrive despite difficult situations, Dr. Sybil Wolin and Al Dosetta have identified seven traits which are indicators of an individual's resilience. Developing these traits increases a person's ability to lead a positive and productive life regardless of the negative experiences from which they come. Assess the following resiliencies identified by Wolin and Dosetta. Analyze the ways in which you can help the student you are mentoring to develop these traits and ways in which you can strengthen these traits in yourself as well.

## **Insight – Asking Tough Questions**

Insight is asking tough questions and giving honest answers about yourself and the difficult situations you find yourself in. The opposite of insight is avoiding a painful truth. Insight is hard because the urge to blame others for your troubles, instead of looking honestly at your own role, is powerful. Insight helps you see things as they really are, not as you wish they would be.

1. What is one way that you can increase your own insight?

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2. What is one way that you can help the student you will be mentoring to develop greater insight?

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## **Independence – Being Your Own Person**

Independence is being your own person and keeping an emotional distance between you and the pressures of family, friends and circumstances. The opposite of independence is doing things only to get the approval of others or to avoid feeling alone or rejected. Independence is hard because it sometimes means breaking or limiting connections with people who are important to you. Independence helps you feel safe and to know you can rely on yourself.

1. What is one way that you can increase your own independence?

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2. What is one way that you can help the student you will be mentoring to develop greater independence?

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### **Relationships – Connecting with People Who Matter**

Relationships are connections with other people based on sharing, mutual respect and openness. The opposite of building relationships is cutting yourself off from others, protecting yourself by hiding behind a false front or valuing other people only for what they can do for you. Relationships are hard because you must give of yourself as well as take. Relationships require you to take risks and trust others. Relationships give you understanding, friendship and sometimes even love.

1. What is one way that you can strengthen your own relationships?

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2. What is one way that you can help the student you will be mentoring to develop more positive relationships?

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### **Initiative – Taking Charge**

Initiative is taking action, meeting challenges and solving problems. The opposite of taking initiative is giving up or feeling helpless. Taking initiative is hard because some problems seem too over whelming to solve. Initiative helps you see that you can make a difference in your own life.

1. What is one way that you can increase your own initiative?

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2. What is one way that you can help the student you will be mentoring to develop greater initiative?

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### **Creativity – Using Imagination**

Creativity is using your imagination to express yourself and to handle hurt feelings and difficult experiences. The opposite of creativity is keeping your feelings bottled up inside. Creativity is hard because hurt feelings and painful experiences can weigh you down, dull your mind and block your imagination. Creativity helps you turn something that feels ugly and bad into something beautiful. Creativity helps you express your feelings in a positive, satisfying way.

1. What is one way that you can increase your own creativity?

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2. What is one way that you can help the student you will be mentoring to develop greater creativity?

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### **Humor – Finding What’s Funny**

Humor is finding what is funny, even when you’re sad or in pain. The opposite of humor is taking yourself and your situation too seriously. Humor is hard because pressures can blot out the lighter side of life. Humor helps you put pain in perspective. Humor helps you laugh and let others laugh with you.

1. What is one way that you can increase your own sense of humor?

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2. What is one way that you can help the student you will be mentoring to develop a greater sense of humor?

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### **Morality – Doing the Right Thing**

Morality is thinking of others as well as yourself. It's learning what other people need and trying to give it to them. The opposite of morality is thinking only of yourself, or doing whatever suits you or whatever you can get away with. Morality is hard because it can mean sacrificing your own best or short-term interests to do what's right for others people. Morality helps connect you to other people through being useful and caring. Morality helps you feel you're a good person.

1. What is one way that you can strengthen your own morality?

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2. What is one way that you can help the student you will be mentoring to develop a stronger sense of morality?

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Summaries quoted from *The Struggle to be Strong: True Stories by Teens About Overcoming Tough Times* by Al Dosetta and Sybil Wolin, eds., 10-11, 34-35, 60-61, 86-87, 110-111, 124-125, 134-135, 160-162, ©2000. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; [www.freespirit.com](http://www.freespirit.com). All rights reserved.

# The Ideal Mentor

**Objective:** To examine the skills necessary to be a good mentor; To prepare students to act as supportive mentors; To provide an opportunity to practice positive community building skills; To increase students' abilities to reflect on their own leadership skills and personal growth.

**Materials Needed:** One copy of the "My Ideal Mentor" worksheet for each student, One copy of the "My Mentoring Skills" worksheet for each student, One copy of the "My Growth as a Mentor" worksheet for each student.

## Process:

1. Explain to the students that they will be analyzing the skills and traits that are important for good mentors to possess.
2. Give each student one copy of the "My Ideal Mentor" worksheet.
3. Explain that they should each picture a person who would be an ideal mentor for them. They should then complete the worksheet by answering questions about this ideal mentor.
4. Allow the students fifteen minutes to complete the worksheet.
5. After all of the students have completed the "My Ideal Mentor" worksheet, ask for volunteers to share their responses to each of the questions on the worksheet. Have the students write the other students' responses on their worksheets for use in the next stages of the exercise.
6. After the students have completely discussed the "My Ideal Mentor" worksheet, give each student one copy of the "My Mentoring Skills" worksheet.
7. Explain that the students should reflect on the responses the class gave on the "My Ideal Mentor" worksheet and then analyze their own mentoring skills as they complete the "My Mentoring Skills" worksheet.
8. Allow the students twenty minutes to complete the worksheet.
9. After all of the students have completed the "My Mentoring Skills," have them staple the worksheet into their journals for later use.
10. As a means to evaluate the students' personal growth throughout the year, give the students another copy of the "My Mentoring Skills" worksheet to complete once more near the end of the year.

11. Stress to the students to focus on their current mentoring skills as they complete the worksheet.
12. Allow the students twenty minutes to complete the worksheet.
13. At the end of the year, give each student one copy of the “My Growth as a Mentor” worksheet.
14. Ask the students to find the last “My Mentoring Skills” worksheet that they have in their journals. Instruct them to focus on this old worksheet and the one that they just completed while they work on the “My Growth as a Mentor” worksheet.
15. Allow the students twenty minutes to complete the worksheet.
16. After all of the students have completed the “My Growth as a Mentor” worksheets, have them staple the sheets into their journals and discuss what they see as their growth as mentoring leaders.

**Discussion:**

- What do you think are the most difficult mentoring skills to develop?
- What can we do to help each other build these skills?
- Why is it important for us to analyze our mentoring skills before we meet with the Littles?
- Why is it important for leaders to examine their preparedness before starting a new task?

**Journal Topic:**

- What do you think will be the biggest challenge you will face as a mentor to your Little? What can you do to prepare yourself? Is there a specific mentoring skill you need to develop before you meet with him / her? What can you do to build this skill? Do you think your priorities in working with your Little are realistic and appropriate? Why or why not?

**Possible Test Questions:**

- What skills do you think that are most important for a good mentor to have? Why are each of these skills important?
- What mentoring skills have you been developing? How have you developed these skills?



# My Ideal Mentor

Imagine that you are going to receive a mentor who will be meeting with you once a week for an hour. Use the following questions to develop a picture of the ideal person to act as your mentor.

What three adjectives best describe your mentor?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Why is it important for a mentor to have each of these attributes?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

What three skills / abilities must your mentor have?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Why is it important for a mentor to have each of these skills / abilities?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

What three priorities must your mentor have in order to be a good mentor to you?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Why is it important for a mentor to have each of these priorities?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

# My Mentoring Skills

What are five adjectives that we used to describe a mentor that could also be used to describe you?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What are three adjectives that we used to describe a mentor that could not be used to describe you?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What can you do to develop those characteristics that you lack?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What are five skills / abilities that we decided a mentor should have that you already have?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What are three skills / abilities that we decided a mentor should have that you don't already have?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What can you do to develop those skills / abilities that you lack?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What are five priorities that we attributed to a mentor that you also have?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What are three priorities that we attributed to a mentor that you do not have?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What can you do to foster these priorities in your life?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# My Growth as a Mentor

Look through your journal and find the last “My Mentoring Skills” worksheet. Compare this worksheet to the one you completed today by answering the following questions.

What adjectives do you feel describe you now that you did not think described you the last time you completed the “My Mentoring Skills” worksheet?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How have you gained these attributes?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What adjectives did we use to describe a mentor that can still not be used to describe you?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What can you do to develop these characteristics that you lack?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What abilities do you feel you have now that you did not think you had the last time you completed the “My Mentoring Skills” worksheet?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How did you develop these skills?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What mentoring skills do you still lack?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What can you do to develop these skills?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What mentoring priorities do you have now that you did not think you had the last time you completed the “My Mentoring Skills” worksheet?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How did you develop these priorities?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What priorities do you still feel that you lack?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What can you do to foster these priorities in your life?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Games Kids Play

**Objective:** To practice planning and consensus building skills; To provide an opportunity to practice positive community building skills; To explore possible learning activities to use with the Littles; To set a lesson plan for the first meeting with the Littles.

**Materials Needed:** Four copies of the “Games Kids Play” worksheet for each group of five students, Two copies of the “Lesson Plan” worksheet for each group of five students.

**Process:**

1. Explain to the students that they will be developing a plan to use for their first meeting with their Littles.
2. Divide the class into groups of no more than five students.
3. Give each group four copies of the “Games Kids Play” worksheet. Explain that each group should think of a game they used to play with a group of their friends as a child. They should brainstorm about the game they thought was the most fun. Ask each group to come up with four games that they thought were particularly fun when they were younger.
4. After each group has come up with four games, they should complete one “Games Kids Play” worksheet for each game.
5. Allow the students at least one class period to complete this portion of the exercise.
6. After the groups have completed four “Games Kids Play” worksheets, ask them to decide which games they feel will make the best learning activities for their Littles. They should choose the best one or two of the games they have analyzed.
7. Give each group two copies of the “Lesson Plan” worksheet. Explain that they should complete the worksheet for the two games they think will make the best learning activities for their Littles.
8. After the students have worked out their lesson plan, explain that they will now use that lesson plan to teach the class using their game.
9. Allow the students at least one class period to prepare their lesson plan and practice conducting the class.

10. On the day of the presentations, encourage each group of students to explain their game just as they will to their Littles and to work through each step of their lesson plan like they will on the day that they mentor. Ask the rest of the class to participate as they would if they were fourth-graders.
11. After each presentation, ask the class to share any insights or suggestions they have about the lesson plan.
12. After all of the groups have presented their lesson plans, have the class use the model from the “Conducting Class Meetings” exercise to come to a consensus as to which lesson plan or plans they will use on the first meeting with their Littles.
13. Collect all of the “Lesson Plan” worksheets and save them to plan for later meetings with the Littles.

**Discussion:**

- Was it difficult to think of things that will be fun for fourth-graders? Why or why not?
- Why is it important for a leader to understand his / her audience when he / she is planning an event?
- What did this exercise teach you about planning for an age-group other than your own?
- How did you decide what lessons were important for the fourth-graders to learn from the games?
- Why is it important for a leader to be able to plan activities for groups?
- What can you do to strengthen your planning skills?

**Journal Topic:**

- How do you feel about the first meeting with your Little? Do you think they will enjoy the lesson plan that you have created? Why or why not? What are you most worried about happening on the day you meet with your Little? What can you do to help ease that worry? What are you most excited about happening on the day you meet with your Little?

**Mail Opportunity:**

- After the groups’ presentations, encourage the students to write a short note to their classmates whom they felt did a particularly good job preparing a lesson for the Littles or whose presentation skills have improved since the last presentation.





**Adaptations:**

- Use a variation of this exercise before each meeting with the Littles to help the students plan their activities with the fourth-graders.
- You may want to provide copies of leadership activity books for the students to look through as they plan their lessons. Several books of this sort are included in the “Bibliography and Useful Resources” section of this work.

**Possible Test Questions:**

- Why is it important to have a lesson plan before working with the Littles?
- Choose one game that you have played with your Littles. What is the lesson that the Littles are supposed to learn from this activity? Why is this lesson important?

# Games Kids Play

Reflect on a game that you played when you were a child. You should choose a game that you really loved to play and that you could only play with a group of kids. When you have thought of a game, complete the following worksheet detailing your game.

1. What was your game called? \_\_\_\_\_
2. How many children could play your game at one time? \_\_\_\_\_
3. How much time did it take for you to play your game? \_\_\_\_\_
4. What kind of special equipment was required to play your game? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What were the rules of your game? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What made your game so fun? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What did you learn from playing this game? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What kind of lessons could the Littles learn from this game? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. How does this game need to be changed in order to make it more appropriate for the Littles? \_\_\_\_\_

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# Lesson Plan

Complete the following lesson plan for the game you think will be the best learning activity for your Littles.

1. What will you call the game? \_\_\_\_\_  
\_\_\_\_\_
2. How many children can play the game at one time? \_\_\_\_\_  
\_\_\_\_\_
3. How long will the game take to play? \_\_\_\_\_  
\_\_\_\_\_
4. What role will we play in the game? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What special equipment will we need to bring to the elementary school in order to play this game? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What are the rules for the game? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. How will you explain the rules to the Littles? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. How will you prepare the Littles to play the game? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. What steps do the Littles need to follow in order to play the game? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. What lessons should the Littles learn from this activity? \_\_\_\_\_

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11. What discussion questions will you ask after the game? \_\_\_\_\_

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12. What answers do you anticipate from the Littles during the discussion?

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13. What possible problems do you foresee occurring when we play this game with the Littles? \_\_\_\_\_

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14. What can we do to solve these problems if they arise? \_\_\_\_\_

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# Leadership Styles

**Objective:** To examine the different styles of leadership; To increase awareness of the benefits associated with each style of leadership; To encourage teamwork; To provide an opportunity to practice positive community building skills; To strengthen public speaking skills.

**Materials Needed:** One copy of the “Styles of Leadership” handout for each student.

**Process:**

1. Give each student a copy of the “Styles of Leadership” handout.
2. Go over each leadership style included on the handout, making sure the students understand the unique aspects of each. Emphasize the negative and positive aspects of each leadership style.
3. Divide the class into four groups. Assign each group one of the leadership styles.
4. Assign each group to create and perform a short skit that exemplifies their assigned leadership style. Each student in the group should play some role in their skit, and skits should be between 3 and 5 minutes long. Stress that the skit should be as creative and entertaining as they feel comfortable with performing. If the students are struggling to come up with ideas for their skit, you can offer some of the following suggestions:
  - How would a leader of this style behave in a business setting?
  - How would a leader of this style react to a crisis at home?
  - How would a leader of this style act in a business meeting?
  - How would a leader of this style behave in a school board meeting?
  - How would a leader of this style act in class?
  - How would a leader of this style react to his / her family?
5. Give the students enough time to prepare their skits. You may need to allow two class periods for this activity.
6. On the day of the presentations, start class with the “Relaxation” exercise to calm the students.
7. Have each group present their skit.

**Discussion:**

- What did you learn from this activity?
- In what types of situations is the Mover and Shaker leadership style effective?
- In what types of situations is the Negotiator leadership style effective?
- In what types of situations is the Bottom Liner leadership style effective?
- In what types of situations is the Wild Card leadership style effective?
- Which style of leadership is best? (Suggest a combination of styles, if the students do not suggest this.)
- How can you use your knowledge of the different styles of leadership to improve your own skills?

**Journal Topic:**

- What type of leadership style do you use most often? How is this leadership style effective in your life? In what ways is this leadership style not effective? Why do you use this leadership style? Do you think that incorporating another style of leadership would be helpful? Why or why not? What leadership style do you use least often? Why do you not use this style more? Do you think you should use this style more often? Why or why not?

**Mail Opportunity:**

- After the skits, have the students write every other student a short note about what they liked about the other's presentation and / or any improvement they see in the other's presentation skills.

**Adaptations:**

- You may choose to have the students create and perform a skit in which each member of the group represents one of the leadership styles. This will allow them to explore the interactions between the different styles of leadership.

**Possible Test Questions:**

- What is the Mover and Shaker leadership style? In what types of situations is this leadership style effective?
- What is the Negotiator leadership style? In what types of situations is this leadership style effective?



- What is the Bottom Liner leadership style? In what types of situations is this leadership style effective?
- What is the Wild Card leadership style? In what types of situations is this leadership style effective?
- Which style(s) of leadership is most effective in your experiences? Why do you prefer this style(s)?

# Styles of Leadership

## Mover and Shaker

Overview:

- Orientation – Action oriented and authoritarian
- Basic Need – To be in control
- Time Focus – Present
- Growth Area – Needs to listen more, pay attention to details and be aware of others
- Contribution – Gets the job done

Negative Aspects:	Positive Aspects:
<ul style="list-style-type: none"> <li>• Stubborn</li> <li>• Dominating</li> <li>• Impatient</li> <li>• Poor Listener</li> <li>• Acts first, then thinks</li> </ul>	<ul style="list-style-type: none"> <li>• Determined</li> <li>• Results-oriented</li> <li>• Decisive</li> <li>• Requiring</li> <li>• Competitive</li> </ul>

## Negotiator

Overview:

- Orientation – Relationships
- Basic Need – To have security, safety and stability
- Time Focus – Present
- Growth Area – Needs to increase independence and risk taking
- Contribution – Supportive and dependable

Negative Aspects:	Positive Aspects:
<ul style="list-style-type: none"> <li>• Conforming</li> <li>• Dependent</li> <li>• Not assertive</li> <li>• Extremely flexible</li> <li>• Agreeable</li> </ul>	<ul style="list-style-type: none"> <li>• Loyal</li> <li>• Warm</li> <li>• Sentimental</li> <li>• Giving</li> <li>• Respectful</li> </ul>

## Bottom Liner

### Overview:

- Orientation – Organized and dislikes risks
- Basic Need – To be correct
- Time Focus – Past oriented
- Growth Area – Needs to make quicker decisions
- Contribution – Technically competent

Negative Aspects:	Positive Aspects:
<ul style="list-style-type: none"><li>• Rigid</li><li>• Critical</li><li>• Indecisive</li><li>• Controlled and controlling</li><li>• Unemotional</li></ul>	<ul style="list-style-type: none"><li>• Vigilant</li><li>• Detailed</li><li>• Consistent</li><li>• Objective</li><li>• Precise</li></ul>

## Wild Card

### Overview:

- Orientation – Intuitive and has new ideas
- Basic Need – Personal recognition and popularity
- Time Focus – Future
- Growth Area – Needs better time management and attention to facts and details
- Contribution – Creative ideas and ability to excite others

Negative Aspects:	Positive Aspects:
<ul style="list-style-type: none"><li>• Excitable</li><li>• Undisciplined</li><li>• Reactive</li><li>• Impacted by fads</li><li>• Disorganized</li></ul>	<ul style="list-style-type: none"><li>• Original</li><li>• Personable</li><li>• Proactive</li><li>• Stimulating</li><li>• Charismatic</li></ul>

# Taking Risks to Achieve Positive Results

**Objective:** To explore the importance of taking risks; To provide the students with a tool to evaluate the positive and negative consequences of risks.

**Materials Needed:** One copy of the “Weighing the Risks” worksheet for each student.

## **Process:**

1. Ask the students to define the word risk. Is risk always a negative? Is it ever necessary to take risks in their lives?
2. Ask the students to provide some examples of individuals that they see as having taken a risk. What were the results of their risk taking? If the students do not supply any examples of individuals achieving big things in life as a result of taking risk provide some examples of this type for them. Good examples include individuals who have started successful companies, people who have been elected to public office, and celebrities who have achieved fame despite humble beginnings.
3. Give each student one copy of the “Weighing the Risks” worksheet.
4. Explain that this exercise will help them to evaluate a risk that they are currently considering taking.
5. Allow the students fifteen minutes to complete the worksheet.
6. After all of the students have finished their worksheets, ask for volunteers to share the risk that they are currently contemplating. Have them also share the positive and negative consequences that they foresee. Ask the rest of the class to contribute any additional ramifications that they anticipate.
7. Have the students staple the completed “Weighing the Risks” worksheet into their journals.
8. Near the end of the year, have the students look back at their worksheets. Ask volunteers to share the outcome of the risks that they decided to take. Ask if they would repeat their action if they could go back in time. Also make sure to ask about any lessons that they learned from their experience with risk taking.

## **Discussion:**

- What would we accomplish in life if we took no risks?
- What makes some risks worth taking?

- What makes some risks not worth taking?
- In general, are you a risk taker or not? Why do you take more risks? Why do you shy away from risk taking?
- Do you think that it is more difficult to make decisions about risk when you are a leader? Why or why not?
- Is it important for leaders to occasionally take risks? Why?
- What are some examples of leaders who took risks that had positive results for their followers? (Revolutionary leaders, Abraham Lincoln, Martin Luther King, Jr., etc.)

**Journal Topic:**

- What is one of the most risky things that you have ever tried? What was the outcome of this risk? Did the risk that you took lead to unanticipated results? What did you learn from those unexpected outcomes? Describe a risk that you have backed away from in your life. Do you regret not having taken this risk? Are you glad that you did not take this risk? What lessons did you learn from this experience?

**Possible Test Questions:**

- Why is it important for leaders to sometimes take risks? Provide one example of a leader who took a risk that led to a positive result.
- How do you determine if a risk is worth taking?

# Weighing the Risks

We all constantly face situations in our lives that require us to take a risk or avoid the situation. Think of the biggest risk that you currently face. Are you thinking about trying out for a place on a team or a role in a play? Are you considering running for an office on campus? Are you thinking of confronting a friend about something they have done or said? Are you thinking of asking someone out on a date?

What is the biggest risk that you are currently thinking of taking?

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What are all of the positive things that could come from taking this risk?

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What are all of the negative consequences that you could face if you take this risk?

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Are there more positive or negative possible results for taking this risk?

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If there are more negatives than positives, are the possible positive results worth enduring the negatives?

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If there are more positives than negatives, are the possible negative results so bad as to outweigh the positives?

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Having analyzed the consequences of this risk, are you going to undertake this risk?

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What are the first steps to facing this risk? Make sure you make note of the time limits that you face.

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# Persistence

**Objective:** To show the importance of perseverance in goal setting; To encourage teamwork; To stress the importance of incorporating new perspectives in a team; To provide an opportunity to practice positive community building skills.

**Materials Needed:** Multiple large packages of straws, Rolls of masking tape, One clock with a second hand, One 3x5 index card for each student, One copy of the “Perseverance” handout for each student.

## **Process:**

1. Divide the class into groups of 3-5 students.
2. Give each group a package of straws and a roll of masking tape.
3. Explain that each group is to create a free-standing tower of straws that is four-feet tall and at least one-foot in diameter. Each group will have ten minutes to create their tower. After time is called, all members of the group must back away from the structure, and it must remain standing at four-feet tall for three minutes. (It is unlikely that the groups will achieve these goals in their first attempt. The object is for them to gain experience with the process needed to succeed.) All students in each group must actively participate in the tower, and they may not observe the work of the other groups.
4. Give the students ten minutes to construct their towers. Circulate through the room to check on their progress and make sure they are following the rules.
5. Measure the completed towers and make note of their height on the board.
6. Regroup the students so that they are with a completely different group of students. Their new groups should not include any students from their first group.
7. Give each group a package of straws and a roll of masking tape. Each group should create a free-standing tower of straws that is four-feet tall and at least one-foot in diameter. Each group will have ten minutes to create a tower. After time is called, all members of the group must back away from the structure, and it must remain standing at four-feet tall for three minutes. All students in each group must actively participate in the tower, and they may not observe the work of the other groups.
8. Repeat steps 4 and 5.
9. Give each student a copy of the “Perseverance” handout and a 3x5 index card. Explain that each statement on the “Perseverance” handout contains an



example that demonstrates the importance of continuing to try even in the face of failure. Ask the students to relate any other examples of perseverance they may know. Have the students choose an example that inspires them to persevere. Have them write that statement on the index card. Explain that the students should post that index card where they will see it every day to remind them to be persistent.

**Discussion:**

- Why were you able to come closer to your goal the second time you attempted to build the straw tower?
- In what ways did having different team members help you in your second tower? What does this show us about incorporating new perspectives to problems?
- Do you think you would have been able to accomplish your tower goal if you had additional attempts? Why or why not?
- What does this exercise demonstrate about persistence?
- Why is it important to keep trying to accomplish a goal even after you have failed?

**Journal Topic:**

- Write about a goal that you have now. What is your goal? What kind of obstacles could you encounter as you seek to accomplish this goal? Will you let these obstacles keep you from accomplishing your goal? What will you do to overcome each of these obstacles?

**Possible Test Questions:**

- What is persistence?
- Why is it important for a leader to be persistent when he / she is attempting to accomplish a goal?

# Perseverance

The world's best quarterbacks do not complete 40 percent of their passes.

The greatest basketball stars in the NBA only make 50 percent of their shots.

Major league baseball players get on base only 25 percent of the times they are at bat.

Dr. Seuss's first book was rejected by 23 publishers before it was published.

Based on Fred Astaire's 1932 Hollywood screen test, he was described as being "short, balding, [with] enormous ears and a bad chin line, [but] able to sing and dance a little." \*

Thomas Edison discovered the filament for the incandescent light bulb on his 805<sup>th</sup> attempt. He failed 804 times.

The Wright Brothers successfully flew their airplane at Kitty Hawk, North Carolina on their 147<sup>th</sup> effort. They failed 146 times.

In 1927, the head of a drama school advised a young Lucille Ball to try any other profession other than acting.\*\*

In 1954, the manager of the Grand Ole Opry in Nashville, Tennessee, fired Elvis Presley after one performance and told him that he should go back to driving a truck.\*\*

\*Cited in Sheila Murray Bethel, *Making a Difference: 12 Qualities that Make You a Leader*, (New York, NY: Berkley Books, 1990), 252.

\*\*Cited in Jonni Kincher, *Psychology for Kids: 40 Fun Tests that Help You Learn About Yourself*, (Minneapolis, MN: Free Spirit, 1995), 19.

# Strength in Numbers

**Objective:** To demonstrate the importance of teamwork; To explore the concept of trust; To examine the difficulties associated with trusting another person and gaining the trust of another; To provide an opportunity to practice positive community building skills.

**Materials Needed:** None.

**Process:**

1. Clear a large space in your room before class.
2. Explain to the students that they will be lifting every other member of the class above their heads.
3. Have the students lie in a line on their backs. They should be ear to ear with their toes pointed in the opposite direction of the person next to them. Encourage the stronger students to lie next the weaker students so that two strong students are not next to each other and two weak students are not next to each other.
4. Explain that every student will be taking a turn being passed from one end of the line to the other. Explain that when the student is being passed down the line he / she should remain as stiff as possible with his / her feet together and his / her arms crossed in front of him / her. Demonstrate this position.
5. Ask for a volunteer to be the first one passed down the line. You may want to be the first to be passed down the line in order to demonstrate that the feat can be accomplished.
6. Have the volunteer stand with his / her back to the line. Have them stand as stiffly as possible with their feet together and their arms crossed.
7. Ask the students in the line if they are ready to hold their classmate up. When they are ready, ask the volunteer if he / she is ready to trust his / her classmates. When the volunteer is ready, help them lean back onto the arms of his / her classmates.
8. Have the students pass their classmate down the line. When the student reaches the end of the line, help them to stand up again.
9. After the first student has successfully made it to the end of the line, ask for additional volunteers. Repeat steps 6 through 8 until all of the volunteers in the class have been passed down the line. Do not force students to be passed down the line.

**Discussion:**

- What made it possible for you to move you classmates down the line?
- Would you have been able to hold one of your classmates above your head by yourself?
- Why is it important for a leader to understand the power of teamwork?
- Was it difficult to trust your fellow classmates to hold you up? Why or why not?
- Why is it important for a leader to trust his / her followers?
- Why is it important for a follower to trust his / her leader?
- What makes a person trustworthy?
- Is it possible to earn a person's trust?
- What can you do to earn another person's trust?

**Journal Topic:**

- Do you think you are trustworthy? Why or why not? Do you think everyone else trusts you? Why or why not? Who trusts you most? Why does this person trust you? What did you do to earn his / her trust? Who is one person who does not trust you? Why doesn't this person trust you? What can you do to earn this person's trust?

**Possible Test Questions:**

- Why is it important for a leader to trust his / her followers?
- Why is it important for a follower to trust his / her leader?

# Observing Organized Community Service

**Objective:** To provide the students with an example of an organized community service structure; To prepare the students to plan their own community service projects; To help students to gain insight into others' situations and develop compassion and empathy; To provide an opportunity to practice positive community building skills.

**Materials Needed:** One copy of the "Guide to Planning Your Community Project" handout for each student, One copy of the "Community Project Planning Worksheet" for each student.

## **Process:**

1. Before classes start, contact the Habitat for Humanity office nearest you. Explain that you would like to bring your students to their office to learn about the process that Habitat for Humanity uses for selecting benefactors, organizing and training volunteers and how the organization receives funding. Request that someone from the Habitat for Humanity staff prepare a short presentation for the students about the organization. Explain that you would also like to bring your students to work on a house one Saturday. Try to schedule a day for the students to work that does not conflict with the school calendar and that should provide an opportunity for the students to do some intensive manual labor.
2. Approach your administration about a Saturday field trip to the nearest Habitat for Humanity building site. Depending on the requirements of your school, you may need to secure a signed permission slip from the parents of each student.
3. Before you discuss this project with the class, locate as much information about the organization as you can. A useful source for information on the organization is <http://www.habitat.org/how/>.
4. Explain to the students that they will be studying the organizational style of Habitat for Humanity. They will be able to talk with organizers at the local Habitat for Humanity, and they will need to be prepared to ask questions about the organization. Ask them to read the information you have provided on the organization.
5. After the students have read the information, ask them to share what they have learned about the organization.

6. Following a ten minute discussion of the organization, have each student write down three questions they would like to ask the Habitat for Humanity staff.
7. Take the students to the local Habitat for Humanity office. Recommend that they take notes on the presentation they see. Encourage them to ask questions of the staff member(s).
8. After the presentation, take the students to the Habitat for Humanity building site. Have the students work as volunteers for at least four hours so they can experience first-hand what the organization does.
9. When the students return to class, post a copy of the “Guide to Planning Your Community Project.”
10. Work through the guide making sure all of the students understand each step.
11. Give each student a copy of the “Community Project Planning Worksheet.”
12. Divide the class into groups of 3-4 students. Assign each group to complete the “Community Project Planning Worksheet” as if they were the organizers of Habitat for Humanity.
13. After the groups have completed their worksheets, ask for volunteers to share their group’s answers. Encourage the other groups to share any additional responses that their group included on their worksheets.

**Discussion:**

- What did you learn about organizing a community project by observing Habitat for Humanity?
- What skills did you learn that you can use in the other community projects?
- Why is it important for a leader to be able to organize community projects?
- Why is it important for a leader to be compassionate and help others?

**Journal Topic:**

- How did you feel about working with Habitat for Humanity for a day? Do you feel like you made a difference? Why or why not? Did you want to do something else for the future home owners? What other projects do you think would be helpful for that family / person? What could you do to help? Do you think you will volunteer for a similar project again? Why or why not?

**Adaptations:**

- You may choose to use another organization other than Habitat for Humanity if time or distance keeps this from being a possibility for your class. You should choose an organization that coordinates its own projects and pulls together numerous people to work on a single project. This will help the students get a better idea of how to organize a community service project.

**Possible Test Questions:**

- What skills did you learn that you can use in other community projects?
- Why is it important for a leader to be compassionate and help others?
- What are the ten steps to planning a community service project?
- Why is each of these ten steps important?

# Guide for Planning Your Community Project

<b>Planning</b>	
1. Purpose:	State your purpose by defining who, what, when, where, why and how.
2. Motivation/ Communication:	Why is it important? Write it out, sell it! How will public relations be handled? Public involvement?
3. People Power:	Develop your team: what is their role? Identify supporters (financial and volunteers). Who will assist and what will their roles be?
4. Material Needs:	Identify needs (supplies, equipment, facilities, etc.)
5. Financing:	Identify your financial needs (budget, income, resources). Put a dollar figure on everything in Material Needs. Where will the money come from?
6. Problems/ Solutions:	Realize possible barriers of time, money, manpower, training and resources. Determine and develop solutions for each barrier.
7. Calendar:	Establish a timeline for accomplishing your goal. Work backward from your deadline.

<b>Implementation</b>	
8. Implement:	Put your plan into action. Just do it! Advance with confidence. Step by step. Follow up. Keep up.

<b>Evaluation</b>	
9. Evaluate:	Evaluate progress. Adjust, adapt, repeat and revise any steps necessary.
10. Reward:	Reward and recognize those who have shared your vision.



# Community Project Planning Worksheet

<b>Planning</b>	
1. Purpose:	
2. Motivation/ Communication:	
3. People Power:	
4. Material Needs:	
5. Financing:	
6. Problems/ Solutions:	
7. Calendar:	

<b>Implementation</b>	
8. Implement:	Implement your plan of action. Advance with confidence. Just do it! Step by step. Follow up. Keep up.

<b>Evaluation</b>	
9. Evaluate:	
10. Reward:	

# Positive Thinking

**Objective:** To reflect on personal attitude, philosophy, and perspective on life; To recognize the positive aspects of current situations; To form a plan to turn more negative situations into positives.

**Materials Needed:** One copy of the “Milk Glass” worksheet for each student.

## **Process:**

1. Give each student a copy of the “Milk Glass” worksheet. Have them reflect on their general outlook on life. Are they optimistic, pessimistic, or neutral? Have them write the description that best fits them on the first line of the “Milk Glass” worksheet.
2. Ask the students to reflect on their lives at this moment thinking about both positive and negative experiences, relationships, possessions and environments. Have them list the positives in the full half of the glass on the worksheet. The negatives should be listed in the empty half of the glass. Give the students time to think about their lives and fill in the worksheet.
3. Have the students staple the “Milk Glass” worksheet into their journals.

## **Discussion:**

Use the following discussion questions after you complete the exercise the first time:

- How do you determine what is positive in your life? How do you determine what is negative in your life? Do you think that other people would consider the things that you listed as positive to be so? Do you think that other people would consider the things that you listed as negative to be negative?
- How many people in the class are optimists? Who are the pessimists? What are you if you are neither an optimist or a pessimist?
- If you were an optimist, did you have more items, people and experiences listed in the full half of the glass? Do you think that you are an optimist because you have so many positives in life? Do you think that you have more positives because of your outlook on things? Does thinking positively lead you to see things in a more positive light?
- If you were a pessimist, did you have more items, people and experiences listed in the empty half of the glass? Do you think that your negative view causes you to think more about these negative aspects? Do you think that you would think of more positive things in your life if you intentionally focused on the

positive side of life? Could your attitude be causing you to have so many negatives in your life?

- What role does your attitude play in determining your daily experiences?
- Is it ever possible to turn negative experiences and relationships into positive things? What can you do to enact positive change? Does anyone have an example of a negative they listed on their worksheet they could turn into a positive?

Use these discussion questions after the second time the class completes the exercise:

- Are your responses on the worksheet more positive now than they were?
- Do you feel like you have a more positive attitude now than you did at the beginning of the course? How has that positive attitude affected your life?
- Did you have a harder time finding negative experiences?
- Have you learned any new skills that help you turn negatives into positives?

### **Journal Topic:**

Use the following journal topic after you complete the exercise for the first time:

- Analyze your list of negative experiences and relationships. What is one thing you can do to make each experience or relationship better? Is there anything on the list you can make completely positive through your own actions and attitude? Reflect on your past. Was there ever a time when you turned a bad situation into a good one? How did you do that? Can you apply the same techniques to one or more of the negatives on your list?

Use the following journal topic after you complete the exercise for the second time:

- Refer back to your first “Milk Glass” worksheet. Are there any items that you listed as negatives that you would now consider positives? Why did your opinion change? Did you do something to change your perception of that negative thing? If so, what did you do? Now look at your new “Milk Glass” worksheet. Could you use the same technique to improve something on your new list? What steps will you take to make the positive change occur?

### **Adaptations:**

- Depending on your individual class, you may have a student who has a hard time thinking of anything positive to write on their milk glasses. If this happens, you should help the student to think about their lives and come up with positive things. You might ask questions about how their day has gone so far, what they like about this class, or who their friends are?

- You may also have students who list negative things and associations as positives on their worksheets. Examples of this include listing their ties with a gang or access to drugs as positives. If this occurs in your class, it is important to discuss with them the negative consequences of these things. To avoid the perception of “just another adult telling me what is good and bad,” encourage the classmates to lead this discussion about negative consequences for those things listed that may not be so positive.
- This exercise can be repeated near the end of the year. The resulting worksheet can be compared to the one completed earlier.

**Possible Test Questions:**

- What is an optimist?
- What is a pessimist?
- Is it possible for a pessimist to be a good leader? Why or why not?
- Is it possible for an optimist to be a good leader? Why or why not?

# Milk Glass Worksheet

This worksheet will help you to examine your outlook on life. On the first line, write whether you view yourself as an optimist or a pessimist. Then complete the following worksheet by writing in the empty part of the glass the negative aspects, experiences and people in your life right now. Write the positives in your life in the full portion of the glass.

I am \_\_\_\_\_

Negatives:

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Positives:

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# Leading with Attitude

**Objective:** To examine the importance of self-confidence and confidence in others; To identify ways that each student can improve their attitude in order to be a more effective and efficient leader.

