STUDENT LEADERSHIP DEVELOPMENT ACTIVITIES AND RESOURCES

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STUDENT LEADERSHIP DEVELOPMENT ACTIVITIES AND RESOURCES

A Project

by

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Abstract

of

STUDENT LEADERSHIP DEVELOPMENT ACTIVITIES AND RESOURCES

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Statement of the Problem

Student leadership is a high school elective course. There is not a designated resource for instruction and curriculum to teach leadership at Del Oro High School in Loomis, California. There are many different resources for new or current activities directors to use to teach various leadership skills to the leadership students; however, there are so many different strategies, ideas, lessons, and topics available that it can be very overwhelming locating and selecting a cohesive set of activities to structure a high school student leadership course. Therefore, this project is designed to provide the researcher with a collection of resources specific to the concepts and principles typical in a leadership course. These resources will be tailored specifically to the curriculum and instruction of the student leadership program at Del Oro High School.
Sources of Data

To support this project, information was obtained through various leadership-based literature, workshops, classes, books, and educational magazines. Some of the activities in this project were redeveloped from the leadership experiences of the author.

Conclusion Reached

Through research and high school leadership experience, the author concluded that lessons that teach to specific leadership development skills were needed for the instruction of the leadership class at Del Oro High School. This project was mainly created to address the pedagogical needs of the author who finds a collection of student leadership development activities and resources beneficial to the instruction of a high school leadership class; however, the activities and resources can be adapted and changed to meet the needs of other activities directors and leadership classes.

_____________________________, Committee Chair
Dr. Nancy Cecil

_____________________________
Date
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Chapter 1

INTRODUCTION

Statement of the Problem

Since student leadership is a high school elective, there is not a designated resource for instruction and curriculum. There are many different resources for new or current activities directors to use to teach various leadership skills; however, there are so many different strategies, ideas, lessons, and topics available that it can be very overwhelming locating and selecting a cohesive set of activities to structure a high school student leadership course.

This project is designed to provide the researcher with a collection of resources specific to the concepts and principles typical in a leadership course. There are some collections of activities and lesson plans in books that are available for activities directors to use and adapt in the leadership classroom. Currently, however, there is not a cohesive set of activities available to instruct the specific needs and desired outcomes of the leadership course offered at Del Oro. The resources created by the present researcher will be tailored specifically to the curriculum and instruction of the student leadership program at Del Oro High School.

Project Rationale

At Del Oro High School, student leadership is an elective course that promotes school culture and community. The students in the student leadership class unite the school’s students, staff and administration through various projects and events. In order to create a positive and supportive school wide community, the leadership
students must possess and continually develop many different leadership skills and abilities. Leadership students must learn to be effective leaders in order to organize and lead the school. The students work with various individuals and groups. They cooperate with their classmates, other Del Oro students, staff and administration. Also, the leadership students work with people in their community when they organize and conduct community service projects. The students are constantly working with others to create a united school and community atmosphere.

The students in the class are placed in leadership positions where they must plan, organize, and conduct a variety of projects and events. They need to have and constantly develop their leadership skills and abilities in order to effectively manage the projects or events they lead. The students at Del Oro are taught a variety of leadership skills and techniques throughout each term of the school year. The leadership development skills and techniques they practice and learn become skills that students can carry with them for the rest of their lives.

A set of lesson plans or an activities book did not exist for a new teacher taking over the activities director’s position at Del Oro High School. This resource of lessons is created for the high school activities director that teaches and advises the Del Oro High School’s student leadership programs. The resource binder provides a new activities director at Del Oro with lesson plans and activities that he or she can implement in the leadership program. The resource binder is organized into different sections according to the existing broad student leadership course outline at Del Oro High School. This project is further influenced and organized based on the moral
education program CHARACTER COUNTS! (Josephson, 2009), and the standards created by the California Association of Directors of Activities (CADA) and the California Association of Student Leaders (CASL) (2003). Common themes from the CHARACTER COUNTS!, CADA and CASL standards manual, and the existing Del Oro leadership program (2009) will be the main structure of the resource binder. By creating a broad arrangement of activities and lesson plans, activities directors outside of Del Oro High School may use and adapt the different resources and lessons according to the needs of their specific leadership program. However, the main focus of the resource is to provide Del Oro’s activities director with a resource filled with activities and lessons to use in the leadership course at Del Oro. The lessons model, introduce, and put into practice a variety of different leadership development skills and techniques.

The primary topic of the resource binder is student leadership development. The resource of activities contains information, lessons, themes, and activities from a variety of sources. For example, the resource binder includes sections of the current leadership program at Del Oro (2009), CADA and CASL standards manual (2003), and the themes of the CHARACTER COUNTS! Program (Josephson, 2009) are adapted and combined to create one cohesive set of lessons that teach to the students in Del Oro’s leadership classroom.

Part one of the resource binder focuses on narrow topics that need to be included throughout the first four to six weeks of Del Oro High School’s student leadership program. For example, it contains the sections of team building, classroom
community, individual personality traits, group personality traits, core values, mission statements, and purpose. These lessons can also be used throughout the term to teach to the specific needs of the class.

Part two covers both lessons and application of activities that teach to the specific moral development needs of the students and class throughout the term. The moral development topics included in this project are adopted from Michael Josephson’s CHARACTER COUNTS! program (2009). The theme topics include trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Part three consists of the two strands provided by the CADA and CASL standards manual (2003). The first strand is communication and contains the following standards topics: written communication, interviewing skills, public speaking, crowd control, conflict resolution, creative thinking, evaluation, and interpersonal skills. The students develop their communication skills so they can effectively communicate and collaborate with other people. The second strand involves personal and social responsibilities and consists of the following standards topics: group dynamics, goal setting, interpersonal skills, self-awareness, and self-esteem. The students learn about the personal and social responsibilities of being an effective leader.

Delimitation of the Project

There are multiple lessons and activities available in books, websites, journals, magazines, and workshops for activities directors to use within a high school leadership class. Every high school leadership class will have their own specific lessons that need to be taught depending on the group of students in each class. The
diverse needs of each student leadership class will vary from year to year as new students enter the leadership course. Each course will need to be structured depending on the qualities, outcomes, and abilities of each new group of students. The diversity of each class will shape the necessary lessons and outcomes of the entire course.

Therefore, the materials in this resource manual are intended to be used as a tool for meeting the needs of each specific student leadership course at Del Oro High School. There is minimal linguistic and ethnic diversity at Del Oro. The vast majority of students is Caucasian and speak primarily English. The lessons and materials are not intended to be taught in the same sequence one class year after another. Moreover, this resource handbook refers not only to the common themes and standards addressed over the years in Del Oro High School’s leadership program, but also includes themes of moral development education and standards created by CADA and CASL (2003). Other schools may address different themes or standards not provided in this resource binder. This resource binder only includes activities that activities directors can use to further develop their students’ leadership skills and abilities, and does not include an overview of every class, community, and school project the students may conduct throughout each term or year. This resource of lessons is designed for Del Oro High School’s leadership program, but the materials can be used and adapted for any student leadership class.