**Materials needed:** One copy of the “How is Your Attitude?” worksheet for each student.

**Process:**

1. Explain that the class will be studying the importance of attitude as an element of leadership. Specifically, each student is going to evaluate the level of confidence that he / she has in himself / herself and also the amount of confidence that he / she has in others. This will be used as a starting point for analyzing the importance of self-confidence and confidence in others in effective leadership.
2. Give each student one copy of the “How is Your Attitude?” worksheet.
3. Explain that for each situation on the worksheet, the student should choose the response that they would most likely make. Stress that they should answer each question as quickly and honestly as possible in order to get the most accurate responses. Assure the students that no one else will see their responses or know their score.

**Discussion:**

- Why is it important for a leader to have confidence in himself / herself?
- What happens if a leader lacks confidence in himself / herself?
- What can a person do to increase his / her self-confidence?
- Can a leader ever have too much self-confidence? What happens when a leader is overconfident of his / her own abilities and skills?
- How can you avoid being over confident?
- Why is it important for a leader to have confidence in others?
- What happens if a leader lacks confidence in his / her followers?
- What can a leader do to increase his / her confidence in others?
- Do followers have to do something in order to gain a leader’s confidence?

- How much control does a leader have over his / her level of confidence in his / her followers?
- Can a leader ever be too confident in his / her followers?
- What happens if a leader has too much confidence in the abilities or skills of his / her followers?
- Why is it important for a leader to have a realistic view of himself / herself and his / her followers?

### **Journal Topic:**

- Do you feel like the “How is Your Attitude?” quiz provided an accurate picture of your leadership attitude? Why or why not? Are you happy with the results? Do you feel like you have the right attitude for leadership? Why or why not? What can you do to improve your attitude for leadership? What is an attainable goal that you can set to improve your leadership attitude?

### **Adaptations:**

- As a way to demonstrate growth over the course of the class, you may choose to have the students complete this evaluation twice, once at the beginning of the class and once near the end of the class. If you choose to use the evaluation in this way, have the students make note of their original score in their journals. When you give the evaluation again, have the students look up their first score after they have completed the process for the second time. Then have the students reflect on any changes in their score in their journals, explaining why they feel they have or have not changed over the course of the class.

### **Possible Test Questions:**

- Is self-confidence an important element in leadership? Why or why not?
- Is it possible for a leader to be too confident in himself / herself? What happens if a leader has too much self-confidence?
- Is it important for a leader to have confidence in his / her followers? Why or why not?
- What happens if a leader has no confidence in his / her followers?
- What happens if a leader has too much confidence in his / her followers?

# How is Your Attitude?

Read the following questions and choose the answer that best describes your reactions. Be as honest as you can!

1. You are working with a group to solve a problem. How do you feel when someone comes up with an idea that is obviously better than yours?
  - a. Threatened
  - b. Embarrassed
  - c. Interested
2. You are working with a group on a project. How do you feel about your ideas compared to everyone else's ideas?
  - a. Yours are not as good
  - b. Yours are better
  - c. Yours are as good but not necessarily better
3. What happens when you try to get big ideas across to other people?
  - a. They don't listen
  - b. They listen, but they don't get it
  - c. They usually listen and understand
4. You have been working on a project for a long time. So far, no one has given you any praise or feedback. What do you do?
  - a. Get discouraged and quit
  - b. Drop it and move on to a different idea
  - c. Finish the project because you want to
5. You are invited to participate in a project as a follower, not a leader. How do you feel about this?
  - a. Good because you are not comfortable leading anyway
  - b. You will not participate if you can't be the leader
  - c. You don't mind being a follower sometimes
6. What happens when you fail at something you try to do?
  - a. You quit because failing proves that you are no good
  - b. You quit because others just don't realize how good you are
  - c. You try to learn something from the failure that will help you succeed in the future



7. If you were in charge of a group project, how would you handle it?
  - a. Let the others do most of the work
  - b. Do it all yourself to be sure that it is done right
  - c. Break up the project into smaller parts, then assign the parts to people according to their skills and interests
8. How do you feel about working with people whose backgrounds are different from yours?
  - a. Uncomfortable about their differences
  - b. Superior or inferior to them
  - c. Interested in and respectful of their unique points of view
9. When someone gives you an honest criticism, this makes you...
  - a. Hate yourself
  - b. Angry
  - c. Look for ways to improve
10. What do you do if you have a setback – if things do not go the way you want them to?
  - a. Dwell on your past mistakes and how things could have been
  - b. Blame other people for your setback
  - c. Look for positive ways to move forward

**Scoring:**

Add up the total number of times that you circled each letter.

Total A's: \_\_\_\_\_

Total B's: \_\_\_\_\_

Total C's: \_\_\_\_\_

- Mostly A's mean you may need more confidence in yourself before you have the best attitude for a leader
- Mostly B's mean you may need more confidence in other people before you have the best attitude for a leader
- Mostly C's mean you probably have a realist view of yourself and other people. You have the right attitudes to be a leader.

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# Coping with Stress

**Objective:** To allow students to evaluate stress in their lives; To identify sources of stress; To create a plan for managing stress.

**Materials Needed:** One copy of the “Assess Your Stress” worksheet for each student, One copy of the “Charting the Stress in Your Life” worksheet for each student, One copy of the “Managing My Stress” worksheet for each student.

## Process:

1. Give each student a copy of the “Assess Your Stress” worksheet.
2. Explain that they are to read each event listed on the worksheet. If that situation has occurred in their life within the last twelve months, they should circle the number that corresponds with that event. When they have completed the list, they should add the circled numbers together to determine their stress score.
3. Give the students twenty minutes to complete the “Assess Your Stress” worksheet.
4. After all of the students have finished their worksheets, ask them to indicate their score by raising their hands. Track how many students fall into each stress level.
5. Ask the students the following questions about their stress level:
  - Were you surprised about your own stress level? Was it higher or lower than you expected?
  - Are you concerned about your level of stress?
  - Why do you think your level of stress was so high?
  - Why do you think your level of stress was so low?
  - Were you surprised by the amount of stress your classmates are under?
  - What can we learn from this worksheet?
6. Give each student a copy of the “Charting the Stress in Your Life” worksheet.
7. Explain that they will be using this worksheet to chart the stress in their lives over the course of the week. Assign the students to make note of one stressful situation for each day of the week. Encourage them to complete the worksheet

at the end of each day. Stress that this worksheet will be kept confidential between you and the student who writes it. Also stress that the more open and honest they are on the worksheet, the more useful it will be to them.

8. Give the students one week to complete the “Charting the Stress in Your Life” worksheet. You may choose to have them turn in their complete worksheet, or you can allow them to keep their worksheets completely confidential.
9. Give each student a copy of the “Managing My Stress” worksheet.
10. Explain that they will be using the “Charting the Stress in Your Life” worksheet as a reference to list the reoccurring situations, times of day or individuals that lead to stress in their life. Then they should analyze each stressor and examine what they can do to cope with that source of stress.

**Discussion:**

- What did you learn from this exercise?
- Do you think that leaders have stressful lives? Why or why not?
- Why is it important for leaders to be able to cope with the stress in their lives?
- What skills have you learned to help you cope with your stress?
- How can you improve on your stress management skills?

**Journal Topic:**

- What did you learn about your stress level by completing this exercise? Do you have more stress in your life than you thought you did? In what ways is your life more stressful? Do you think that you are under more stress now than you were five years ago? What was different about your life then? What lessons can you learn from your previous stress management to help you now? What one thing would make the most difference in your stress level if you could change it?

**Possible Test Questions:**

- Why is it important for a leader to be able to cope with his / her stress?
- What is your favorite way to cope with the stress in your life? Why do you favor this method?

# Assess Your Stress

Read each event below. If that situation occurred in your life in the last twelve months, circle the number that corresponds with that event. When you have completed the list, add up the circled numbers.

<b>Event</b>	<b>Points</b>
Death of a parent or guardian	10
Caught using drugs	9
Going to detention, youth center, reform school or jail	9
Getting beaten by a relative or friend	9
Getting pregnant / becoming a father	9
Death of a close family member	9
Having a major illness, injury or car accident	8
Not getting promoted to the next grade	8
Getting attacked, raped or beaten	8
Parents or guardians getting a divorce or separation	8
Death of a boyfriend, girlfriend or close friend	8
Death of a pet	8
Getting a venereal disease	8
Starting to use drugs or alcohol	8
Fighting with parents or guardians	7
Caught cheating or lying	7
Getting expelled or suspended	7
Going into debt	7
Being stereotyped or discriminated against by having bad rumors spread against you	7
Moving to a different town or school or having to make new friends	7
Getting married or engaged	7
Being pressured to take drugs or alcohol	7

Falling in love	7
Nearing graduation	6
Getting pressured to have sex	6
Becoming religious, changing religion or giving up religion	6
Having trouble getting a date	6
Developing problems with teachers or employers	6
Making career decisions or deciding on a college	6
Getting a traffic ticket or other minor problems with the law	6
Breaking up with a girlfriend or boyfriend	6
Starting to perform in front of others (speeches/presentations/music/drama)	6
Getting fired from a job	6
Taking finals or college entrance exams	6
Taking a driver's license test	6
Moving out of the house	6
Getting a bad haircut	6
Getting a bad grade	6
Being referred to the principal's office	5
Getting acne or warts	5
Starting to date	5
Arguing with peers or siblings	5
Trying to get a job or interviewing for jobs	5
Getting an addition to your family	5
Getting braces	5
Losing or gaining weight	5
Getting glasses	5
Starting school	4
Starting to go to weekend parties or concerts	4
Being pressured to follow fads	4

Getting a car	4
Getting an award, honor or office	4
Making a team (athletic, drill, debate, etc.)	4
Going to the dentist or doctor	4
Going on a diet	4
Getting a minor illness (cold, flu, etc.)	3
Changing exercise habits	2

Your Score: \_\_\_\_\_

## What Your Score Means

Score	Interpretation
0 – 40	No significant problem
41 – 95	Mild life crisis (33% chance of illness or injury within the next year)
96 – 180	Moderate life crisis (50% chance of illness or injury within the next year)
180 and above	Major life crisis (80% chance of illness or injury within the next year)

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# Charting the Stress in Your Life

During the next week, keep a chart of stressful situations in which you are involved. Briefly describe the stressful situations and note the time of day it occurred and who was involved. Be sure to write down how you felt.

## Monday

Stressful situation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When did this situation occur (time)? \_\_\_\_\_

Who was involved in this situation? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What was your reaction to this situation? How did you feel? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Tuesday

Stressful situation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When did this situation occur (time)? \_\_\_\_\_

Who was involved in this situation? \_\_\_\_\_

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What was your reaction to this situation? How did you feel? \_\_\_\_\_

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**Wednesday**

Stressful situation: \_\_\_\_\_

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When did this situation occur (time)? \_\_\_\_\_

Who was involved in this situation? \_\_\_\_\_

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What was your reaction to this situation? How did you feel? \_\_\_\_\_

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**Thursday**

Stressful situation: \_\_\_\_\_

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When did this situation occur (time)? \_\_\_\_\_



Who was involved in this situation? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What was your reaction to this situation? How did you feel? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Friday**

Stressful situation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When did this situation occur (time)? \_\_\_\_\_

Who was involved in this situation? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What was your reaction to this situation? How did you feel? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Saturday**

Stressful situation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When did this situation occur (time)? \_\_\_\_\_

Who was involved in this situation? \_\_\_\_\_

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What was your reaction to this situation? How did you feel? \_\_\_\_\_

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### **Sunday**

Stressful situation: \_\_\_\_\_

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When did this situation occur (time)? \_\_\_\_\_

Who was involved in this situation? \_\_\_\_\_

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What was your reaction to this situation? How did you feel? \_\_\_\_\_

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Adapted from *Building a Positive Self-Concept* by Marjorie Jacobs, Blossom Turk, and Elizabeth Horn, 84-85, ©1988. Used with permission from J. Weston Walch, Portland, ME.

# Managing My Stress

Look at your “Charting the Stress in Your Life” worksheet. List the reoccurring situations, times of day or individuals that lead to stress in your life. Then analyze each stressor and examine what you can do to ease your stress.

1. What were the three situations that appeared most often on your stress charting worksheet?

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

2. What can you do to ease the stress caused by each situation?

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

3. According to your stress charting worksheet, what are the most stressful times of day for you?

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

4. What can you do to make these times less stressful?

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

5. Based on your stress charting worksheet, what people in your life cause you the most stress?

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

6. What can you do to make your relationship with these people less stressful?

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

# Choosing the Best Leader

**Objective:** To allow students to tackle a problem-solving activity as a group; To increase awareness of the characteristics needed in a leader; To increase awareness of the different types of leaders needed in different situations; To promote self-evaluation of leadership characteristics; To practice consensus building skills; To practice community building skills.

**Materials Needed:** One copy of the “Who Should Lead” worksheet for each student.

## **Suggested Process:**

1. Read the “Who Should Lead” scenarios and the list of leadership characteristics / skills that might be necessary in each scenario.
2. Have the students rank the top eight characteristics / skills the leader in each scenario should possess. They are not to discuss the problems with anyone else at this stage. Allow them about ten minutes to make their decisions.
3. Break the students into two groups. Tell each team to discuss the individual choices and to come up with a final ranking of characteristics / skills for each scenario. Everyone in the team must agree with the final ranking for each scenario. The decision must be reached within twenty-five minutes. The group should select a leader who will present their choices. The leader must be able to justify the group’s ranking by explaining why the ranked characteristics / skills are essential and those not ranked are not important.
4. After the time has expired, the leader of each team should report their decisions back to the class. You should track the student’s responses to each scenario on the board. Encourage the students to debate their choices as the leaders present their group’s choices.

## **Discussion:**

- How did you determine which characteristics / skills were most essential?
- Why were different characteristics / skills needed for each leader?
- Which characteristics / skills were most often in the top eight? Why do you think those characteristics appeared so often?
- Which characteristics made the lists least often? Why did you not include these characteristics / skills in your rankings? Are they not important?

- Was it difficult to only choose eight characteristics / skills? Why or why not?
- What does this exercise demonstrate about the characteristics / skills needed in leaders?

**Journal Topic:**

- What kind of leader do you want to become? What are the most essential characteristics / skills you will need to become this type of leader (you do not have to limit yourself to eight)? What can you do in the next year to develop or strengthen these characteristics / skills in yourself?

**Possible Test Questions:**

- Are there some skills that are essential for all leaders to have? If so, list at least three skills that you think all leaders should have?
- Why do different types of leaders need different skills?

# Who Should Lead?

## Scenario One – Student Body President:

The election for student body president is next week. The last president conducted a very exciting campaign, making a number of promises to the student body. However, when she entered office, she did very little. She rarely attended the student council meetings. When she did go to the meetings, she spent most of her time talking to her friends on the council. Under her leadership, the council accomplished nothing.

The students of the campus are now facing a number of situations in which the student body president and student council will need to make a stand. Due to an increase in students skipping school after lunch, the administration is considering not allowing students to leave campus for lunch. Additionally, based on the apathy of the students, the administration is considering discontinuing the school's tradition of holding pep rallies during school hours. The school's administration is interested in the opinions of the student body and has decided that the new student body president will need to present the view of the students and solid reasons why they should or should not continue with their plans.

What are the eight most important characteristics / skills that will be needed in the new student body president?

- |  |   |
|--|---|
| <input type="checkbox"/> Able to Learn New Things                      | <input type="checkbox"/> Ambition                     |
| <input type="checkbox"/> Charisma                                      | <input type="checkbox"/> Commitment                   |
| <input type="checkbox"/> Communication Skills                          | <input type="checkbox"/> Competence                   |
| <input type="checkbox"/> Courage                                       | <input type="checkbox"/> Discernment                  |
| <input type="checkbox"/> Focus   | <input type="checkbox"/> Generosity                   |
| <input type="checkbox"/> Initiative                                    | <input type="checkbox"/> Integrity                    |
| <input type="checkbox"/> Listening Skills                              | <input type="checkbox"/> Passion                      |
| <input type="checkbox"/> Positive Attitude                             | <input type="checkbox"/> Power                        |
| <input type="checkbox"/> Problem Solving                               | <input type="checkbox"/> Relationship Building Skills |
| <input type="checkbox"/> Responsibility                                | <input type="checkbox"/> Security                     |
| <input type="checkbox"/> Self-Discipline                               | <input type="checkbox"/> Vision                       |
| <input type="checkbox"/> Willingness to Put Others Ahead of Themselves |   |

### Scenario Two – Mayor:

A special election is being held to select someone to replace the mayor who recently passed away. The last mayor was a beloved figure in the town. He had been elected to office for nine consecutive terms. Throughout his time in office, he was known as a great leader who always put the welfare of the town before his own ambition. Several things around town have been named in his honor including a beautiful park near the town square.

However, contrary to his public image, the former mayor's dedication to his duties was failing in his last term, largely due to his declining health. The new mayor will face a number of difficult challenges as he / she seeks to clean up the mess left by the former mayor without insulting the memory of a town icon.

What are the eight most important characteristics / skills that will be needed in the new mayor?

- |  |   |
|--|---|
| <input type="checkbox"/> Able to Learn New Things                      | <input type="checkbox"/> Ambition                     |
| <input type="checkbox"/> Charisma                                      | <input type="checkbox"/> Commitment                   |
| <input type="checkbox"/> Communication Skills                          | <input type="checkbox"/> Competence                   |
| <input type="checkbox"/> Courage                                       | <input type="checkbox"/> Discernment                  |
| <input type="checkbox"/> Focus   | <input type="checkbox"/> Generosity                   |
| <input type="checkbox"/> Initiative                                    | <input type="checkbox"/> Integrity                    |
| <input type="checkbox"/> Listening Skills                              | <input type="checkbox"/> Passion                      |
| <input type="checkbox"/> Positive Attitude                             | <input type="checkbox"/> Power                        |
| <input type="checkbox"/> Problem Solving                               | <input type="checkbox"/> Relationship Building Skills |
| <input type="checkbox"/> Responsibility                                | <input type="checkbox"/> Security                     |
| <input type="checkbox"/> Self-Discipline                               | <input type="checkbox"/> Vision                       |
| <input type="checkbox"/> Willingness to Put Others Ahead of Themselves |   |



### Scenario Three – Habitat for Humanity Organizer

The local branch of Habitat for Humanity is looking for a full-time employee to organize the volunteers who do most of the manual labor for the organization. This person will be in charge of coordinating two teams of volunteers whose members are constantly changing. On average, volunteers for this Habitat for Humanity branch work on a single project for no more than ten hours over the course of one week. Each project takes about three weeks and four hundred man hours to complete. Additionally, most of the volunteers have no previous experience with carpentry and must receive some training before they begin their volunteer work.

This person will also be in charge of recruiting new volunteers from throughout the community. The most effective recruitment tool this branch has used is seeking large organizations that are willing to give their employees time off of work in order to volunteer.

Although this is a full-time job, requiring at least forty hours a week, this is not a paid position. The person who takes this job must be willing to volunteer their time.

What are the eight most important characteristics / skills that will be needed in the new Habitat for Humanity volunteer organizer?

- |  |   |
|--|---|
| <input type="checkbox"/> Able to Learn New Things                      | <input type="checkbox"/> Ambition                     |
| <input type="checkbox"/> Charisma                                      | <input type="checkbox"/> Commitment                   |
| <input type="checkbox"/> Communication Skills                          | <input type="checkbox"/> Competence                   |
| <input type="checkbox"/> Courage                                       | <input type="checkbox"/> Discernment                  |
| <input type="checkbox"/> Focus   | <input type="checkbox"/> Generosity                   |
| <input type="checkbox"/> Initiative                                    | <input type="checkbox"/> Integrity                    |
| <input type="checkbox"/> Listening Skills                              | <input type="checkbox"/> Passion                      |
| <input type="checkbox"/> Positive Attitude                             | <input type="checkbox"/> Power                        |
| <input type="checkbox"/> Problem Solving                               | <input type="checkbox"/> Relationship Building Skills |
| <input type="checkbox"/> Responsibility                                | <input type="checkbox"/> Security                     |
| <input type="checkbox"/> Self-Discipline                               | <input type="checkbox"/> Vision                       |
| <input type="checkbox"/> Willingness to Put Others Ahead of Themselves |   |

## Scenario Four – Single Mother

Samantha is a single mother of two twin boys. The twins are seven months old and have learned to crawl.

Samantha owns her own travel agency and works out of her home and has one employee. She spends a minimum of sixty hours a week taking care of her clients, supervising her employee and maintaining her business.

Her travel agency makes enough money to provide for the basic needs of Samantha's family, the salary of her employee and operation expenses. However there is not enough extra income for Samantha to be able to afford a babysitter for more than five hours a week or a housekeeper.

What are the eight most important characteristics / skills that are needed in the daily life of this single mother?

- |  |   |
|--|---|
| <input type="checkbox"/> Able to Learn New Things                      | <input type="checkbox"/> Ambition                     |
| <input type="checkbox"/> Charisma                                      | <input type="checkbox"/> Commitment                   |
| <input type="checkbox"/> Communication Skills                          | <input type="checkbox"/> Competence                   |
| <input type="checkbox"/> Courage                                       | <input type="checkbox"/> Discernment                  |
| <input type="checkbox"/> Focus   | <input type="checkbox"/> Generosity                   |
| <input type="checkbox"/> Initiative                                    | <input type="checkbox"/> Integrity                    |
| <input type="checkbox"/> Listening Skills                              | <input type="checkbox"/> Passion                      |
| <input type="checkbox"/> Positive Attitude                             | <input type="checkbox"/> Power                        |
| <input type="checkbox"/> Problem Solving                               | <input type="checkbox"/> Relationship Building Skills |
| <input type="checkbox"/> Responsibility                                | <input type="checkbox"/> Security                     |
| <input type="checkbox"/> Self-Discipline                               | <input type="checkbox"/> Vision                       |
| <input type="checkbox"/> Willingness to Put Others Ahead of Themselves |   |

# Improvement

**Objective:** To increase self awareness; To emphasize the importance of self evaluation and improvement; To provide the students with a tool for planning future improvements; To provide an opportunity for reflection on the abilities and skills that each student has to offer to the class.

**Materials Needed:** One copy of the “My Personal Improvement” worksheet for each student.

## **Process:**

1. Ask the students to think about their lives in the last two years. Have them reflect on their lives in as much detail as possible. Assign each student to write their autobiography focusing on who they were two years ago. Each three page autobiography should address the following questions:
  - What did you do in a typical day?
  - What activities did you do?
  - Who was important to you?
  - What had you accomplished with your life so far?
  - What were the most important things in your life then?
2. Give the students enough time to prepare their autobiographies.
3. Have the students turn in their autobiographies. Ask questions about their past in your comments.
4. Give the autobiographies back to the students.
5. Give each student a copy of the “My Personal Improvement” worksheet. Ask them to complete the worksheet listing the ways that they have improved in the last two years, the ways that they need to improve right now, and how they will accomplish those improvements.

## **Discussion:**

- What did you learn from this exercise?
- Why is it important for a leader to understand who he / she was in the past?
- Why is it important for a leader to be able to evaluate the improvements he / she has made in his / her life? Why is it important for a leader to be able to improve himself / herself?

- Why is it difficult to change your life or habits for the better?
- What can you do to make it easier?

**Journal Topic:**

- What improvement have you made within the last year of which you are most proud? How did you improve? How long did the process take? What steps did you have to take to accomplish your goal? What lesson(s) can you learn from this experience? What is the biggest improvement you feel you need to make in your life right now? Are you working towards that improvement today? Why or why not? What can you do to accomplish your goal?

**Possible Test Question:**

- Why is it important for leaders to evaluate the improvement that they have made?

# My Personal Improvement

## Ways in which I have improved:

1. Name one thing you are better at today than you were two years ago.

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2. How did you accomplish this improvement? \_\_\_\_\_

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3. Name one bad habit you have broken in the last ten years? \_\_\_\_\_

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4. How did you break this habit? \_\_\_\_\_

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5. Name one relationship you have with another person that you have improved in the last three years. \_\_\_\_\_

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6. How did you improve this relationship? \_\_\_\_\_

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7. Name one way in which you are better to yourself now than you were five years ago. \_\_\_\_\_

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8. How did you change this behavior? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Ways in which I need to improve now:**

1. What is one thing you would like to do better by the end of the year?  
\_\_\_\_\_  
\_\_\_\_\_

2. What are the first three steps to accomplishing this improvement?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. What is one bad habit you have now that you would like to break within the next year? \_\_\_\_\_  
\_\_\_\_\_

4. What are the first three steps to breaking this habit?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. Who is one person that you want to improve your relationship with by the end of the year? \_\_\_\_\_

6. What are the first three steps to improving your relationship with this person?

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

7. What is one thing you can do to be nicer to yourself this year?

\_\_\_\_\_

8. What are the first three steps to improving your environment?

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

# Good Decisions / Poor Decisions

**Objective:** To provide a tool to evaluate past decisions and learn from the outcome; To emphasize the importance of learning from mistakes and successes.

**Materials Needed:** One copy of the “Good Decisions / Poor Decisions” for each student.

## **Process:**

1. Ask the students how they tell the difference between a good decision and a poor decision. How do they evaluate their decisions?
2. Explain that in this exercise the students will be examining one way to help them evaluate their decisions and learn from the decisions they have made in the past.
3. Give each student one copy of the “Good Decisions / Poor Decisions” worksheet. Explain that with this worksheet they will be analyzing two decisions they have made in the last six months: one good decision and one poor decision.
4. Allow the students thirty minutes to complete the worksheet.
5. When the students have finished their worksheets, have them staple the sheets into their journals to serve as a reference the next time they want to evaluate a decision they have made.

## **Discussion:**

- Do you often sit down and write about the decisions you have made in the past? Why or why not?
- What are the advantages of studying your past decisions?
- Why is it important for a leader to be able to analyze his / her past and learn from the mistakes and successes that have occurred as a result of his / her decisions?
- What have you learned about your own decision making skills?
- What have you learned about the consequences of your decisions?
- What can you do to improve the outcome of the decisions you make?



**Journal Topic:**

- Write about how you usually study the decisions you have made in the past. Do you think about what you did? Do you think about other decisions you could have made? How do you try to learn from the decisions you made in the past? How do you feel about yourself when you go through this process? Do you beat yourself up about decisions you made in the past? Why or why not? If you beat yourself up about your past decisions, what does that change? Does your feeling bad, make you more comfortable with the decision you made? In your opinion, what is the most helpful way to analyze your past decisions and learn from them?

**Possible Test Questions:**

- What are the advantages of studying your past decisions?
- Why is it important for a leader to be able to analyze his / her past and learn from the mistakes and successes that have occurred as a result of his / her decisions?

# Good Decisions / Poor Decisions

Think about two decisions you have made in the last six months. List one good decision you made, how you reached your decision, why you made that decision and the ramifications of that choice. Then list one poor decision you made, how you made that choice, why you made that choice, and the consequences of your decision.

- 1. What was the good decision you made? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- What were your choices? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- How did you reach your decision? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- Why did you make the choice that you did? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- What were the consequences of your decision? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What was the poor decision you made?

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• What were your choices? \_\_\_\_\_

---

---

---

• How did you reach your decision? \_\_\_\_\_

---

---

---

• Why did you make the choice that you did? \_\_\_\_\_

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---

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• What were the consequences of your decision? \_\_\_\_\_

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# New Student Survival Kits

**Objective:** To provide the students with a plan for a community service project; To prepare the students to plan their own community service projects; To help students gain insight into others' situations and develop compassion and empathy; To practice applying community building skills.

**Materials Needed:** One copy of “A Stranger in a Strange School” reading for each student, One shoe box for each student, Decorative paper, Art supplies, Maps of the campus, Information on the clubs, teams and activities on campus, One copy of the “Guide to Planning Your Community Project” handout for each student, One copy of the “Community Project Planning” worksheet for each student.

## **Process:**

1. Explain to the class that throughout the year, they will be planning and participating in a number of service projects that will allow them to practice and hone their leadership skills and to make their community a better place.
2. Have the students read “A Stranger in a Strange School.” Discuss the issues raised in the experiences of Esther Rajavelu.
3. Discuss with the class the problems that new students encounter when they come to this high school. List the problems on the board as the students brainstorm on this topic. If the students do not mention the difficulties of finding their way around the campus or getting involved in campus activities, make sure that you include them on your list.
4. After the students have come up with several obstacles that the new students experience, ask the students to come up with solutions to each of these problems that the members of this class can carry out.
5. Suggest that the students create Survival Kits to be given to all new students when they enroll in the school. Ask the students what items they might include in these kits.
6. Post a copy of the “Guide to Planning Your Community Project” or give a copy of the guide to each student.
7. Give each student a copy of the “Community Project Planning Worksheet.”
8. Guide the students through the planning worksheet to work out the details of their plan to create a new student survival kit. Allow the students to come up with their own plan. Act only as a resource for them if they have a question. Do not plan the project out for the students. Have each student write out the

class's plan or ask for a volunteer to record the class's worksheet answers on the board.

9. Support the students as they implement their plan.

**Discussion:**

- Why did Esther struggle on her first day of school?
- Why did Esther keep assuming that individuals with whom she had passing similarities would be good friends to her?
- What could have been done by her classmates to make Esther's first day easier?
- Have you ever been new at a school? If so, what difficulties did you face as a result? What could have been done by your classmates to make your experience easier?
- Why do you think that it is important for each of us to do things for other people?
- What are the benefits of doing a community service project like this one?
- Why do you think it is important for us to do something for new students?
- What kind of leadership skills did you gain from this project?

**Journal Topic:**

Depending on the students' experiences, have each individual choose one of the following topics about which to write.

- Write about a time when you were a new student at a school. How did you feel about being new? What were your experiences on your first day? Did anything highly memorable happen? How did these experiences affect your behavior afterward? What could someone else have done to make your day a little easier?
- Have you ever done anything to help make a new student feel more at ease? Write about this experience. Why did you decide to help this student? Why did they need you? Do you think that you made a difference in their lives? If so, how? If not, why not?
- Have you ever seen a new student suffering through their experience but not helped that student? What happened? Why did you act the way that you did? Are you proud of your behavior? Why or why not? Would you behave differently now? Why or why not? If so, how?

**Mail Opportunity:**

- After the students have completed their New Student Survival Kits, encourage the students to recognize the contributions that their classmates made to the project by writing short notes and placing them in each others' mailboxes.

**Adaptations:**

- You may choose to use the "You're the Best" planning worksheet from the "Our Team" exercise to help the students divide the tasks they will need to complete for this project.
- If your class expresses an interest in undertaking one or more of the other solutions they discussed in the brainstorming session, you may choose to have them plan out these solutions and implement them.

**Possible Test Questions:**

- Why is community service important?
- What kinds of leadership skills were necessary in order to complete the "New Student Survival Kits?"

Excerpt from  
**A Stranger in a Strange School**

By Esther Rajavelu

I was really nervous about my first day of eighth grade, not just because I was a new student, but because I was also a new immigrant to the United States.

As I looked around at the other students in my school, I felt like I was the only person who was “normal.” I saw a skinny boy with pale skin, light blond hair cut close to his scalp, and the bluest eyes I had ever seen. I thought he was the weirdest-looking person alive. Then I glanced at a girl with long black hair like my own, but her skin was lighter and yellower than my dark brown complexion. I noticed her eyes. They were tiny, black, and at first I thought she was squinting. I had no idea that people could look like that. I thought that everyone would look like me.

Finally, the teacher came and opened the classroom. I stood outside the door uncertain whether to go in and sit with all those weird kids, or to turn around and run home as fast as my feet would carry me. Then I remembered what my dad had told me that morning: “You have to study as hard as you can, actually even more. That’s the only way you’ll ever be successful.”

I knew I couldn’t study very hard if I didn’t even enter the class, so I took my first steps towards my education in the United States.

I didn’t know where to sit, so I stood looking for a friendly face. When I didn’t find one, I just walked straight to the last seat in the last row.

As the teacher took attendance, I noticed two Indian names being called, I craned my neck to see where they were sitting and caught a glimpse of their backs. Nothing made me happier than knowing that there were people in my class as “normal” as me. I looked forward to getting to know them. I thought we would be great friends, because we were all from India.

The teacher gave everyone a program card. When she was finished, she said, “Go to your next class.”

Everybody got up and walked out. I looked at my card. There were some codes and numbers printed on it, but I didn’t know what they stood for. I sat in my seat wondering what to do next. When I saw some new kids come into the room, I got really worried.

Another teacher walked in, and ordered everyone to take a seat. He finished taking attendance and said, "Is there anyone whose name I haven't called?"

He hadn't called my name, but by now I was scared out of my wits. I knew I didn't belong in this class, and if I called attention to myself by answering his question all the kids in the class would start laughing.

Now I felt that I was the "weird" one and everyone else in the room was "normal." After all, they knew what was going on, but I had no hint about what to do. I decided to pretend that everything was all right and sit as still as possible. Unfortunately, the teacher noticed me and said, "Hey, you in the last seat, did I call your name?"

I wanted to lie, but when I opened my mouth I said, "No."

"What's your name?" he asked.

"Esther," I said.

"Your last name?" he asked.

"Rajavelu."

"How do you spell it?"

"R-A-J-A-V-E-L-U," I said.

By now, all the kids had turned around and were staring at me. I was so embarrassed. All the confident feelings I had when I left my house were gone.

The teacher searched the sheet he had in his hand. "I don't see your name here," he said.

I already knew he wouldn't see my name, but I didn't know what to say. He asked for my program card.

"You don't belong in this class," he said.

I knew that too. I looked down at my hands.



“You have to go to room 410,” he said. “You better hurry before the teacher marks you absent.”

Without any warning I started crying. At first the teacher looked shocked, but then asked in a kinder tone, “Are you new to this school?”

“Yes,” I mumbled.

He told me to take my bag and go to room 410 and he gave me a note explaining why I was late. I walked to the door with tears running down my cheeks, while the whole class stared.

At the door, I turned around and asked in a shaky voice, “How do you get to room 410?”

Matter of factly, the teacher turned to a boy in the front row. “Will you take this young lady to her class?” he asked him.

I followed the boy, who was short with a red face (I’ll call him “William”). I thought this was so nice of him to walk me to class. As we walked down the hall, I wanted to let him know he was the only friend I had in the whole school. I was just about to open my mouth, when another boy wave to him.

William pointed to me and said something to his friend. I couldn’t understand because it sounded different than the English I knew. They looked at me and laughed. I swallowed my thanks and stifled a new set of tears.

Finally, William left me at my new class, and I went in. I was so nervous. I would have given anything to go back home. I wanted to be safe with people I knew, not be stuck here with all these strangers...

Esther Rajavelu was seventeen when she wrote this story.

Excerpted from *The Courage to Be Yourself: True Stories by Teens about Cliques, Conflicts and Overcoming Peer Pressure* by All Doretta ed., 13-17, ©2005. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; [www.freespirit.com](http://www.freespirit.com). All rights reserved.

# Guide for Planning Your Community Project

<b>Planning</b>	
1. Purpose:	State your purpose by defining who, what, when, where, why and how.
2. Motivation/ Communication:	Why is it important? Write it out, sell it! How will public relations be handled? Public involvement?
3. People Power:	Develop your team: what is their role? Identify supporters (financial and volunteers). Who will assist and what will their roles be?
4. Material Needs:	Identify needs (supplies, equipment, facilities, etc.)
5. Financing:	Identify your financial needs (budget, income, resources). Put a dollar figure on everything in Material Needs. Where will the money come from?
6. Problems/ Solutions:	Realize possible barriers of time, money, manpower, training and resources. Determine and develop solutions for each barrier.
7. Calendar:	Establish a timeline for accomplishing your goal. Work backward from your deadline.

<b>Implementation</b>	
8. Implement:	Put your plan into action. Just do it! Advance with confidence. Step by step. Follow up. Keep up.

<b>Evaluation</b>	
9. Evaluate:	Evaluate progress. Adjust, adapt, repeat and revise any steps necessary.
10. Reward:	Reward and recognize those who have shared your vision.

# Community Project Planning Worksheet

<b>Planning</b>	
1. Purpose:	
2. Motivation/ Communication:	
3. People Power:	
4. Material Needs:	
5. Financing:	
6. Problems/ Solutions:	
7. Calendar:	

<b>Implementation</b>	
8. Implement:	Implement your plan of action. Advance with confidence. Just do it! Step by step. Follow up. Keep up.

<b>Evaluation</b>	
9. Evaluate:	
10. Reward:	

# Penny Toss

**Objective:** To demonstrate the advantages of giving clear and specific directions; To reinforce teamwork concepts; To practice applying community building skills.

**Materials Needed:** A large pile of pennies, One large bowl, A clock with a second hand.

**Process:**

1. Have each student grab a handful of pennies from the pile. Have the class form a large circle. Place the bowl in the center of the circle.
2. Explain that you will be giving directions that the class should follow while observing one rule throughout the activity: they are not allowed to move their feet from their current position.
3. Give the following directions to the class without giving any further instructions. Do not clarify your direction or modify the direction in any way.
  - “You have pennies in your hand. Here is a bowl. Do whatever you want in the next minute.”
4. Allow the class to do whatever they want for one minute. After the minute has elapsed, have one student in the class count the number of pennies in the bowl. Write that number on the board. Give the pennies in the bowl and on the floor back to the students.
5. After everyone has a handful of pennies again, give the following directions to the class without giving any further instructions. Do not clarify your direction or modify the direction in any way.
  - “See how many pennies you can get into the bowl in the next minute.”
6. Allow the class to toss pennies into the bowl for one minute. After the minute has elapsed, have one student count the number of pennies in the bowl. Write that number on the board. Give the pennies in the bowl and on the floor back to the students. Add ten to the number of pennies that the group got into the bowl in this round. This will be the goal for the class for the next round.
7. After everyone has a handful of pennies again, give the following directions. This time clarify your instructions and modify the instructions include a goal that is higher than the number of pennies that they got into the bowl the second time.

- “Last time we got \_\_\_\_ pennies in the bowl. This time let’s try to get \_\_\_\_ (goal) in the bowl. That means each of you will need to get at least \_\_\_\_ (goal divided by the number of students in the class) pennies into the bowl.”
8. Allow the class to toss pennies into the bowl for one minute. After the minute has elapsed, have one student count the number of pennies in the bowl. Write that number on the board. Have the students gather all of the pennies and return to their desks.

**Discussion:**

- What made the first set of directions different from the second set? Why did we get more pennies into the bowl after the second set of directions?
- What made the second set of directions different from the third set? Why did we get more pennies into the bowl after the third set of directions?
- Did everyone reach their individual goal? Did anyone get less than their goal? Did anyone get more than their goal? What does this exercise teach us about teamwork?
- What can we learn from this activity?
- Why is it important for a leader to give clear and precise directions?
- Why is it important for a leader to set goals for his / her followers?

**Journal Topic:**

- Write about a time when you or another person gave directions that were unclear or unspecific. What kind of directions did the person give? What happened as a result of these unclear or unspecific directions? How did the person giving the directions feel when their instructions did not produce the result they had anticipated? How did the follower feel about the directions and the result? What could have been done to produce a more desirable result?

**Adaptation:**

- You can substitute tokens or candies for the pennies in this exercise.

**Possible Test Questions:**

- Why is it important for a leader to give clear and precise directions to his / her followers?
- Is a group likely to achieve a goal that is not clearly defined? Why or why not?

# Budgeting and Prioritizing

**Objective:** To allow the students to practice their complex decision-making skills; To provide practice of budgeting and prioritizing skills; To provide an opportunity to practice consensus building skills; To practice applying community building skills.

**Materials Needed:** One copy of the “Preparing for an Adventure” worksheet for each student.

## **Process:**

1. Give each student a copy of “Preparing for an Adventure” worksheet.
2. Read through the scenario description and the descriptions of items available for purchase.
3. Explain that each student is to choose the items that their expedition will purchase. They are not to discuss the problem with anyone else at this stage. Allow them about ten minutes to make their decisions.
4. After all of the students have made their individual decisions, break the students into groups of 4 to 5 students. Tell each team to discuss their individual choices and to come up with a final list of items to be purchased for the group. Everyone in the team must agree with the list of items. The decision must be reached within twenty-five minutes.
5. The group should then select a leader who will present their final decision. The leader must be able to justify his / her group’s decision.
6. After the time has expired, the leader of each team should report back to the large group on their choices. Encourage the students to question the presenters about their group’s decision.

## **Discussion:**

- Was it difficult for the group to come to a consensus as to what items to buy? Why or why not?
- How did your group finally reach a compromise?
- Why is it often important for a leader to be able to work within a budget?
- What makes budgeting difficult?
- What can you do to make budgeting easier?
- Why is it important for a leader to be able to prioritize?

- What makes prioritizing difficult?
- What can you do to make prioritizing easier?
- What did you learn from this exercise?

**Journal Topic:**

- Write about a time when you had to budget your time or money. What choices did you have? How did you make your decision? Were you happy with your decision afterward? Why or why not? What lessons did you learn from this experience? How can you use this lesson as you work to become a good leader?

**Possible Test Questions:**

- Why is it important for a leader to be able to set priorities for the group?
- Provide one example of a leader not setting priorities for the group. What was the outcome of this situation?

# Preparing for an Adventure

You have just been hired to act as the expedition coordinator for a world famous exploration company. You will be coordinating the latest expedition into the jungles of the Amazon in South America.

The expedition will take two months and will include five scientists and yourself. The scientists will be studying the ecosystems in the region, and the data they collect will be used by several major corporations as they decide what to do with their interests in the area.

Your first job is to supply the expedition with enough supplies to survive in the Amazon for the two months. However, your budget for these supplies is severely limited. You can only spend \$1,500 for all of your supplies and transportation for the members of the expedition and the supplies. Fortunately, the jungles of the Amazon provide many kinds of vegetation and animal life that can be used to supplement your expedition, and you are a skilled hunter and fisher.

## **Supplies Available for Purchase:**

3-person nylon tents - \$150 each

Sleeping bags - \$45 each

3-person vinyl boats - \$150 each

Boat motors (use about one gallon of gasoline per hour) - \$75 each

Gasoline (ten gallon containers) - \$20 each

Pairs of hardwood oars - \$20 each

Hiking Boots - \$70 per pair

Backpacks - \$50 each

Fishing poles - \$15 each

Fully equipped tackle boxes - \$40 each

Lanterns (each lantern requires one battery) - \$15 each

Hunting bows - \$70 each

Arrows - \$5 per dozen

Rifles - \$150 each

Bullets - \$3 per dozen

Cameras (each camera requires two batteries) - \$40 each

Film (36 exposures per roll) - \$10 per roll

Notebooks (100 pages of ruled paper) - \$2 each

Video cameras (each camera requires four batteries) - \$400 each



Video tapes (each tape holds nine hours of footage) - \$2 per tape  
Batteries (average life of the batteries is one month) - \$1 each  
Rope - \$2 per foot  
Cans of bug repellent - \$2 each (each can will protect six people for 3 days)  
Matches - \$2 per 100  
Axe - \$15 each  
Cook stove - \$150 each  
Tarps (5 feet long by 5 feet wide) - \$50  
Cooking utensils, knives and pots - \$70 per set  
Salt - \$1.50 per box  
Flour - \$.79 per pound  
One Person Cots - \$50 each  
Canned Vegetables (Assorted) - \$5 per dozen

**My Selections for the Expedition:**

Items Selected	Price	Reason Included

Total Spent to Supply the Expedition: \_\_\_\_\_

**Our Group's Selections for the Expedition:**

Items Selected	Price	Reason Included

Total Spent to Supply the Expedition: \_\_\_\_\_

# Dear Abby

**Objective:** To provide students with an effective way to relieve stress and deal with situations that cause anxiety and anger; To practice applying community building skills.

**Materials Needed:** Copies of “Dear Abby” articles from the newspaper, One copy of the “Dear Abby” worksheet for each student, One copy of the “Dear Reader” worksheet for each student.

## **Process:**

1. Explain that the students will be analyzing the issues in their lives that can cause stress, anxiety or anger. Ask the students to volunteer some situations that can cause stress, anxiety or anger. List each of the students’ suggestions on the board so that they will have a reference point from which to start thinking about the stresses in their own lives.
2. Pass out copies of “Dear Abby” articles for the students to read. Ask the students to identify what Abby is trying to accomplish with her column. If the students do not mention that she is attempting to help others work through difficult situations in their lives, suggest it.
3. Give each student a copy of the “Dear Abby” worksheet.
4. Explain that the students should use the worksheet to write about the one thing that is causing them the most stress, anxiety or anger right now. Stress that these worksheets will be kept completely confidential so they should feel comfortable writing about any issue that they are facing.
5. Allow the students fifteen minutes to complete their “Dear Abby” worksheet.
6. After the students have completed their worksheets, have them staple the sheet into their journal for use on another day.
7. The next class period, ask the students to locate their “Dear Abby” worksheets, and give each student one copy of the “Dear Reader” worksheet. Explain that they will now be writing Abby’s response to their problem. Encourage them to reread their “Dear Abby” worksheet and reflect on solutions to their situations.
8. Allow the students twenty minutes to complete their “Dear Reader” worksheet.
9. After all of the students have finished their worksheets, have them staple the sheet into their journal so that they can reflect on the exercise at a later time.

**Discussion:**

- Why is it important for leaders to develop a strategy for dealing with things that upset and stress them?
- Do you think that writing out your problems and possible solutions for them is helpful? Why or why not?
- Do you think that you will use this method of coping with stress, anxiety and anger the next time you encounter a difficult situation?

**Journal Topic:**

- After you finished the “Dear Reader” portion of this exercise, did your problem seem more manageable? Why or why not? Do you think that this exercise will help you to deal with this situation? Why or why not? How do you usually cope with situations that cause you stress, anxiety or anger? What strategies do you use? How effective are these strategies?

**Possible Test Questions:**

- Why is it important for leaders to develop a strategy for dealing with things that upset and stress them?
- Do you think that writing out your problems and possible solutions for them is helpful? Why or why not?

# Dear Abby

Write about the one situation in your life that is currently causing you the most worry, stress, anxiety or anger. Your answers will be kept completely confidential, so be as honest and open as possible.

1. What are the circumstances of your situation?

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2. Who are the people involved in the situation and what roles are they playing in the situation? \_\_\_\_\_

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3. What is your role in the situation? \_\_\_\_\_

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4. How do you feel when you think about the situation? \_\_\_\_\_

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# Dear Reader

Pretend that you are Abby, and you are responding to an upset reader. Reread your answers on the “Dear Abby” worksheet, and reflect on possible solutions to your problem. Answer the following questions within your role as Abby.

1. What can the reader do to change the circumstances of the situation?

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2. What can the reader do to alter the attitudes or actions of the other individuals involved in the situation? \_\_\_\_\_

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3. What can the reader do to change his or her role in the situation?

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4. What can the reader do to change his / her attitude about the situation?

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# What I Will Become

**Objective:** To increase self awareness; To provide an opportunity for reflection on the future; To explore the importance of having long-range goals; To increase public speaking skills.

**Materials Needed:** None.

**Process:**

1. Ask the students to picture themselves twenty years from now. Have them imagine their lives in as much detail as possible. Assign each student to write their autobiography focusing on this time twenty years from now. Each three page autobiography should address the following questions:
  - a. How old will you be?
  - b. What will your career be?
  - c. Who will be in your family?
  - d. What have you accomplished with your life so far?
  - e. What are the most important things in your life right now?
2. Give the students enough time to prepare their autobiographies.
3. Have the students turn in their autobiographies. Ask questions about their future lives in your comments.
4. Give the autobiographies back to the students. Ask them to prepare a two-minute presentation based on their autobiography. Emphasize that the students can be as creative with their story telling as they like. They can dress up as their future selves, tell the story as if they are talking to their children, or they can act out their story in a skit.
5. Give the students enough time to prepare their presentations.
6. On the day of the presentations, start class with the “Relaxation” exercise to calm the students.
7. Have each student stand in front of the class and deliver their presentation on their future life.

**Discussion:**

- Why is it important to have a vision of your future?
- What can you do to start preparing yourself to achieve the future you envision?



- What will happen if you do not achieve your vision?
- Can you change your vision of the future and still be successful?

### **Journal Topic:**

- Had you ever thought about the details of your future before this assignment? Why or why not? Was it difficult to picture yourself twenty years from now? Why or why not? Was your autobiography realistic? Do you think that you can achieve this vision? Why or why not? What steps can you take today to help you achieve all of the future you envisioned?

### **Mail Opportunity:**

- After the presentations, have the students write every other student a short note about what they liked about the other's presentation and / or any improvement they see in the other's presentation skills.

### **Adaptations:**

- To create a more comfortable environment for the presentations, you can place two chairs in front of the class either behind or beside the place the presenter will occupy. Before each presentation, have students volunteer to be the next two speakers. These volunteers should then sit in the chairs during the presentation. When the last two speakers are about to give their presentations, ask for volunteers to sit in the chairs. By using these chairs, the speaker is never alone in front of the class, and a sense of camaraderie will develop as they share the experience of being in the spotlight together.

### **Possible Test Questions:**

- Why is it important for leaders to have a vision of his / her future?
- Is it possible to revise your plan for the future? Why or why not?

# Leadership Theories

**Objective:** To examine different theories of leadership; To determine which theories are the most meaningful for each student in the class.

**Materials Needed:** One copy of the “Leadership Theories” worksheet for each student.

## **Process:**

1. Explain that the class will be exploring five theories that seek to explain why certain individuals become leaders.
2. Give each student a copy of the “Leadership Theories” worksheet. Have a volunteer read each of the theories listed on the worksheet. Ask the students to discuss the meaning of each theory. Explain that for each theory they should list at least two leaders who are proof of this theory of leadership. Then, they should write out at least three negative and positive aspects of each theory.
3. Allow the students enough time to complete the worksheet.
4. After all of the students have finished the worksheet, ask the students to share their examples of individuals who became leaders according to each theory. Ask them to explain why they chose the leaders they did. Allow the students to debate if they are not in agreement.
5. Ask the students to share the positive and negative aspects of each theory. Encourage them to question statements with which they do not agree.

## **Discussion:**

- Which theory of leadership do you think best describes how most leaders gain their position? Why did you choose that theory?
- Which theory of leadership do you think describes the way that the least number of leaders gain their position? Why did you choose that theory?
- Do you think that only one theory applies to all leaders? Why or why not?
- What other theories might apply to how leaders gain their positions?
- Why is it important for future leaders to be aware of the different theories of leadership?
- What did you learn from this activity?

**Journal Topic:**

- Which theory of leadership do you think best describes how you have or will become a leader? Why does this theory fit your circumstances best? Give examples of the ways that this theory has been demonstrated in your life.

**Possible Test Questions:**

- What is the Great Man / Great Woman theory of leadership?
- What is the Situational theory of leadership?
- What is the Servant theory of leadership?
- What is the Transactional theory of leadership?
- What is the Transformational theory of leadership?
- Which theory do you think is most accurate? Why do you think that it is the most relevant?

# Leadership Theories

Read the following descriptions of theories that describe how individuals become leaders. List at least two leaders who are examples of individuals who gained leadership in this way. Then write out at least three negative and positive aspects of each theory.

## **Great Man / Woman Leadership:**

Leaders are individuals who are born with special traits and characteristics that make them natural leaders. From birth they are predestined to become leaders.

Examples of leaders who fall within this theory:

- \_\_\_\_\_
- \_\_\_\_\_

Positive aspects of this theory:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Negative aspects of this theory:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## **Situational Leadership:**

Time and circumstances dictate who will be leaders. In certain circumstances, a leader will emerge. This leader has no special leadership skills but is in the right place at the right time.

Examples of leaders who fall within this theory:

- \_\_\_\_\_
- \_\_\_\_\_

Positive aspects of this theory:

- \_\_\_\_\_  
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- \_\_\_\_\_  
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- \_\_\_\_\_  
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Negative aspects of this theory:

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
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**Servant Leadership:**

This theory proposes that leaders are able to accomplish the most when they see themselves as serving others, rather than themselves. It is based on the premise that true leaders have a genuine interest in and a real concern for their followers, those whom they serve.

Examples of leaders who fall within this theory:

- \_\_\_\_\_
- \_\_\_\_\_

Positive aspects of this theory:

- \_\_\_\_\_  
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- \_\_\_\_\_  
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- \_\_\_\_\_  
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Negative aspects of this theory:

- \_\_\_\_\_  
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- \_\_\_\_\_  
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**Transactional Leadership:**

A leader receives power in exchange for some reward bestowed on the followers. This type of leadership is founded on promise and expectation: if you do something for me, I will do something for you.

Examples of leaders who fall within this theory:

- \_\_\_\_\_
- \_\_\_\_\_

Positive aspects of this theory:

- \_\_\_\_\_  
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Negative aspects of this theory:

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**Transformational Leadership:**

Transformational leaders strive to address the needs and desires of their followers by suggesting new visions, hopes, dreams and goals. In turn, the followers of transformational leaders support and adopt these visions, hopes, dreams and goals as their own.

Examples of leaders who fall within this theory:

- \_\_\_\_\_
- \_\_\_\_\_

Positive aspects of this theory:

- \_\_\_\_\_  
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- \_\_\_\_\_  
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- \_\_\_\_\_  
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Negative aspects of this theory:

- \_\_\_\_\_  
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- \_\_\_\_\_  
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- \_\_\_\_\_  
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# Leading from the Middle

**Objective:** To build trust; To allow students to experience and analyze one difficulty of leadership; To strengthen students' verbal communication and listening skills; To build teamwork; To practice applying community building skills.

**Materials Needed:** One ten foot length of rope for each team of five students (jump ropes work well), One blindfold for each student.

**Process:**

1. Set up an obstacle course that your students can safely navigate while blindfolded. Make sure the course is difficult to traverse while blindfolded, but the course should not be unsafe. It is fine for your students to bump into things at slow speeds, but it is not safe for there to be anything off of which they could fall or any sharp, protruding objects. If you like, you can use your classroom as the course by moving the chairs and tables. However, if the weather permits, this is a great outdoor activity.
2. Divide your team into groups of five students each. If there is an odd number of students left, make sure that there are at least three people in each group.
3. Take the groups to one end of the obstacle course. Have each member of a group hold one rope with one hand. It is easier to complete this exercise if everyone is on the same side of the rope. You can either give the class this information or have them figure it out for themselves.
4. Blindfold all but the center person. Explain to the class that if they are able to see out of the bottom of their blindfolds the game will not work. Make sure no one can see around their blindfold.
5. The person in the center of the team is the leader. They are to use verbal commands to get their team through the obstacle course to the other side. The followers can ask questions, but they cannot, at any time, take off their blindfolds.
6. After all teams have completed the course, have the team members trade places on the rope. You should repeat the game enough times that every person has occupied every position on the rope and everyone has been the leader at least once. When a team has completed the course, do not allow them to take off their blindfolds until all of the other teams have also made it through the course. Do not allow them to observe the things that other teams do to complete the course.



**Discussion:**

- Were you always aware of the obstacles that your followers faced? Why not? How is this similar to what leaders face in real life situations?
- Was it more difficult to lead the people in front of you or the people behind you? What made their situations different? How is this similar to what leaders face in real life situations?
- What kind of communication problems did you experience during this activity? Did the followers have problems with listening? Did the leaders have problems with giving effective directions? What is an example of a similar situation in which a leader might face these same problems? What can you do to fix these types of problems?
- Was it easier to be the leader after your team had already been through the course? Why?
- Was it easier to be one of the followers after your team had already been through the course? Why?
- Do you always have to be physically in front of people in order to be a leader? Why or why not? Do you always have to be up front in the spotlight to be the leader? Why or why not?

**Journal Topic:**

- Write about a time when you were a leader behind the scenes or you observed another leader who did not have to be in the spotlight to be leading. What skills did you or the other leader use in order to influence followers? How was that different from the way another leader may have handled the situation? Did the followers in the group know they were being lead? Do you think it takes better leadership skills to be an obvious leader or a leader behind the scenes? Why?

**Possible Test Questions:**

- Do you always have to be physically in front of people in order to be a leader? Why or why not?
- Do you always have to be up front in the spotlight to be the leader? Why or why not?

# Disguises

**Objective:** To increase awareness of the different ways that we all disguise our true selves at times; To evaluate the positive and negative effects of these mechanisms; To determine the appropriateness of the disguises the students use in their daily lives and those needed in order to be a leader; To practice applying community building skills.

**Materials Needed:** One copy of the “Disguises” worksheet for each student.

**Process:**

1. Discuss the fact that disguises are normal, human methods of self-protection. Have the students discuss some disguises that people use in their daily lives in order to protect themselves from their fears. You may need to provide the first few examples. Good examples of these disguises used by people include:
  - Presenting a positive front to hide emotions like fear, anger, disappointment or feelings of inadequacy
  - Maintaining an image in order to appear to be something that you are not
  - Fulfilling a role that you are not necessarily prepared for
  - Projecting an inaccurate image of yourself in order to gain acceptance
  - Having control over what you reveal to others about yourself
  - Wearing clothes that make you look the way you think others want you to be – wearing a power suit to a job interview
  - Wearing a hairstyle that obscures your true personality – long hair that hides your eyes
  - Using a manner of speech to hide your true emotions – hiding anger with a soft, sweet voice
  - Taking on a social role that you are uncomfortable with – forcing yourself to be the life of the party when you are really shy
  - Using your body posture to project something other than your true self – shrinking into the woodwork in order to avoid attention
2. Write the students’ examples of disguise on the board.

3. Ask the students to provide an example of when using each disguise could lead to a negative consequence for the user or the people around them. Then have the students come up with a positive consequence for each disguise example.
4. Discuss the factors which determine whether a disguise has a negative or positive repercussion.
5. Discuss the reasons why people use each of these disguises. Here it is important to stress the role that the perceptions that others have of us determines what we say, do, and wear as well as how we act. Discuss with the students peer pressure and ways that individuals disguise their true selves in order to obtain acceptance. Keep this discussion general unless the students volunteer examples from their own lives. Do not force any student to provide a specific example from their experiences.
6. Give each student one copy of the “Disguises” worksheet.
7. Allow the students fifteen minutes to complete the worksheet.

**Discussion:**

- Was it difficult to think of an answer for any of the questions on the worksheet? What made the question hard?
- Would anyone like to share the disguises you have used to hide your true thoughts or feelings?
- Do you think you are really someone other than we think you are? Why do we not have an accurate perception of you?
- Are disguises a good thing or a bad thing? (Make sure that if they don't come up with the answer that they are both, you stress that like most things in life, disguises can be both good and bad. The secret to disguises is to not hide your true self so well and for so long that you forget who you really are.)
- Why is it sometimes important for a leader to use a disguise?
- Why is it important for a leader to recognize others' use of disguises to hide their true feelings or motivations?

**Journal Topic:**

- Has there ever been a time when you were not true to yourself and faced a negative consequence as a result? In what ways did you hide your true self? Why did you choose to disguise yourself? What was the end result of your actions? Are you currently facing a situation in which you are disguising

yourself or thinking about doing so? How will you hide your true feelings or thoughts? What do you think the results of your disguise might be?

**Possible Test Questions:**

- What are two examples of disguises that you can use to hide your true thoughts and feelings from others? Is it always fair to others to not express your true thoughts and feelings? Provide one example of a time when it is appropriate to use disguises to hide your true thoughts or feelings.
- Why is it important for a leader to recognize others' use of disguises to hide their true feelings or motivations?

# Disguises

1. What are some physical disguises that you can use to hide something about yourself?

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2. What are the limitations of each disguise? Do they really hide what you want them to?

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3. Write about a time when it was okay for you to use a physical disguise to make yourself appear to be something other than what you are?

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5. What are some examples of disguises that you can use to hide your true thoughts and feelings from others?

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6. Is it always fair to others to not express your true thoughts and feelings? When can it be cruel? When can it be kind to the other person?

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7. Have you ever acted happy when you were really sad? How did you accomplish this disguise?

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8. Did acting happy make you actually happy? Were you able to forget what made you happy? Did pretending to be happy fix your problem?

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# Jury Duty

**Objective:** To introduce students to one aspect of citizenship; To familiarize the students with the jury selection process; To encourage students to view serving juries as an important part of good citizenship; To strengthen public speaking skills.

**Materials Needed:** One copy of the “Jury Selection Role Sheet” handout for the class to use, One copy of the “Jury Duty” handout for each student.

**Process:**

1. Before class, contact either a district or county judge in your area. Explain that you want your students to learn about the jury selection process in your area. Ask if you can bring your students to the courthouse to observe a jury selection process. (In order to increase interest on the part of your students, you may request to view the jury selection for a criminal trial.) Also, try to schedule some time when the judge can discuss the process with the students and answer any questions that they may have.
2. Depending on the requirements of your school, you may need to get permission slips for each student to go to the courthouse.
3. Explain to the students that they will be visiting the courthouse and observing the jury selection process.
4. Give each student a copy of the “Jury Duty” handout.
5. Explain the process of receiving a summons for jury duty.
  - The clerk’s office pulls lists of prospective jurors from various sources. These lists are most often pulled from voter registration rolls or driver’s license lists.
  - The clerk’s office then sends a summons for service to the number of persons that the judge requests. The judge bases that number on the number of jurors required, keeping in mind the usual number of potential jurors that are accepted or rejected.
  - The potential jurors receive a summons to appear before the judge on a specific date. Employers are required to allow their employees to answer this summons in person (Texas Civil Practice and Remedies Code, Section 122.001). If a person fails to appear for the date for which they were summoned, they are subject to a charge of contempt and can be fined between \$100 and \$1000 (Texas Government Code, Section 62.0141).

- After the perspective jury pool arrives at the courthouse, the process of determining the eligibility of those in the pool begins. Those who are not eligible for jury service are released.
  - The judge, district attorney and defense attorney then question the potential jurors to determine their desirability on the jury panel. Those who are not desirable jurors for reasons determined by the judge, district attorney and/or defense attorney are released from the jury. Of those who remain, the first twelve will be jurors. Alternates for the jury are also chosen, and those not chosen to be jurors or alternates are released.
6. Explain the qualifications a person must meet in order to be eligible for jury duty and ask the students to discuss the reasons behind each qualification. Make sure the students understand that in most cases, people who are not qualified for jury service do not need to report on the summons date, but they must notify the clerk's office of their disqualification.

**Qualifications Include:** (Texas Government Code, Section 62.102)

- Must be 18 years or older
  - Must be a citizen of the United States
  - Must be qualified under the Constitution and laws to vote in the county in which you are to serve as a juror (does not mean that you have to be registered to vote)
  - Must be of sound mind and good character
  - Must be able to read and write
  - Cannot have served as a juror for six days during the preceding three months in the county court or during the preceding six months in the district court
  - Must not have been convicted of theft or any other felony
  - Must not be under indictment or other legal accusation of a misdemeanor theft, felony theft or any other felony charge
7. Explain the exemptions from jury duty and ask the students why these exemptions exist. Make sure they understand that a person is not required to claim their exemption. They may choose to report for jury duty. Emphasize that the exemptions are not an excuse for everyone to get out of jury duty. They are legitimate reasons why it is excessively burdensome for a person to serve on a jury. Explain that in most cases, those who are exempt from jury



service do not need to appear on the summons date, but they must report their exemption to the clerk's office.

**Exemptions include:** (Texas Government Code, Section 62.106)

- If you are over 70 years of age
  - If you have legal custody of a child or children younger than 10 years of age and if service on the jury would require leaving the child or children without adequate supervision
  - If you are a student at a public or private high school
  - If you are enrolled in and attending college
  - If you are an officer or an employee of the senate, the house of representatives or any department, commission, board, office or other agency in the legislative branch of state government
  - If you are the primary caretaker of a person who is an invalid unable to care for himself / herself (this does not apply to health care workers)
8. Explain to the class that they will be observing the jury selection process. Tell them to be prepared to ask questions after the process is complete and to take notes on their observations. They will need this information for the assignment they will be completing when they return to class.
  9. Take the students to the courthouse to witness the jury selection process. Encourage the students to take notes and to ask the judge questions during the discussion time that he / she set aside for your group.
  10. When the students return to the classroom, explain that they will be taking part in their own jury selection process. Assign each student one of the roles listed on the "Jury Selection Role Sheet." You can either have the students randomly draw the roles they are to play or you can assign each student a particular role. Make sure you have one defense attorney, one district attorney, one judge and one defendant. All other members of the class will be members of the jury pool. Allow the each student to read only his / her role description. All other members of the class will have to discover his / her story and biases.
  11. Rearrange the room so that the potential jurors are all sitting in one place with the judge, defendant, defense attorney and district attorney in front of them.
  12. Ask the students to enact their jury selection process using the same methods they witnessed in the courtroom. Explain that they should select a jury comprised of half of the students in the jury pool. Encourage the students to act out their assigned roles asking questions and giving responses as they feel their character would in the jury selection process.

13. Give the students enough time to select their jury. After the jury is selected, have each student read the description he / she was portraying.

**Discussion:**

- Was anyone surprised by the descriptions? Were you able to guess what was in the description based on the actions of your classmate? Why or why not?
- To the student playing the defendant: How did it feel to have the potential jurors making negative comments about you? How did it feel to know that their biases would affect the way they would look at your case?
- What does this show us about the importance of objectivity in a juror?
- Is it possible for a juror to be completely objective? Why or why not?
- What can you do to make sure you are as objective as possible?
- To the students playing the judge and attorneys: Was it difficult to discover the potential jurors' biases? Why or why not?
- Why is it important for a leader to be able to discover the biases of those around him / her?
- What can you do to increase your bias detection skills?
- Why is it important for everyone to participate in the juror process if possible?
- What happens if the majority of citizens claim exemptions or try to get out of jury service in other ways?
- What can we learn from this process?
- What leadership lessons did you learn from this exercise?

**Journal Topic:**

- How did you feel about jury service before this exercise? Would you have tried to get out of being on a jury? Why or why not? In what ways have your perceptions of jury service changed after this activity? Will you be willing to be an impartial member of a jury now? Why or why not? How would you feel about the jury if you were the defendant or the plaintiff? What kind of jurors would you want on your jury? Why would it be important to you to have an impartial and unbiased jury? Would you want qualified jurors to try to get off of your jury? Why or why not? What is the biggest lesson you learned from this exercise? What will you do differently in your life now?

**Possible Test Question:**

- Why is it important for everyone to participate in the juror process if at all possible?

# Jury Duty

## **The Jury Summons Process:**

1. The clerk's office pulls lists of prospective jurors from various sources. These lists are most often pulled from voter registration lists or driver's license lists.
2. The clerk's office then sends a summons for service to the number of persons that the judge requests. The judge bases that number on the number of jurors required, keeping in mind the usual number of potential jurors that are accepted or rejected.
3. The potential jurors receive a summons to appear before the judge on a specific date. Employers are required to allow their employees to answer this summons in person. (Texas Civil Practice and Remedies Code, Section 122.001) If a person fails to appear for the date for which they were summoned, they are subject to a charge of contempt and can be fined between \$100 and \$1000. (Texas Government Code, Section 62.0141)
4. After the perspective jury pool arrives at the courthouse, the process of determining the eligibility of those in the pool begins. Those who are not eligible for jury service are released.
5. The judge, district attorney and defense attorney then question the potential jurors to determine their desirability on the jury panel. Those who are not desirable jurors for reasons determined by the judge, district attorney and/or defense attorney are released from the jury. Of those who remain, the first twelve will be jurors. Alternates for the jury are also chosen, and those not chosen to be jurors or alternates are released.

## **Qualifications For Jury Duty:** (Texas Government Code, Section 62.102.)

1. Must be 18 years or older
2. Must be a citizen of the United States
3. Must be qualified under the Constitution and laws to vote in the county in which you are to serve as a juror (does not mean that you have to be registered to vote)

4. Must be of sound mind and good character
5. Must be able to read and write
6. Cannot have served as a juror for six days during the preceding three months in the county court or during the preceding six months in the district court
7. Must not have been convicted of theft or any other felony
8. Must not be under indictment or other legal accusation of a misdemeanor theft, felony theft or any other felony charge

**Exemptions From Jury Duty:** (Texas Government Code, Section 62.106.)

1. If you are over 70 years of age
2. If you have legal custody of a child or children younger than 10 years of age and if service on the jury would require leaving the child or children without adequate supervision
3. If you are a student at a public or private high school
4. If you are enrolled in and attending college
5. If you are an officer or an employee of the senate, the house of representatives or any department, commission, board, office or other agency in the legislative branch of state government
6. If you are the primary caretaker of a person who is an invalid unable to care for himself / herself (this does not apply to health care workers)

# Jury Selection Role Sheet

Cut out the following role descriptions and give one role to each student. Make sure the students do not share the information written in their description with the other students before the role play. They should act in a way that their classmates can guess what is written on their sheets.

## Defendant:

You are a 17-year-old high school senior. You are generally considered a good kid. You have never been in trouble with the law. Recently you have starting hanging out with a new group of friends. This group is a lot more fun and wild than your old crowd. On the weekends, they hang out at Brad's house. Brad's parents usually supply the group with alcohol and pot. You enjoy the time at Brad's house. You nurse one or two beers the whole time that you are there, but you always turn down the pot.

Six weeks ago, you were pulled over for speeding. You were going twenty miles per hour over the speed limit. The police officer who pulled you over suspects that you might be running drugs. In the last few weeks, there have been several drug busts and many of those arrested have described the principle drug dealer in town, but they have refused to provide the name of the dealer. You fit that very vague description.

As you stood outside of your car, the officer searched through your vehicle. Amid the mess in your back seat, he finds a leather jacket with a Ziplock bag full of marijuana in the pocket. You are immediately arrested and charged with felony marijuana possession.

You try to explain that the jacket in your car belongs to your friend Brad, but no one seems to believe you. Earlier, you had explained to Brad and your other friends that you didn't want pot in your car. You thought they would respect your wishes, but Brad must have left his jacket the other night when you drove him home.

Because it is your first offense and you are so young, the district attorney's office offered you a reduced sentence of five years probation in exchange for a plea. However, you feel that you are innocent and have chosen to go to trial. If convicted of possessing 4.2 oz of marijuana, you face a sentence of up to two years and a fine up to \$10,000. You have faith that the jury will believe that the weed was not yours.

## Assistant District Attorney:

You have been in the district attorney's office for five years. You are assigned most of the drug cases that come through your office, and you win most of your cases. You are disgusted with the number of cases you see. You feel that people who get caught with drugs are idiots who deserve to be punished severely for breaking the law.

You think that the current drug laws are too lenient and that people will only learn to stay away from drugs if the consequences are harsher. You are particularly disgusted with young defendants. You feel that all they do is try to weasel out of punishment by blaming others.

This defendant is using the usual “it wasn’t mine” defense to justify having 4.2 oz of marijuana in his / her car. Just because he / she is seventeen, he / she thinks that you won’t send him / her to state jail for two years. You cannot believe that someone so obviously guilty is stupid enough to go to trial, but you will teach him / her a lesson about rejecting a generous plea offer.

#### Judge:

You have been on the bench for twenty years. In that time you have seen all kinds of defendants. Other judges have become apathetic after such a long time on the bench, but you still believe in the system. You feel like you make a difference in the lives of the defendants who sit in front of you. You especially feel that way about young defendants. You believe that it is your job to help them see the error of their ways and learn their lesson, but you also feel strongly about protecting those who might be innocent. You feel that the assistant district attorney is too hard on young defendants and try to keep him / her in line.

This defendant makes you sad. He / she is pretty much a good kid. However, you wish kids would understand that even if the weed is not theirs, if it is in their car, they are in possession. This defendant needs to learn to be more conscious of his / her friends. Even though you think the marijuana might belong to another kid, you don’t believe the defendant has never used drugs. This defendant needs to learn a few lessons.

#### Defense Attorney:

You are a court-appointed defender assigned to this case. You graduated from law school a year ago with grand visions of a large firm. After months of searching for a job unsuccessfully, you started your own firm. You are barely making ends meet, but feel fortunate to be on the list of court appointed attorneys. For each appointment, you received three hundred dollars. You typically are appointed to four cases a week. However, since this case is going to trial, you have been temporarily removed from the appointment list. Most of your time will be dedicated to this case. The judge will probably approve some additional compensation after the trial, but in the meantime, your income has been severely cut by your assignment to this case.

This defendant is a pain. You tried to convince him / her to accept the plea offer, but he / she insisted on a trial. You don’t understand how anyone could be so foolish. Clearly, he / she had possession of 4.2 oz of marijuana. Your defendant claims to be innocent saying that the marijuana belonged to a friend and that he / she did not

know the pot was in the car. You are sure the jury will not believe that, but it is your job to convince them to let your client go. Despite your personal feelings, you take your obligations very seriously. You will do your best to win this case...it might help you get a better job.

Potential Juror One:

You are a 40-year-old business person. You tried to get out of jury duty by claiming that you had an important meeting. The clerk's office told you that you would have to talk to the judge. You are determined to get out of this as quickly as you can.

Potential Juror Two:

At 76, you are retired from your career as a doctor. You could have claimed an exemption, but you feel that it is your duty to come to jury duty. Plus, you don't have anything interesting to do right now and you think this trial might be fun.

Potential Juror Three:

You are 30 years old and a daycare worker. You are glad to have a day away from the kids at the daycare. You have always been very straight-laced. You have never broken a law. You have never even exceeded the speed limit.

Potential Juror Four:

You are a 20-year-old college drop out. You are unemployed and living with your mother. When you got the jury notice, you were grateful that you could get away from your mother for a day. You spend most of your days smoking pot in your room and thinking about where your life went wrong. It will be nice to have a change of pace.

Potential Juror Five:

You are a 46-year-old manual laborer. Five years ago, your 14 year-old son died of a drug overdose. You blame your son's death on the dealer who provided him with the drugs.

Potential Juror Six:

You are a 69-year-old retiree. You were planning to drive to your daughter's house this week, but instead you have to be at jury duty. You are mad that if you were 70, you could claim an exemption. You tried to get out of jury duty, but the clerk would only reschedule you if you had a plane reservation.

Potential Juror Seven:

You are 32 years old and a very respectable accountant. However, you spent the first two years of college in a drug induced haze. You are now very ashamed of your drug use and are grateful that no one in your family or from your home town knew about



your addiction. You would never admit to your former habit now that you are clean. To keep people from guessing your past, you pretend to be very opposed to drugs and those who use them.