Definition of Terms

The definition of terms were developed from a variety of sources including the Student Activities and Leadership Standards Manual (California Association of
Directors of Activities, 2003), Del Oro High School’s website (Del Oro, 2009), and through discussions with the activities director at Del Oro about the different job descriptions of the leadership program.

*Activities Director:* At Del Oro High School, the activities director oversees first and third block leadership. The activities director is responsible for developing students’ leadership skills and abilities through a variety of lessons tailored to meet the needs of each class. The activities director works closely with administration and staff to insure activities and events at Del Oro are completed properly and efficiently.

*Associated Student Body Officers (ASB):* The Associated Student Body officers are elected through a school wide election. ASB President, ASB Vice President, ASB Secretary, and ASB Treasurer are four positions available as an ASB officer. They are part of the third block leadership program at Del Oro.

*California Association of Directors of Activities (CADA):* CADA was established in 1959 as an organization to support California’s student activities directors. CADA is a nationally recognized organization the helps California’s student activities directors by providing local and state trainings.

*California Association of Student Leaders (CASL):* California Association of Student Leaders is a product of the California Association of Directors of Activities (CADA). Both CASL and CADA are committed to training and providing opportunities for students to be effective leaders.

*Class Officer:* At Del Oro, a class officer is also an elected position. Students of the freshmen, sophomore, junior, and senior classes vote on their particular grades’
class officer. President, Vice President, Secretary, and Treasurer are the four class
officer positions. Each grade level has all four class officers, and they are a part of the
first block student government class.

*Commissioner:* A commissioner must apply to the student government
program at Del Oro. Once accepted into the program, he or she becomes a
commissioner of a specific area such as a rally commissioner or athletic
commissioner. Commissioners are responsible for recognizing, supporting, and
running projects for their specific area. Commissioners are a part of the third block
class.

*Committee Member:* A committee member must apply to the leadership class
at Del Oro. Committee members work in first block with their four class officers.
Class officers and committee members focus on the projects and recognitions for their
specific grade level.

*Leadership Class:* The leadership program, at Del Oro High School, consists
of the elected student body, class officers, commissioners, and committee members.
All members are appointed, elected, or approved to serve the roles and duties of their
specific position. The organization is responsible for directing all of the student
activities, promoting Del Oro pride and spirit, creating a sense of unity within the
school and community, and overseeing student body funds and clubs. At Del Oro, first
block is composed of class officers and committee members. First block class officers
and committee members focus more on projects related directly to their specific class.
Third block is composed of ASB officers and commissioners. The ASB officers and
commissioners are responsible for most of the school wide and community based events. The term is also referred to as student government, student council, and student organization.

**Mission Statement:** Del Oro’s leadership program has a mission statement that they revisit at the start of every year. The mission statement is a short written statement, which states the purpose, goals, and desired actions of the leadership program. The mission statement for Del Oro’s leadership class is “As Del Oro Students, we commit to uphold the tradition of excellence. As individual students, we create activities that recognize students and promote a fun, friendly, and supportive environment. As a community of students, we value respect, pride, and creativity that promotes community involvement with spirit and unity” (Del Oro, 2009).

**Moral Development Education:** Moral education involves teaching children about basic human values such as honesty, kindness, generosity, courage, freedom, equality, and respect. The goal of moral education is to raise children to become morally responsible, self-disciplined citizens. Problem solving, decision making, cooperation and conflict resolution are important parts of developing moral character. The curriculum method revolves around developing good character in students by practicing and teaching moral values and decision making. Moral education is also referred to as character education.

**Student Activities and Leadership Standards Manual:** The manual was designed by the California Association of Directors (CADA) for school principals, associated student body and activity directors, counselors, administration, and
classroom teachers who are responsible for the student body activities inside and outside of the classroom. The manual is set up in five strands: Communication, Personal and Social Responsibilities, Personal Growth and Development, Service Learning, and Business. Each strand consists of a set of specific standards, and each standard contains certain benchmarks. Del Oro’s leadership class offers many opportunities for students to experience specific standards of the manual depending on the needs of each of the two leadership classes.

Organization of the Project

Following the introductory components of Chapter 1, a review of relevant literature is presented in Chapter 2. The review includes an overview on the integration and instruction of leadership program at the high school level. The review also covers the importance of moral development themes and leadership standards included in Del Oro High School’s leadership classroom. The information was obtained through library journals, magazines, books, and collaboration with the staff at Del Oro. The resource handbook is presented in Chapter 3, and the summary, conclusions, and recommendations for further input are found in Chapter 4. The activities and lesson plans for the resource binder are found in the Appendix A.
Chapter 2

REVIEW OF THE LITERATURE

The integration and instruction of both student leader development and moral development in a high school leadership program helps build a classroom and school community that fosters learning and creates productive and moral citizens (Damon, 2008, p. 12). According to Damon, “a democratic society will wither if it does not benefit from the talents and energies of each generation as it comes of age” (p. 12). Damon believes schools must live up to the responsibilities of preparing students for full citizenship within a society. As in all areas of learning, “the surest way to encourage dedication to informed citizenship among students is to help them understand why their participation is important—why it matters, how they can make a difference, and where they can find their personal sense of purpose” (Damon, 2008, p. 12).

Specific leadership and moral development skills can be integrated into the leadership classroom instruction in order to provide students with the opportunity to explore, practice, and internalize specific leadership and moral development concepts inside and outside of the classroom. Through such instruction, students have the chance to learn how leadership concepts and responsibilities apply in every day situations, in schoolwork, in relationships with other students and adults, and in the world outside of school. Students, teachers, and the community as a whole will benefit from the implementation of a specific leadership and moral development lessons.
Moreover, through an established and structured leadership course, students will learn the skills necessary to become productive and responsible citizens.

This literature review first focuses on the roles, functions, and objectives of a typical student leadership class in a secondary educational system. Next, the literature review will focus on specific key leadership development concepts such as clear communication, the importance of group dynamics, and the purpose of goal setting in a leadership classroom. Finally, the researcher thoroughly discusses the moral development of a leader, and provides support as to why moral development is one of the major foundations of an effective leader.

The Roles of a Student Leadership Class in a Secondary Educational System

*The Background of a High School Leadership Class*

In the past, the purpose of leadership development has focused on administrators’ responsibility for promoting and enhancing school atmosphere. Wilmore (2007) states that today, there are an increasing number of educators who consider leadership in the classroom to play an equally significant role in the development of a strong school culture. The high school student leadership program is one class specifically designed for promoting and enhancing the unity of the school and community. Many names are used to describe the same class such as leadership, student participation, student government, student organization, and student council. Within the leadership class, students are placed in leadership roles where they are expected to guide and positively influence the school and community.
In his review of the literature, Covey (2009) has stressed that schools have developed leadership programs that have created traditions that intentionally build relationships, give students opportunities to be leaders, fulfill district and state academic requirements, reinforce school values, and create lasting memories. Currently, many high schools provide opportunities for student participation in the management and guidance of the school. Through the high school leadership classes, there are a wide variety of student-organized activities. Some examples may include the control of student activities budget, the preparation and presentation of school assemblies, the supervision and control of the student lunchroom, provision of orientation for new students, the scheduling of many activities for improving school spirit and attendance at school functions, and many others.

**The Responsibilities of Students in a Leadership Course**

The students in a high school leadership program are responsible for organizing specific student activities before, during, and after school. The projects the leadership students organize are designed to promote and improve the spirit of the school and community. The high school student leadership class keeps the students, staff, and community informed, involved, and united. The class also helps to develop student’s individual leadership and moral development skills and abilities by creating a variety of opportunities for students to organize and lead projects. Bear (1962) considers the leadership class to be the focus of all the activities and programs at the school. Through the class, school and community based projects students are taught to understand the duties behind being an effective leader.
The Purpose and Implementations of the Functions and Objectives

The Main Functions of a Leadership Program

Frequent and adequate student learning experiences and participation are the main functions of the leadership class. The class contributes to the development of the students’ understanding of being both an effective leader and moral citizen. The student leadership class “provides meaningful activities where all students have the chance to develop the skills and traits of being a good democratic citizen” (Bear, 1962, p. 7).

Every individual student has basic needs such as the need to be respected as an individual, to belong, to be accepted by others, to be cared for, and the need to contribute to a group (Rogers & Renard, 2003, p. 1). “Students who do not find satisfaction of these needs within the school often drop out, resort to asocial behavior, withdraw, or, at best, do not achieve academically or develop socially in accordance with their full capabilities” (Bear, 1962, p. 8). Therefore, the student leadership class is responsible for creating a school atmosphere conducive to the intellectual, physical, social, and moral development of every person in the study body.

The Objectives of a Leadership Program

According to the California Association of Directors of Activities (2003), some states have state-approved curriculum, while others leave it up to individual districts to create the curriculum for their classes. There is not a universal set of standards or objectives for a leadership class; however, there are elements that are commonly
included. The objectives of a high school student leadership class may vary slightly
from one school to another. The needs of the student population, age levels, school
policies, administrative support, staff support, community support, and students’ self
drive and abilities will directly determine the attainable objectives for each leadership
program. Bear (1962) and California Association of Directors of Activities offer a list
of general objectives and common elements of a high school leadership course that
can be adopted in any existing high school leadership course. The objectives are as
follows:

- To prepare students to take leadership roles in the school and community
- To prepare students for the workforce
- To promote good citizenship
- To develop leadership skills now and for the future
- To develop good citizenship, attitudes, and practices
- To promote good relationships between individuals, groups of students,
faculty, and community members
- To develop and maintain positive school spirit
- To assist in directing and managing student life activities
- To provide an environment for student expression and the exchange of
  student-faculty views
- To promote the general welfare of the school and community
- To provide a training ground for developing both leadership and moral
development
The common elements included in a leadership course are as follows:

- Self-esteem/Self Image
- Leadership Styles
- Goal Setting/Visions
- Organization
- Project Planning
- Meeting Skills
- Citizenship
- Civic Awareness
- Ethics
- Diversity Awareness
- Group Process/Group Dynamics
- Teambuilding
- Conflict Resolution/Conflict Management
- Problem Solving
- Decision Making
- Communication
- Community Service
- Evaluation

This is not an exhaustive list of objectives or commonly included elements, but one that is common to many leadership programs. Each student leadership course may have their own variation of elements and objectives.
In addition to long-term objectives, student leadership classes have specific short-term objectives based on current issues at the school or in the community. For instance, improving student support and attendance at volleyball matches, recognizing the janitors for their hard work, or designing a rally to motivate the football team for an upcoming game are all examples all short-term objectives specific to current needs at the school. The short-term objectives are attained within a specific time period of the year. Bear (1962) states that short term objectives are created from present problems in the school or community that need to be addressed, improvements that need to be made, or innovations that need to be adopted.

The Purpose of Objectives

The purpose of objectives for any leadership course is to inspire, provide a clear roadmap, and to guide positive actions in the school and community. Objectives are the foundation for both short and long term goals in a leadership program. Objectives are created with the end results in mind. In order to gain support and accomplish objectives, the objectives must clearly state the desired expectations and must directly relate to the target audience. Blanchard (1997) states that aspects of objectives are open to change as individuals’ visions evolve. The main goal in writing objectives is making sure the objectives are “clear, concise, measurable, or observable” (Hiebert & Klatt, 2001, p. 62). Once the student leadership class establishes both short and long term objectives, students can begin planning and working on activities that will allow them to reach the established objectives.
The Implementation of Functions and Objectives

In order for a leadership course to implement the functions and objectives of the course, the students must be given ample opportunities to develop their leadership skills and abilities. Leadership students need to have the opportunities to explore, practice, and develop different leadership qualities and life skills. Kelly (2003) believes a successful classroom relies on the leadership and moral foundation instilled within every student in the class. Leadership students are role models for the school and community, and have many excess responsibilities placed upon them. Students need to understand that their primary goal as a leader is to be respected, not merely liked.

Leaders lead from mission or principle, not popularity. Leaders earn respect when they help everyone define the paths they need to travel, are consistent in decision making, communicate well, and model in their personal and profession life the ideas the institution stands for. (Hoerr, 2009, p. 91)

Since leadership is a high school elective course, students have the choice to be in the class. Therefore, from the beginning, students must understand the objectives of the leadership course. From day one of the course, leadership students are expected to be open and willing to learning new strategies necessary for being an effective leader. In order to instill a solid leadership foundation within each student, a high school leadership program needs to include a variety of elements already presented by Bear (1962) and the California Association of Directors (2003). The three main elements that are explored next are critical in order for a leadership course to succeed. They
include (a) open communication, (b) the importance of group dynamics, and (c) the purpose of goal setting in a leadership classroom.

Clear and Open Communication, Group Dynamics, and Goal Setting

The Importance of Establishing an Open Communication

Effective communication is an integral part of any organization or leadership class. Students in a leadership class must possess a variety of ways to communicate with other people. Leadership students use written communication, interviewing skills, public speaking, crowd control management, conflict resolution, creative thinking, evaluation, and interpersonal skills to transfer their ideas and instructions to other people. Students often communicate to teachers and community members in person, through letters or emails. They are regularly in charge of speaking to the school at rallies or in the school bulletin.

Communication between people incorporates both spoken and unspoken language. Effective communication also includes the explicit and the implied messages that individuals convey and exchange as groups discuss information, ideas, and feelings. According to Kenneth Blanchard and Spencer Johnson (1981), in order to effectively communicate, one must first develop an open communication with others. An open communication requires individuals to have a mutual understanding between one another. In the book, *Seven Habits of the Highly Effective People*, Stephen Covey (1989) presents his fifth habit of the book, “Seek First to Understand,
Then to be Understood (p. 63). Covey presents this habit as one of the most important principles of interpersonal relationships. Stephen R. Covey (1989) states:

First seek to understand the other person and only then try to be understood.