Potential Juror Eight:

You are a 65-year-old retiree. You are a very conservative person, but you have relatively liberal ideas about marijuana. One of your friends had bone cancer and was in severe pain. They experienced relief only when they smoked pot. As a result, you feel that marijuana should be legalized so that it is easy and affordable for cancer patients to use it.

Potential Juror Nine:

You are 27-year-old junior college instructor. You feel it is important for everyone to participate in the jury process. You think that current laws regarding marijuana are excessive, but you have a strong belief in the law. You feel that a juror should follow the letter of the law regardless of their personal convictions.

Potential Juror Ten:

You are a 41-year-old waiter who is planning to become an actor. You are not getting paid for missing work and don't think it is fair for the county to pay you only \$6 for missing a whole day of work.

Potential Juror Eleven:

You are 24 years old and an administrative assistant. Your brother works at the What-a-Burger and smokes marijuana every chance he gets. He shares an apartment with three other guys, and one of them is always smoking. You have tried to convince your brother that pot is bad for his health and is the reason why he has not been successful in life.

Potential Juror Twelve:

You are a 33-year-old construction worker. You have no pity for kids who disobey the law, and you are angry to be missing work for jury duty.

Potential Juror Thirteen:

You are 47 years old and a manager at Papa Johns. You have an 18-year-old son who recently graduated and is living at home while working part-time. Your son has been arrested twice on charges that you feel were unfair. You feel that jury duty is an important aspect of citizenship.

Potential Juror Fourteen:

You are 52 years old and a very busy business person. You had a lot to do today, but you think it is important to report for jury duty so you did not try to get out of your

duty. You are a conservative person but you believe you should be unbiased about the case you may hear.

Potential Juror Fifteen:

You are a 44-year-old truck driver. You always report when you are summoned for jury duty, and you have been chosen to serve on three juries since you turned 18. You don't show your emotions or biases often. However, even though you hide this fact, you secretly believe that drug users should receive harsher punishments.

Potential Juror Sixteen:

You are 64 years old and a government agency executive. You have worked in the same office for 30 years and are nearing retirement. Secretly, you are glad to have jury duty so that you can get out of the office for a day or two. You are a very friendly person, and you find it difficult to express your opinions and thoughts. You don't want to upset or offend anyone with your ideas so you keep them to yourself.

Potential Juror Seventeen:

You are a 62-year-old administrative assistant. You have led a very quiet and sheltered life. You feel that you are obligated to report to jury duty, and you have served on numerous juries.

Potential Juror Eighteen:

You are a 76-year-old retired minister. You are very opposed to drug use and people who break the law. You report to jury duty despite the exemption that you could claim because you resent the implication that you are too old to serve on a jury.

Potential Juror Nineteen:

You are a 32-year-old professional. When you were seventeen, your boyfriend / girlfriend was arrested for drug possession. You never believed that he / she really had the cocaine that he / she was accused of having. While awaiting trial, your boyfriend / girlfriend was stabbed and murdered by another inmate. You were very affected by this incident, but you never talk about it.

Potential Juror Twenty:

You are 22-year-old and a recent college graduate. You are in the process of looking for a job with your psychology degree. When you were in high school, you had several friends who used drugs. You never used, but you were frequently around drugs as you drove around with and hung out with your friends. Now you are very conscious of how risky that behavior was, and you would never hang around drug users.

Potential Juror Twenty-One:

You are 54 years old and work in the county clerk's office. You were in the misdemeanor department and see a large number of drug cases come through the office. Since this case is a felony, you have had no contact with this case. Because of your job you have knowledge of the criminal justice system. You have three kids. They have all smoked marijuana, and though you have always suspected this, you have refused to admit it to anyone, including yourself.

Potential Juror Twenty-Two:

You are a 37-year-old financial advisor. You are very conservative about most political issues. Your wife / husband is an attorney, and you have strong opinions about the law. You are too busy to waste time on a jury. You will try to get off of the jury if possible.

Potential Juror Twenty-Three:

You are 57 years old and have worked at the local university for ten years. You are the assistant to the university police chief. The chief used to investigate drug cases when he was on the city police force. He is very opinionated and shares his ideas with you often. You don't know if you agree with everything he says, but you have never been exposed to drugs so you trust his opinions.

Potential Juror Twenty-Four:

You are a 42-year-old postal worker. You are very patriotic and are glad to serve as a juror. You are open-minded about most things but you are shocked at how young the defendant is. You think that parents should control their children better.

Potential Juror Twenty-Five:

You are 23 years old and work as the only assistant in a busy insurance agency. You are very intelligent, but dropped out of high school. Although you are now very conservative in dress, you used to dress like a biker when you were in high school. You always resented that people treated you like a thug even though you were very honest.

Potential Juror Twenty-Six:

You are 41 years old and do not work. Your spouse supports your family financially, while you stay home and care for your three children. Your youngest child just started kindergarten so you could not claim an exemption. You don't want to serve on a jury, but you can't think of a way to get out of it.

# Motivating Yourself and Others

**Objective:** To examine the importance of motivation; To help student to determine how they are motivated best; To analyze the most effective ways to motivate others; To practice applying community building skills.

**Materials needed:** One copy of the “What Motivates You?” worksheet for each student, One copy of the “Motivating Others” worksheet for each student.

## **Process:**

1. Ask the students to define the concept of motivation. Take multiple suggestions from the students and write them all on the board. Then ask the students to combine the suggestions into a single definition of the concept. If your students do not include the following in their definitions, you may want to suggest these components.
  - Inciting to action
  - Provide with incentives
  - Psychological or physical desire
2. After the students have created their working definition of motivation, begin a discussion on the role of motivation in leadership. Ask for examples of situations where it was important for leaders to be able to motivate their followers. Who were the leaders who provided the motivation in these situations? Did these leaders use good motivation skills? Could a better result have been reached if the leader had been able to better motivate his / her followers?
3. Explain to the students that in this exercise they will be examining two different personality types and the ways that each type needs to be motivated. Explain the difference between a person who is motivated from the outside and one who is motivated from the inside.
  - Motivated from the outside – Responds best to external motivations and cares a great deal about what others think of him / her.
  - Motivated from the inside – Responds best to internal motivations and cares most about what he / she thinks about himself / herself
4. Give each student one copy of the “What Motivates You?” worksheet. Explain that they should answer the questions as quickly and honestly as possible in order to get the most accurate results.

5. Allow the students fifteen minutes to complete the worksheet and calculate their results.
6. After all of the students have completed their worksheets, ask for volunteers to share their results. Ask each volunteer to share a specific example of either an internal or external motivation that helped them to accomplish a goal.
7. Give each student one copy of the “Motivating Others” worksheet. Explain that they should use the worksheet to identify specific ways to motivate individuals in each situation.
8. Allow the students thirty minutes to complete the worksheet.
9. After all of the students have completed their worksheets, ask for volunteers to share their responses to each of the situations on the worksheet. Encourage the students to expand on the ideas of their classmates and to share multiple responses for each scenario.

**Discussion:**

- Is it possible for your motivations to change? Why or why not?
- Do different things motivate you in different circumstances? What are some examples of your shifting motivations?
- Why is it important for a leader to recognize what motivates his / her followers?
- What can you do to increase your awareness of the things that motivate others?
- Why is it important for a leader to recognize what motivates him / her?
- What can you do to increase your awareness of your own motivations?

**Journal Topic:**

- According to the “What Motivates You?” worksheet, are you better motivated by external means or internal? Do you agree with this conclusion? Why or why not? Think about a goal you have right now. What is that goal? How are you motivating yourself to achieve that goal? What kind of reward do you envision for yourself when you think of this goal? Are these motivations internal or external? Are your motivations the most effective possible with your personality type? If you are motivated best internally, are your motivations with this goal, internal? If you are motivated best externally, are your motivations with this goal external. If not, how do you need to shift your motivations to fit better with your personality type? Do you think you will be

more successful if you match your practical motivations with your personality type? Why or why not?

**Possible Test Questions:**

- What is motivation?
- Why is it important for a leader to recognize what motivates his / her followers?
- Why is it important for a leader to recognize what motivates him / her?

# What Motivates You?

Read each question, then circle A or B for the option that you would most likely choose.

1. You are offered two roles in the school play. Which one would you choose?
  - a. The lead role that is glamorous and gets you a lot of attention
  - b. Another part that is less glamorous but lets you use more of your acting skills
2. You are offered two jobs. Which will you choose?
  - a. The one that pays the most
  - b. The one that you would really love doing, even though the pay is not very good
3. You are choosing between two classes. Which one will you sign up for?
  - a. The easier one
  - b. The more interesting, more challenging one
4. You must read at least one book this semester. Which will you choose?
  - a. One book from the list the teacher has given you
  - b. Five books of your own choosing that are just as long
5. Two people have invited you out. Which will you choose?
  - a. The person who is most fashionable to be seen with
  - b. The much more interesting but less popular person
6. Which do you feel you learn more from?
  - a. Studying for a class so you can get an A
  - b. Studying for a class because you are interested in it
7. Which feels better to you?
  - a. Cleaning your room so you will get your allowance
  - b. Cleaning your room because you want to
8. In general, which is more important to your decision-making?
  - a. Appearances
  - b. Meaning
9. In deciding between two sports, which will you choose?
  - a. The one that gives trophies to the best players at the end of the season
  - b. The one that's the most fun
10. In general, which are you more interested in?
  - a. Quantity
  - b. Quality

**Scoring:**

Add up the total number of times that you circled each letter.

Total A's: \_\_\_\_\_

Total B's: \_\_\_\_\_

- If you scored eight or more A's, you respond best to external motivations. You care a lot about what people think of you.
- If you scored eight or more B's, you respond best to internal motivations. You care more about your own opinion of yourself than what others think of you.

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# Motivating Others

For each scenario, think of one way to motivate someone who is motivated from the inside and someone who is motivated from the outside.

1. You are a physics tutor at your high school. Peter is struggling in physics and comes to your tutoring sessions twice a week. However, he has a poor attitude about the class and tutoring, and does not exert much effort to learn the subject matter. What can you do to help Peter change his attitude about physics?

- a. If Peter is motivated from the INSIDE, a good way to change his attitude is to \_\_\_\_\_

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- b. If Peter is motivated from the OUTSIDE, a good way to change his attitude is to \_\_\_\_\_

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2. You are president of the junior class. Your class is in charge of raising the money to fund the junior / senior prom, and the principle way that you raise funds is through a snack bar in the gym. You are having problems getting your classmates to volunteer to run the snack bar. What can you do to increase interest in the snack bar?

- a. For the students who are motivated from the INSIDE, the best way to increase involvement in the snack bar is \_\_\_\_\_

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- b. For the students who are motivated from the OUTSIDE, the best way to increase involvement in the snack bar is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. You are organizing a canned food drive at your school for the Thanksgiving holiday. You are trying to get as much teacher participation in your project as possible. How will you get your teachers to help with the canned food drive?
- a. For the teachers who are motivated from the INSIDE, the best way to increase involvement in the canned food drive is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. For the teachers who are motivated from the OUTSIDE, the best way to increase involvement in the canned food drive is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Your little sister is a complete slob, and her room is a disaster. Your grandparents are coming to visit your family next week, and your mom has put you in charge of making sure the house gets clean. It is especially important for your sister's room to be clean so your grandparents can stay in that room. You don't want to have to clean the whole house by yourself. How will you get your sister to clean her fair share?
- a. If your sister is motivated from the INSIDE, the best way to get her involved in the cleaning is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. If your sister is motivated from the OUTSIDE, the best way to her involved in the cleaning is \_\_\_\_\_

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5. You are a senior and you are preparing to go to college next year. You have already taken the SAT once, but you did not do well enough to get into the one school that you really want to attend. You have one more chance to take the SAT, improve your score and get into your favorite school, but you are so frustrated that it is hard to study for the test. What will you do to motivate yourself to study every day?

a. If you are motivated from the INSIDE, the best way to increase your interest in studying is \_\_\_\_\_

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b. If you are motivated from the OUTSIDE, the best way to increase your interest in studying is \_\_\_\_\_

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# Are You an Introvert or Extrovert?

**Objective:** To provide a tool for students to determine their social style; To help students capitalize on their social style and use their social preferences to become more effective and efficient leaders.

**Materials Needed:** One copy of the “Are You an Introvert or Extrovert?” worksheet for each student.

## **Process:**

1. Explain that the class will be discussing the differences between introverted and extroverted personality styles. Provide the following definitions for the terms:
  - Introvert – A person who is focused mainly on himself / herself, is more comfortable when not in social situations and is very comfortable with being alone.
  - Extrovert – A person who is focused mainly on others, is very comfortable in social situations and is uncomfortable with being alone.
2. Give each student one copy of the “Are You an Introvert or Extrovert?” worksheet to each student.
3. Explain that this evaluation will help them to determine whether they are introverted or extroverted. They should read each pair of statements and determine which statement sounds most like them. They should choose their answer as quickly and honestly as possible.

## **Discussion:**

- What kind of leadership skills do introverts possess?
- What kind of leadership skills do introverts lack?
- What kind of leadership skills do extroverts possess?
- What kinds of leadership skills do extroverts lack?
- Do you think that it is easier for an introvert or an extrovert to become a leader? Why? Does it depend on what type of leadership role the person needs to assume?
- What kinds of leadership roles would be good for introverts to pursue?
- What kinds of leadership roles would be good for an extrovert to pursue?

- Why is it important for a leader to know whether he / she is an introvert or extrovert?
- Is it possible for an introverted person to become extroverted? How?
- Is it possible for an extroverted person to become introverted? How?

**Journal Topic:**

- Do you agree with the evaluation of your social style? Why or why not? How do you feel about your social style? Do you wish that you could change? Why or why not? If you are introverted, what is one thing that you can do to make yourself more extroverted? Are you willing to do that? Why or why not? If you are extroverted, what is one thing that you can do to make yourself more introverted? Are you willing to do that? Why or why not?

**Possible Test Questions:**

- What is an introvert? What kind of leadership skills do introverts possess? What kind of leadership skills do introverts lack? What kinds of leadership roles would be good for introverts to pursue? Is it possible for an introverted person to become extroverted? How?
- What is an extrovert? What kind of leadership skills do extroverts possess? What kinds of leadership skills do extroverts lack? Is it possible for an extroverted person to become introverted? How? What kinds of leadership roles would be good for an extrovert to pursue?
- Do you think that it is easier for an introvert or an extrovert to become a leader? Why? Does it depend on what type of leadership role the person needs to assume?

# Are You an Introvert or Extrovert?

Read these pairs of statements, and decide which one sounds most like you. Circle the letter A or B that corresponds with your answer.

1. a. I am not easily bored.  
b. I am easily bored.
2. a. I don't like fast, scary rides.  
b. I love being scared by fast rides.
3. a. I would rather spend the evening at home quietly with a few friends.  
b. I would rather spend the evening at a loud party with lots of people.
4. a. I enjoy being alone at times.  
b. I hate being alone.
5. a. I like to have a few close friends.  
b. I like to have many casual friends.
6. a. I would rather write a book than sell things to people.  
b. I would rather sell things to people than write a book.
7. a. I am not likely to take a dare.  
b. I will almost always take a dare.
8. a. I think April Fool's Day is stupid.  
b. I think April Fool's Day is really fun.
9. a. You won't find me watching "The Three Stooges."  
b. I think "The Three Stooges" is really funny.
10. a. I enjoy talking about ideas.  
b. I would rather do things than discuss them.
11. a. In hide-and-seek, you'll find me behind the tree.  
b. In hide-and-seek, you'll find me in the tree.

12. a. I avoid crowds.  
b. I like crowds.
13. a. I don't like to dance.  
b. I like to dance.
14. a. Convertibles aren't safe. You should not ride in one.  
b. Convertibles are fun. You should ride in one.
15. a. I enjoy working behind the scenes.  
b. I want to be on stage.

Total number of A's selected: \_\_\_\_\_

Total number of B's selected: \_\_\_\_\_

- 10 or more A's mean you may be an introvert. You are more comfortable when you're not in social situations. You may feel that other people draw energy from you.
- 10 or more B's mean you may be an extrovert. You are happiest when you are with other people. You may feel that you draw energy from being around them.
- If you got about the same number of A's and B's, you probably feel comfortable wherever you are, with people or alone.

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# Movie Time

**Objective:** To provide a fun and entertaining way to observe different styles of leadership; To provide the students with examples of different types of leaders.

**Materials Needed:** Movies with leadership themes (suggested movies follow this exercise).

## **Process:**

1. Choose a movie that you feel provides examples of leadership in action or the evolution of leadership skills. Before showing the movie in class, be sure to view the video for appropriateness and time limitations.
2. Explain that the class will be viewing a movie that contains leadership themes. Encourage the students to concentrate on the leadership themes in the movie and explain that they will be writing a paper about the film.
3. Show the movie.
4. Assign the students to write a two-page paper addressing the following topic:
  - What character(s) in the movie exhibited leadership skills? What leadership skills did they have or develop over the course of the movie? Provide specific examples from the film to support your opinions. Were they good leaders, bad leaders or evolving leaders? Why do you hold this opinion?
5. Give the students enough time to complete their papers either in class or at home. You should have the students turn their essays in to you.
6. After you have collected everyone's essays, discuss the movie with the class and assign their journal topic.

## **Discussion:**

- What kind of leaders did you observe in the film?
- What different leadership characteristics did you see in the film? Were all of the leadership characteristics positive?
- Did the characters' leadership skills change throughout the course of the movie? Why or why not? How did they change?
- What leadership lessons can you learn from this film?



**Journal Topic:**

- What character in the movie did you most identify with? Why did you identify with this character? In what ways are you similar? In what ways are you different? What lessons can you learn from this character and his / her actions?

**Adaptations:**

- You can repeat this exercise multiple times throughout the semester in order to incorporate visual examples of the concepts you are discussing in the class. A valuable resource for movie overviews and discussions of leadership themes in a few different films is the David Wraith's website "Movie Leadership.com."

**Possible Test Questions:**

- What kind of leaders did you observe in the film?
- What different leadership characteristics did you see in the film? Were all of the leadership characteristics positive?
- Did the characters' leadership skills change throughout the course of the movie? Why or why not? How did they change?
- What leadership lessons can you learn from this film?

# Movies with Leadership Themes

## Leadership Themes Incorporated

Movie	Teamwork	Role Models	Respect	Responsibility	Fairness	Citizenship	Courage	Leadership	Trustworthiness	Caring	Justice	Persistence	Integrity
Remember the Titans	X	X	X	X	X	X		X					
Patton			X			X	X	X					
Memphis Belle	X			X			X	X					
Knute Rockne, All American	X	X		X				X					
High Noon				X		X		X	X				
Glory	X	X	X	X	X	X	X	X				X	X
Gettysburg	X	X	X	X		X	X	X					
Eleanor Roosevelt		X	X	X	X	X		X		X			
Princess Mononoke		X	X			X		X		X			
Courage Under Fire				X	X	X	X	X	X				X
To Kill a Mockingbird		X	X		X	X	X	X		X	X		X
Judgment at Nuremberg		X	X	X	X	X	X	X	X		X		X
The Ghosts of Mississippi	X	X	X	X	X	X	X	X	X	X	X	X	X
The Crucible		X	X	X	X	X	X	X	X	X	X		
Amistad	X	X	X	X	X	X	X	X	X	X	X	X	X
12 Angry Men	X		X		X	X	X	X			X	X	X
Lean On Me	X	X						X	X			X	
Billy Elliot			X	X			X	X	X	X			
The Adventures of Robin Hood	X	X	X	X	X	X	X	X			X		X
All the President's Men	X		X	X	X	X	X	X	X		X	X	X
Four Films about Ann Frank			X	X	X	X	X	X		X	X		
A Bug's Life	X	X	X	X	X		X	X	X	X	X	X	
Apollo 13	X	X	X	X			X	X				X	
Schindler's List		X	X	X	X	X	X	X	X	X	X		X
Tuskegee Airmen	X		X	X	X	X	X	X			X	X	
Mr. Holland's Opus		X	X	X	X		X	X		X		X	
Gorillas in the Mist			X		X	X	X		X	X		X	
The Jackie Robinson Story	X	X	X	X	X	X	X	X			X	X	
Finding Nemo	X		X	X			X	X		X		X	

Movie	Teamwork	Role Models	Respect	Responsibility	Fairness	Citizenship	Courage	Leadership	Trustworthiness	Caring	Justice	Persistence	Integrity
Gandhi		X	X	X	X	X	X	X	X	X	X	X	X
The Rookie		X	X	X			X	X				X	
The Scarlet Letter		X	X	X	X		X	X	X	X	X		X
The Long Walk Home		X	X						X				
Quiz Show		X	X	X	X	X		X	X		X	X	X
Hoosiers	X	X	X	X	X	X	X	X	X	X	X	X	X
The Lion King	X	X	X	X	X	X	X	X	X				X
Stand and Deliver	X	X	X	X	X			X	X	X	X	X	X
October Sky	X	X	X	X	X	X	X	X				X	X
Little Women		X	X	X	X			X	X	X		X	X
The Wright Brothers at Kitty Hawk	X	X					X	X				X	
Cool Runnings	X	X	X		X	X	X	X		X	X	X	X
The Miracle Worker		X	X	X	X			X	X	X		X	
Dances with Wolves	X	X	X	X	X	X	X	X	X	X	X		X
What's Eating Gilbert Grape			X	X						X			
The Miracle	X	X	X	X			X	X	X	X		X	
G.I. Jane	X		X	X			X	X			X	X	
Good Will Hunting		X	X		X	X	X	X		X	X		X
Patch Adams	X	X	X	X	X	X	X	X		X		X	X
Top Gun	X	X	X	X	X	X	X	X	X	X			X
Moneyball	X	X	X	X	X		X	X	X	X		X	X
Drum Line	X	X	X	X	X			X	X			X	X
Dave	X	X	X	X	X	X	X	X	X	X	X	X	X
Shrek	X						X	X	X	X			
JFK	X	X	X	X	X	X	X	X	X	X	X	X	X
A Few Good Men	X	X	X	X	X	X	X	X	X		X	X	X
The American President		X	X	X	X	X	X	X	X		X	X	X
Lincoln	X		X	X	X	X	X	X	X	X	X	X	X
Monsters Inc. and Monsters University	X	X	X	X	X	X	X	X	X	X	X	X	X
The King's Speech		X	X	X	X	X	X	X	X	X		X	X
Invictus	X	X	X	X	X	X	X	X	X	X	X	X	X

\*Some of these videos may contain themes you may not find appropriate to include in your class. Please make sure you view the movie before you show it in class.

# Political Leaders

**Objective:** To explore the importance of various political leadership positions and increase awareness of the political process; To examine multiple leadership styles within the context of political leadership and the effectiveness of those styles; To strengthen researching abilities and public speaking skills.

**Materials Needed:** Access to the school library, One copy of the “Texas Politicians” handout for each student, One copy of the “Summary of a Political Office” worksheet for each student, One copy of the “My Politician” worksheet for each student.

## **Process:**

1. Explain that the students will be studying several Texas politicians who have held important political offices in the state and in the nation. Specifically, they will be exploring the duties of those positions, the skills necessary to hold those offices and the unique leadership skills the individuals brought to the office. Explain that they will be researching a single Texan and their contributions to their office. They will be completing two worksheets on their leader and then preparing a five minute presentation to deliver to their classmates.
2. Give each student a copy of the “Texas Politicians” handout. Explain that each student should choose one Texas politician whom he / she would like to study. They may choose a politician off of the handout or select another Texas politician who interests them. No two students should study a single politician.
3. After the students have selected their Texas politician, take the students to the library to begin the research portion of the exercise.
4. Give each student one copy of the “Summary of a Political Office” worksheet.
5. As the first step of the research project, the students should look for information on the office that their politician held. Suggest that the students find information on the offices in encyclopedias and other reference materials or on the internet, if computer access is available. Using the information they locate, they should complete the “Summary of Political Office” worksheet.
6. Collect the completed worksheets and make suggestions as to additional information that should be included. Return the worksheets to the students for them to use as they prepare for their final presentations.
7. The second step of the research project is for the students to get an idea of who their specific politician was and the unique attributes and skills that he / she brought to the office. Allow the students time in the library to find

biographical information on their politician. Encourage them to look in reference materials and to find at least one biography of their leader. For more obscure leaders, the students may have to look for references in several books or journals. Encourage the students to use World Cat, JStor, Article First and Interlibrary Loan to access materials outside of your library.

8. Give each student a copy of the “My Politician” worksheet.
9. Allow the students at least three weeks to complete their research and their “My Politician” worksheet.
10. Collect the completed worksheets and make suggestions as to additional information that should be included. Return the worksheets to the students for them to use as they prepare for their final presentations.
11. Explain to the students that they will now prepare a five minute presentation for their classmates on their Texas politician. In that presentation they should answer each of the following questions.
  - What are the responsibilities and duties of the office held by your politician?
  - How did your leader handle those responsibilities? Did he / she redefine, expand or limit the office in any way?
  - What impact did your leader have on Texas?
  - What impact did your leader have on the United States?
  - What kind of leadership skills did your politician bring to his / her office?
  - What leadership style(s) did your leader demonstrate while in office?
  - What leadership lessons can your classmates learn from your politician’s experiences in office?
12. Allow the students at least one week to prepare their presentations.
13. The day of the presentations, start class with the “Relaxation” exercise to calm the students’ nerves.
14. Have each student stand in front of the class and deliver their Texas politician presentation.

**Discussion:**

- Which office do you feel has the hardest job requirements? Why do you think this position is so difficult?

- Which Texas politician do you think had the biggest impact on Texas? Why do you think that he / she had such a great impact?
- Which Texas politician do you think had the biggest impact on the United States? Why do you think he / she had such a great impact?
- Which Texas politician's leadership skills and style do you most admire? Why do you think his / her leadership skills and style were successfully demonstrated in his / her office?
- Which Texas politician's leadership skills and style do you least admire? Why do you think his / her skills and style did not compliment the office that he / she held?
- Why is it important for leaders to examine the leadership skills and styles of past leaders?

### **Journal Topic:**

- What was the most valuable lesson that you learned from researching your Texas politician? Why is that lesson particularly valuable to you? What will you do differently in your leadership roles after completing this exercise? What was the most valuable lesson you learned from your classmates' presentations on their Texas politicians? Why is this lesson important to you? What will you do differently in your life as a result of learning this lesson?

### **Mail Opportunity:**

- After the presentations, have the students write a short note to their fellow students detailing what they liked about the other's presentation or any improvement they see in the other's presentation skills.

### **Adaptations:**

- If you are using this curriculum outside of the state of Texas, create our own list of state politicians for the students to research and use the same methods.
- Rather than having a single student work individually on this exercise, you may want to assign a small group to study one leader. Groups should consist of no more than three students, and all students should be actively involved in all steps of the assignment.
- To create a more comfortable environment for the presentations, you can place two chairs in front of the class either behind or beside the place the presenter will occupy. Before each presentation, have students volunteer to be the next two speakers. These volunteers should then sit in the chairs during the

presentation. When the last two speakers are about to give their presentations, ask for volunteers to sit in the chairs. By using these chairs, the speaker is never alone in front of the class, and a sense of camaraderie will develop as they share the experience of being in the spotlight together.

**Possible Test Questions:**

- Which Texas politician do you think had the biggest impact on Texas? Why do you think that he / she had such a great impact?
- Which Texas politician do you think had the biggest impact on the United States? Why do you think he / she had such a great impact?
- Which Texas politician's leadership skills and style do you most admire? Why do you think his / her leadership skills and style were successfully demonstrated in his / her office?
- Which Texas politician's leadership skills and style do you least admire? Why do you think his / her skills and style did not compliment the office that he / she held?
- Why is it important for leaders to examine the leadership skills and styles of past leaders?

# Texas Politicians

Choose one Texas politician whose term of office you will study. You may choose one of the Texas politicians off of this list, or choose another Texas politician who interests you.

You will be examining the job duties of the office that they held, the skills that were necessary to do their job effectively and the way your specific politician interpreted his / her role within that position. You will also study the leadership skills that were required of your politician and the leadership style they employed while in office. Finally, you will explore the lessons that you, as a future leader, can learn from this politician's actions in office.

George Herbert Walker Bush – United States President (1989-1993), Vice-President of the United States (1981-1989)

George W. Bush – United States President (2001- 2009), Governor of Texas (1995 – 2000)

John Nance Garner – United States Vice President (1933-1941)

James Baker III – United States Secretary of State (1989-1992)

Thomas Watt Gregory – United States Attorney General (1914-1919)

Thomas Campbell Clark – United States Attorney General (1945-1949)

Sam Rayburn – United States Speaker of the House (1940-1947, 1949-1953, 1955-1961)

Lyndon B. Johnson – United States Senate Majority Leader (1954-1960), United States President (1963-1969)

Kay Bailey Hutchinson – United States Senator (1993-2013), Treasurer of Texas (1991-1993)

William P. Hobby, Sr. – Texas Governor (1917-1921)

Pat M. Neff – Texas Governor (1921 - 1925)

Miriam A. Ferguson – Texas Governor (1925-1927, 1933-1935)

Bill Clements – Texas Governor (1979-1983, 1987-1991)

Robert Shivers – Texas Lt. Governor (1947-1949)

Emma Grigsby Meharg – Texas Secretary of State (1925-1926)

Bob Bullock – Texas Secretary of State (1971-1972)



John Ben Shepperd – Texas Attorney General (1953-1957)  
Ann Richards – Governor of Texas (1991 – 1995), Texas State Treasurer (1983 -1991)  
Waggoner Carr – Texas Attorney General (1963-1966)  
John W. Marshall – Texas Speaker of the House (1909-1911)  
Gibson D. Lewis – Texas Speaker of the House (1983-1992)  
Tom Craddick – Texas Speaker of the House (2003 - 2009), Member Texas House of Representatives (1969 – Present)  
David Dewhurst – Lieutenant Governor of Texas (2003 – Present), Commissioner of the General Land Office (1999-2003)  
Wendy Davis – Member Texas Senate (2009 – Present)  
Julian Castro – Mayor of San Antonio (2009 – Present)  
Ted Cruz – United States Senator (2013 – Present), Solicitor General of Texas (2003 – 2008)  
Rick Perry – Governor of Texas (2000 – Present), Lieutenant Governor (1999-2000)

# Summary of a Political Office

Answer the following questions about the office your politician held using reference guides in your school library or online.

1. How is a politician selected for this office? Is this an elected or appointed position? \_\_\_\_\_

2. What qualifications does a politician need in order to hold this office?

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3. Is this a state office or a national office? \_\_\_\_\_

4. How and when was this position created? Is it in the state constitution or the United States constitution? Why was the position considered necessary?

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5. What are the principle duties of this office?

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6. Who works with this office holder to fulfill the duties of the office?

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# My Politician

Answer each of the following questions about your politician using the biographical resources. Some questions may not be relevant to your leader.

1. When did your politician take office? What were the circumstances of his / her election or appointment? \_\_\_\_\_

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2. What offices did your politician hold before and / or after his / her election or appointment to this office? \_\_\_\_\_

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3. How did these positions help to prepare your politician for his / her duties in office? \_\_\_\_\_

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4. What were your leader's three biggest successes in office? \_\_\_\_\_

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5. What were the two biggest failures of your leader's term in office?

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6. What leadership skills did your politician bring to his / her office?

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7. What leadership skills did your politician have to develop while in office?

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8. What leadership skills did your politician lack? \_\_\_\_\_

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9. What style of leadership did your politician employ while he / she was in office? \_\_\_\_\_

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10. Do you think this leadership style was effective? Why or why not?

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11. What two leadership lessons can you learn from your politician's experiences in office? \_\_\_\_\_

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# Developing a Political Platform

**Objective:** To provide the students with an opportunity to express a belief or opinion about which they feel strongly; To strengthen research skills; To strengthen public speaking skills; To gain perspective on the political process.

**Materials Needed:** Access to research materials.

## **Process:**

1. Ask the class to explain why it is important for political candidates to have a political platform. Explain to the class that the strongest political platforms focus on one or two major issues that are important to the candidate. Ask the students to provide examples of strong, focused political platforms from their previous research.
2. Explain to the students that they will be developing their own political platforms in this exercise.
3. Provide the students with a list of important political issues on which they may choose to focus. This list is not inclusive of all major issues being debated but can be used as a starting point to spur thought.
  - Public Education Standards
  - Funding of Public Education
  - Discouraging Teenage Smoking
  - Drug Addiction
  - The War on Drugs
  - Mental Health
  - National Health Care
  - Medicare
  - Social Security
  - Adult Illiteracy
  - Violence in Schools
  - National Crime Prevention
  - Prison Reform

- Capital Punishment
  - Poverty Among U.S. Children
  - Terrorism
  - Foreign Policy
  - Campaign Financing
  - Term Limits
4. Ask the students to choose one issue upon which they will build their political platform. They can choose an issue from the list provided, or they can focus on an issue of their own.
  5. Either set up research times for the students to spend in the library as a class or assign the students to research their topics on their own time. Emphasize to the students that they should explore both sides of the issue as they research.
  6. Assign the students to write a three page paper on their issue. The first page should focus on the argument that supports the issue they researched. The second page should focus on the argument against the issue. The third page should explain the student's stance and why they are supporting or opposing the issue. Have the student's turn in this essay and make suggestions to strengthening their stances. Do not question their convictions.
  7. After you return the students' essays, give them at least one day to bolster their platforms.
  8. Have the students prepare a short presentation on their issue for the class. In each presentation, the student should pretend that he / she is running for a specific elected office, and he / she is attempting to convince the other class members to vote for him / her based on his / her political platform.

**Discussion:**

Use these discussion questions after the students have completed their presentations.

- What was most difficult about exploring your issue?
- Was it difficult to find information on the topic? Was it difficult to understand all of the information that you found?
- Was it difficult for you to decide what your stance would be? Why or why not?
- Why is it important for a leader to be well read about the issues that he / she will be asked to support or oppose?
- What can you do to strengthen your own research skills?

- Why do you think that some politicians do not firmly state their stances on major issues?
- Why is it sometimes difficult to vocalize your personal convictions?
- Why is it important for leaders to remain true to their personal convictions?
- Did you change your original view on the issue? Why or why not?
- What should a leader do if he / she discovers information that disproves his / her stance? Is it important for a leader to be able to admit that he / she was wrong?

### **Journal Topic:**

- Have you ever compromised your convictions or done something that was contradictory to your beliefs? Why did you act in this way? What kind of pressures affected your decision? Did you later regret your actions? Why or why not? What did you learn from this experience? How can you apply the lessons that you learned from this experience to your actions as a leader?

### **Mail Opportunity:**

- After each campaign speech, have the students write every other student a short note about what they liked about the other's presentation or any improvement they see in the other's presentation skills.

### **Adaptations:**

- To create a more comfortable environment for the presentations, you can place two chairs in front of the class either behind or beside the place the presenter will occupy. Before each presentation, have students volunteer to be the next two speakers. These volunteers should then sit in the chairs during the presentation. When the last two speakers are about to give their presentations, ask for volunteers to sit in the chairs. By using these chairs, the speaker is never alone in front of the class, and a sense of camaraderie will develop as they share the experience of being in the spotlight together.

### **Possible Test Questions:**

- Why is it important for a leader to be well read about the issues that he / she will be asked to support or oppose?
- Why is it important for leaders to remain true to their personal convictions?

- What should a leader do if he / she discovers information that disproves his / her stance? Is it important for a leader to be able to admit that he / she was wrong?



# Leadership Approaches

**Objective:** To understand leadership in terms of concern for the task and concern for the followers; To practice applying community building skills; To examine five approaches to leadership; To strengthen team building skills; To strengthen public speaking skills.

**Materials Needed:** One copy of the “Approaches to Leadership” handout for each student, One copy of the “How Do You Approach Leadership?” worksheet for each student, Five copies of the “Now You Lead” handout.

## **Process:**

1. Give each student one copy of the “Approaches to Leadership” handout.
2. Discuss each of the five approaches to leadership on the handout as the students read through the descriptions. Make sure that all of the students are clear on the definitions of these approaches.
3. Give each student one copy of the “How Do You Approach Leadership?” worksheet.
4. Explain to the students that for each scenario on the worksheet, they should first identify the leadership approach being used by the leader described. The students should then determine whether that approach is effective or ineffective in this situation. If the approach is ineffective, they should explain which approach they feel would be effective.
5. Allow the students fifteen minutes to complete the worksheet.
6. After all of the students have finished the worksheets, ask for volunteers to share their responses to the worksheet. Encourage the students to discuss any variations in their answers.
7. After the students have finished discussing the “How Do You Approach Leadership?” worksheet, divide the students into five groups.
8. Assign each group one of the leadership approaches and give each group one copy of the “Now You Lead” handout.
9. Explain that each group will be writing and presenting a skit based on the scenario on the handout and their assigned leadership approach. Their skit should be five to ten minutes in length and should demonstrate the positive and negative aspects of their assigned leadership style. Emphasize that every student in the group should have a part in the skit.

10. Allow the students at least thirty minutes of class time to develop and practice their skits.
11. The day of the skits, start class with the “Relaxation” exercise to calm the students.
12. Have each group present their skit.
13. After each presentation, allow the students to ask questions about the skits and the leadership approaches that were portrayed.