This habit is the most important principle of interpersonal relations. Effective listening is not simply echoing what the other person has said through the lens of one’s own experience. Rather, it is putting oneself in the perspective of the other person, listening empathically for both feeling and meaning. (p. 70)

With this two-way communication instilled in the program, students are able to not only talk to one another, but actually listen to one another as well. Through talking and listening, individuals and groups of people can clear up doubts, confusions, or misconceptions, and provide constructive feedback.

Communications Within Groups

Effective communication builds trusting relationships, creates an enjoyable work environment, and allows ideas and information to be easily exchanged. Developing an open communication with other people is extremely important for students in a leadership class because leadership students are consistently required to work with other people. Leadership students lead small to large groups of people and need to possess the skills to keep a range of people under control and on task. Students need to be able to communicate and use their creative thinking and evaluation skills in order to maintain order and resolve conflicts.

Successful leaders strive to synergize the groups they are working with through trustful communication. Leaders must find ways to leverage individual differences in
order to create a united group that is greater than each individual person working alone. Covey (1989) believes that through the mutual trust and understanding of every group member, leader or follower, individuals can often solve conflicts and find a better solution than would have been obtained if working alone. If individuals can effectively communicate and listen to one another, more work can be accomplished efficiently. Through open communication, the leadership students help to create an atmosphere where people can work together to reach the fullest potential of each individual in the group. Covey (1989) believes leadership is communicating to people their worth and potential so clearly that they are inspired to see it in themselves.

Besides having an open communication system between a leader and a group, leadership students also need to understand the roles and functions of group dynamics.

**Group Dynamics and Goal Setting Practices in a Leadership Class**

*Understanding Group Dynamics*

Understanding group dynamics is another aspect of the personal and social responsibilities of an effective leader. Groups are able to share experiences, provide feedback, pool ideas, create insights, and analyze experiences. In order to create a positive group atmosphere, leaders need to understand the importance of group dynamics and team chemistry. All members involved within a project need to mutually respect one another and get along. Participation is another key aspect of group dynamics because many of the projects and processes of an organization depend upon the participation of the various members. Participation levels within a group will
vary as the means of involvement, concern for the task, and the need of contribution to attain a goal vary from one project to another. Leadership students are expected to build relationships and inspire trust within the groups they are leading. Students can build relationships and inspire trust by living up to certain expectations, delivering on promises, and making goals clear and concise.

Having a Vision: Goal Setting

The leadership class must also teach participants to set goals by creating short and long-term objectives. The objectives provide direction by clearly stating the desired outcomes the students want to obtain within a specific time period and framework. Groups and organizations create goals in order to provide a kind of road map and purpose. The goals and objectives act as a means of motivation by allowing leadership students to pave the path towards accomplishing the desired outcomes. Blanchard (1981) states that goal setting is the cornerstone of effective management, and creates an environment where people can motivate themselves. Clear, concise, and mutually agreed-upon goals set the pathways for organizations such as the leadership program to reach the necessary end results.

By teaching specific leadership skills, students are given the opportunities to develop and grow into effective leaders; however, besides leadership development skills, students should also have the opportunities to explore how a person’s moral character applies to everyday situations and relationships. Through the instruction of leadership development as well as moral development, students will have the chance to learn how both relate to being a person in a leadership position.
Redefining the Importance of Moral Development Within a Leadership Program

Defining Moral Development

Cline (2001) believes that the essence of moral development instruction is about teaching students to know the differences between right and wrong. Moral development “involves teaching students about basic human values including honesty, kindness, generosity, courage, freedom, equality, and respect. The goal of moral development is to encourage students to become morally responsible, self-disciplined citizens” (McBrein & Brandt, 1997, p. 18). Moral development gives students the opportunities to explore these concepts and internalize them. According to Kohn (1997), moral development in a classroom denotes a particular style of moral training—one that reflects particular values as well as particular assumptions about the nature of students and how students learn. The instruction of moral development is necessary in a leadership classroom because, as Martin Luther King Jr. stated, “Intelligence is not enough. Intelligence plus character—that is the true goal of education” (p. 2).

Moral Development Starts at a Young Age

Violence, drugs, dishonesty, and lack of respect have all become too common in today’s society. Who is at fault? What is missing in today’s society? Bennett (1995) believes that children learn most of their first character lessons in the home. Those early lessons stay with children as they make their way into the world, shaping the way they see life, and to a large degree determining whether they live it well.
Throughout the various stages of life, individuals must make countless choices that call the twin virtues of character and moral development into play.

With a joint effort, schools and community organizations can help parents raise children to become responsible adults and good citizens. Moral development can be used in a leadership classroom for two main reasons:

1. to help teach students the importance of relationships and responsibilities that contribute to being valuable members and leaders in society, and
2. to allow teachers to establish the necessary building blocks for creating a classroom that is safe, secure, and promotes life long learning (Cline, 2001, pp. 1-2).

The History of Moral Development in Schools

The instruction of moral development is also commonly referred to as character education. Classic thinkers, such as Aristotle and Confucius, have reflected in depth upon the questions central to moral education—questions such as: What kind of people do we want children to be and how can we raise and educate children to be that way? “Societies have always needed moral members, and have needed children to develop into moral citizens that care about the general welfare of all people” (Althof & Berkowitz, 2006, p. 496).

According to Schultz (2008), governments have historically wanted schools to teach the principles of civic morality based on their respective constitutional traditions. Schultz believes that people began to support the concept of universal public schooling as a mechanism for instilling a national identity and civic morality
since the public school movement began in the 1830s and 1840s. However, there was a higher interest in educating students for moral development starting at the end of the nineteenth century. Interest in moral development continued through the first four decades of the 20th century, but it became essentially interrupted by World War II.

Instruction of moral development has been mostly a traditional approach to education that has focused on the “inculcation of desirable habits. Indeed, John Dewey defined moral development as the interpenetration of habits and the effect of consequences of actions upon such habits. This behavioral orientation has an important legacy for the development of the field” (Althof & Berkowitz, 2006, p. 497).

Moral development in American schools decreased from the 1960s through the 1980s. After World War II, there was little emphasis in United States educational systems concerning educating children on the basis of positive moral development. After the 1960s, the “rise in violent crime and a general feeling by the public that American children suffered a crisis in morals led to a rebirth of character and moral education programs across the nation, with most states either mandating or supporting such education” (Prestwich, 2004, p. 139).

More recently, Benninga (2006) proposed that schools must embrace the full initiative of the No Child Left Behind Act of 2001 by being dually responsible for the teaching of both moral education and academics. Prestwich (2004) wrote that today, many schools are engaged in formal programs such as "Character Counts!" or the Heartwood Institute's "An Ethics Curriculum for Children.” Other school systems use
individually tailored moral development programs. Whether a formal program or an individually tailored program, it is important to note that moral development education programs currently continue to grow in schools in order to drive curriculum and teach students. President Theodore Roosevelt stated, “To educate someone in mind and not in morals is to educate a menace to society” (Ellenwood, 2007, p. 21).

**The Controversy and Criticism Behind Certain Moral Development Programs**

According to Kohn (1997), today’s moral development programs are, for the most part, simply a collection of extrinsic incentives designed to make students work harder and follow directions. The purpose has been to drill students in specific behaviors, rather than to engage them in deep, critical reflection about certain ways of acting. Despite the use of such strategies as offering students rewards for “getting caught being good,” evidence suggests that extrinsic rewards do little to foster internal initiatives. Instead, the more students get rewarded for doing something, the more likely it is that they will lose interest in whatever they had to do to get the reward. Kohn believes that studies, such as the study completed by Richard A. Fabes, Fultz, Eisenberg, May-Plumlee, and Christopher (1989) titled, “Effects of Rewards on Children’s Prosocial Motivation: A Socialization Study,” show how individuals who have been rewarded for doing something positive become less likely to think of themselves as caring or helpful people and more likely to attribute their behavior to the reward. However, possibly more detrimental than rewards are awards—certificates, plaques, trophies, and other tokens of recognition whose numbers have been artificially limited so only a few may obtain. When some
students are singled out as winners, the central message that every student hears is this: ‘Other people are potential obstacles to my successes. (Kohn, 1997, p. 193)

Despite these findings, programs like Jefferson Center for Character Education, and the frameworks created by the Character Education Institute, both use motivators and rewards as a way to teach moral development and character education traits.

Also, consistent with the dominant philosophy of moral development in our current school systems, is to associate character traits with a certain day, week, or month. For example, if it is Tuesday, it must be “honesty day”. Using this simplistic strategy, one value after another is associated with a certain day, week, or month. Kohn (1997) muses that:

This seriatim approach is unlikely to result in a lasting commitment to any of these values, much less a feeling for how they may be related. Nevertheless, such programs are taken very seriously by some of the same people who are quick to dismiss other educational programs, such as those intended to promote self-esteem, as silly and ineffective. (Kohn, 1997, p. 194)

Support for Moral Development Programs

DeRoche and Whillams’, “Partnership in Character Education Study,” (as cited in Skaggs & Bodenhorn, 2006) currently supports a conclusion that moral development should be implemented into school systems. For instance, over a four-year period, researchers measured many outcomes in five school districts initiating or enhancing the instruction of moral development. Skaggs wrote that there was a
significant improvement in character-related behavior based on student, teacher, and administrator surveys.

In certain districts, suspension and drop-out rates also decreased after the implementation of the moral development in the classrooms. In addition, schools with more fully-implemented programs experienced a greater improvement in perceived character-driven behavior and lower suspension rates than schools with less well-implemented programs. (Skaggs & Bodenhorn, 2006, p. 88)

There has also been seminal research supporting a conclusion that instruction of moral development enhances academic achievement. For example, an evaluation of the Peaceful Schools Project and research on the Responsive Classroom demonstrated how students in moral development programs had greater gains on standardized test scores than did students in comparative schools.

The Child Development Project (CDP) conducted follow-up studies of middle school students (through eighth grade) who had attended CDP elementary schools and found that they had higher course grades and higher achievement test scores than comparative middle school students. Through longitudinal studies, researchers have reported similar effects for middle school and high school students in the Seattle Social Development Project. (Benninga, 2006, p. 106)

In public opinion surveys, Americans consistently say they want schools to produce good citizens and socially responsible adults first and people with high
academic proficiency second” (Rothstein, 2001, p. 424). As Noddings (1995) states most of people who argue for caring in schools are intuitively quite sure that children in such settings will in fact become more competent learners. Noddings also believes there is more to life and learning than the academic proficiency test scores demonstrate.

For many students, “a safe, happy, and caring classroom environment is the starting point toward a bright future” (Howley, Mangan, Oplawski, & Vogel, 1997, p. 7). Ornstein (2001) believes that if people are in educational systems that recognize and honor the importance of caring and values in a school environment then students will become more competent learners. Once students learn to care and develop positive character traits, they tend to experience success both academically and socially. Margret Mead (as cited in Sergiovanni, 1995) once remarked, “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has” (p. 296).

Integrating Moral Development into the Classroom

Importance of Moral Development in a Leadership Classroom

Why do we need moral development in a leadership program, and what can moral development produce in our leadership students? Moral development is vital because “the development of character is the backbone of the economic system now in place” (Kohn, 1997, p. 195). According to Schultz (2008), moral development is necessary for students to develop a sense of genuine caring both for themselves and for others.
Today’s high school students witness a miasma of violence on television, in the movies, and, more tragically, in their neighborhoods and, often, in their own homes. In addition, many students are themselves victims of abuse and neglect. As a result, too many students are not a part of a caring community on a daily basis. Students need to learn alternatives to violence and human exploitation, and the students in the leadership class need to be examples of responsible and caring people who use reason and compassion in solving problems in schools. “The fundamental challenge for school leaders today lies not in declining budgets, higher standards, and uncertain graduation outcomes but in creating a moral purpose for their schools” (Law, 2005, p. 96).

The Integration of Moral Development into Every Day Life

Robinson and Curry (2005) state that teachers train students for success in life by encouraging them to be lifelong learners and contributing members of society. Teachers can utilize the classroom as a source of socialization. Moral development is most effectively taught when it is integrated into regular classroom instruction and across the curriculum. Students can then see how character applies in everyday situations, in their coursework, in their relationships with other students and adults, and in the world outside of school. (Cline, 2001, p. 2)

By allowing students to internalize positive character values that are at the root of moral development, students will learn the important tools for building many life skills.
The leadership program is one class specifically tailored towards providing students with the opportunities to learn many life skills. In order for students to develop these skills, educators should model the very habits and behaviors they want their leadership students to exhibit. For instance, Palmer (1997) wrote:

Good teachers join self, subject, and students in the fabric of life because they teach from an integral and undivided self; they manifest in their own lives, and evoke in their students, a “capacity for connectedness.” Students will learn to weave a complex web of connections between themselves, their subjects, and other students, so that they can learn to weave a world for themselves. (p. 193)

In other words, according to Schultz (2008) teachers need to help leadership students develop within themselves a sense of critical social consciousness and a genuine concern for social justice. Insight into the nature of moral decision-making, taught in the context of real current and past social problems, should lead students to develop their own skills in social analysis relating to the ethical dilemmas of human beings.

*Creating an Inclusive Classroom*

One way educators can incorporate moral development into a class like leadership is by creating an inclusive classroom. Community building and emotional climate should be at the center of organizing moral development values. Only inclusive classrooms can fully support the goal of creating thoughtful, engaged citizens for a democratic society. Inclusion is about creating a society in which all students feel welcomed and valued. Inclusion benefits all students by helping them to understand and appreciate that the world is diverse, that people are different, and that
people can work together to find solutions that work for everyone. Sapon-Shevin (2008) wrote:

Inclusive classrooms that pay careful attention to issues of fairness and justice bring to the surface questions that have the potential to shift students’ consciousness now and in the future. Learning to live in a democratic society is one of the most important goals and outcomes of inclusive classrooms. (p. 49)

*From Moral Development to Leadership Development*

Advocates of moral development in schools believe it is critical that classrooms provide safe, respectful, and supportive learning environments. Treating students with respect means showing regard for their basic human right to expression, and believing in their growing abilities to manage their own lives successfully. According to Deiro (2003), respect requires educators to listen, and to sincerely consider what the students are saying. Also, Dermody (2003) believes it is essential that educators build classrooms that foster positive relationships between students and give students activities and responsibilities that foster personal academic needs, kindness, and respect for others. Through the instruction of moral development and leadership specific skills in leadership, students are given the opportunities to grow and develop into effective and respected young adult leaders.