**Discussion:**

- Which approach to leadership do you think is most effective? Why?
- Which approach to leadership do you think is least effective? Why?
- Do you think a leadership approach could be ineffective in one situation but effective in another? Why? Give examples of situations in which a leadership approach could be effective and examples in which that same approach would be ineffective.
- What leadership approach do you use most often? Is that approach effective? Why or why not?
- Why is it important for a leader to recognize the various leadership approaches that he / she could use?

**Journal Topic:**

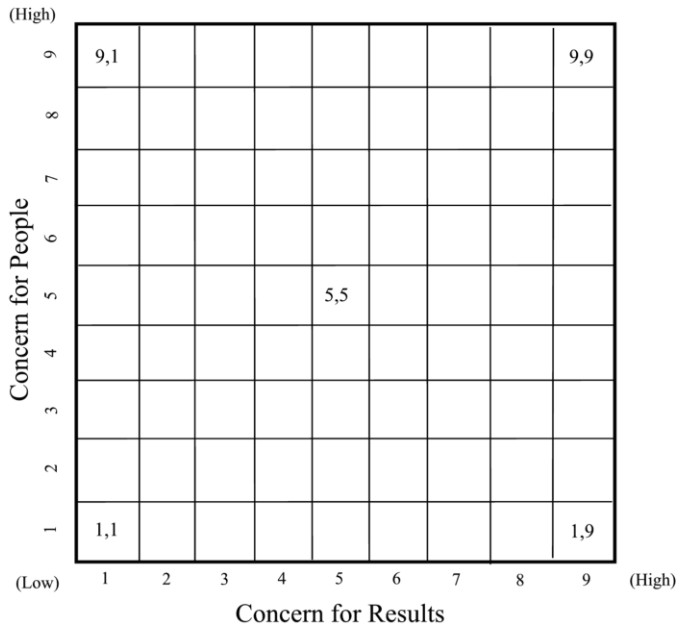
- Write about a leadership role that you are currently playing. Who are you leading? On a scale of 1 to 9, how concerned are you about your followers? What are you attempting to accomplish as leader? On a scale of 1 to 9, how concerned are you about your task? According to these two numbers, what leadership approach are you taking? Do you think this is the most effective approach for your situation? Why or why not? Do you think you might be more effective if you used a different approach? If so, what could you do to be more effective?

**Possible Test Questions:**

- What is the Impoverished Leader approach to leadership?
- What is the Country Club Leader approach to leadership?
- What is the Authoritative Leader approach to leadership?
- What is the Team Leader approach to leadership?

- What is the Middle of the Road Leader approach to leadership?
- Which approach to leadership do you think is most effective most often? Why did you choose that approach?
- Is it possible for an approach to be effective in one instance and ineffective in another situation? Why or why not? Provide one example to support your contention.

# Approaches to Leadership



**(1,1) Impoverished Leader** (Low Concern for People, Low Concern for Results) – A leader using this approach goes through the motions of being a leader but is uninvolved and withdrawn from both the task and his / her followers. An Impoverished Leader has little contact with his / her followers and is seen as indifferent, resigned and apathetic.

**(9,1) Country Club Leader** (High Concern for People, Low Concern for Results) – A leader using this approach stresses the attitudes and feelings of his / her followers but de-emphasizes the task. A Country Club Leader is seen as agreeable, eager to help and

comforting.

**(1,9) Authoritative Leader** (Low Concern for People, High Concern for Results) – A leader using this approach considers his / her followers the tools for getting the job done. An Authoritative Leader does not communicate with his / her subordinates except to issue directives. He / she is seen as controlling, demanding and overpowering.

**(9,9) Team Leader** (High Concern for People, High Concern for Results) – A leader using this approach promotes teamwork and total participation. A Team Leader stresses communication and is seen as stimulating participation, determined and enjoying working.

**(5,5) Middle of the Road Leader** (Average Concern for People, Average Concern for Results) – A leader using this approach is seen as a compromiser. A Middle of the Road Leader finds a balance between taking followers into account and emphasizing the task at hand and avoids conflict while encouraging limited relationships within the team.

Adapted from *Leadership: Theory and Practice* by Peter G. Northouse, 39-42, ©2001. Used with permission from Sage Publications, Thousand Oaks, CA.

# How Do You Approach Leadership?

For each of the following scenarios, first, identify the leadership approach being used by the leader. Then determine whether that approach is effective or ineffective in this situation and justify your answer. If the approach is ineffective, explain which approach you feel would be more effective and justify your response.

Hector is the manager in a small office supplies store. He has only been in the position for six months and before this job he supervised tellers at a bank. At his last job, Hector was not well liked by his subordinates, so at this job, he has worked hard to become friends with the store employees. He always grants time-off requests, and he spends at least thirty minutes each day chatting with his employees about their personal lives. Hector's employees really like him, but the regional manager of the office supply chain has begun to complain that sales are way down in Hector's store.

1. Which leadership approach best describes Hector's approach at the office supply store? \_\_\_\_\_

2. Is this approach effective in Hector's situation? Why or why not?

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3. Which approach do you think would be more effective in Hector's situation? Why do you think that using this approach would be more effective?

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Catherine is president of the junior class. The junior class has to fund the junior / senior prom, and as president, Catherine is in charge of the class's fund-raising projects. She is determined to raise more money for the prom than the seniors raised last year. To accomplish this goal, she has planned a car wash every Saturday in the spring and a bake sale every Friday in the fall. Most of the juniors are busy on the weekends with extra curricular activities and sports, and few people have volunteered to work at the car washes and the bake sales.

4. Which leadership approach best describes Catherine's approach to the presidency of the junior class? \_\_\_\_\_

5. Is this approach effective in Catherine's situation? Why or why not?

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6. Which approach do you think would be more effective in Catherine's situation? Why do you think that using this approach would be more effective?

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Charles is eighteen and works at a fast food restaurant in the evenings. He has worked there for three years, and he was recently promoted to assistant manager. Charles hates his job but continues to work there because he can't find a job that pays better than this one. He does not like his co-workers either and tries to interact with them as little as possible during his shift. Several customers have complained about the service in the restaurant since Charles's promotion, but Charles contends that he is not doing anything to affect the quality of service.

7. Which leadership approach best describes Charles's approach at the restaurant?

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8. Is this approach effective in Charles's situation? Why or why not?

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9. Which approach do you think would be more effective in Charles's situation? Why do you think that using this approach would be more effective?

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# Now You Lead

Using the following scenario as your inspiration, create a five to ten minute skit demonstrating your group's assigned approach to leadership. Each person in your group should have some part in the skit.

As part of your school's anti-drug program, a task force has been formed to raise drug awareness in elementary school students. Members of the group are supposed to create a plan for educating third graders about the dangers of using drugs and then spend two hours with the third-grade students.

The task force is made up of a small group of high school students. The students on the task force were selected by the school board because they have all held leadership positions at the school.

The group is very diverse, and some of the people on the task force do not get along well with each other. Because all of the members are very active on campus, it is also difficult for this group to coordinate their busy schedules to have meetings.

The task force has been given two weeks to plan their educational program, arrange to meet with the third-grade students and to present their anti-drug program.

# Passive, Assertive or Aggressive

**Objective:** To encourage teamwork; To illustrate the importance of assertiveness; To help students recognize passive, assertive and aggressive behaviors; To practice applying community building skills; To strengthen public speaking skills.

**Materials Needed:** Three copies of the “Passive, Assertive, Aggressive Role Play” handout, One copy of the “Passive, Assertive, Aggressive” worksheet for each student.

## **Process:**

1. Ask the students to define the words “passive,” “assertive” and “aggressive.” Make sure that all students have a good understanding of the concepts.
2. Give each student a copy of the “Passive, Assertive, Aggressive” worksheet. Explain that they are to identify each statement on the worksheet as either passive, assertive or aggressive.
3. Allow the students enough time to complete the worksheet.
4. After all of the students have finished their worksheets, go through each statement asking which characteristic the comment demonstrates. For each statement, also ask if this statement is an effective way to motivate someone else to do what you want them to do.
5. Divide the class into three groups.
6. Give each group one copy of the “Passive, Assertive, Aggressive Role Play” handout. Explain that each group is to develop a skit set in one of the scenarios listed. This skit should take three to five minutes, and each person in the group should have a role. They should have at least one aggressive, one assertive and one passive character in their skit.
7. Give the students enough time to prepare and practice their skits. You may need to allow two class periods for this activity.
8. On the day of the presentations, start class with the “Relaxation” exercise to calm the students.
9. Have each group present their skit.

## **Discussion:**

- What are the negative aspects of passive behavior?
- What are the positive aspects of passive behavior?



- When is being passive effective?
- What are the negative aspects of aggressive behavior?
- What are the positive aspects of aggressive behavior?
- When is being aggressive effective?
- What are the negative aspects of assertive behavior?
- What are the positive aspects of assertive behavior?
- When is being assertive effective?
- Which type of behavior is most effective for a leader? Why is it most effective?
- What did you learn from this activity?
- How can you become more assertive in your life?

### **Journal Topic:**

- Are you more passive, assertive or aggressive? Why do you think you generally behave in this manner? Do you normally achieve your goals using this type of behavior? Why or why not? Write about a time when you were very passive or very aggressive. What happened? Why did you behave the way you did? Were you pleased with the results of this situation? Would you behave the same way now? Why or why not? What lesson can you learn from this experience?

### **Possible Test Questions:**

- Define the concepts of passive behavior, aggressive behavior and assertive behavior.
- What are the negative aspects of passive behavior? What are the positive aspects of passive behavior? When is being passive effective?
- What are the negative aspects of aggressive behavior? What are the positive aspects of aggressive behavior? When is being aggressive effective?
- What are the negative aspects of assertive behavior? What are the positive aspects of assertive behavior? When is being assertive effective?
- Which type of behavior is most effective for a leader? Why is it most effective?

# Passive, Assertive, Aggressive

Identify each of the following statements as either passive, assertive or aggressive by placing an X in the appropriate column.

	Passive	Assertive	Aggressive
1. I don't care. We'll do whatever you want to do.			
2. I see your point, but I just don't agree.			
3. If you don't like it, you can just leave.			
4. I'm sorry. We won't do the project this way if you don't like it.			
5. We have to come to a decision and finish the project.			
6. Of course, you are right. I don't know what I was thinking.			
7. I'd like to go to a movie.			
8. You're an idiot. How could you be so wrong?			
9. I know that you are not happy with this decision, but we really do need to pull together on this.			
10. We can make this decision later if you like.			
11. Why are you wasting time talking? I've already decided how to finish the project.			
12. I don't care if you went last week. We are going to go play miniature golf.			

# Passive, Assertive, Aggressive Role Play

Each group should create a skit about one of the following scenarios or create an original skit of their own. In this skit at least one character should be passive, at least one should be aggressive and at least one should be assertive. Your skit should be between three and five minutes long.

- It is Friday afternoon. You and your friends are hanging out after school. You want to do something as a group, and you are trying to determine what you should do for the evening.
- It is Saturday afternoon. You are in a grocery store. It is very crowded. The aisles are packed, and there are very long lines to check out.
- You are in a very crowded restaurant on a Friday night. All of the tables are occupied, and there is a line of people waiting to get into the restaurant.
- It is the Fourth of July. You are at a fireworks display along with several hundred other people. It is hot and humid, and there are not enough concession stands.
- It is Christmas Eve, and you are doing your last minute shopping. You are in Toys-R-Us looking for the perfect gift for your nephew. The store is packed with other last minute shoppers.
- It is a beautiful spring day, and you are in your English class. Your teacher is ill, and there is a substitute today.
- You are at a football game with your friends. Your team is playing their biggest rivals. It is your homecoming, and your team is losing by a small margin.

# Peer Pressure and Individualism

**Objective:** To analyze the power of peer pressure and the importance of acting according to individual beliefs; To practice applying community building skills.

**Materials Needed:** One copy of the “Opinion Handout” or one copy of the “More Opinions” handout for the student volunteer.

## **Process:**

1. Explain to the class that you will be examining peer pressure and individuality.
2. Ask for a volunteer to stand in front of the class and assert an opinion off of the “Opinion Handout.” Explain that the other students will be trying to get the volunteer to change their opinion. The volunteer should be comfortable with the group applying pressure to him / her. Explain to the class that they should use any argument they can think of to try to change the volunteer’s mind. They should not use physical intimidation, and they should not express agreement with the volunteer in any way. The volunteer should feel free to counter any arguments expressed by the class.
3. The volunteer should choose an opinion off of the “Opinion Handout” and explain to the class why they hold this opinion.
4. After the volunteer has explained his / her position, open the discussion up to the class to voice their disagreement with the volunteer’s position. Allow the students to express themselves freely. The more argumentative they become, the more the point of the exercise will be realized. However, you should stop any personal attacks of the volunteer. Allow this discord to continue for up to five minutes.
5. Repeat this portion of the exercise multiple times so that several students experience the pressure of having the class gang up against them.

## **Discussion:**

- How did it feel to be ostracized by the group for your opinion?
- Did you think about changing your mind just to end the argument?
- Have you ever been in a situation in which a group was trying to pressure you into doing something that you didn’t want to do or to change your opinion?
- What is an example of someone who has followed their own unique path in life with positive results? (If the class has problems thinking of examples, mention

entrepreneurs and individualists like Bill Gates and Martin Luther King, Jr. or anyone else who has challenged convention.)

- Is peer pressure always a negative thing? When can it be good? When is it negative?
- Why is it important that leaders not give in to peer pressure?
- Why is it important for leaders to follow their own opinions and views and take unique paths in life?

### **Journal Topic:**

- Write about a time when you gave in to peer pressure and experienced negative repercussions. Why did you decide to go along with the crowd? How did the group convince you? How did you feel after you gave in to the peer pressure? What were the consequences of your actions? Would you have faced those consequences if you had taken the road less traveled and not gone along with the group? What do you think would have happened if you did not go along with the group? What would you do differently if you could go back to that situation? What will you do if you are confronted with a similar situation?

### **Adaptations:**

- You may choose to have the students express more weighty opinions than those included on the “Opinion Handout.” However, it is important to remember that the point of the exercise is to experience mild peer pressure, not to have a debate. It is important to consider the temperament and comfort level of the student volunteer. You do not want the volunteer to walk away from the exercise feeling badly about themselves or their beliefs. If you choose to use more controversial opinions, it is recommended that you use the exercise later in the year, when the students are more comfortable with one another.
- You may choose to repeat the exercise later in the year using more personal and deeply held opinions. If you repeat the exercise, be sure to discuss with the class the differences in their reactions the first and second times through the activity.

### **Possible Test Questions:**

- Is peer pressure always a negative thing? When can it be good? When is it negative?
- Why is it important that leaders not give in to peer pressure?

- Why is it important for leaders to follow their own opinions and views and take new paths in life?

# Opinion Handout

Express one of the following opinions to your classmates and refuse to change your mind while they attempt to pressure you. Make sure you respond to your classmates reasoning. You can choose to express an opinion not listed on this page.

- Pizza is a much better food than hamburgers.
- Blue is a more powerful color than red.
- Reality shows are better for children to watch than sitcoms.
- Italian food is better for you than Mexican food.
- Yellow is a more soothing color than green.
- It is more fun to swim than to go boating.
- Wild animals make excellent house pets.
- It is better to drive an SUV than an economy car.
- The University of Texas has a better mascot than Texas A&M.
- Soccer is a more challenging sport than football.
- It is more important for a person to read great works of literature than to exercise regularly.
- Fruit flavored candies are better than chocolate.
- Potatoes are a better vegetable than carrots.
- Dogs make the best pets.
- Cats make the best pets.
- Snakes make the best pets.
- Computer games are better than X-box games.

# More Opinions

Express one of the following opinions to your classmates and refuse to change your mind while they attempt to pressure you. Make sure you respond to your classmates reasoning. You can choose to express an opinion not listed on this page.

- We should have to wear uniforms to school.
- The dress code at our school is not strict enough.
- High school students should not be allowed to drive to school.
- High school students should not be allowed to hold hands or otherwise publicly display affection at school.
- Extra-curricular activities should not be allowed to occupy class time during the day.
- Athletic programs should be removed from public schools.
- Music programs should be removed from public schools.
- All team members should get equal playing time during sporting events, regardless of ability.
- Students who fail classes should be allowed to continue to participate in extra-curricular activities.
- Any grade above a 60 should be considered a passing grade.
- Girls should not be allowed to wear short skirts to school.
- No one should be allowed to wear baggy jeans to school.
- Tattoos should not be allowed on high school students.
- Students should not be allowed to dye their hair unnatural colors.
- The legal drinking age should be lowered to 18.
- You should be able to get a drivers' license at 14 instead of 16.



# Focusing on Yourself and Others

**Objective:** To demonstrate how easy it is to focus on yourself rather than others; To help students become aware of focusing on others; To practice an important community building skill.

**Materials Needed:** Five tokens for each student (You can use buttons, poker chips, candy etc.).

## **Process:**

1. Pair each student in the class with another. Give each student five tokens.
2. Explain that for 5 minutes the pairs of students can talk to each other about anything that they would like. Their conversation does not have to be about anything related to the class. However, there is one stipulation to the conversation. Throughout the 5 minutes, no one is permitted to say the words “I,” “me,” or “my.” If they slip and say “I,” “me,” or “my,” they have to give one of their tokens to their partner for each word that they say. Tokens can be shifted between partners as they continue to use the forbidden words.
3. After 5 minutes have elapsed, ask the students for a show of hands to answer the following questions.
  - How many people have more than 5 tokens?
  - How many have more than 8 tokens?
  - How many have no tokens left?
  - How many never had to surrender a token to your partner?

## **Discussion**

- Why was it difficult to talk to your partner without mentioning yourself?
- Do most people focus more on themselves than on others? Why?
- Is it harmful to always focus on yourself? Why? Who does it harm the most?
- Why is it important for leaders to focus on others?
- What usually happens when people forget to focus on those around them as well as on themselves? (If the students do not mention arguments and disagreements, make sure you bring this up as a possibility.)

- What can you do to focus more on others in your daily lives?

**Journal Topic:**

- Write about a time when you focused on yourself, didn't focus enough on those around you and experienced a negative consequence as a result. Who were you forgetting to focus on? Why did you focus on yourself in this situation? What happened as a result? How did the other person(s) feel about your lack of attention to them? How did they react? Were they focusing on themselves too? How did you feel about the way they ignored your words and feelings? What could you have done differently in this situation? What will you do if this situation arises again?

**Possible Test Questions:**

- Is it easier to become self-absorbed or to be focused on the thoughts, feelings and actions of others?
- Why is it important for leaders to focus on others?
- What usually happens when people forget to focus on those around them as well as on themselves?

# Adopt a Grand-friend

**Objective:** To provide the students with a plan for a community service project; To prepare the students to plan their own community service projects; To help students gain insight into others' situations; To develop compassion and empathy; To strengthen community building skills.

**Materials Needed:** One copy of the "Guide to Planning Your Community Project" handout for each student, One copy of the "Community Project Planning Worksheet" for each student.

## **Process:**

1. Before class, contact one of the senior care facilities in your area. Discuss with the director your goal to have the students in your class spend time with the residents, to evaluate their needs and to plan and follow through with a project that will meet some of those needs. You might ask if your students can be a part of an organized function for the residents. You might also coordinate with the director to pair the students with a senior for a more personal visit. Depending on the requirements of your school, you may also need to get permission slips for each student to go to the senior care facility.
2. Explain to the class that for this project, the students will be visiting a nursing home, evaluating the needs of the residents and determining which of those needs this class can help meet.
3. Brief the students on what exactly they will be doing during their visit. If they are participating in an organized event, make sure they understand their role. If they have been paired off with residents, help them to decide what they are going to do with their grand-friend. Suggest they bring a game to play or a book to read. Remind them that they will be planning their own project with the residents and that they will need to pay special attention to the interests and needs of the residents with whom they spend time.
4. Have the students spend at least two hours with the residents of a senior care facility.
5. Following their time with the seniors, assign the students to write a two page summary of their visit. Ask them to include information about their grand-friend's needs for further projects. Have the students turn the essays in to you.
6. When the students return to the class, ask each one to share some of their experiences. After each student has told their story, have the class begin brainstorming about what they, as a class, can do as a further project for the

residents of this facility. Have the class come to a consensus on a single project they will undertake during the year.

7. Post a copy of the “Guide to Planning Your Community Project.”
8. Give each student a copy of the “Community Project Planning Worksheet.”
1. Guide the students through the planning worksheet to work out the details of their project to impact the lives of their grand-friends. Allow the students to come up with their own plan. Act only as a resource for them if they have a question. Do not plan the project out for the students. Have each student write out the class’s plan on their individual sheets or ask for a volunteer to record the class’s worksheet answers on the board.
2. Support the students as they implement their plan.

### **Discussion:**

- Why is it important for us to work with senior citizens?
- Why is it difficult to evaluate the needs of this population? What did you have to do in order to really understand their needs?
- Why is it important for a leader to understand the needs of others?
- What is difficult about following through with a project like the one we have planned?
- Why is it important for a leader to complete their planned projects?

### **Journal Topic:**

- How did you feel about spending time with the senior citizens? What surprised you about your visit? Did you enjoy the visit more than you thought you would? Why or why not? What could have been done to make this visit more special for the residents? What could have been done to make this visit more special for you? Sixty years from now, when you are in one of these types of facilities, would you like someone to come visit in a similar way? Why or why not?

### **Mail Opportunity:**

- After the students complete their grand-friends project, encourage the students to recognize the contributions that their classmates made to the project by writing short notes and placing them in each others’ mailboxes.

**Adaptations:**

- You may choose to use the “You’re the Best” planning worksheet from the “Our Team” exercise to help the students divide the tasks they will need to complete for this project.
- Suggest that the students continue to visit their grand-friend on an individual basis.

**Possible Test Questions:**

- Why is it important for a leader to understand the needs of others?
- Discuss one thing that you have learned from your work with your grand-friend that you value.
- Why is it important for a leader to complete their planned projects?

# Guide for Planning Your Community Project

<b>Planning</b>	
1. Purpose:	State your purpose by defining who, what, when, where, why and how.
2. Motivation/ Communication:	Why is it important? Write it out, sell it! How will public relations be handled? Public involvement?
3. People Power:	Develop your team: what is their role? Identify supporters (financial and volunteers). Who will assist and what will their roles be?
4. Material Needs:	Identify needs (supplies, equipment, facilities, etc.)
5. Financing:	Identify your financial needs (budget, income, resources). Put a dollar figure on everything in Material Needs. Where will the money come from?
6. Problems/ Solutions:	Realize possible barriers of time, money, manpower, training and resources. Determine and develop solutions for each barrier.
7. Calendar:	Establish a timeline for accomplishing your goal. Work backward from your deadline.

<b>Implementation</b>	
8. Implement:	Put your plan into action. Just do it! Advance with confidence. Step by step. Follow up. Keep up.

<b>Evaluation</b>	
9. Evaluate:	Evaluate progress. Adjust, adapt, repeat and revise any steps necessary.
10. Reward:	Reward and recognize those who have shared your vision.

# Community Project Planning Worksheet

<b>Planning</b>	
1. Purpose:	
2. Motivation/ Communication:	
3. People Power:	
4. Material Needs:	
5. Financing:	
6. Problems/ Solutions:	
7. Calendar:	

<b>Implementation</b>	
8. Implement:	Implement your plan of action. Advance with confidence. Just do it! Step by step. Follow up. Keep up.

<b>Evaluation</b>	
9. Evaluate:	
10. Reward:	

# Are You Suggestible?

**Objective:** To help students determine how much they rely on the judgment of others; To discuss the need for leaders to listen and respond to their followers; To discuss the importance of leaders being able to trust their own judgment.

**Materials Needed:** One copy of the “Are You Suggestible?” worksheet for each student.

## **Process:**

1. Ask the students to define the concept of suggestibility. Take multiple suggestions from the students and write them all on the board. Then ask the students to combine the suggestions into a single definition of the concept. If your students do not include the following in their definitions, you may want to suggest these components.
  - Relying heavily on the opinions and judgments of others
  - Not trusting one’s own instincts and opinions
2. Give each student one copy of the “Are You Suggestible?” worksheet.
3. Explain that for each of the short scenarios on the worksheet, they should choose the reaction that most closely resembles what they would do. Stress that they should answer the questions as quickly and honestly as possible.

## **Discussion:**

- Why is it important for a leader to listen to his / her followers?
- Is listening to and responding to your followers the same as being suggestible? Why or why not?
- Why is it important for a leader to not be too suggestible?
- What could happen to a leader who is not suggestible at all?
- How do you achieve a good balance between being too suggestible and not suggestible enough?



**Journal Topic:**

- Do you think that the “Are You Suggestible?” worksheet provided an accurate evaluation of you? Do you agree with the scoring? Why or why not? Do you think that you are too suggestible? Why or why not? What can you do to be less suggestible? Do you think that you are not suggestible enough? Why or why not? What can you do to be more suggestible? Do you think that you have achieved a good balance? Why or why not? How did you become well balanced?

**Possible Test Questions:**

- What does it mean for a person to be suggestible?
- Why is it important for a leader to not be too suggestible?
- What could happen to a leader who is not suggestible at all?
- How do you achieve a good balance between being too suggestible and not suggestible enough?

# Are You Suggestible

For each of the following scenarios, circle the letter that corresponds with the reaction that you would most likely have.

1. You are absolutely sure you are supposed to meet your friend on Tuesday at 10 a.m., but a third friend thinks you are mistaken. What will you do?
  - a. Call your friend to verify your meeting time
  - b. Believe your third friend
  - c. Meet your friend at 10 a.m. on Tuesday without checking your calendar
2. Do you use slang words?
  - a. Sometimes
  - b. Often
  - c. Never
3. A vote is being taken by a show of hands. You are the only one who doesn't raise your hand to vote the way the others are voting. What will you do?
  - a. Not vote at all
  - b. Raise your hand and vote for what you don't want
  - c. Wait and vote the way you want to
4. If you think you know how to spell a word and three friends (all good spellers) tell you that you are wrong, what will you do?
  - a. Look up the word in a dictionary
  - b. Take their word for it
  - c. Don't change the word – leave it the way it is
5. You like to sit in the front row of the classroom. All of your friends prefer to sit in the back so that they can get by with more. They want you to sit in the back with them. What will you do?
  - a. Sit near the middle, closer to your friends but not really with them
  - b. Sit in the back with your friends
  - c. Sit in the front by yourself

**Scoring:**

Total your a, b and c answers.

- 3 or more a's – you are somewhat suggestible
- 3 or more b's – you are very suggestible
- 3 or more c's – you do things your way, no matter what.

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# Situational Leadership

**Objective:** To analyze four styles of leadership; To examine the advantages of using situational leadership.

**Materials Needed:** One copy of the “Four Leadership Styles” worksheet for each student, One copy of the “Situational Leadership” worksheet for each student.

**Process:**

1. Give each student one copy of the “Four Leadership Styles” worksheet.
2. Ask the students to define the concept of supportive behavior. Take multiple suggestions from the students and write them all on the board. Then ask the students to combine the suggestions into a single definition of the concept. If your students do not include the following in their definitions, you may want to suggest these components:
  - To supply with the necessities to succeed or exist
  - To aid the cause of
  - To promote the feelings and desires of others
  - To focus attention on personal relationships
3. Ask the students to define the concept of directive behavior. Take multiple suggestions from the students and write them all on the board. Then ask the students to combine the suggestions into a single definition of the concept. If your students do not include the following in their definitions, you may want to suggest these components:
  - To supply direction
  - To promote the completion of the task
  - To focus attention on the task
4. After the students have created a working definition of these concepts, explain the chart on the “Four Leadership Styles” worksheet in terms of these concepts. For example, coaching is a highly supportive and highly directive leadership style.
5. After you have explained each of the four leadership styles in terms of supportive and directive behaviors, ask the students to complete the worksheet by writing two advantages to using each style and two disadvantages to using each style.

6. Allow the students fifteen minutes to complete the worksheet.
7. After all of the students have completed the worksheet, ask for volunteers to share their responses. Encourage all of the students to share their ideas. Write the advantages and disadvantages for each style of leadership on the board.
8. Give each student one copy of the “Situational Leadership” worksheet.
9. Explain that for each scenario they should decide which of the four leadership styles would be most effective.
10. Allow the students fifteen minutes to complete the worksheet.
11. After all of the students have completed the worksheet, ask for volunteers to share their responses and justifications for each scenario. Encourage the students to discuss any variations they discover in their answers.

**Discussion:**

- Why is it important for a leader to use the most effective style of leadership for the circumstances that he / she is facing?
- What happens if a leader never adapts his / her style of leadership?
- What is the biggest challenge to determining what style of leadership will be most effective in certain situations?
- Are most people better at one style of leadership than the others? What difficulties does this present as they seek to adapt their leadership style to fit specific situations?
- What can you do to better apply situational leadership in your leadership roles?

**Journal Topic:**

- Which of the four leadership styles discussed today are you most skilled at using? Why do you think you are good at using this style? Which of the four leadership styles are you least skilled at using? Why do you think you are less skilled at using this style of leadership? What can you do to improve your ability to use this style of leadership?

**Possible Test Questions:**

- What is the Coaching style of leadership? What are the advantages to using this style? What are the disadvantages? Provide one example of a situation in which the Coaching style of leadership would be effective.

- What is the Supporting style of leadership? What are the advantages to using this style? What are the disadvantages? Provide one example of a situation in which the Supporting style of leadership would be effective.
- What is the Delegating style of leadership? What are the advantages to using this style? What are the disadvantages? Provide one example of a situation in which the Delegating style of leadership would be effective.
- What is the Directing style of leadership? What are the advantages to using this style? What are the disadvantages? Provide one example of a situation in which the Directing style of leadership would be effective.
- Why is it important for a leader to use the most effective style of leadership for the circumstances that he / she is facing? What happens if a leader never adapts his / her style of leadership?

# Four Leadership Styles

For each of the following four leadership styles, write two advantages to using this leadership style and two disadvantages to using the style.

(High) ↑ Supportive Behavior ↓ (Low)	<b>Supporting</b> Advantages _____ _____ Disadvantages _____ _____	<b>Coaching</b> Advantages _____ _____ Disadvantages _____ _____
	<b>Delegating</b> Advantages _____ _____ Disadvantages _____ _____	<b>Directing</b> Advantages _____ _____ Disadvantages _____ _____
	← <b>Directive Behavior</b> → (High)	

Adapted from *Leadership: Theory and Practice* by Peter G. Northouse, 56-58, ©2001. Used with permission from Sage Publications, Thousand Oaks, CA.

# Situational Leadership

For each of the following situations, explain what type of leadership: supporting, coaching, delegating or directing would be most effective. Explain why you chose that style of leadership for each scenario.

1. Lisa is chairperson of a finance committee for her civics club. The committee is in charge of determining all expenditures for the club. Next week, the club is hosting a major dinner as a fund raiser. The caterer must be paid by Monday, but the menu must be set before the caterer can prepare a bill. It is now Friday, and Lisa cannot get her committee to decide on a menu. The committee has been debating their choices for over an hour, and they seem no closer to a decision.

- What leadership style would be most effective in Lisa's situation?

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- Give two reasons why you chose this style.

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2. John is the director of the social studies department at the high school. The school board has decided that the department should add a number of new programs and projects to their already full work load. John is responsible for the implementation of these new programs. He typically works 12 hour days, and he has very little time to take on the supervision of each of these new projects.

- What leadership style would be most effective in John's situation?

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- Give two reasons why you chose this style.

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3. Bob is a senior in high school and a volunteer at an elementary school. He is in charge of helping a group of five third-graders complete craft projects for their parents. The third-graders in the program have all been identified as at-risk, and Bob values the time as a chance to give the students the extra attention they need.

- What leadership style would be most effective in Bob's situation?

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- Give two reasons why you chose this style.

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4. Jamie is a junior in high school and has a younger sister named Amelia. Jamie is very good at science, but Amelia struggles with the subject. Amelia's science teacher has assigned a science project, and Amelia has asked Jamie to help her make a quality project. Jamie wants to make sure that her sister receives a good grade on the project, but it is also important for Amelia to do most of the work herself and to really learn from the experience.

- What leadership style would be most effective in Jamie's situation?

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- Give two reasons why you chose this style.

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# The Ideal Community Service Project

**Objective:** To create an opportunity for the students to use their community service experiences to create the ideal project for their group; To reinforce the importance of the community service; To strengthen planning skills; To provide an opportunity to practice consensus building skills; To increase public speaking skills; To strengthen community building skills.

**Materials Needed:** One copy of the “Guide to Planning Your Community Project” handout for each student, One copy of the “Community Project Planning Worksheet” for each student.

## **Process:**

1. Explain that the class will be choosing and planning their own community service project. Each student will first plan and present their idea of the ideal project for the class. Then the group will come to a consensus and choose one ideal project the class will undertake.
2. Give each student a copy of the “Community Project Planning Worksheet.” You may choose to post a copy of the “Guide to Planning Your Community Project” that the students can consult.
3. Ask each student to think of the ideal community service project. It should be something they feel would make the biggest impact in the community and can be accomplished by the class during the year. They should not discuss their ideal project with the other students at this time.
4. Have every student complete the “Community Project Planning Worksheet” for their ideal project. After they have planned out their project, they should prepare a short presentation on their project and why it should be chosen for the class to undertake as a group.
5. You may want to give them overnight to practice and prepare their presentations.
6. The next class day start with the “Relaxation” exercise to calm them before their presentations.
7. Have each student stand in front of the class and deliver their presentation on their ideal community service project. Encourage the class to ask questions about the presentations. List each project idea on the board as the presentations are made.

8. After all of the presentations are completed, ask the class to conduct a meeting to determine which project they will undertake. They can choose a combination of multiple projects or a variation of any one project. Stress that every member of the class must agree on a single project.
9. After they have chosen one project, ask for a volunteer to complete the “Community Project Planning Worksheet” as the group plans out their project.
10. Support the students as they implement their plan.

### **Discussion:**

- Did you enjoy planning your own service project? Why or why not?
- What was the most difficult obstacle to overcome in your plan?
- Why is it important for a leader to be able to identify another’s need he / she can meet?
- Why is it important for a leader to be able to plan their vision for the community?
- Did you quickly desert your plan to back someone else’s plan? Why or why not?
- Why is it sometimes difficult to abandon your own ideas to support the ideas of others?
- Why did you decide to back the project the class selected?
- Why is it important for a leader to back other’s projects as well as his / her own?

### **Journal Topic:**

- How did you come up with your individual, ideal community service project? What experiences or observations impacted your decision? What inspired you to choose this project? Did this inspiration make it difficult to have others question your idea? Why or why not? Were you comfortable when your classmates questioned the importance or feasibility of your project? Why or why not? How did you manage your feelings? Are you proud of your behavior and feelings? Why or why not?

### **Mail Opportunity:**

- After all the project presentations, have the students write every other student a short note about what they liked about the other’s presentation or project and any improvement that they see in the other’s presentation skills.

**Adaptations:**

- To create a more comfortable environment for the presentations, you can place two chairs in front of the class either behind or beside the place the presenter will occupy. Before each presentation, have students volunteer to be the next two speakers. These volunteers should then sit in the chairs during the presentation. When the last two speakers are about to give their presentations, ask for volunteers to sit in the chairs. By using these chairs, the speaker is never alone in front of the class, and a sense of camaraderie will develop as they share the experience of being in the spotlight together.

**Possible Test Questions:**

- Why is it important for a leader to back other's projects as well as his / her own?
- What are the challenges associated with creating your own community service project?
- What did you learn from planning and implementing a community service project with you group?

# Guide for Planning Your Community Project

<b>Planning</b>	
1. Purpose:	State your purpose by defining who, what, when, where, why and how.
2. Motivation/ Communication:	Why is it important? Write it out, sell it! How will public relations be handled? Public involvement?
3. People Power:	Develop your team: what is their role? Identify supporters (financial and volunteers). Who will assist and what will their roles be?
4. Material Needs:	Identify needs (supplies, equipment, facilities, etc.)
5. Financing:	Identify your financial needs (budget, income, resources). Put a dollar figure on everything in Material Needs. Where will the money come from?
6. Problems/ Solutions:	Realize possible barriers of time, money, manpower, training and resources. Determine and develop solutions for each barrier.
7. Calendar:	Establish a timeline for accomplishing your goal. Work backward from your deadline.

<b>Implementation</b>	
8. Implement:	Put your plan into action. Just do it! Advance with confidence. Step by step. Follow up. Keep up.

<b>Evaluation</b>	
9. Evaluate:	Evaluate progress. Adjust, adapt, repeat and revise any steps necessary.
10. Reward:	Reward and recognize those who have shared your vision.

# Community Project Planning Worksheet

<b>Planning</b>	
1. Purpose:	
2. Motivation/ Communication:	
3. People Power:	
4. Material Needs:	
5. Financing:	
6. Problems/ Solutions:	
7. Calendar:	

<b>Implementation</b>	
8. Implement:	Implement your plan of action. Advance with confidence. Just do it! Step by step. Follow up. Keep up.