*Summary*

Through ample opportunities and proper instruction, Guastello (2009) believes students are able to create and invent the pathways to attaining positive
goals. Effective leadership classes may provide the foundation for building a united school and community. Since the leadership students are given leadership roles in the school system, it is important the students develop an understanding of what it takes to be to be an effective leader. Students must also understand the roles of good citizenship and the ways of democratic living. The teaching of subject matter curriculum should not be the sole focus of the educational systems. Instead, subject matter curriculum should coincide with the practice of good citizenship and democratic living in order to create high school citizens that are both academically knowledgeable and intellectual in the functions of a democratic society. Although the high school leadership program is an elective, it is not completely separate from the academic courses. Instead, the student leadership program is a vital and integral part of the whole school.

Through the implementation of high school leadership programs that focuses on both moral development and leader-specific skills, “students are able to feel they belong, know they are cared for, and are expected to care for others” (Howley et al., 1997, p. 3). Research supports the idea that with a leadership program that instills moral development and leadership skills in each student there are noticeable increases in teacher, staff, and student attitudes. “Academic performance increases, test results improve, and there is marked improvement in students’ behavior and social skills. Parents will see a difference at home, teachers will see a difference at school, and the public will notice a difference within the community” (Cline, 2001, p. 1). As students age, they will be using the skills they have learned and internalized to become moral
and productive citizens. By instilling in students a strong sense of values, educators are better preparing them for success as adults.

Through the teaching and implementation of a high school leadership program, activities directors will set the necessary building blocks for creating a classroom and school community that is safe, secure, and promotes life long learning. Leadership development and moral development concepts in the leadership classroom can play a significant role in building a strong school culture by teaching students the importance of relationships and responsibilities that contribute to being valuable members of society. Finally, in order to create productive citizens and life long learners, the leadership class must provide the students with the tools to use specific leadership and moral development concepts inside and outside of the classroom.
Chapter 3

HOW TO USE THIS HANDBOOK

The first part of Chapter 3 explains the leadership development structure used in this project. The second part of Chapter 3 introduces the games and activities found in the Appendix. Further information for each game or activity can be found in the actual lesson plan. Some of these activities have been taught in past Del Oro leadership classes. Other activities have been reinvented and developed from workshops and classes.

Leadership Development

This handbook is filled with lessons and activities designed to promote high school students’ leadership development skills. “As each school is very individual and unique, so is each activity program” (California Association of Directors of Activities, 2003, p. 2). Therefore, the handbook is designed specifically for the activities director at Del Oro High School. However, the lessons and activities can be implemented into any associate student body class. Any activities directors, counselors, administrators, and classroom teachers who are responsible for the student government class can adopt the lessons in this handbook to teach their students specific leadership development skills.

All of the activities in this handbook are designed to be a starting point to teaching specific leadership development lessons. Each lesson provides opportunities for students to engage in open discussions on a variety of leadership topics. These lessons include a range of subjects varying from teamwork to communication skills to
creative problem solving. The lessons are beneficial to student leadership development because once the activities director presents the lesson students are able to discover the major concepts associated with each lesson on their own.

The first part of this handbook focuses on creating a positive and safe classroom community where the necessary building blocks are established to develop effective leaders throughout the term. Through these community building activities, leadership students build trusting relationships while at the same time explore the purpose, mission, and core values associated with a leadership program. The classroom community building activities are to be taught during the first six weeks of the instruction of the leadership class at Del Oro High School. These lessons establish the base for effective leadership development by providing students with the preliminary knowledge of the following topics:

- Team building
- Personality traits
- Core values
- Mission statements
- Purpose
- Vision
- Goal Setting

Some of the lessons in this section are designed for students to get to know each other and build positive relationships. The lessons help students understand how to work with different personality types in a classroom that requires a lot of collaboration and
cooperation with many different personality types. Other lessons expose students to situations that enable them to undergo a specific goal setting and mission statement process. Through goal setting and defining class and personal mission statements, students are able to map out the necessary steps or objectives needed to accomplish their goals and missions statements.

The second section of this handbook focuses on the moral development of student leaders. “Today more than ever our students need to learn more than the three R’s to become productive citizens of the future. By instilling in children a strong sense of values we are better preparing them for success as adults” (Josephson, 2009, p. 1). Activities directors can take advantage of the many learning opportunities they have in the leadership classroom to reinforce moral development concepts. This handbook includes lessons that teach the following moral development concepts:

- Citizenship
- Responsibility
- Trustworthiness
- Respect
- Fairness
- Caring

The third section of this handbook consists of two strands provided by the CADA and CASL (2003) standards manual. Students participate in activities that allow them to practice their communication skills. Activities directors can select from a range of communication activities that implement written communication,
interviewing skills, public speaking, crowd control, conflict resolution, creative thinking, evaluation, and interpersonal skills. The second section includes lessons that activities directors can use to teach personal and social responsibilities. Here students are able to explore lessons that inspire positive group dynamics, goal setting, interpersonal skills, self-awareness, and self-esteem.

All of the lessons and activities in this handbook are designed to be taught in any order. Depending on the needs of each leadership class, the activities director at Del Oro can pull from the wide range of leadership development lessons in the handbook. The activities allow students to experience leadership development through independent, group and whole class work. The activities director should introduce the lesson and leadership development topic prior to starting the activity. The lessons will need to be monitored, and some form of debriefing should take place at the end of each activity. Each lesson contains a suggestion for assessment. Assessment ideas vary from group discussions to written responses.

In the Appendix of the leadership development lessons and activities the objectives, suggested time frame, materials required for each group, the procedures, assessment ideas, suggestions can be found. Community building, moral development, communication, and personal and social responsibilities are the four main topics of the handbook. Other leadership development subtopics are located within the objectives of each lesson.

Description of Student Leadership Development Activities and Lessons
The second section of this chapter comprises a brief explanation of the student leadership development lessons and activities. Within each synopsis, the objectives and brief explanation of each activity are stated.

**Part One: Classroom Community**

1. **“Getting to Know You”** – This activity focuses on students’ getting to know one another. The first part of the activity, students are asked to fill in personal responses about themselves on a worksheet. Then students must get as many signatures from other students in the class that had the same response as them. The goal is to get as many signatures from different students in the class while at the same time getting to know each other better.

2. **“Learning Names and Gaining Information”** – In this activity, students will be instructed to write or draw six facts about themselves after given six specific topics. Students will share the information on their paper with a partner, and then pick one or two topics to share with the class.

3. **“Star Performing Names”** – The class forms a circle in the classroom. One student at a time enters the middle of the circle. Once inside the circle, the student must state his or her name and conduct an action to help other students remember their name. Each person in the class states his or her name and completes an action while other students repeat the name and action back. The idea is to help everyone learn names in a fun and interactive way.

4. **“Truth-Lie-Truth”** – This activity requires students to write two truths and one lie about themselves on an index card. A partner or the class can try to guess
which two of the statements on the card are true, and which statement is made up. Students have the opportunity to learn something unique about their classmates.

5. “Sweet Candy Introductions” – Students pass around a candy bowl consisting of different colored candy. The candy colors represent specific facts the students must state about themselves. Once students pick a piece of candy, they must state the response about themselves that goes with their candy color. Students are able to learn about each other in a fun and enjoyable way.

6. “Past the First Glance” – In this activity, students are split into smaller groups. Each group must make a list of traits they share. Then groups must make a list of traits they do not have in common. The objective is to help students realize they have more in common with their peers than they might initially think. The activity also highlights individual strengths that people in the class can contribute to a group.

7. “Count it Out” – Students are split into groups of eight. They are given the task of consecutively counting to 20 according to specific guidelines. The goal is to show students that working together can be challenging even when everyone is trying to accomplish the same thing.

8. “Design it” – The class is split into two groups. Each group is given a black and white design of an object and lots of plain paper. The goal is for the groups to work together to replicate the design on the ground using the paper given to them. This lesson incorporates teamwork skills, and helps students learn how
to work under a specific time limit. Groups must decide whether the quality or quantity of their work is more important.

9. “Who Started it?” – The class forms a circle in the room. First a guesser is picked and asked to stand outside. Then a leader is picked and begins a movement that the group must copy. The guesser is brought back inside to watch the group from the middle of the circle. The leader will eventually change the movements while everyone else mimics the leader’s action. The guesser must guess which person in the circle is the leader. This activity teaches students how to lead and follow.

10. “Sculpt it Out” – The class is split into small groups. Each group is given a specific category. The students in the groups must work together to figure out how to sculpt their bodies to represent their specific category.

11. “Untie the Knot” – In this activity, the class is split into groups of around ten. Students form a large human knot, and must use collaboration and teamwork to untie themselves. The objective is for students to learn to communicate, and to help students feel more comfortable working around each other. This activity can also be used as an energizer.

12. “The Biggest Smallest Circle” – The students have the goal to take up the smallest amount of space using every person in the class. The class must be able to hold their position for at least 10 seconds. This activity can be used as a fun warm-up activity. It also helps students learn to communicate and collaborate with one another.
13. “Your Mission to Success” – This activity is broken into two consecutive days. Students are taught to interpret the class mission statement, and get to practice forming mission statements. Then, students get to set goals and create personal mission statements.

14. “Better Together” – First students are given a worksheet with quotes stated by famous people. Students must match the quote with the person that said the quote. Once they attempt to complete the worksheet on their own, they are put into groups where they come up with a consensus for each quotation. The individual quiz and group quiz are graded to determine whether the students did better in a group rather than alone. This activity is designed to demonstrate the advantages of teamwork and collaboration.

15. “How Much Can You Juggle?” – In this lesson, the class is split into groups of eight. Groups are asked to throw a tape ball two specific people in the group. The task gets increasingly more difficult as more tape balls are added to the group. This activity helps students experience the difference between boredom and overload. The process is also designed to help students realize the importance of taking on only as much as one person or one group can handle at one time.

16. “Whose Shoe is Who’s?” – Students are split into two teams, and each person per team must place one of their shoes in the middle of the room. One at a time, students are asked to retrieve a teammates shoe from the large shoe pile. Students use their communication skills to help one another find the shoes in
the pile. This activity also teaches students to listen to directions, and incorporates cooperation through an engaging activity.

17. “Don’t Crack the Egg” – The class is split into smaller groups and given an assortment of random materials to build around one regular egg. The goal of the activity is for students to work together to design a structure that will prevent the egg from cracking if dropped from a height of at least fifteen feet. This project promotes teamwork and communication.

18. “In the Barnyard” – The class is evenly split into four specific farm animals. Students are blindfolded and asked to crawl around on the ground making the noise of their specific animal. The first team to get all their animals in one area wins. Students are required to listen to each other and work together to acquire all their animals in one area.

19. “Piece it Together” – Groups of students are each given the same 100 piece jigsaw puzzle. Groups must work together to complete the puzzle first. This activity promotes collaboration and builds positive relationships.

20. “Spoon Relays” – Teams race by carrying a spoon and round object back and forth between teammates. This lesson teaches cooperation and teamwork. It also serves as a fun energizer where students must encourage each other.

21. “Stomp it Out” – In this activity, the class is divided into different groups. Each group is given a specific colored balloon. The balloon is tied to each student’s foot. Teams must collaborate and strategize in order to pop every other color balloon but their own.
22. “Ice Cream Relays” – This relay is similar to the spoon relay. Teams race while carrying an old fashion ice cream cone with a round object on top to represent the ice cream. Teammates race back and forth until everyone has gone. This lesson also teaches cooperation and teamwork, and serves as a fun energizer where students must encourage each other.

23. “Sugar Sweet Structures” – Teams are given a bag of gum drops and a box of toothpicks. The teams must establish a vision for attaining the largest gum drop structure held together by using only toothpicks. This lesson gives students an opportunity to work together. It also allows students to establish a vision, and then figure out the necessary steps towards reaching their vision.

24. “Head to Head” – Students are put in pairs. Each pair must race other pairs a designated distance while holding a balloon between both pairs heads. This lesson teaches cooperation, and also energizes the students during any part of class.

25. “Pass the Balloon” – This is another energizer activity where students are put into two teams. Each team must pass a balloon down the line of their teammates. Students may only use their feet to pass the balloon down the line. This lesson also provides students with an opportunity to positively collaborate with their classmates.

Part Two: Moral Development Themes Adapted From the CHARACTER COUNTS! Program
1. “Defining Good Citizenship” – In this lesson, students are asked to create a small poster defining citizenship. Students can use an assortment of materials to make their poster. Once their poster is complete, the class can present their posters, and discuss the importance of citizenship. The objective of this activity is for students to individually define citizenship.

2. “Telephone Talk” – Students are asked to role-play telephone conversation scenarios. This activity is designed to teach students the proper ways to communicate on the telephone when they are calling people for specific services.

3. “Good Citizenship Banner” – Through this project, the class is able to develop a goal based on good citizenship they would like to achieve by the end of the term. Around the specific goal, students are able to write projects they can lead in order to help the class reach their overall goal. The projects and goals are written on a large piece of butcher paper. The objective is to develop students’ understanding of citizenship while having the classroom brainstorm a list of projects at the same time.