<b>Evaluation</b>	
9. Evaluate:	
10. Reward:	

# The Perfect Product

**Objective:** To provide the students with an opportunity to practice the leadership skills they have acquired in the previous exercises; To promote teamwork; To practice applying community building skills; To provide a review of the leadership concepts the students have learned during the year.

**Materials Needed:** None.

**Process:**

1. Divide the students into groups of no more than five students.
2. Have each group brainstorm about a problem they face in their lives. Ask each group to come up with a list of four problems that someone in their group has to deal with at least once a week.
3. Allow the students ten minutes to brainstorm about problems.
4. After the students have completed their brainstorming session, explain that they should come up with one product or device that would solve each of the problems they identified. This product or device can be as realistic or unrealistic as they like.
5. Allow the students fifteen minutes to come up creative solutions to their problems.
6. After the students have identified potential solutions to their problems, explain that each group will be preparing a ten-minute presentation for their classmates about one of their products or devices. Ask the students to identify which product or device they want to focus on. Stress to the students that they must come to a consensus about what product they will present. All members of the group must be in agreement.
7. Allow the students ten minutes to choose a product.
8. After the students have chosen their perfect product, explain that they should now work out the details of their product and prepare a ten-minute presentation on their product for their classmates. Their presentations should address the following questions:
  - What problem will your product fix?
  - What is the name of the product?
  - What does the product look like? Smell like? Feel like? Taste like?

- How does it work?
  - How expensive is the product?
  - Is the product available to everyone?
  - Are there any problems with the product?
9. Encourage the students to be creative with their presentations and to create any props they might need in order to fully demonstrate their product. Stress that every student in the group should have some role in the presentation.
  10. Allow the students at least one class period to work out the details of their product and their presentation and to practice their roles.
  11. Give the students at least one night to practice their presentations with their classmates and to prepare props.
  12. The day of the presentations, start class with the “Relaxation” exercise to calm them.
  13. Have each group present their product to the class.

**Discussion:**

- Did your group have problems reaching a consensus? How did your group reach a consensus?
- Did your group have problems with time management? How did your group handle time management?
- Did you have to prioritize elements of your presentation in order to fit within the time limit? How did your group set the priorities?
- Did your group have problems communicating a shared vision? How did you come up with your shared vision?
- Did you take the various learning styles of your audience into consideration? How did you tailor your presentation to each learning style?
- Was your group ever distracted from the principle goal? How did you deal with this distraction?
- Did your group have to use any critical thinking skills in order to accomplish this goal? What critical thinking did you have to do?
- Did anyone in your group have to motivate the rest of you to complete the task? How did he / she motivate your group? Did this person use positive reinforcement?



- How did you determine what role each person would have within the group? Did you utilize everyone's strengths?
- Did your group have to be persistent in order to finish this project? What are some examples of the stumbling blocks that you faced? How did your group overcome these stumbling blocks?

### **Journal Topic:**

- Write about your experiences as you worked with your group to prepare your product presentations. Did you have fun with this exercise? Why or why not? If you did not have fun, what could you have done to make the experience more enjoyable? What did you learn about your own leadership skills during this exercise? What did you do well? What can you improve on? What did you learn about your classmates' leadership skills? Who do you think was the biggest leader of the group? Why do you think this person emerged as the leader? What did this person do well?

### **Mail Opportunity:**

- After the presentations, have the students write a short note to at least one other person in the class. In this note, they should explain what they liked about the other's presentation or any improvement they see in the other's presentation skills.

### **Possible Test Questions:**

- What challenges did your group face when preparing your "Perfect Product?" How did you deal with these challenges? What kind of leadership roles did you and your classmates have to assume when working on this project?
- What did you learn from the experience of planning your "Perfect Product?" How will you use these lessons in your other leadership roles?

# Recognizing Your Classmates

**Objective:** To examine the importance of recognizing the members of the team; To allow the students the opportunity to evaluate every class member's contributions to the class; To strengthen community building skills.

**Materials Needed:** Enough copies of the "Thank You" worksheet for each student to complete one for every other member of the class.

**Process:**

1. Explain to the students that they will be recognizing their classmates for the contributions they have made to the class throughout the year.
2. Give each student one copy of the "Thank You" worksheet for every other member of the class. (If you have 30 students, each student will need 29 copies of the worksheet.) You may choose to not use the worksheet and to use blank paper or stationary instead.
3. Explain that each student should write a note to everyone else in the class. In this note, they should tell their classmate about three things they have valued about them throughout the year. They can thank their classmate for a specific action or they can recognize a general contribution that the classmate made to the class as a whole. They should only include positive praise for their classmates, and they should sign their note when they are finished.
4. Allow the students at least one class period to complete their notes.
5. After the students have completed all of their notes, collect them and distribute the notes to their recipients.
6. Allow the students at least 30 minutes to read through all of the notes their classmates wrote for them.

**Discussion:**

- Why is it important for a leader to express his / her appreciation to his / her followers?
- Do we often take the time to express our appreciation and recognize the contributions of others? Why or why not?
- What are the challenges involved in expressing our appreciation?
- What are some ways that we can express our appreciation and recognize the contributions of others?

**Journal Topic:**

- How did you feel about the notes your classmates wrote to you? Were there any notes that really meant a lot to you? Why were these notes special? Were there any notes that surprised you? Why were you surprised? After completing this exercise and seeing how you felt when you read what your classmates had to say about you, do you think that you will be more likely to express your appreciation of others and recognize their contributions to your projects?

**Possible Test Questions:**

- Why is it important for a leader to express his / her appreciation to his / her followers?
- What are some ways that we can express our appreciation and recognize the contributions of others?

# Thank You

Complete the following letter for each of your classmates.

Dear \_\_\_\_\_,

You were a valuable asset to this class. You were particularly helpful when you \_\_\_\_\_

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In our class, each person contributed something unique. Your contribution that I most appreciated was \_\_\_\_\_

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After getting to know you in this class, I really value you as a member of this class. One of the main reasons I value you is \_\_\_\_\_

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Thank you for being a part of this class!

Sincerely,

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# Letter to a Family Member

**Objective:** To examine the importance of recognizing those individuals who support you and encourage you; To allow the students the opportunity to reflect on their lives; To strengthen community building skills.

**Materials Needed:** One or two blank sheets of paper or stationary for each student in the class, One envelope for each student.

## **Process:**

1. Explain to the students that they will be writing a letter of appreciation to a family member or friend who has supported them and encouraged them to do their best.
2. Give each student one or two sheets of blank paper or stationary.
3. Explain that each student should write a note to one family member or friend who has supported and encouraged them in a special way. In this note, they should tell their family member or friend what they did that made a difference in their life. They should explain the impact of that person's actions, and thank them for their support and encouragement.
4. Allow the students at least 20 minutes to complete their notes.
5. After the students have completed all of their notes, have them seal their letter in the envelope and address it. Encourage them to either mail or hand-deliver their letters by the end of the week.

## **Discussion:**

- Why is it important for a leader to express his / her appreciation to the people who support them and encourage them?
- Do we often take the time to express our appreciation and recognize those who support us? Why or why not?
- What are the challenges involved in expressing our appreciation?
- What are some ways that we can express our appreciation and recognize those individuals who have helped shape who we are?

## **Journal Topic:**

- How did you feel when thinking about this family member or friend? Was it difficult to write the letter to them? Why or why not? Why is this person so

important to you? Do you think that it will mean a lot to them to get this letter from you? Why or why not? Are there other family members or friends to whom you should show your appreciation? How can you demonstrate your appreciation to them?

**Possible Test Questions:**

- Why is it important for a leader to express his / her appreciation to the people who support them and encourage them?
- What are some ways that we can express our appreciation and recognize those individuals who have helped shape who we are?

# Letter to a Teacher or Sponsor

**Objective:** To examine the importance of recognizing those individuals who support you and share their insights with you; To allow the students the opportunity to reflect on the school year; To strengthen community building skills.

**Materials Needed:** One or two blank sheets of paper or stationary for each student in the class, One envelope for each student.

## **Process:**

1. Explain to the students that they will be writing letter of appreciation to a teacher or sponsor who has impacted their lives in a positive way this year.
2. Give each student one or two sheets of blank paper or stationary.
3. Explain that each student should write a note to one teacher or sponsor who has had a positive impact on their lives this year. In this note, they should tell their teacher or sponsor what they did that made a difference in their life. They should explain the impact of that teacher or sponsor's actions and thank them for their support and insights.
4. Allow the students at least 20 minutes to complete their notes.
5. After the students have completed all of their notes, have them seal their letters in the envelopes and address them so that you can either mail them or place them in the boxes of the teachers on your campus.

## **Discussion:**

- Why is it important for a leader to express his / her appreciation to the people who support them and share their insights?
- Do we often take the time to express our appreciation and recognize those who support us? Why or why not?
- What are the challenges involved in expressing our appreciation?
- What are some ways that we can express our appreciation and recognize those individuals who have helped support us and have shared their insights?

**Journal Topic:**

- How did you feel when thinking about this teacher or sponsor and the positive impact they had on your life? Was it difficult to write the letter to them? How would you have felt if you received a letter like the one you wrote? Based on this experience is there anyone else that you will write a letter to?

**Possible Test Questions:**

- Do we often take the time to express our appreciation and recognize those who support us? Why or why not?
- What are the challenges involved in expressing our appreciation?



# Exercises by Topic

## Civics

### **Adopt a Grand-friend** 451

- Provides the students with a plan for a community service project
- Prepares the students to plan their own community service projects
- Helps students gain insight into others' situations
- Promotes the development of compassion and empathy
- Strengthens community building skills

### **Conducting Class Meetings** 149

- Introduces the students to the skills that they need to effectively run a meeting
- Provides an opportunity to build consensus
- Provides the students an opportunity to practice community building skills

### **Current Events** 65

- Increases awareness of current events
- Increases reading comprehension
- Improves public speaking skills
- Enhances communication skills

### **Developing a Political Platform** 429

- Provides the students with an opportunity to express a belief or opinion about which they feel strongly
- Strengthens research skills
- Strengthen public speaking skills
- Helps students to gain perspective on the political process

**The Ideal Community Service Project** 466

- Creates an opportunity for the students to use their community service experiences to create the ideal project for their group
- Reinforces the importance of the community service
- Strengthens planning skills
- Provides an opportunity to practice consensus building skills
- Strengthens public speaking skills
- Strengthens community building skills

**Jury Duty** 391

- Introduces students to one aspect of citizenship
- Familiarizes the students with the jury section process
- Encourages students to view serving juries as an important part of good citizenship
- Strengthens public speaking skills

**New Student Survival Kits** 356

- Provides the students with a plan for a community service project
- Prepares the students to plan their own community service projects
- Helps students gain insight into others' situations and develop compassion and empathy
- Provides opportunities to practice applying community building skills

**Observing Organized Community Service** 317

- Provides the students with an example of an organized community service structure
- Prepares the students to plan their own community service projects
- Helps students to gain insight into others' situations and develop compassion and empathy
- Provides the students an opportunity to practice and analyze community building skills

<b>Pal for a Week</b>	124
<ul style="list-style-type: none"> <li>• Increases empathy</li> <li>• Promotes teamwork and a sense of community</li> <li>• Encourages students to help others</li> </ul>	
<b>Political Leaders</b>	420
<ul style="list-style-type: none"> <li>• Explores the importance of various political leadership positions and increase awareness of the political process</li> <li>• Examines multiple leadership styles within the context of political leadership and the effectiveness of those styles</li> <li>• Strengthens researching abilities and public speaking skills</li> </ul>	
<b>Researching Political Races</b>	154
<ul style="list-style-type: none"> <li>• Increases the students' awareness of a political race and the issues affected by that race</li> <li>• Increases understanding of the political process</li> <li>• Strengthens public speaking skills</li> <li>• Strengthens organizational skills</li> </ul>	
<b>Shadowing Local Leaders</b>	134
<ul style="list-style-type: none"> <li>• Assesses the importance of leadership positions throughout the community</li> <li>• Analyzes the daily actions of a local leader</li> <li>• Strengthens public speaking skills</li> </ul>	
<b>Voter Registration Drive</b>	166
<ul style="list-style-type: none"> <li>• Provides the students with a plan for a community service project</li> <li>• Prepares the students to plan their own community service projects</li> <li>• Provides the students an opportunity to practice community building skills</li> <li>• Increases understanding of the voting and voter registration process</li> <li>• Gets the students actively involved in the voting process</li> </ul>	

## **Closing / Summary**

### **Letter to a Family Member** 477

- Examines the importance of recognizing those individuals who support you and encourage you
- Allows the students the opportunity to reflect on their lives
- Strengthens community building skills

### **Letter to a Teacher or Sponsor** 479

- Examines the importance of recognizing those individuals who support you and share their insights with you
- Allows the students the opportunity to reflect on the school year
- Strengthens community building skills

### **The Perfect Product** 471

- Provides the students with an opportunity to practice the leadership skills they have acquired in the previous exercises
- Promotes teamwork
- Provides opportunities to practice applying community building skills
- To provide a review of the leadership concepts the students have learned during the year

### **Recap** 10

- Provides a summary of each exercise
- Provides the students with an opportunity to share the positive things that are happening in their lives

### **Recognizing Your Classmates** 474

- Examines the importance of recognizing the members of the team
- Allows the students the opportunity to evaluate every class member's contributions to the class
- Strengthens community building skills

### **What is Your Grade?** 36

- Stresses the importance of self evaluation
- Examines the qualities necessary to fairly evaluate others

## **Communication**

### **Are Leaders Born or Made?** 200

- Increases awareness of the skills necessary to be a leader
- Strengthens critical thinking skills
- Examines the effects of perspective
- Strengthens public speaking skills

### **Assembling Squares** 118

- Encourages teamwork
- Develops non-verbal communication skills
- Provides the students an opportunity to practice community building skills

### **Boundary Breaking** 14

- Helps students to become comfortable expressing their opinions
- Increases each student's self awareness
- Builds trust
- Creates an awareness of each other within the group
- Teaches listening skills
- Provides an opportunity to analyze important community building skills

### **Characteristics of a Leader** 84

- Aids students in creating their own definition of leadership
- Explores different leadership styles
- Allows students to practice their presentation skills

### **Conducting an Interview** 130

- Promotes trust and mutual support
- Provides the students an opportunity to practice community building skills
- Builds the students' interviewing and communication skills
- Stresses the importance of listening
- Strengthens public speaking skills

<b>Current Events</b>	65
<ul style="list-style-type: none"> <li>• Increases awareness of current events</li> <li>• Increases reading comprehension</li> <li>• Improves public speaking skills</li> <li>• Enhances communication skills</li> </ul>	
<b>Developing a Political Platform</b>	429
<ul style="list-style-type: none"> <li>• Provides the students with an opportunity to express a belief or opinion about which they feel strongly</li> <li>• Strengthens research skills</li> <li>• Strengthen public speaking skills</li> <li>• Helps students to gain perspective on the political process</li> </ul>	
<b>Disrespectful Behaviors</b>	230
<ul style="list-style-type: none"> <li>• Analyzes the importance of treating others with respect and dignity</li> <li>• Strengthen positive community building skills</li> <li>• Strengthen public speaking skills</li> </ul>	
<b>Eye Contact</b>	266
<ul style="list-style-type: none"> <li>• Examines the importance of eye contact in communication</li> <li>• Analyzes different degrees of eye contact</li> <li>• Provides the students with an opportunity to get to know one another</li> </ul>	
<b>Facilitative Responses</b>	269
<ul style="list-style-type: none"> <li>• Identifies the most productive responses to those seeking counsel or support</li> <li>• Provides opportunities to practice responding in the most facilitative way</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	

<b>Giving Your Great Speech</b>	196
<ul style="list-style-type: none"> <li>• Provides an opportunity to express a belief or opinion backed by research</li> <li>• Students practice the skills needed to prepare and deliver a speech</li> <li>• Strengthens public speaking skills</li> </ul>	
<b>Great Speeches</b>	171
<ul style="list-style-type: none"> <li>• Students analyze the characteristics that make speeches great</li> <li>• Provides an opportunity for students to practice implementing those characteristics into speeches</li> </ul>	
<b>Group Effort</b>	111
<ul style="list-style-type: none"> <li>• Examines the importance of having a shared vision to accomplish group goals</li> <li>• Evaluates the challenges involved in sharing that vision with group members</li> <li>• Strengthens communication skills</li> <li>• Stresses the importance of teamwork</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>The Ideal Community Service Project</b>	466
<ul style="list-style-type: none"> <li>• Creates an opportunity for the students to use their community service experiences to create the ideal project for their group</li> <li>• Reinforces the importance of the community service</li> <li>• Strengthens planning skills</li> <li>• Provides an opportunity to practice consensus building skills</li> <li>• Strengthens public speaking skills</li> <li>• Strengthens community building skills</li> </ul>	

<b>I'm a Great Leader</b>	128
<ul style="list-style-type: none"> <li>• Helps students recognize their own leadership abilities</li> <li>• Encourages students to visualize themselves as leaders</li> <li>• Provides an opportunity to practice presentation skills</li> <li>• Encourage students to support each other</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>I Understand</b>	261
<ul style="list-style-type: none"> <li>• Provides students with practice in active listening</li> <li>• Prepares students to act as supportive mentors</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>Jury Duty</b>	391
<ul style="list-style-type: none"> <li>• Introduces students to one aspect of citizenship</li> <li>• Familiarizes the students with the jury section process</li> <li>• Encourages students to view serving juries as an important part of good citizenship</li> <li>• Strengthens public speaking skills</li> </ul>	
<b>Leading from the Middle</b>	384
<ul style="list-style-type: none"> <li>• Builds trust</li> <li>• Allows students to experience and analyze one difficulty of leadership</li> <li>• Strengthens students' verbal communication and listening skills</li> <li>• Builds teamwork</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	



**Leadership Approaches** 433

- Helps students to understand leadership in terms of concern for the task and concern for the followers
- Examines five approaches to leadership
- Strengthens team building skills
- Strengthens public speaking skills
- Provides opportunities to practice applying community building skills

**Leadership Styles** 303

- Examines the different styles of leadership
- Increases awareness of the benefits associated with each style of leadership
- Encourages teamwork
- Provides the students an opportunity to practice community building skills
- Strengthens public speaking skills

**Lincoln-Douglas Debates** 137

- Introduces students to one form of debate
- Provides the students with a tool for expressing their opinions in a constructive way
- Provides the students an opportunity to practice community building skills
- Provides an opportunity to practice persuasive speaking skills

**Motivating Yourself and Others** 404

- Examines the importance of motivation
- Helps student to determine how they are motivated best
- Analyzes the most effective ways to motivate others
- Provides opportunities to practice applying community building skills

<b>Overcoming the Fear of Public Speaking</b>	27
<ul style="list-style-type: none"> <li>• Provides the students with one technique for dealing with a fear of public speaking</li> <li>• Allows the students a chance to see how others control their fear of public speaking</li> </ul>	
<b>Passive, Assertive or Aggressive?</b>	440
<ul style="list-style-type: none"> <li>• Encourages teamwork</li> <li>• Illustrates the importance of assertiveness</li> <li>• Helps students recognize passive, assertive and aggressive behaviors</li> <li>• Strengthens public speaking skills</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Penny Toss</b>	364
<ul style="list-style-type: none"> <li>• Demonstrates the advantages of giving clear and specific directions</li> <li>• Reinforces teamwork concepts</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>The Perfect Product</b>	471
<ul style="list-style-type: none"> <li>• Provides the students with an opportunity to practice the leadership skills they have acquired in the previous exercises</li> <li>• Promotes teamwork</li> <li>• Provides opportunities to practice applying community building skills</li> <li>• To provide a review of the leadership concepts the students have learned during the year</li> </ul>	
<b>Political Leaders</b>	420
<ul style="list-style-type: none"> <li>• Explores the importance of various political leadership positions and increase awareness of the political process</li> <li>• Examines multiple leadership styles within the context of political leadership and the effectiveness of those styles</li> <li>• Strengthens researching abilities and public speaking skills</li> </ul>	

<b>Positive Reinforcement</b>	109
<ul style="list-style-type: none"> <li>• Demonstrates the benefits of positive reinforcement as a means of communication</li> <li>• Provides an opportunity to analyze important community building skills</li> </ul>	
<b>Researching Political Races</b>	154
<ul style="list-style-type: none"> <li>• Increases the students' awareness of a political race and the issues affected by that race</li> <li>• Increases understanding of the political process</li> <li>• Strengthens public speaking skills</li> <li>• Strengthens organizational skills</li> </ul>	
<b>Shadowing Local Leaders</b>	134
<ul style="list-style-type: none"> <li>• Assesses the importance of leadership positions throughout the community</li> <li>• Analyzes the daily actions of a local leader</li> <li>• Strengthens public speaking skills</li> </ul>	
<b>What I Am</b>	31
<ul style="list-style-type: none"> <li>• Increases self awareness</li> <li>• Helps the students to get to know one another</li> <li>• Provides an opportunity for reflection on the abilities and skills each student has to offer the class</li> <li>• Builds public speaking skills</li> </ul>	
<b>What I Will Become</b>	376
<ul style="list-style-type: none"> <li>• Increases self awareness</li> <li>• Provides an opportunity for reflection on the future</li> <li>• Explores the importance of having long-range goals</li> <li>• Strengthens public speaking skills</li> </ul>	
<b>Working as a Team</b>	145
<ul style="list-style-type: none"> <li>• Increases an awareness of the benefits of teamwork</li> <li>• Explores the concept of teamwork</li> <li>• Provides the students an opportunity to practice community building skills</li> <li>• Strengthens communication skills</li> </ul>	

## **Ethics**

### **Complex Ethical Decisions** 213

- Explores the importance of ethics and integrity in leadership and the challenges of living an ethical life
- Supplies the students with tools to help them make difficult ethical decisions

### **Disrespectful Behaviors** 230

- Analyzes the importance of treating others with respect and dignity
- Strengthen positive community building skills
- Strengthen public speaking skills

### **Ethical Reasoning Inventory** 209

- Explores the importance of ethics and integrity in leadership and the challenges of living an ethical life
- Provides the students with a means to determine their own level of integrity and ethics

### **Focusing on Yourself and Others** 449

- Demonstrates how easy it is to focus on yourself rather than others
- Helps students become aware of focusing on others
- Provides opportunities to practice an important community building skill

### **Good Decisions / Poor Decisions** 352

- Provides a tool to evaluate past decisions and learn from the outcome
- Emphasizes the importance of learning from mistakes and successes

<b>The Heart of the Matter</b>	225
<ul style="list-style-type: none"> <li>• Explores the importance of ethics and integrity in leadership and the challenges of living an ethical life</li> <li>• Allows the students to practice decision-making skills</li> <li>• Provides an opportunity to practice consensus building skills</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>How Can I Be a Better Leader?</b>	105
<ul style="list-style-type: none"> <li>• Improves personal leadership skills within the context of goal setting</li> <li>• Explores positive and negative leadership</li> </ul>	
<b>Leading By Example</b>	5
<ul style="list-style-type: none"> <li>• Stresses the importance of acting as a positive example of leadership</li> <li>• Discusses integrity as an essential element of leadership</li> <li>• Provides an opportunity to analyze important community building skills</li> </ul>	
<b>Pal for a Week</b>	124
<ul style="list-style-type: none"> <li>• Increases empathy</li> <li>• Promotes teamwork and a sense of community</li> <li>• Encourages students to help others</li> </ul>	
<b>What I Stand For</b>	221
<ul style="list-style-type: none"> <li>• Provides the students with an opportunity to examine what they stand for</li> <li>• Allows the students to create a list of moral obligations they are unwilling to compromise</li> <li>• Create a reminder of those things that are most important to each student</li> </ul>	
<b>What Kind of Leader am I?</b>	103
<ul style="list-style-type: none"> <li>• Provides a self-evaluation of current leadership roles that students are assuming</li> <li>• Explores positive and negative leadership</li> </ul>	

## **Goal Setting**

### **Budgeting and Prioritizing** 366

- Allows the students to practice their complex decision-making skills
- Provides practice of budgeting and prioritizing skills
- Provides an opportunity to practice consensus building skills
- Provides opportunities to practice applying community building skills

### **Coping with Stress** 330

- Allows students to evaluate stress in their lives
- Helps students to identify sources of stress
- Creates a plan for managing stress

### **Driven to Distraction** 78

- Emphasizes the importance of focusing on an objective when completing a task and when working towards a goal
- Analyzes ways to cope with distractions

### **Good Decisions / Poor Decisions** 352

- Provides a tool to evaluate past decisions and learn from the outcome
- Emphasizes the importance of learning from mistakes and successes

### **Group Effort** 111

- Examines the importance of having a shared vision to accomplish group goals
- Evaluates the challenges involved in sharing that vision with group members
- Strengthens communication skills
- Stresses the importance of teamwork
- Provides the students an opportunity to practice community building skills

<b>How Can I Be a Better Leader?</b>	105
<ul style="list-style-type: none"> <li>• Improves personal leadership skills within the context of goal setting</li> <li>• Explores positive and negative leadership</li> </ul>	
<b>Improvement</b>	347
<ul style="list-style-type: none"> <li>• Increases self awareness</li> <li>• Emphasizes the importance of self evaluation and improvement</li> <li>• Provides the students with a tool for planning future improvements</li> <li>• Provides an opportunity for reflection on the abilities and skills that each student has to offer to the class</li> </ul>	
<b>In-Tray</b>	68
<ul style="list-style-type: none"> <li>• Allows students to start thinking about their priorities in their daily lives</li> <li>• Provides the students an opportunity to practice time management techniques</li> <li>• Gives the students a tool to prioritize their schedules and set goals</li> </ul>	
<b>Leading with Attitude</b>	326
<ul style="list-style-type: none"> <li>• Examines the importance of self-confidence and confidence in others</li> <li>• Identifies ways that each student can improve their attitude in order to be a more effective and efficient leader</li> </ul>	
<b>Motivating Yourself and Others</b>	404
<ul style="list-style-type: none"> <li>• Examines the importance of motivation</li> <li>• Helps student to determine how they are motivated best</li> <li>• Analyzes the most effective ways to motivate others</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	

<b>Penny Toss</b>	364
<ul style="list-style-type: none"> <li>• Demonstrates the advantages of giving clear and specific directions</li> <li>• Reinforces teamwork concepts</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Persistence</b>	312
<ul style="list-style-type: none"> <li>• Shows the importance of perseverance in goal setting</li> <li>• Encourages teamwork</li> <li>• Stresses the importance of incorporating new perspectives in a team</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>Positive Thinking</b>	322
<ul style="list-style-type: none"> <li>• Provides an opportunity to reflect on personal attitude, philosophy, and perspective on life</li> <li>• Helps students to recognize the positive aspects of current situations</li> <li>• Encourages students to form a plan to turn more negative situations into positives</li> </ul>	
<b>Taking Risks to Achieve Positive Results</b>	308
<ul style="list-style-type: none"> <li>• Explores the importance of taking risks</li> <li>• Provides the students with a tool to evaluate the positive and negative consequences of risks</li> </ul>	
<b>Time Management</b>	74
<ul style="list-style-type: none"> <li>• Examines the importance of good time management skills</li> <li>• Provides the students with one tool for managing their time</li> </ul>	
<b>What I Will Become</b>	376
<ul style="list-style-type: none"> <li>• Increases self awareness</li> <li>• Provides an opportunity for reflection on the future</li> <li>• Explores the importance of having long-range goals</li> <li>• Strengthens public speaking skills</li> </ul>	



## **Interpersonal Relationships**

### **Adopt a Grand-friend**

451

- Provides the students with a plan for a community service project
- Prepares the students to plan their own community service projects
- Helps students gain insight into others' situations
- Promotes the development of compassion and empathy
- Strengthens community building skills

### **Are You an Introvert or Extrovert?**

412

- Provides a tool for students to determine their social style
- Helps students capitalize on their social style and use their social preferences to become more effective and efficient leaders

### **Are You Suggestible?**

456

- Helps students determine how much they rely on the judgment of others
- Evaluates the need for leaders to listen and respond to their followers
- Analyzes the importance of leaders being able to trust their own judgment

### **Boundary Breaking**

14

- Helps students to become comfortable expressing their opinions
- Increases each student's self awareness
- Builds trust
- Creates an awareness of each other within the group
- Teaches listening skills
- Provides an opportunity to analyze important community building skills

**Budgeting and Prioritizing** 366

- Allows the students to practice their complex decision-making skills
- Provides practice of budgeting and prioritizing skills
- Provides an opportunity to practice consensus building skills
- Provides opportunities to practice applying community building skills

**Choosing the Best Leader** 341

- Allows students to tackle a problem-solving activity as a group
- Increases awareness of the characteristics needed in a leader
- Increases awareness of the different types of leaders needed in different situations
- Promotes self-evaluation of leadership characteristics
- Provides an opportunity to practice consensus building skills
- Provides an opportunity to practice community building skills

**Conducting an Interview** 130

- Promotes trust and mutual support
- Provides the students an opportunity to practice community building skills
- Builds the students' interviewing and communication skills
- Stresses the importance of listening
- Strengthens public speaking skills

**Conducting Class Meetings** 149

- Introduces the students to the skills that they need to effectively run a meeting
- Provides an opportunity to build consensus
- Provides the students an opportunity to practice community building skills

<b>Disguises</b>	386
<ul style="list-style-type: none"> <li>• Increases awareness of the different ways that we all disguise our true selves at times</li> <li>• Evaluates the positive and negative effects of these mechanisms</li> <li>• Determines the appropriateness of the disguises the students use in their daily lives and those needed in order to be a leader</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Disrespectful Behaviors</b>	230
<ul style="list-style-type: none"> <li>• Analyzes the importance of treating others with respect and dignity</li> <li>• Strengthen positive community building skills</li> <li>• Strengthen public speaking skills</li> </ul>	
<b>Eye Contact</b>	266
<ul style="list-style-type: none"> <li>• Examines the importance of eye contact in communication</li> <li>• Analyzes different degrees of eye contact</li> <li>• Provides the students with an opportunity to get to know one another</li> </ul>	
<b>Facilitative Responses</b>	269
<ul style="list-style-type: none"> <li>• Identifies the most productive responses to those seeking counsel or support</li> <li>• Provides opportunities to practice responding in the most facilitative way</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>First Impressions</b>	52
<ul style="list-style-type: none"> <li>• Examines the importance of making a positive first impression</li> <li>• Analyzes the limitations of acting only on first impressions</li> <li>• Encourages the students to really get to know one another</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	

**Focusing on Yourself and Others** 449

- Demonstrates how easy it is to focus on yourself rather than others
- Helps students become aware of focusing on others
- Provides opportunities to practice an important community building skill

**Group Effort** 111

- Examines the importance of having a shared vision to accomplish group goals
- Evaluates the challenges involved in sharing that vision with group members
- Strengthens communication skills
- Stresses the importance of teamwork
- Provides the students an opportunity to practice community building skills

**The Heart of the Matter** 225

- Explores the importance of ethics and integrity in leadership and the challenges of living an ethical life
- Allows the students to practice decision-making skills
- Provides an opportunity to practice consensus building skills
- Provides the students an opportunity to practice community building skills

**The Ideal Community Service Project** 466

- Creates an opportunity for the students to use their community service experiences to create the ideal project for their group
- Reinforces the importance of the community service
- Strengthens planning skills
- Provides an opportunity to practice consensus building skills
- Strengthens public speaking skills
- Strengthens community building skills

**I'm a Great Leader** 128

- Helps students recognize their own leadership abilities
- Encourages students to visualize themselves as leaders
- Provides an opportunity to practice presentation skills
- Encourage students to support each other
- Provides the students an opportunity to practice community building skills

**I Understand** 261

- Provides students with practice in active listening
- Prepares students to act as supportive mentors
- Provides the students an opportunity to practice community building skills

**Leadership Approaches** 433

- Helps students to understand leadership in terms of concern for the task and concern for the followers
- Examines five approaches to leadership
- Strengthens team building skills
- Strengthens public speaking skills
- Provides opportunities to practice applying community building skills

**Leading By Example** 5

- Stresses the importance of acting as a positive example of leadership
- Discusses integrity as an essential element of leadership
- Provides an opportunity to analyze important community building skills

<b>Leading from the Middle</b>	384
<ul style="list-style-type: none"> <li>• Builds trust</li> <li>• Allows students to experience and analyze one difficulty of leadership</li> <li>• Strengthens students' verbal communication and listening skills</li> <li>• Builds teamwork</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Leading with Attitude</b>	326
<ul style="list-style-type: none"> <li>• Examines the importance of self-confidence and confidence in others</li> <li>• Identifies ways that each student can improve their attitude in order to be a more effective and efficient leader</li> </ul>	
<b>Learning Styles</b>	95
<ul style="list-style-type: none"> <li>• Defines three different styles of learning</li> <li>• Allows students to discover their own learning style</li> <li>• Determines the most effective ways to lead individuals who have different learning styles</li> </ul>	
<b>Letter to a Family Member</b>	477
<ul style="list-style-type: none"> <li>• Examines the importance of recognizing those individuals who support you and encourage you</li> <li>• Allows the students the opportunity to reflect on their lives</li> <li>• Strengthens community building skills</li> </ul>	
<b>Letter to a Teacher or Sponsor</b>	479
<ul style="list-style-type: none"> <li>• Examines the importance of recognizing those individuals who support you and share their insights with you</li> <li>• Allows the students the opportunity to reflect on the school year</li> <li>• Strengthens community building skills</li> </ul>	

<b>Motivating Yourself and Others</b>	404
<ul style="list-style-type: none"> <li>• Examines the importance of motivation</li> <li>• Helps student to determine how they are motivated best</li> <li>• Analyzes the most effective ways to motivate others</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>New Student Survival Kits</b>	356
<ul style="list-style-type: none"> <li>• Provides the students with a plan for a community service project</li> <li>• Prepares the students to plan their own community service projects</li> <li>• Helps students gain insight into others' situations and develop compassion and empathy</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Observing Organized Community Service</b>	317
<ul style="list-style-type: none"> <li>• Provides the students with an example of an organized community service structure</li> <li>• Prepares the students to plan their own community service projects</li> <li>• Helps students to gain insight into others' situations and develop compassion and empathy</li> <li>• Provides the students an opportunity to practice and analyze community building skills</li> </ul>	
<b>Our Organization</b>	20
<ul style="list-style-type: none"> <li>• Builds a sense of team identity</li> <li>• Allows the class an opportunity to develop a productive working relationship</li> <li>• Strengthens consensus building skills</li> <li>• Provides an opportunity to analyze important community building skills</li> </ul>	

<b>Our Team</b>	33
<ul style="list-style-type: none"> <li>• Builds team spirit by recognizing the contributions that each member brings to the team</li> <li>• Increases student awareness of each member’s potential to support and lead the team</li> <li>• Helps each student develop a more positive self concept.</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>Pal for a Week</b>	124
<ul style="list-style-type: none"> <li>• Increases empathy</li> <li>• Promotes teamwork and a sense of community</li> <li>• Encourages students to help others</li> </ul>	
<b>Passive, Assertive or Aggressive?</b>	440
<ul style="list-style-type: none"> <li>• Encourages teamwork</li> <li>• Illustrates the importance of assertiveness</li> <li>• Helps students recognize passive, assertive and aggressive behaviors</li> <li>• Strengthens public speaking skills</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Peer Pressure and Individualism</b>	444
<ul style="list-style-type: none"> <li>• Analyzes the power of peer pressure and the importance of acting according to individual beliefs</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Positive Reinforcement</b>	109
<ul style="list-style-type: none"> <li>• Demonstrates the benefits of positive reinforcement as a means of communication</li> <li>• Provides an opportunity to analyze important community building skills</li> </ul>	



**Recognizing Your Classmates** 474

- Examines the importance of recognizing the members of the team
- Allows the students the opportunity to evaluate every class member's contributions to the class
- Strengthens community building skills

**Social Contract** 12

- Creates a binding set of guidelines for how the students will treat one another throughout the class
- Explores the importance of having a code of conduct
- Provides an opportunity to analyze important community building skills

**Somebody's Watching You** 236

- Analyzes the importance of acting as a positive example for others at all times
- Analyzes specific aspects of positive community building
- Examines the difficulties of acting as a positive role model

**You've Got Mail** 24

- Builds a sense of trust among the students
- Increases individual self confidence
- Provides the students an opportunity to practice community building skills

**Introductory Materials**

**Boundary Breaking** 14

- Helps students to become comfortable expressing their opinions
- Increases each student's self awareness
- Builds trust
- Creates an awareness of each other within the group
- Teaches listening skills
- Provides an opportunity to analyze important community building skills

<b>Conducting Class Meetings</b>	149
<ul style="list-style-type: none"> <li>• Introduces the students to the skills that they need to effectively run a meeting</li> <li>• Provides an opportunity to build consensus</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>Introduction to Journaling</b>	1
<ul style="list-style-type: none"> <li>• Introduces the students to the concept of journaling</li> <li>• Strengthens the students' ability to express their opinions and thoughts</li> <li>• Helps the students to apply the lessons of the exercises to their own experiences</li> </ul>	
<b>Our Organization</b>	20
<ul style="list-style-type: none"> <li>• Builds a sense of team identity</li> <li>• Allows the class an opportunity to develop a productive working relationship</li> <li>• Strengthens consensus building skills</li> <li>• Provides an opportunity to analyze important community building skills</li> </ul>	
<b>Our Team</b>	33
<ul style="list-style-type: none"> <li>• Builds team spirit by recognizing the contributions that each member brings to the team</li> <li>• Increases student awareness of each member's potential to support and lead the team</li> <li>• Helps each student develop a more positive self concept.</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>Social Contract</b>	12
<ul style="list-style-type: none"> <li>• Creates a binding set of guidelines for how the students will treat one another throughout the class</li> <li>• Explores the importance of having a code of conduct</li> <li>• Provides an opportunity to analyze important community building skills</li> </ul>	

**You've Got Mail** 24

- Builds a sense of trust among the students
- Increases individual self confidence
- Provides the students an opportunity to practice community building skills

**Leadership Skills**

**Are Leaders Born or Made?** 200

- Increases awareness of the skills necessary to be a leader
- Strengthens critical thinking skills
- Examines the effects of perspective
- Strengthens public speaking skills

**Are You Suggestible?** 456

- Helps students determine how much they rely on the judgment of others
- Evaluates the need for leaders to listen and respond to their followers
- Analyzes the importance of leaders being able to trust their own judgment

**Be, Know, Do** 121

- Increases the students' understanding of leadership
- Examines individual students' leadership skills and needs
- Increases students' awareness of their leadership skills and obligations

**Budgeting and Prioritizing** 366

- Allows the students to practice their complex decision-making skills
- Provides practice of budgeting and prioritizing skills
- Provides an opportunity to practice consensus building skills
- Provides opportunities to practice applying community building skills

<b>Choosing the Best Leader</b>	341
<ul style="list-style-type: none"> <li>• Allows students to tackle a problem-solving activity as a group</li> <li>• Increases awareness of the characteristics needed in a leader</li> <li>• Increases awareness of the different types of leaders needed in different situations</li> <li>• Promotes self-evaluation of leadership characteristics</li> <li>• Provides an opportunity to practice consensus building skills</li> <li>• Provides an opportunity to practice community building skills</li> </ul>	
<b>Complex Ethical Decisions</b>	213
<ul style="list-style-type: none"> <li>• Explores the importance of ethics and integrity in leadership and the challenges of living an ethical life</li> <li>• Supplies the students with tools to help them make difficult ethical decisions</li> </ul>	
<b>Conducting an Interview</b>	130
<ul style="list-style-type: none"> <li>• Promotes trust and mutual support</li> <li>• Provides the students an opportunity to practice community building skills</li> <li>• Builds the students' interviewing and communication skills</li> <li>• Stresses the importance of listening</li> <li>• Strengthens public speaking skills</li> </ul>	
<b>Conducting Class Meetings</b>	149
<ul style="list-style-type: none"> <li>• Introduces the students to the skills that they need to effectively run a meeting</li> <li>• Provides an opportunity to build consensus</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>Disrespectful Behaviors</b>	230
<ul style="list-style-type: none"> <li>• Analyzes the importance of treating others with respect and dignity</li> <li>• Strengthen positive community building skills</li> <li>• Strengthen public speaking skills</li> </ul>	

<b>First Impressions</b>	52
<ul style="list-style-type: none"> <li>• Examines the importance of making a positive first impression</li> <li>• Analyzes the limitations of acting only on first impressions</li> <li>• Encourages the students to really get to know one another</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>Focusing on Yourself and Others</b>	449
<ul style="list-style-type: none"> <li>• Demonstrates how easy it is to focus on yourself rather than others</li> <li>• Helps students become aware of focusing on others</li> <li>• Provides opportunities to practice an important community building skill</li> </ul>	
<b>Games Kids Play</b>	296
<ul style="list-style-type: none"> <li>• Provides opportunities to practice planning and consensus building skills</li> <li>• Provides the students an opportunity to practice community building skills</li> <li>• Explores possible learning activities to use with the Littles</li> <li>• Sets a lesson plan for the first meeting with the Littles</li> </ul>	
<b>Good Decisions / Poor Decisions</b>	352
<ul style="list-style-type: none"> <li>• Provides a tool to evaluate past decisions and learn from the outcome</li> <li>• Emphasizes the importance of learning from mistakes and successes</li> </ul>	
<b>Group Effort</b>	111
<ul style="list-style-type: none"> <li>• Examines the importance of having a shared vision to accomplish group goals</li> <li>• Evaluates the challenges involved in sharing that vision with group members</li> <li>• Strengthens communication skills</li> <li>• Stresses the importance of teamwork</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	

<b>The Heart of the Matter</b>	225
<ul style="list-style-type: none"> <li>• Explores the importance of ethics and integrity in leadership and the challenges of living an ethical life</li> <li>• Allows the students to practice decision-making skills</li> <li>• Provides an opportunity to practice consensus building skills</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>How Can I Be a Better Leader?</b>	105
<ul style="list-style-type: none"> <li>• Improves personal leadership skills within the context of goal setting</li> <li>• Explores positive and negative leadership</li> </ul>	
<b>Leading By Example</b>	5
<ul style="list-style-type: none"> <li>• Stresses the importance of acting as a positive example of leadership</li> <li>• Discusses integrity as an essential element of leadership</li> <li>• Provides an opportunity to analyze important community building skills</li> </ul>	
<b>Leading from the Middle</b>	384
<ul style="list-style-type: none"> <li>• Builds trust</li> <li>• Allows students to experience and analyze one difficulty of leadership</li> <li>• Strengthens students' verbal communication and listening skills</li> <li>• Builds teamwork</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Motivating Yourself and Others</b>	404
<ul style="list-style-type: none"> <li>• Examines the importance of motivation</li> <li>• Helps student to determine how they are motivated best</li> <li>• Analyzes the most effective ways to motivate others</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	

<b>Overcoming the Fear of Public Speaking</b>	27
<ul style="list-style-type: none"> <li>• Provides the students with one technique for dealing with a fear of public speaking</li> <li>• Allows the students a chance to see how others control their fear of public speaking</li> </ul>	
<b>Pal for a Week</b>	124
<ul style="list-style-type: none"> <li>• Increases empathy</li> <li>• Promotes teamwork and a sense of community</li> <li>• Encourages students to help others</li> </ul>	
<b>Passive, Assertive or Aggressive?</b>	440
<ul style="list-style-type: none"> <li>• Encourages teamwork</li> <li>• Illustrates the importance of assertiveness</li> <li>• Helps students recognize passive, assertive and aggressive behaviors</li> <li>• Strengthens public speaking skills</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Penny Toss</b>	364
<ul style="list-style-type: none"> <li>• Demonstrates the advantages of giving clear and specific directions</li> <li>• Reinforces teamwork concepts</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Persistence</b>	312
<ul style="list-style-type: none"> <li>• Shows the importance of perseverance in goal setting</li> <li>• Encourages teamwork</li> <li>• Stresses the importance of incorporating new perspectives in a team</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	

<b>Positive Reinforcement</b>	109
<ul style="list-style-type: none"> <li>• Demonstrates the benefits of positive reinforcement as a means of communication</li> <li>• Provides an opportunity to analyze important community building skills</li> </ul>	
<b>Researching Political Races</b>	154
<ul style="list-style-type: none"> <li>• Increases the students' awareness of a political race and the issues affected by that race</li> <li>• Increases understanding of the political process</li> <li>• Strengthens public speaking skills</li> <li>• Strengthens organizational skills</li> </ul>	
<b>Somebody's Watching You</b>	236
<ul style="list-style-type: none"> <li>• Analyzes the importance of acting as a positive example for others at all times</li> <li>• Analyzes specific aspects of positive community building</li> <li>• Examines the difficulties of acting as a positive role model</li> </ul>	
<b>Strength in Numbers</b>	315
<ul style="list-style-type: none"> <li>• Demonstrates the importance of teamwork</li> <li>• Explores the concept of trust</li> <li>• Examines the difficulties associated with trusting another person and gaining the trust of another</li> <li>• Provides the students an opportunity to practice and analyze community building skills</li> </ul>	
<b>Taking Risks to Achieve Positive Results</b>	308
<ul style="list-style-type: none"> <li>• Explores the importance of taking risks</li> <li>• Provides the students with a tool to evaluate the positive and negative consequences of risks</li> </ul>	



## **Leadership Theory**

### **Are Leaders Born or Made?** 200

- Increases awareness of the skills necessary to be a leader
- Strengthens critical thinking skills
- Examines the effects of perspective
- Strengthens public speaking skills

### **Be, Know, Do** 121

- Increases the students' understanding of leadership
- Examines individual students' leadership skills and needs
- Increases students' awareness of their leadership skills and obligations

### **Characteristics of a Leader** 84

- Aids students in creating their own definition of leadership
- Explores different leadership styles
- Allows students to practice their presentation skills

### **Choosing the Best Leader** 341

- Allows students to tackle a problem-solving activity as a group
- Increases awareness of the characteristics needed in a leader
- Increases awareness of the different types of leaders needed in different situations
- Promotes self-evaluation of leadership characteristics
- Provides an opportunity to practice consensus building skills
- Provides an opportunity to practice community building skills

### **How Can I Be a Better Leader?** 105

- Improves personal leadership skills within the context of goal setting
- Explores positive and negative leadership

<b>Leadership Approaches</b>	433
<ul style="list-style-type: none"> <li>• Helps students to understand leadership in terms of concern for the task and concern for the followers</li> <li>• Examines five approaches to leadership</li> <li>• Strengthens team building skills</li> <li>• Strengthens public speaking skills</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Leadership Styles</b>	303
<ul style="list-style-type: none"> <li>• Examines the different styles of leadership</li> <li>• Increases awareness of the benefits associated with each style of leadership</li> <li>• Encourages teamwork</li> <li>• Provides the students an opportunity to practice community building skills</li> <li>• Strengthens public speaking skills</li> </ul>	
<b>Leadership Theories</b>	378
<ul style="list-style-type: none"> <li>• Examines different theories of leadership</li> <li>• Determines which theories are the most meaningful for each student in the class</li> </ul>	
<b>Movie Time</b>	416
<ul style="list-style-type: none"> <li>• Provides a fun and entertaining way to observe different styles of leadership</li> <li>• Provides examples of different types of leaders</li> </ul>	
<b>Political Leaders</b>	420
<ul style="list-style-type: none"> <li>• Explores the importance of various political leadership positions and increase awareness of the political process</li> <li>• Examines multiple leadership styles within the context of political leadership and the effectiveness of those styles</li> <li>• Strengthens researching abilities and public speaking skills</li> </ul>	

<b>Situational Leadership</b>	460
<ul style="list-style-type: none"> <li>• Analyzes four styles of leadership</li> <li>• Examines the advantages of using situational leadership</li> </ul>	
<b>What Kind of Leader am I?</b>	103
<ul style="list-style-type: none"> <li>• Provides a self-evaluation of current leadership roles that students are assuming</li> <li>• Explores positive and negative leadership</li> </ul>	
<b>Your Definition of Leadership</b>	42
<ul style="list-style-type: none"> <li>• Helps students begin thinking about what it is to be a leader</li> <li>• Provides a tool for self-evaluation at the end of the class</li> <li>• Helps the John Ben Shepperd Public Leadership Institute provide the best quality materials possible</li> </ul>	
<b><u>Mentoring</u></b>	
<b>Choosing Our Social Divides</b>	245
<ul style="list-style-type: none"> <li>• Helps students gain insight into others' situations and develop compassion and empathy</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>Disrespectful Behaviors</b>	230
<ul style="list-style-type: none"> <li>• Analyzes the importance of treating others with respect and dignity</li> <li>• Strengthen positive community building skills</li> <li>• Strengthen public speaking skills</li> </ul>	
<b>Eye Contact</b>	266
<ul style="list-style-type: none"> <li>• Examines the importance of eye contact in communication</li> <li>• Analyzes different degrees of eye contact</li> <li>• Provides the students with an opportunity to get to know one another</li> </ul>	

**Facilitative Responses** 269

- Identifies the most productive responses to those seeking counsel or support
- Provides opportunities to practice responding in the most facilitative way
- Provides the students an opportunity to practice community building skills

**Focusing on Yourself and Others** 449

- Demonstrates how easy it is to focus on yourself rather than others
- Helps students become aware of focusing on others
- Provides opportunities to practice an important community building skill

**Games Kids Play** 296

- Provides opportunities to practice planning and consensus building skills
- Provides the students an opportunity to practice community building skills
- Explores possible learning activities to use with the Littles
- Sets a lesson plan for the first meeting with the Littles

**The Ideal Mentor** 288

- Examines the skills necessary to be a good mentor
- Prepares students to act as supportive mentors
- Provides the students an opportunity to practice community building skills
- Increases students' abilities to reflect on their own leadership skills and personal growth

<b>In Defense of Misfits</b>	59
<ul style="list-style-type: none"> <li>• Recognizes the hazards of judging others based on their appearance</li> <li>• Stresses the importance of being comfortable with oneself regardless of the opinions of others</li> <li>• Analyzes the power of labeling and bullying behaviors</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>I Understand</b>	261
<ul style="list-style-type: none"> <li>• Provides students with practice in active listening</li> <li>• Prepares students to act as supportive mentors</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>Leading By Example</b>	5
<ul style="list-style-type: none"> <li>• Stresses the importance of acting as a positive example of leadership</li> <li>• Discusses integrity as an essential element of leadership</li> <li>• Provides an opportunity to analyze important community building skills</li> </ul>	
<b>Mentoring</b>	251
<ul style="list-style-type: none"> <li>• Gives students the opportunity to learn by conducting their own leadership training sessions</li> <li>• Strengthens the students' commitment to improving their communities</li> <li>• Provides multiple opportunities to practice positive community building skills</li> <li>• Provides opportunities to make a difference in the lives of younger students</li> </ul>	

**No One Spoke Up for Irma** 275

- Prepare the students to deal with difficult issues that may arise in their mentoring project
- Provides students with the opportunity to evaluate their own resiliency
- Provides the students an opportunity to practice community building skills

**Pal for a Week** 124

- Increases empathy
- Promotes teamwork and a sense of community
- Encourages students to help others

**Peer Mediation Can Help** 257

- Prepares the students for their mentoring project
- Explores the importance of listening and trustworthiness
- Examines some of the complicated issues that may emerge through the mentoring process
- Analyzes community building skills

**Somebody's Watching You** 236

- Analyzes the importance of acting as a positive example for others at all times
- Analyzes specific aspects of positive community building
- Examines the difficulties of acting as a positive role model

**Positive Community Building / Anti-Bullying**

**Adopt a Grand-friend** 451

- Provides the students with a plan for a community service project
- Prepares the students to plan their own community service projects
- Helps students gain insight into others' situations
- Promotes the development of compassion and empathy
- Strengthens community building skills

**Assembling Squares** 118

- Encourages teamwork
- Develops non-verbal communication skills
- Provides the students an opportunity to practice community building skills

**Boundary Breaking** 14

- Helps students to become comfortable expressing their opinions
- Increases each student's self awareness
- Builds trust
- Creates an awareness of each other within the group
- Teaches listening skills
- Provides an opportunity to analyze important community building skills

**Budgeting and Prioritizing** 366

- Allows the students to practice their complex decision-making skills
- Provides practice of budgeting and prioritizing skills
- Provides an opportunity to practice consensus building skills
- Provides opportunities to practice applying community building skills

**Choosing Our Social Divides** 245

- Helps students gain insight into others' situations and develop compassion and empathy
- Provides the students an opportunity to practice community building skills

**Choosing the Best Leader** 341

- Allows students to tackle a problem-solving activity as a group
- Increases awareness of the characteristics needed in a leader
- Increases awareness of the different types of leaders needed in different situations
- Promotes self-evaluation of leadership characteristics
- Provides an opportunity to practice consensus building skills
- Provides an opportunity to practice community building skills

<b>Conducting an Interview</b>	130
<ul style="list-style-type: none"> <li>• Promotes trust and mutual support</li> <li>• Provides the students an opportunity to practice community building skills</li> <li>• Builds the students' interviewing and communication skills</li> <li>• Stresses the importance of listening</li> <li>• Strengthens public speaking skills</li> </ul>	
<b>Conducting Class Meetings</b>	149
<ul style="list-style-type: none"> <li>• Introduces the students to the skills that they need to effectively run a meeting</li> <li>• Provides an opportunity to build consensus</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>Dear Abby</b>	372
<ul style="list-style-type: none"> <li>• Provides students with an effective way to relieve stress and deal with situations that cause anxiety and anger</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Disguises</b>	386
<ul style="list-style-type: none"> <li>• Increases awareness of the different ways that we all disguise our true selves at times</li> <li>• Evaluates the positive and negative effects of these mechanisms</li> <li>• Determines the appropriateness of the disguises the students use in their daily lives and those needed in order to be a leader</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Disrespectful Behaviors</b>	230
<ul style="list-style-type: none"> <li>• Analyzes the importance of treating others with respect and dignity</li> <li>• Strengthen positive community building skills</li> <li>• Strengthen public speaking skills</li> </ul>	



**Facilitative Responses** 269

- Identifies the most productive responses to those seeking counsel or support
- Provides opportunities to practice responding in the most facilitative way
- Provides the students an opportunity to practice community building skills

**First Impressions** 52

- Examines the importance of making a positive first impression
- Analyzes the limitations of acting only on first impressions
- Encourages the students to really get to know one another
- Provides the students an opportunity to practice community building skills

**Focusing on Yourself and Others** 449

- Demonstrates how easy it is to focus on yourself rather than others
- Helps students become aware of focusing on others
- Provides opportunities to practice an important community building skill

**Games Kids Play** 296

- Provides opportunities to practice planning and consensus building skills
- Provides the students an opportunity to practice community building skills
- Explores possible learning activities to use with the Littles
- Sets a lesson plan for the first meeting with the Littles

**Group Decisions** 113

- Explores the importance of teamwork
- Examines the concept of consensus
- Explores the difficulties involved in consensus building
- Provides the students an opportunity to practice community building skills

**Group Effort** 111

- Examines the importance of having a shared vision to accomplish group goals
- Evaluates the challenges involved in sharing that vision with group members
- Strengthens communication skills
- Stresses the importance of teamwork
- Provides the students an opportunity to practice community building skills

**The Heart of the Matter** 225

- Explores the importance of ethics and integrity in leadership and the challenges of living an ethical life
- Allows the students to practice decision-making skills
- Provides an opportunity to practice consensus building skills
- Provides the students an opportunity to practice community building skills

**The Ideal Community Service Project** 466

- Creates an opportunity for the students to use their community service experiences to create the ideal project for their group
- Reinforces the importance of the community service
- Strengthens planning skills
- Provides an opportunity to practice consensus building skills
- Strengthens public speaking skills
- Strengthens community building skills

**The Ideal Mentor** 288

- Examines the skills necessary to be a good mentor
- Prepares students to act as supportive mentors
- Provides the students an opportunity to practice community building skills
- Increases students' abilities to reflect on their own leadership skills and personal growth

**I'm a Great Leader** 128

- Helps students recognize their own leadership abilities
- Encourages students to visualize themselves as leaders
- Provides an opportunity to practice presentation skills
- Encourage students to support each other
- Provides the students an opportunity to practice community building skills

**In Defense of Misfits** 59

- Recognizes the hazards of judging others based on their appearance
- Stresses the importance of being comfortable with oneself regardless of the opinions of others
- Analyzes the power of labeling and bullying behaviors
- Provides the students an opportunity to practice community building skills

**I Understand** 261

- Provides students with practice in active listening
- Prepares students to act as supportive mentors
- Provides the students an opportunity to practice community building skills

**Leadership Approaches** 433

- Helps students to understand leadership in terms of concern for the task and concern for the followers
- Examines five approaches to leadership
- Strengthens team building skills
- Strengthens public speaking skills
- Provides opportunities to practice applying community building skills

**Leadership Styles** 303

- Examines the different styles of leadership
- Increases awareness of the benefits associated with each style of leadership
- Encourages teamwork
- Provides the students an opportunity to practice community building skills
- Strengthens public speaking skills

**Leading By Example** 5

- Stresses the importance of acting as a positive example of leadership
- Discusses integrity as an essential element of leadership
- Provides an opportunity to analyze important community building skills

**Leading from the Middle** 384

- Builds trust
- Allows students to experience and analyze one difficulty of leadership
- Strengthens students' verbal communication and listening skills
- Builds teamwork
- Provides opportunities to practice applying community building skills

**Letter to a Family Member** 477

- Examines the importance of recognizing those individuals who support you and encourage you
- Allows the students the opportunity to reflect on their lives
- Strengthens community building skills

**Letter to a Teacher or Sponsor** 479

- Examines the importance of recognizing those individuals who support you and share their insights with you
- Allows the students the opportunity to reflect on the school year
- Strengthens community building skills

<b>Lincoln-Douglas Debates</b>	137
<ul style="list-style-type: none"> <li>• Introduces students to one form of debate</li> <li>• Provides the students with a tool for expressing their opinions in a constructive way</li> <li>• Provides the students an opportunity to practice community building skills</li> <li>• Provides an opportunity to practice persuasive speaking skills</li> </ul>	
<b>Mentoring</b>	251
<ul style="list-style-type: none"> <li>• Gives students the opportunity to learn by conducting their own leadership training sessions</li> <li>• Strengthens the students' commitment to improving their communities</li> <li>• Provides multiple opportunities to practice positive community building skills</li> <li>• Provides opportunities to make a difference in the lives of younger students</li> </ul>	
<b>Motivating Yourself and Others</b>	404
<ul style="list-style-type: none"> <li>• Examines the importance of motivation</li> <li>• Helps student to determine how they are motivated best</li> <li>• Analyzes the most effective ways to motivate others</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>New Student Survival Kits</b>	356
<ul style="list-style-type: none"> <li>• Provides the students with a plan for a community service project</li> <li>• Prepares the students to plan their own community service projects</li> <li>• Helps students gain insight into others' situations and develop compassion and empathy</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	

**No One Spoke Up for Irma** 275

- Prepare the students to deal with difficult issues that may arise in their mentoring project
- Provides students with the opportunity to evaluate their own resiliency
- Provides the students an opportunity to practice community building skills

**Observing Organized Community Service** 317

- Provides the students with an example of an organized community service structure
- Prepares the students to plan their own community service projects
- Helps students to gain insight into others' situations and develop compassion and empathy
- Provides the students an opportunity to practice and analyze community building skills

**Our Organization** 20

- Builds a sense of team identity
- Allows the class an opportunity to develop a productive working relationship
- Strengthens consensus building skills
- Provides an opportunity to analyze important community building skills

**Our Team** 33

- Builds team spirit by recognizing the contributions that each member brings to the team
- Increases student awareness of each member's potential to support and lead the team
- Helps each student develop a more positive self concept.
- Provides the students an opportunity to practice community building skills

<b>Pal for a Week</b>	124
<ul style="list-style-type: none"> <li>• Increases empathy</li> <li>• Promotes teamwork and a sense of community</li> <li>• Encourages students to help others</li> </ul>	
<b>Passive, Assertive or Aggressive?</b>	440
<ul style="list-style-type: none"> <li>• Encourages teamwork</li> <li>• Illustrates the importance of assertiveness</li> <li>• Helps students recognize passive, assertive and aggressive behaviors</li> <li>• Strengthens public speaking skills</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Peer Mediation Can Help</b>	257
<ul style="list-style-type: none"> <li>• Prepares the students for their mentoring project</li> <li>• Explores the importance of listening and trustworthiness</li> <li>• Examines some of the complicated issues that may emerge through the mentoring process</li> <li>• Analyzes community building skills</li> </ul>	
<b>Peer Pressure and Individualism</b>	444
<ul style="list-style-type: none"> <li>• Analyzes the power of peer pressure and the importance of acting according to individual beliefs</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Penny Toss</b>	364
<ul style="list-style-type: none"> <li>• Demonstrates the advantages of giving clear and specific directions</li> <li>• Reinforces teamwork concepts</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	

**The Perfect Product** 471

- Provides the students with an opportunity to practice the leadership skills they have acquired in the previous exercises
- Promotes teamwork
- Provides opportunities to practice applying community building skills
- To provide a review of the leadership concepts the students have learned during the year

**Persistence** 312

- Shows the importance of perseverance in goal setting
- Encourages teamwork
- Stresses the importance of incorporating new perspectives in a team
- Provides the students an opportunity to practice community building skills

**Positive Reinforcement** 109

- Demonstrates the benefits of positive reinforcement as a means of communication
- Provides an opportunity to analyze important community building skills

**Recognizing Your Classmates** 474

- Examines the importance of recognizing the members of the team
- Allows the students the opportunity to evaluate every class member's contributions to the class
- Strengthens community building skills

**Social Contract** 12

- Creates a binding set of guidelines for how the students will treat one another throughout the class
- Explores the importance of having a code of conduct
- Provides an opportunity to analyze important community building skills



**Somebody’s Watching You** 236

- Analyzes the importance of acting as a positive example for others at all times
- Analyzes specific aspects of positive community building
- Examines the difficulties of acting as a positive role model

**Strength in Numbers** 315

- Demonstrates the importance of teamwork
- Explores the concept of trust
- Examines the difficulties associated with trusting another person and gaining the trust of another
- Provides the students an opportunity to practice and analyze community building skills

**Voter Registration Drive** 166

- Provides the students with a plan for a community service project
- Prepares the students to plan their own community service projects
- Provides the students an opportunity to practice community building skills
- Increases understanding of the voting and voter registration process
- Gets the students actively involved in the voting process

**Working as a Team** 145

- Increases an awareness of the benefits of teamwork
- Explores the concept of teamwork
- Provides the students an opportunity to practice community building skills
- Strengthens communication skills

**You’ve Got Mail** 24

- Builds a sense of trust among the students
- Increases individual self confidence
- Provides the students an opportunity to practice community building skills

## **Self Evaluation**

- Are You a Critical Thinker?** 87
- Examines the importance of critical thinking in leadership
  - Allows students to evaluate their critical thinking skills
- Are You an Introvert or Extrovert?** 412
- Provides a tool for students to determine their social style
  - Helps students capitalize on their social style and use their social preferences to become more effective and efficient leaders
- Are You Suggestible?** 456
- Helps students determine how much they rely on the judgment of others
  - Evaluates the need for leaders to listen and respond to their followers
  - Analyzes the importance of leaders being able to trust their own judgment
- Choosing the Best Leader** 341
- Allows students to tackle a problem-solving activity as a group
  - Increases awareness of the characteristics needed in a leader
  - Increases awareness of the different types of leaders needed in different situations
  - Promotes self-evaluation of leadership characteristics
  - Provides an opportunity to practice consensus building skills
  - Provides an opportunity to practice community building skills
- Developing a Political Platform** 429
- Provides the students with an opportunity to express a belief or opinion about which they feel strongly
  - Strengthens research skills
  - Strengthen public speaking skills
  - Helps students to gain perspective on the political process

<b>Disguises</b>	386
<ul style="list-style-type: none"> <li>• Increases awareness of the different ways that we all disguise our true selves at times</li> <li>• Evaluates the positive and negative effects of these mechanisms</li> <li>• Determines the appropriateness of the disguises the students use in their daily lives and those needed in order to be a leader</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Ethical Reasoning Inventory</b>	209
<ul style="list-style-type: none"> <li>• Explores the importance of ethics and integrity in leadership and the challenges of living an ethical life</li> <li>• Provides the students with a means to determine their own level of integrity and ethics</li> </ul>	
<b>First Impressions</b>	52
<ul style="list-style-type: none"> <li>• Examines the importance of making a positive first impression</li> <li>• Analyzes the limitations of acting only on first impressions</li> <li>• Encourages the students to really get to know one another</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>Focusing on Yourself and Others</b>	449
<ul style="list-style-type: none"> <li>• Demonstrates how easy it is to focus on yourself rather than others</li> <li>• Helps students become aware of focusing on others</li> <li>• Provides opportunities to practice an important community building skill</li> </ul>	
<b>Good Decisions / Poor Decisions</b>	352
<ul style="list-style-type: none"> <li>• Provides a tool to evaluate past decisions and learn from the outcome</li> <li>• Emphasizes the importance of learning from mistakes and successes</li> </ul>	

<b>How Can I Be a Better Leader?</b>	105
<ul style="list-style-type: none"> <li>• Improves personal leadership skills within the context of goal setting</li> <li>• Explores positive and negative leadership</li> </ul>	
<b>I'm a Great Leader</b>	128
<ul style="list-style-type: none"> <li>• Helps students recognize their own leadership abilities</li> <li>• Encourages students to visualize themselves as leaders</li> <li>• Provides an opportunity to practice presentation skills</li> <li>• Encourage students to support each other</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>Improvement</b>	347
<ul style="list-style-type: none"> <li>• Increases self awareness</li> <li>• Emphasizes the importance of self evaluation and improvement</li> <li>• Provides the students with a tool for planning future improvements</li> <li>• Provides an opportunity for reflection on the abilities and skills that each student has to offer to the class</li> </ul>	
<b>Leadership Theories</b>	378
<ul style="list-style-type: none"> <li>• Examines different theories of leadership</li> <li>• Determines which theories are the most meaningful for each student in the class</li> </ul>	
<b>Leading with Attitude</b>	326
<ul style="list-style-type: none"> <li>• Examines the importance of self-confidence and confidence in others</li> <li>• Identifies ways that each student can improve their attitude in order to be a more effective and efficient leader</li> </ul>	

<b>Learning Styles</b>	95
<ul style="list-style-type: none"> <li>• Defines three different styles of learning</li> <li>• Allows students to discover their own learning style</li> <li>• Determines the most effective ways to lead individuals who have different learning styles</li> </ul>	
<b>Letter to a Family Member</b>	477
<ul style="list-style-type: none"> <li>• Examines the importance of recognizing those individuals who support you and encourage you</li> <li>• Allows the students the opportunity to reflect on their lives</li> <li>• Strengthens community building skills</li> </ul>	
<b>Letter to a Teacher or Sponsor</b>	479
<ul style="list-style-type: none"> <li>• Examines the importance of recognizing those individuals who support you and share their insights with you</li> <li>• Allows the students the opportunity to reflect on the school year</li> <li>• Strengthens community building skills</li> </ul>	
<b>Motivating Yourself and Others</b>	404
<ul style="list-style-type: none"> <li>• Examines the importance of motivation</li> <li>• Helps student to determine how they are motivated best</li> <li>• Analyzes the most effective ways to motivate others</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>No One Spoke Up for Irma</b>	275
<ul style="list-style-type: none"> <li>• Prepare the students to deal with difficult issues that may arise in their mentoring project</li> <li>• Provides students with the opportunity to evaluate their own resiliency</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	

<b>Peer Pressure and Individualism</b>	444
<ul style="list-style-type: none"> <li>• Analyzes the power of peer pressure and the importance of acting according to individual beliefs</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Positive Thinking</b>	322
<ul style="list-style-type: none"> <li>• Provides an opportunity to reflect on personal attitude, philosophy, and perspective on life</li> <li>• Helps students to recognize the positive aspects of current situations</li> <li>• Encourages students to form a plan to turn more negative situations into positives</li> </ul>	
<b>What I Am</b>	31
<ul style="list-style-type: none"> <li>• Increases self awareness</li> <li>• Helps the students to get to know one another</li> <li>• Provides an opportunity for reflection on the abilities and skills each student has to offer the class</li> <li>• Builds public speaking skills</li> </ul>	
<b>What I Stand For</b>	221
<ul style="list-style-type: none"> <li>• Provides the students with an opportunity to examine what they stand for</li> <li>• Allows the students to create a list of moral obligations they are unwilling to compromise</li> <li>• Create a reminder of those things that are most important to each student</li> </ul>	
<b>What is Your Grade?</b>	36
<ul style="list-style-type: none"> <li>• Stresses the importance of self evaluation</li> <li>• Examines the qualities necessary to fairly evaluate others</li> </ul>	

**What I Will Become** 376

- Increases self awareness
- Provides an opportunity for reflection on the future
- Explores the importance of having long-range goals
- Strengthens public speaking skills

**What Kind of Leader am I?** 103

- Provides a self-evaluation of current leadership roles that students are assuming
- Explores positive and negative leadership

**Your Definition of Leadership** 42

- Helps students begin thinking about what it is to be a leader
- Provides a tool for self-evaluation at the end of the class
- Helps the John Ben Shepperd Public Leadership Institute provide the best quality materials possible

**Teamwork**

**Adopt a Grand-friend** 451

- Provides the students with a plan for a community service project
- Prepares the students to plan their own community service projects
- Helps students gain insight into others' situations
- Promotes the development of compassion and empathy
- Strengthens community building skills

**Assembling Squares** 118

- Encourages teamwork
- Develops non-verbal communication skills
- Provides the students an opportunity to practice community building skills

**Budgeting and Prioritizing** 366

- Allows the students to practice their complex decision-making skills
- Provides practice of budgeting and prioritizing skills
- Provides an opportunity to practice consensus building skills
- Provides opportunities to practice applying community building skills

**Choosing the Best Leader** 341

- Allows students to tackle a problem-solving activity as a group
- Increases awareness of the characteristics needed in a leader
- Increases awareness of the different types of leaders needed in different situations
- Promotes self-evaluation of leadership characteristics
- Provides an opportunity to practice consensus building skills
- Provides an opportunity to practice community building skills

**Conducting Class Meetings** 149

- Introduces the students to the skills that they need to effectively run a meeting
- Provides an opportunity to build consensus
- Provides the students an opportunity to practice community building skills

**Focusing on Yourself and Others** 449

- Demonstrates how easy it is to focus on yourself rather than others
- Helps students become aware of focusing on others
- Provides opportunities to practice an important community building skill

**Group Decisions** 113

- Explores the importance of teamwork
- Examines the concept of consensus
- Explores the difficulties involved in consensus building
- Provides the students an opportunity to practice community building skills



**Group Effort** 111

- Examines the importance of having a shared vision to accomplish group goals
- Evaluates the challenges involved in sharing that vision with group members
- Strengthens communication skills
- Stresses the importance of teamwork
- Provides the students an opportunity to practice community building skills

**The Ideal Community Service Project** 466

- Creates an opportunity for the students to use their community service experiences to create the ideal project for their group
- Reinforces the importance of the community service
- Strengthens planning skills
- Provides an opportunity to practice consensus building skills
- Strengthens public speaking skills
- Strengthens community building skills

**Leadership Approaches** 433

- Helps students to understand leadership in terms of concern for the task and concern for the followers
- Examines five approaches to leadership
- Strengthens team building skills
- Strengthens public speaking skills
- Provides opportunities to practice applying community building skills

**Leadership Styles** 303

- Examines the different styles of leadership
- Increases awareness of the benefits associated with each style of leadership
- Encourages teamwork
- Provides the students an opportunity to practice community building skills
- Strengthens public speaking skills

**Leading from the Middle** 384

- Builds trust
- Allows students to experience and analyze one difficulty of leadership
- Strengthens students' verbal communication and listening skills
- Builds teamwork
- Provides opportunities to practice applying community building skills

**New Student Survival Kits** 356

- Provides the students with a plan for a community service project
- Prepares the students to plan their own community service projects
- Helps students gain insight into others' situations and develop compassion and empathy
- Provides opportunities to practice applying community building skills

**Our Organization** 20

- Builds a sense of team identity
- Allows the class an opportunity to develop a productive working relationship
- Strengthens consensus building skills
- Provides an opportunity to analyze important community building skills

**Our Team** 33

- Builds team spirit by recognizing the contributions that each member brings to the team
- Increases student awareness of each member's potential to support and lead the team
- Helps each student develop a more positive self concept.
- Provides the students an opportunity to practice community building skills

<b>Pal for a Week</b>	124
<ul style="list-style-type: none"> <li>• Increases empathy</li> <li>• Promotes teamwork and a sense of community</li> <li>• Encourages students to help others</li> </ul>	
<b>Passive, Assertive or Aggressive?</b>	440
<ul style="list-style-type: none"> <li>• Encourages teamwork</li> <li>• Illustrates the importance of assertiveness</li> <li>• Helps students recognize passive, assertive and aggressive behaviors</li> <li>• Strengthens public speaking skills</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Penny Toss</b>	364
<ul style="list-style-type: none"> <li>• Demonstrates the advantages of giving clear and specific directions</li> <li>• Reinforces teamwork concepts</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>The Perfect Product</b>	471
<ul style="list-style-type: none"> <li>• Provides the students with an opportunity to practice the leadership skills they have acquired in the previous exercises</li> <li>• Promotes teamwork</li> <li>• Provides opportunities to practice applying community building skills</li> <li>• To provide a review of the leadership concepts the students have learned during the year</li> </ul>	
<b>Persistence</b>	312
<ul style="list-style-type: none"> <li>• Shows the importance of perseverance in goal setting</li> <li>• Encourages teamwork</li> <li>• Stresses the importance of incorporating new perspectives in a team</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	

**Positive Reinforcement** 109

- Demonstrates the benefits of positive reinforcement as a means of communication
- Provides an opportunity to analyze important community building skills

**Recognizing Your Classmates** 474

- Examines the importance of recognizing the members of the team
- Allows the students the opportunity to evaluate every class member's contributions to the class
- Strengthens community building skills

**Strength in Numbers** 315

- Demonstrates the importance of teamwork
- Explores the concept of trust
- Examines the difficulties associated with trusting another person and gaining the trust of another
- Provides the students an opportunity to practice and analyze community building skills

**Working as a Team** 145

- Increases an awareness of the benefits of teamwork
- Explores the concept of teamwork
- Provides the students an opportunity to practice community building skills
- Strengthens communication skills

**Time and Stress Management**

**Adopt a Grand-friend** 451

- Provides the students with a plan for a community service project
- Prepares the students to plan their own community service projects
- Helps students gain insight into others' situations
- Promotes the development of compassion and empathy
- Strengthens community building skills

<b>Budgeting and Prioritizing</b>	366
<ul style="list-style-type: none"> <li>• Allows the students to practice their complex decision-making skills</li> <li>• Provides practice of budgeting and prioritizing skills</li> <li>• Provides an opportunity to practice consensus building skills</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Conducting Class Meetings</b>	149
<ul style="list-style-type: none"> <li>• Introduces the students to the skills that they need to effectively run a meeting</li> <li>• Provides an opportunity to build consensus</li> <li>• Provides the students an opportunity to practice community building skills</li> </ul>	
<b>Coping with Stress</b>	330
<ul style="list-style-type: none"> <li>• Allows students to evaluate stress in their lives</li> <li>• Helps students to identify sources of stress</li> <li>• Creates a plan for managing stress</li> </ul>	
<b>Dear Abby</b>	372
<ul style="list-style-type: none"> <li>• Provides students with an effective way to relieve stress and deal with situations that cause anxiety and anger</li> <li>• Provides opportunities to practice applying community building skills</li> </ul>	
<b>Driven to Distraction</b>	78
<ul style="list-style-type: none"> <li>• Emphasizes the importance of focusing on an objective when completing a task and when working towards a goal</li> <li>• Analyzes ways to cope with distractions</li> </ul>	
<b>Games Kids Play</b>	296
<ul style="list-style-type: none"> <li>• Provides opportunities to practice planning and consensus building skills</li> <li>• Provides the students an opportunity to practice community building skills</li> <li>• Explores possible learning activities to use with the Littles</li> <li>• Sets a lesson plan for the first meeting with the Littles</li> </ul>	

**The Ideal Community Service Project** 466

- Creates an opportunity for the students to use their community service experiences to create the ideal project for their group
- Reinforces the importance of the community service
- Strengthens planning skills
- Provides an opportunity to practice consensus building skills
- Strengthens public speaking skills
- Strengthens community building skills

**In-Tray** 68

- Allows students to start thinking about their priorities in their daily lives
- Provides the students an opportunity to practice time management techniques
- Gives the students a tool to prioritize their schedules and set goals

**Mentoring** 251

- Gives students the opportunity to learn by conducting their own leadership training sessions
- Strengthens the students' commitment to improving their communities
- Provides multiple opportunities to practice positive community building skills
- Provides opportunities to make a difference in the lives of younger students

**New Student Survival Kits** 356

- Provides the students with a plan for a community service project
- Prepares the students to plan their own community service projects
- Helps students gain insight into others' situations and develop compassion and empathy
- Provides opportunities to practice applying community building skills

<b>Observing Organized Community Service</b>	317
<ul style="list-style-type: none"><li>• Provides the students with an example of an organized community service structure</li><li>• Prepares the students to plan their own community service projects</li><li>• Helps students to gain insight into others' situations and develop compassion and empathy</li><li>• Provides the students an opportunity to practice and analyze community building skills</li></ul>	
<b>Relaxation</b>	22
<ul style="list-style-type: none"><li>• Provides the students with one technique for relaxation</li></ul>	
<b>Researching Political Races</b>	154
<ul style="list-style-type: none"><li>• Increases the students' awareness of a political race and the issues affected by that race</li><li>• Increases understanding of the political process</li><li>• Strengthens public speaking skills</li><li>• Strengthens organizational skills</li></ul>	
<b>Time Management</b>	74
<ul style="list-style-type: none"><li>• Examines the importance of good time management skills</li><li>• Provides the students with one tool for managing their time</li></ul>	

# Incorporated Common Core State Standards

## English Language Standards – Reading: Literature

CCSS.ELA – Literacy RL 9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
CCSS.ELA – Literacy RL 9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
CCSS.ELA – Literacy RL 9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension or surprise
CCSS.ELA – Literacy RL 11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
CCSS.ELA – Literacy RL 11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama
CCSS.ELA – Literacy RL 11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful
CCSS.ELA – Literacy RL 11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact
CCSS.ELA – Literacy RL 11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant

## English Language Arts Standards - Writing

CCSS.ELA – Literacy W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
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CCSS.ELA – Literacy W.9-10.1c	Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims
CCSS.ELA – Literacy W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
CCSS.ELA – Literacy W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented
CCSS.ELA – Literacy W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content
CCSS.ELA – Literacy W.9-10.2a	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension
CCSS.ELA – Literacy W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic
CCSS.ELA – Literacy W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic
CCSS.ELA – Literacy W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic
CCSS.ELA – Literacy W.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
CCSS.ELA – Literacy W.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented
CCSS.ELA – Literacy W.9-10.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
CCSS.ELA – Literacy W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

CCSS.ELA – Literacy W.9-10.6	Use technology, including the internet, to produce, publish and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically
CCSS.ELA – Literacy W.9-10.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
CCSS.ELA – Literacy W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
CCSS.ELA – Literacy W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
CCSS.ELA – Literacy W.11- 12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence
CCSS.ELA – Literacy W.11- 12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases.
CCSS.ELA – Literacy W.11- 12.1c	Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims
CCSS.ELA – Literacy W.11- 12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
CCSS.ELA – Literacy W.11- 12.1e	Provide a concluding statement or section that follows from and supports the argument presented
CCSS.ELA – Literacy W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content

CCSS.ELA – Literacy W.11- 12.2a	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; including formatting, graphics and multimedia when useful to aiding comprehension
CCSS.ELA – Literacy W.11- 12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic
CCSS.ELA – Literacy W.11- 12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts
CCSS.ELA – Literacy W.11- 12.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic
CCSS.ELA – Literacy W.11- 12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
CCSS.ELA – Literacy W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented
CCSS.ELA – Literacy W.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
CCSS.ELA – Literacy W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
CCSS.ELA – Literacy W.11-12.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
CCSS.ELA – Literacy W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

CCSS.ELA – Literacy WHST.9- 10.1	Write arguments focused on discipline-specific content
CCSS.ELA – Literacy WHST.9- 10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons and evidence
CCSS.ELA – Literacy WHST.9- 10.1b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns
CCSS.ELA – Literacy WHST.9- 10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
CCSS.ELA – Literacy WHST.9- 10.1e	Provide a concluding statement or section that follows from or supports the argument presented
CCSS.ELA – Literacy WHST.9- 10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes
CCSS.ELA – Literacy WHST.9- 10.2a	Introduce a topic and organize ideas, concepts and information to make important connections and distinctions; including formatting, graphics and multimedia when useful to aiding comprehension
CCSS.ELA – Literacy WHST.9- 10.2b	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic
CCSS.ELA – Literacy WHST.9- 10.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion and clarify the relationships among ideas and concepts

CCSS.ELA – Literacy WHST.9- 10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers
CCSS.ELA – Literacy WHST.9- 10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
CCSS.ELA – Literacy WHST.9- 10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented
CCSS.ELA – Literacy WHST.9- 10.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
CCSS.ELA – Literacy WHST.9- 10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
CCSS.ELA – Literacy WHST.9- 10.6	Use technology, including the internet, to produce, publish and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically
CCSS.ELA – Literacy WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
CCSS.ELA – Literacy WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
CCSS.ELA – Literacy WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection and research

CCSS.ELA – Literacy WHST.9- 10.10	Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audiences
CCSS.ELA – Literacy WHST 11- 12.1	Write arguments focused on discipline-specific content
CCSS.ELA – Literacy WHST.11- 12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence
CCSS.ELA – Literacy WHST.11- 12.1b	Develop claim(s) and counterclaims fairly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values and possible biases
CCSS.ELA – Literacy WHST.11- 12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
CCSS.ELA – Literacy WHST.11- 12.1e	Provide a concluding statement or section that follows from or supports the argument presented
CCSS.ELA – Literacy WHST.11- 12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes
CCSS.ELA – Literacy WHST.11- 12.2a	Introduce a topic and organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; including formatting, graphics and multimedia when useful to aiding comprehension
CCSS.ELA – Literacy WHST.11- 12.2b	Develop the topic thoroughly by selecting the most relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic

CCSS.ELA – Literacy WHST.11- 12.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts
CCSS.ELA – Literacy WHST.11- 12.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as the expertise of likely readers
CCSS.ELA – Literacy WHST.11- 12.2e	Provide a concluding statement or section that follows from and supports the information or explanation presented
CCSS.ELA – Literacy WHST.11- 12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
CCSS.ELA – Literacy WHST.11- 12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
CCSS.ELA – Literacy WHST.11- 12.6	Use technology, including the internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information
CCSS.ELA – Literacy WHST.11- 12.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
CCSS.ELA – Literacy WHST.11- 12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
CCSS.ELA – Literacy WHST.11- 12.9	Draw evidence from informational texts to support analysis, reflection and research

CCSS.ELA – Literacy WHST.11- 12.10	Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audiences
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#### English Language Arts Standards – Language

CCSS.ELA – Literacy L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
CCSS.ELA – Literacy L.9-10.1b	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations
CCSS.ELA – Literacy L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing
CCSS.ELA – Literacy L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening
CCSS.ELA – Literacy L.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type
CCSS.ELA – Literacy L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
CCSS.ELA – Literacy L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing
CCSS.ELA – Literacy L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening

#### English Language Arts – Speaking and Listening

CCSS.ELA – Literacy SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners of grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively
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CCSS.ELA – Literacy SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
CCSS.ELA – Literacy SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed
CCSS.ELA – Literacy SL.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions
CCSS.ELA – Literacy SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented
CCSS.ELA – Literacy SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source
CCSS.ELA – Literacy SL.9-10.3	Evaluate a speaker’s point of view, reasoning and use evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
CCSS.ELA – Literacy SL.9-10.4	Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose audience and task
CCSS.ELA – Literacy SL.9-10.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence to add interest
CCSS.ELA – Literacy SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
CCSS.ELA – Literacy SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively
CCSS.ELA – Literacy SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas

CCSS.ELA – Literacy SL.11- 12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed
CCSS.ELA – Literacy SL.11- 12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives
CCSS.ELA – Literacy SL.11- 12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task
CCSS.ELA – Literacy SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
CCSS.ELA – Literacy SL.11-12.3	Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used
CCSS.ELA – Literacy SL.11-12.4	Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose audience and a range of formal and informal tasks
CCSS.ELA – Literacy SL.11-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence and to add interest
CCSS.ELA – Literacy SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

#### English Language Arts Standards – History/Social Studies

CCSS.ELA – Literacy RH 9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
CCSS.ELA – Literacy RH 9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text

CCSS.ELA – Literacy RH 9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them
CCSS.ELA – Literacy RH 9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science.
CCSS.ELA – Literacy RH 9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
CCSS.ELA – Literacy RH 9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts
CCSS.ELA – Literacy RH 9-10.9	Compare and contrast treatments of the same topic in several primary and secondary source
CCSS.ELA – Literacy RH 11- 12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole
CCSS.ELA – Literacy RH 11- 12.2	Determine the central ideas or information of primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas
CCSS.ELA – Literacy RH 11- 12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
CCSS.ELA – Literacy RH 11- 12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence
CCSS.ELA – Literacy RH 11- 12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem
CCSS.ELA – Literacy RH 11- 12.8	Evaluate an author's premises, claims and evidence by corroborating or challenging them with other information

CCSS.ELA – Literacy RH 9-10.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
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Source: Common Core State Standards Initiative, [www.corestandards.org](http://www.corestandards.org)

# Incorporated Texas Essential Knowledge and Skills

## Chapter 113. Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School

### 113.41 United States History Studies Since 1877

c2	The student understands traditional historical points of reference in U.S. history from 1877 to the present.
c23	Citizenship. The student understands efforts to expand the democratic process.
c23C	The student is expected to explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a “more perfect union.”
c24	Citizenship. The student understands the importance of effective leadership in a constitutional republic.
c24A	The student is expected to describe qualities of effective leadership.
c29	Social studies skills: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.
c29A	The student is expected use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions.
c29B	The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions
c29E	The student is expected to evaluate the validity of a source based on language, corroboration with other sources and information about the author, including points of view, frames of reference and historical context
c29G	The student is expected to identify and support with historical evidence a point of view on a social studies issue or issue
c29H	The student is expected to use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures and political cartoons
c30	Social Studies Skills. The student communicates in written, oral and visual forms.

c30A	The student is expected to create written, oral, and visual presentations of social studies information.
c30B	The student is expected to use correct social studies terminology to explain historical concepts.
c30C	The student is expected to use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software, if appropriate.
c32	Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.
c32A	The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
c32B	The student is expected to use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences and take action to implement a decision.

#### Social Studies 113.42 World History Studies

c22	Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship.
c22B	The student is expected to identify the influence of ideas regarding the right to a “trial by a jury of your peers” and the concepts of “innocent until proven guilty” and “equality before the law” that originated from the Judeo-Christian legal tradition and in Greece and Rome.
c29	Social Studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.
c29G	The student is expected to construct a thesis on a social studies issue or event supported by evidence.
c29H	The student is expected to use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.
c30	Social Studies skills. The student communicates in written, oral and visual forms.
c30A	The student is expected to use social studies terminology correctly.
c30B	The student is expected to use standard grammar, spelling, sentence structure and punctuation.
c30C	The student is expected to interpret and create written, oral and visual presentations of social studies information.

c30D	The student is expected to transfer information form one medium to another.
c31	Social studies skills. The student uses problem-solving and decisions-making skills, working independently and with others, in a variety of settings.
c31A	The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution and evaluation the effectiveness of the solution.
c31B	The student is expected to use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences and take action to implement a decision.

#### 113.43 World Geography Studies

c14	Government. The student understands the processes that influence political divisions, relationships and policies.
c14A	The student is expected to analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions.
c15	Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national and international levels.
c15A	The student is expected to identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, nation and international levels.
c15B	The student is expected to explain how citizenship practices, public policies and decision making may be influenced by cultural beliefs, including nationalism and patriotism.

#### 113.44 United States Government

c2	The student understands the roles played by individuals, political parties, interest groups and the media in the US political system, past and present.
c2A	The student is expected to give examples of the processes used by individuals, political parties, interest groups or the media to affect public policy.
c2B	The student is expected to analyze the impact of political changes brought about by individuals, political parties, interest groups or the media, past and present.

c8	The student understands the structure and functions of the government created by the US Constitution.
c8A	The student is expected to analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees and the procedure for enacting laws.
c8B	The student is expected to analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments.
c8G	The student is expected to explain the major responsibilities of the federal government for domestic and foreign policy such as national defense.
c8H	The student is expected to compare the structures, functions and processes of national, state and local governments in the US federal system
c10	The student understands the processes for filling public offices in the US system of government.
c10A	The student is expected to compare different methods of filling public offices, including elected and appointed offices at the local, state and national levels.
c10B	The student is expected to explain the process of electing the president of the United States and analyze the Electoral College.
c11	The student understands the role of political parties in the US system of government.
c11A	The student is expected to analyze the functions of political parties and their role in the electoral process at local, state and national levels.
c11C	The student is expected to identify opportunities for citizens to participate in political party activities at local, state and national levels.
c14	The student understands the difference between personal and civic responsibilities.
c14A	The student is expected to explain the difference between personal and civic responsibilities.
c14C	The student is expected to understand the responsibilities, duties and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes and serving the public good.
c14D	The student is expected to understand the voter registration process and the criteria for voting in elections.
c15	The student understands the importance of voluntary individual participation in the US constitutional republic.



c15A	The student is expected to analyze the effectiveness of various methods of participation in the political process at local, state and national levels.
c15B	The student is expected to analyze historical and contemporary examples of citizen movements to bring about political change or maintain continuity.
c20	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.
c20A	The student is expected to analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions and drawing inferences and conclusions.
c20B	The student is expected to create a product on contemporary government issue or topic using critical methods of inquiry.
c20C	The student is expected to analyze and defend a point of view on a current political issue.
c20D	The student is expected to analyze and evaluate the validity of information, arguments and counterarguments from primary and secondary sources for bias, propaganda, point of view and frame of reference.
c21	The student communicates in written, oral and visual forms.
c21A	The student is expected to use social studies terminology correctly.
c21B	The student is expected to use standard grammar, spelling, sentence structure and punctuation.
c21C	The student is expected to transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.
c21D	The student is expected to create written and visual presentations of social studies information.
c22	The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.
c22A	The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution and evaluation the effectiveness of the solution.
c22B	The student is expected to use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences and take action to implement a decision.

### 113.47 Special Topics in Social Studies

c1	The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.
c1A	The student is expected to apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives.
c1B	The student is expected to evaluate effects of major political, economic and social conditions on a selected social studies topic.
c1D	The student is expected to examine the role of diverse communities in the context of the selected topic.
c1E	The student is expected to analyze ethical issues raised by the selected topic in historic, cultural and social contexts.
c1F	The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution and evaluation the effectiveness of the solution.
c1G	The student is expected to use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences and take action to implement a decision.
c2	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.
c2A	The student is expected to locate, analyze, organize, synthesize, evaluate and apply information about the selected topic, identifying describing and evaluation multiple points of view.
c2C	The student is expected to read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
c3	The student creates written, oral and visual presentations of social studies information.
c3A	The student is expected to apply the conventions of usage and mechanics of written English.
c3B	The student is expected to use social studies terminology correctly.
c3C	The student is expected to use appropriate oral communication techniques.
c3D	The student is expected to construct a thesis that is supported by evidence.
c3E	The student is expected to recognize and evaluate counter arguments.

c3G	The student is expected to develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as <i>Modern Language Associate Style Manual</i> (MLA) and <i>Chicago Manual of Style</i> (CMS) to document sources and format written materials.
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**Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C, High School**

**110.31 English Language Arts and Reading, English I**

b6	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective or describe a situation or event.
b8	Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical and contemporary contexts and provide evidence from the text to their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author’s purpose.
b9	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
b9A	Students are expected to summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion.
b9B	Students are expected to differentiate between opinions that are substantiated and unsubstantiated in the text.
b9D	Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.
b10	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.
b10B	Students are expected to analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors’ propositions.
b13	Students use elements of the writing process to compose text.

b13A	Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies, and developing a thesis or controlling idea.
b13B	Students are expected to structure ideas in a sustained and persuasive way and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning.
b13C	Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience and genre have been addressed.
b13D	Students are expected to edit drafts for grammar, mechanics and spelling.
b13E	Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
b15	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
b15A	Students are expected to write an analytical essay of sufficient length
b15Ai	that includes effective introductory and concluding paragraphs and a variety of sentence structures.
b15Aii	that includes rhetorical devices and transitions between paragraphs.
b15Aiii	that includes a controlling idea or thesis.
b15Aiv	that includes an organizing structure appropriate to the purpose, audience and context.
b15Av	that includes relevant information and valid inferences.
b16	Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience
b16A	that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence.
b16B	that includes consideration of the whole range of information and views on the topic and accurate and honest representation of these views.
b16C	that includes counter-arguments based on evidence to anticipate and address objections.
b16D	that includes an organizing structure appropriate to the purpose, audience and context.

b16E	that includes an analysis of the relative value of specific data, facts and ideas.
b19	Students spell correctly. Students are expected to spell correctly, including various resources to determine and check correct spelling.
b20	Students ask open-ended research questions and develop a plan for answering them.
b20A	Students are expected to brainstorm, consult with others, decide upon a topic and formulate a major research question to address the major research topic.
b20B	Students are expected to formulate a plan for engaging in research on a complex, multi-faceted topic.
b21	Students determine, locate and explore the full range of relevant sources addressing a research question and systematically record the information they gather.
b21A	Students are expected to follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry.
b21B	Students are expected to organize information gathered from multiple sources to create a variety of graphics and forms.
b21C	Students are expected to paraphrase, summarize, quote and accurately cite all researched information according to a standard format.
b22	Students clarify research questions and evaluate and synthesize collected information.
b22A	Students are expected to modify the major research question as necessary to refocus the research plan.
b22B	Students are expected to evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources by examining their authority and objectivity.
b22C	Students are expected to critique the research process at each step to implement changes as the need occurs and is identified.
b23	Students organize and present their ideas and information according to the purpose of the research and their audience.
b23A	Students are expected to synthesize the research into a written or an oral presentation that marshals evidence in support of a clear thesis statement and related claims.
b23B	Students are expected to synthesize the research into a written or an oral presentation that provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view.

b23C	Students are expected to synthesize the research into a written or an oral presentation that uses graphics and illustrations to help explain concepts where appropriate.
b23D	Students are expected to synthesize the research into a written or an oral presentation that uses a variety of evaluative tools to examine the quality of the research.
b23E	Students are expected to synthesize the research into a written or an oral presentation that uses a style manual to document sources and format written materials.
b24	Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.
b24B	Students are expected to follow and give complex oral instructions to perform specific tasks, answer questions, solve problems and complete processes.
b24C	Students are expected to evaluate the effectiveness of a speaker's main and supporting ideas.
b25	Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using information, formal and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate, volume, enunciation, purposeful gestures and conventions of language to communicate ideas effectively.
b26	Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building and setting ground rules for decision-making.

#### 110.32 English Language Arts and Reading, English II

b6	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.
b9	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding

b9A	Students are expected to summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique
b9B	Students are expected to distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts
b9C	Students are expected to make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns
b9D	Students are expected to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.
b13	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
b13A	Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
b13B	Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning
b13C	Students are expected to revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed
b13D	Students are expected to edit drafts for grammar, mechanics, and spelling
b13E	Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
b15	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
b15A	Students are expected to write an analytical essay of sufficient length
b15Ai	that includes effective introductory and concluding paragraphs and a variety of sentence structures
b15Aii	that includes rhetorical devices, and transitions between paragraphs

b15Aiii	that includes a thesis or controlling idea
b15Aiv	that includes an organizing structure appropriate to purpose, audience, and context
b15Av	that includes relevant evidence and well-chosen details
b15Avi	that includes distinctions about the relative value of specific data, facts, and ideas that support the thesis statement
b16	Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience
b16A	that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence
b16B	that includes consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context)
b16C	that includes counter-arguments based on evidence to anticipate and address objections
b16D	that includes an organizing structure appropriate to the purpose, audience, and context
b16E	that includes an analysis of the relative value of specific data, facts, and ideas
b16F	that includes a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).
b23	Students organize and present their ideas and information according to the purpose of the research and their audience.
b23A	Students are expected to synthesize the research into a written or an oral presentation that marshals evidence in support of a clear thesis statement and related claims
b23B	Students are expected to synthesize the research into a written or an oral presentation that provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view
b23C	Students are expected to synthesize the research into a written or an oral presentation that uses graphics and illustrations to help explain concepts where appropriate
b23D	Students are expected to synthesize the research into a written or an oral presentation that uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research



b23E	Students are expected to synthesize the research into a written or an oral presentation that uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i> ) to document sources and format written materials
b25	Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
b26	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.

### 110.33 English Language Arts and Reading, English III

b6	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.
b8	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.
b9	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding
b9A	Students are expected to summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion

b9B	Students are expected to distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported
b9C	Students are expected to make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns
b9D	Students are expected to synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.
b10	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis
b10A	Students are expected to evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts
b10B	Students are expected to analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.
b13	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text
b13A	Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
b13B	Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning
b13C	Students are expected to revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases
b13D	Students are expected to edit drafts for grammar, mechanics, and spelling

b13E	Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
b15	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
b15A	Students are expected to write an analytical essay of sufficient length
b15Ai	that includes effective introductory and concluding paragraphs and a variety of sentence structures rhetorical devices, and transitions between paragraphs
b15Aii	that includes rhetorical devices, and transitions between paragraphs
b15Aiii	that includes a clear thesis statement or controlling idea
b15Aiv	that includes a clear organizational schema for conveying ideas
b15Av	that includes relevant and substantial evidence and well-chosen details
b15Avi	that includes information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources
b15C	Students are expected to write an interpretation of an expository or a literary text
b15Ci	that advances a clear thesis statement
b15Cii	that addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text
b15Ciii	that analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices
b15Civ	that identifies and analyzes the ambiguities, nuances, and complexities within the text
b15Cv	that anticipates and responds to readers' questions or contradictory information
b17	Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.
b17A	Students are expected to use and understand the function of different types of clauses and phrases
b17B	Students are expected to use a variety of correctly structured sentences
b18	Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization

b19	Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.
b20	Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.
b20A	Students are expected to follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source
b20B	Students are expected to systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences
b22	Students clarify research questions and evaluate and synthesize collected information.
b22A	Students are expected to modify the major research question as necessary to refocus the research plan
b22B	Students are expected to differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument
b22C	Students are expected to critique the research process at each step to implement changes as the need occurs and is identified.
b23	Students organize and present their ideas and information according to the purpose of the research and their audience.
b23A	Students are expected to synthesize the research into an extended written or oral presentation that provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information
b23B	Students are expected to synthesize the research into an extended written or oral presentation that uses a variety of formats and rhetorical strategies to argue for the thesis
b23C	Students are expected to synthesize the research into an extended written or oral presentation that develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments

b23D	Students are expected to synthesize the research into an extended written or oral presentation that uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i> ) to document sources and format written materials
b23E	Students are expected to synthesize the research into an extended written or oral presentation that is of sufficient length and complexity to address the topic.
b24	Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.
b24A	Students are expected to listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions
b24B	Students are expected to evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.
b25	Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
b26	Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.

110.34 English Language Arts and Reading, English IV

b6	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.
b8	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.
b9	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
b9A	Students are expected to summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion
b9B	Students are expected to explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints
b9C	Students are expected to make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns
b9D	Students are expected to synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.
b10	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.
b10A	Students are expected to evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text
b10B	Students are expected to draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.

b13	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
b13A	Students are expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea
b13B	Students are expected to structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning
b13C	Students are expected to revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases
b13D	Students are expected to edit drafts for grammar, mechanics, and spelling
b13E	Students are expected to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
b16	Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.
b16A	Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes a clear thesis or position based on logical reasons with various forms of support.
b16B	Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes accurate and honest representation of divergent views (i.e., in the author's own words and not out of context).
b16C	Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context.
b16D	Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes information on the complete range of relevant perspectives.

b16E	Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes demonstrated consideration of the validity and reliability of all primary and secondary sources used.
b16F	Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).
b16G	Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.
b17	Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.
b17A	Students are expected to use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases)
b17B	Students are expected to use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).
b18	Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.
b19	Students are expected to spell correctly, including using various resources to determine and check correct spellings.
b20	Students ask open-ended research questions and develop a plan for answering them.
b20A	Students are expected to brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.
b20B	Students are expected to formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.
b21	Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.



b21A	Students are expected to follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source.
b21B	Students are expected to systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences
b21C	Students are expected to paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.
b22	Students clarify research questions and evaluate and synthesize collected information.
b22A	Students are expected to modify the major research question as necessary to refocus the research plan
b22B	Students are expected to differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument
b22C	Students are expected to critique the research process at each step to implement changes as the need occurs and is identified.
b23	Students organize and present their ideas and information according to the purpose of the research and their audience.
b23A	Students are expected to synthesize the research into an extended written or oral presentation that provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information
b23B	Students are expected to synthesize the research into an extended written or oral presentation that uses a variety of formats and rhetorical strategies to argue for the thesis
b23C	Students are expected to synthesize the research into an extended written or oral presentation that develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments

b23D	Students are expected to synthesize the research into an extended written or oral presentation that uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i> ) to document sources and format written materials
b23E	Students are expected to synthesize the research into an extended written or oral presentation that is of sufficient length and complexity to address the topic.
b24	Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.
b24A	Students are expected to listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions
b24B	Students are expected to assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.
b25	Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
b26	Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.

#### 110.54 Practical Writing Skills

b1	The student uses the conventions and mechanics of written English to communicate clearly.
b1A	Students are expected to employ written conventions appropriately such as capitalizing and punctuating for various forms
b1B	Students are expected to use correct spelling

b1C	Students are expected to produce error-free writing by demonstrating control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and appropriate verb forms
b1D	Students are expected to use varied sentence structures to express meanings and achieve desired effect
b1E	Students are expected to use appropriate vocabulary.
b2	The student uses recursive writing processes as appropriate for self-initiated and assigned writing.
b2A	Students are expected to apply prewriting strategies to generate ideas and plan
b2B	Students are expected to develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting
b2C	Students are expected to use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose
b2D	Students are expected to use effective sequence and transitions to achieve coherency
b2E	Students are expected to revise drafts by rethinking content, organization, and style to better accomplish the task
b2F	Students are expected to edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft
b2G	Students are expected to use resources such as texts and other people as needed for proofreading, editing, and revising
b2H	Students are expected to use available technology for creating, revising, editing, and publishing texts.
b3	The student reads and writes for a variety of audiences and purposes.
b3A	Students are expected to read a variety of informational text
b3B	Students are expected to write informational text
b3C	Students are expected to practice effective, efficient note taking.
b4	The student evaluates his/her own writing and the writing of others.
b4A	Students are expected to evaluate how well writing achieves its purposes
b4B	Students are expected to analyze and discuss published pieces as writing models
b4C	Students are expected to review written work to determine its strengths and weaknesses and to set goals as a writer.
b5	The student analyzes informational text.

b5A	Students are expected to use effective reading strategies to determine a written work's purpose and intended audience
b5B	Students are expected to identify explicit and implicit textual information, including main ideas and author's purpose
b5C	Students are expected to draw and support complex inferences from text to distinguish facts from opinions
b5D	Students are expected to analyze the author's quality of evidence for an argument
b5E	Students are expected to evaluate the use of both literal and figurative language
b5F	Students are expected to analyze the audience and purpose of informational and persuasive text
b5G	Students are expected to analyze how an author's use of language creates imagery and mood
b5H	Students are expected to analyze insights gained from text to text, text to self, and text to world.
b6	The student understands new vocabulary and concepts and uses them accurately in reading, speaking, and writing.
b6A	Students are expected to apply knowledge of roots and affixes to infer the meanings of new words
b6B	Students are expected to use reference guides to confirm the meanings of new words and concepts.

### 110.57 Public Speaking I, II, III

b1	The student traces the development of the rhetorical perspective.
b1C	Students are expected to analyze how modern public address influences public opinion and policy in a democratic republic
b1D	Students are expected to analyze the ethical responsibilities that accompany freedom of speech
b1E	Students are expected to develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches
b1F	Students are expected to apply knowledge and understanding of rhetoric to analyze and evaluate oral or written speeches
b2	The student recognizes and analyzes varied speech forms.
b2A	Students are expected to identify and analyze the traditional elements of speech form, including introduction, body, and conclusion

b2B	Students are expected to identify and analyze logical patterns of organization for specific speech forms
b2C	Students are expected to identify and analyze the characteristics of a speech to inform
b2D	Students are expected to identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy
b2E	Students are expected to identify and analyze characteristics of speeches for special occasions
b2F	Students are expected to analyze and evaluate the rhetorical elements in models of speeches that inform, persuade, or inspire
b3	The student plans speeches.
b3A	Students are expected to identify and analyze the audience and occasion as a basis for choosing speech strategies
b3B	Students are expected to select and limit topics for speeches considering his/her own interests, timeliness, and the importance of the topic
b3C	Students are expected to select and limit purposes for speeches
b3D	Students are expected to research topics using primary and secondary sources, including electronic technology
b3E	Students are expected to analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion
b4	The student organizes speeches.
b4A	Students are expected to apply knowledge of speech form to organize and design speeches
b4B	Students are expected to organize speeches effectively for specific topics, purposes, audiences, and occasions
b4C	Students are expected to choose logical patterns of organization for bodies of speech
b4D	Students are expected to prepare outlines reflecting logical organization
b4E	Students are expected to analyze and evaluate the organization of oral or written speech models.
b6	The student uses valid proofs and appeals in speeches.
b6A	Students are expected to analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches
b6B	Students are expected to choose logical proofs and appeals that meet standard tests of evidence

b6C	Students are expected to use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches
b6D	Students are expected to choose proofs and appeals that enhance a specific topic, purpose, and tone
b6E	Students are expected to choose and develop appropriate devices for introductions and conclusions
b6F	Students are expected to choose or produce effective visual supports
b7	The student uses appropriate strategies for rehearsing and presenting speeches.
b7A	Students are expected to employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas
b7B	Students are expected to rehearse and employ a variety of delivery strategies
b7C	Students are expected to develop verbal, vocal, and physical skills to enhance presentations
b7D	Students are expected to use notes, manuscripts, rostrum, visual aids, and/or electronic devices
b7E	Students are expected to interact with audiences appropriately
b8	The student analyzes and evaluates speeches.
b8A	Students are expected to use critical, deliberative, and appreciative listening skills to evaluate speeches
b8B	Students are expected to critique speeches using knowledge of rhetorical principles.

#### 110.58 Communication Applications

b1	The student demonstrates knowledge of various communication processes in professional and social contexts.
b1A	Students are expected to explain the importance of effective communication skills in professional and social contexts;
b1B	Students are expected to identify the components of the communication process and their functions;
b1C	Students are expected to identify standards for making appropriate communication choices for self, listener, occasion, and task;
b1D	Students are expected to identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately;
b1E	Students are expected to identify types of nonverbal communication and their effects;

b1F	Students are expected to recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance;
b1G	Students are expected to identify the components of the listening process;
b1H	Students are expected to identify specific kinds of listening such as critical, deliberative, and empathic;
b1I	Students are expected to recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions;
b1J	Students are expected to identify and analyze ethical and social responsibilities of communicators;
b1K	Students are expected to recognize and analyze appropriate channels of communication in organizations.
b2	The student uses appropriate interpersonal communication strategies in professional and social contexts.
b2A	Students are expected to identify types of professional and social relationships, their importance, and the purposes they serve;
b2B	Students are expected to employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships;
b2C	Students are expected to use communication management skills to develop appropriate assertiveness, tact, and courtesy;
b2D	Students are expected to use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;
b2E	Students are expected to send clear and appropriate requests, provide clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others;
b2F	Students are expected to participate appropriately in conversations;
b2G	Students are expected to communicate effectively in interviews;
b2H	Students are expected to identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age;
b2I	Students are expected to analyze and evaluate the effectiveness of one's own and others' communication.
b3	The student communicates effectively in groups in professional and social contexts.
b3A	Students are expected to identify kinds of groups, their importance, and the purposes they serve;

b3B	Students are expected to analyze group dynamics and processes for participating effectively in groups;
b3C	Students are expected to identify and analyze the roles of group members and their influence on group dynamics;
b3D	Students are expected to demonstrate understanding of group roles and their impact on group effectiveness;
b3E	Students are expected to use appropriate verbal, nonverbal, and listening skills to promote group effectiveness;
b3F	Students are expected to identify and analyze leadership styles;
b3G	Students are expected to use effective communication strategies in leadership roles;
b3H	Students are expected to use effective communication strategies for solving problems, managing conflicts, and building consensus in groups;
b3I	Students are expected to analyze the participation and contributions of group members and evaluate group effectiveness.
b4	The student makes and evaluates formal and informal professional presentations.
b4A	Students are expected to analyze the audience, occasion, and purpose when designing presentations;
b4B	Students are expected to determine specific topics and purposes for presentations;
b4C	Students are expected to research topics using primary and secondary sources, including electronic technology;
b4D	Students are expected to use effective strategies to organize and outline presentations;
b4E	Students are expected to use information effectively to support and clarify points in presentations;
b4F	Students are expected to prepare scripts or notes for presentations;
b4G	Students are expected to prepare and use visual or auditory aids, including technology, to enhance presentations;
b4H	Students are expected to use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;
b4I	Students are expected to use effective verbal and nonverbal strategies in presentations;
b4J	Students are expected to make group presentations to inform, persuade, or motivate an audience;
b4K	Students are expected to make individual presentations to inform, persuade, or motivate an audience;



b4L	Students are expected to participate in question-and-answer sessions following presentations;
b4M	Students are expected to apply critical-listening strategies to evaluate presentations;
b4N	Students are expected to evaluate effectiveness of his/her own presentation.

### 110.60 Debate I, II, III

b2	The student analyzes controversial issues.
b2A	Students are expected to use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy;
b2B	Students are expected to accurately phrase and define debatable propositions;
b2C	Students are expected to analyze and evaluate propositions and related issues presented in academic and public settings;
b2D	Students are expected to recognize, analyze, and use various debate formats to support propositions.
b9	The student uses effective communication skills in debating.
b9A	Students are expected to use precise language and effective verbal skills in argumentation and debate;
b9B	Students are expected to use effective nonverbal communication in argumentation and debate;
b9C	Students are expected to use effective critical-listening strategies in argumentation and debate;
b9D	Students are expected to demonstrate ethical behavior and courtesy during debate
b9E	Students are expected to develop extemporaneous speaking skills.

Source: TEC Chapter 113. Subchapter C and TAC Chapter 110. Subchapter C.

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