4. “Quilted Together” – In this activity, students create a paper quilt that symbolizes the students in the classroom being quilted together as one. The quilt demonstrates a safe classroom community and promotes good citizenship. The lesson helps students understand why creating a classroom where students are joined together and support one another is important.
5. “I Like You” – Students are required to write one compliment about a specific person every day. This activity provides students with the opportunity to state something about their classmates that they like or appreciate. A new student’s name is written on a piece of paper every day. Students must write one sentence about the designated person before the end of the class. Comments are shared with the student at the end of the day.

6. “Make Someone Smile” – Students pick staff members on campus that they want to acknowledge. They are given 20 minutes to make a card thanking the staff member for the staff member’s hard work. This activity gives students the opportunity to give thanks to others.

7. “Perseverance Puzzles” – Groups of students compete to put together quotes on perseverance. Quotes on perseverance are cut apart by individual words. Each group is given the words of the quote and must piece the words in the correct order. Once the groups have the correct sentence, the groups must state what they think the perseverance quote represents.

8. “Everyone Preservers” – The name of each student is put into a basket or box. Each student picks a name and writes one sentence about how the person they picked demonstrates perseverance. The sentences are put back in the box and read out loud. The class guesses the person after each sentence is read. Students can discuss the importance of perseverance in the leadership classroom.
9. “Courageous People” – Students pick a famous person from a list or come up with a famous person on their own. Each student must write a one to two page paper about how the famous person demonstrates courage. Students explore the areas of the famous person’s life in order to discuss and identify the characteristics of a courageous person.

10. “Brave and Mighty Poems” – Students will first discuss the concepts and themes of courage in small groups. Then, as a class, have students make a list of all the aspects that define courage. After the discussion, give students around an hour to write a poem about courage and what being courageous means to them personally.

Part Three: Two Leadership Development Strands Adopted From the CADA and CASL Standards Manual

Strand One: Communication.

1. “I Am a Tree” – During this activity, students are required to quickly think of themes geared around a specific topic. The lesson incorporates creative thinking into a classroom brainstorm, and helps develop students’ quick thinking skills.

2. “Hold the Middle” – The students are paired up. Each pair must work together to find a balancing point while placing their hands together and leaning towards each other. The objective is to teach conflict resolution, and to demonstrate the necessity of finding balance when working with partners or in
a group. The lesson also teaches students to trust and support other group members.

3. “Pass it On” – The class is split into two teams. The teams are each given the same topic to think about. One person at a time on each team writes an idea on the whiteboard about a given topic. The teams compete to write all their ideas on the whiteboard first. The objective is to brainstorm ideas for a project or event, or to evaluate a previous project or event. The activity also gives all students a voice.

4. “Stack it Up” – Students are split into different teams where they must communicate with one another in order to complete the activity. While blindfolded, one person at a time must crawl on the ground and stack a set of cups into a pyramid. Teammates must practice their communication and listening skills to complete the race first.

5. “Lego Mania” – Each group is given an assortment of Legos. The groups must create something out of the Legos after given a specific topic. Students must communicate and collaborate with one another in order to complete this activity.

6. “Faces” – The class is split into groups of four. Each group is given a piece of construction paper and a pack of markers. The groups have five to ten minutes to draw and cut out two eyes, one mouth, and one nose. The goal is for teams to design the best face by putting their mouth, eyes, and nose on a circle a designated distance away from them while blindfolded.
7. “How High Can You Stack?” – Students are split into teams and each team is given a pack of Styrofoam cups. Groups must communicate and work together to create the highest possible freestanding cup structure.

8. “Two-Way Communication” – In this activity, partners must verbally communicate in order to transfer a design from one piece of paper to another. One partner must give directions to the other partner on what to draw on the paper. The drawing partner is not allowed to view the design. Hand signals may not be used to help communicate the directions.

9. “Back-to-Back” – Eye contact and body language influence communication between two people. This activity eliminates eye contact and body language by having partners tell stories to one another while sitting back to back. Students will discuss how eye contact and body language help to effectively communicate.

10. “Remembering the Details” – This communication activity allows participants to assess listening skills. Without giving away the intent of the activity, the instructor will read a short story to the class. Once the story is over, the students must write down the answers to several questions about the story. Students will analyze whether or not they had good listening skills during the activity.

11. “The Struggles of Long-Distance Relationships” – The physical distance between parties in a conversation impacts the overall communication effectiveness. In this activity, two volunteers will begin a conversation only a
few inches apart. As the conversation progresses, the volunteers will be asked to spread further apart until they are on opposite ends of the room. Students will discuss the difference between the conversation that took place up close and personal to the conversation at opposite ends of the room.

12. “It’s All in the Expression” – In this exercise, students will read the same sentence while portraying an emotion or disposition picked from a container. This lesson demonstrates how statements can be interpreted differently depending on how the statement is said.

13. “A Family of Suits” – This activity allows students to practice their non-verbal skills. Each student is given one playing card. Then, without talking, students must get in groups according to the suit of their card. Once in groups by suit, the students must arrange themselves in numerical order.

14. “Silent Movies” – Students are put into small groups and each group must write a scene for a silent movie. The silent movie scene should take around three minutes. Students should have plenty of time to write and practice their scene before presenting to the class. This lesson helps students develop their non-verbal communication skills.

15. “Building Communication” – Partners sit back to back on the ground. Each person has the same amount of building blocks or materials. One partner builds something out of the blocks and then verbally communicates to the other person how to create what he or she built. The partners cannot look at each other’s work until both partners feel they have created the same thing. The
exercise forces students to use communication in order to effectively work together to accomplish the same goal.

Strand Two: Personal and Social Responsibilities.

1. “Stand Together, Fall Together” – In this activity, students observe a demonstration of an aluminum collapses under too much pressure. The activity portrays what happens when the trust and loyalty of a group are broken.

2. “Goal Scorers” – Two or three students are asked to throw tape balls into a trashcan. The volunteers pick a distance from the trashcan where they are sometimes successful and sometimes challenged. This activity allows students to practice setting goals that will stretch them as leaders.

3. “Trust Walk” – This activity helps build group dynamics and increases student’s interpersonal skills. The class forms a line by joining hands. Each person must close his or her eyes except for the person in the front of the line and the person at the end of the line. The leader of the line takes the group on a walk around the room or outside. Directions must be passed down the line so no one gets hurt and everyone knows what to do.

4. “A Penny for Your Thought” – This activity helps students learn something new about their classmates. It also increases positive group dynamics and builds students’ self-esteem. Each student is given one penny with a date on the penny from the student’s lifetime. Students think of something memorable that happened in their life during the year dated on the penny. Students can first share their story with a partner before sharing in front of the whole class.
5. “Step-By-Step, Day-By-Day” – In this activity, students are able to map out exactly what they plan to accomplish each day, week, and month. Students are able to establish their vision and set goals to reach their vision.

6. “Create Your Own Assignment” – Students are put in groups of five to six and assigned a specific leadership topic or theme. The groups must work together to design a lesson based around their specific leadership concept. The activity requires students to communicate, think creatively, collaborate with their classmates, manage their time, organize, and set goals as a group. This lesson can be spread out over a couple weeks.
Chapter 4

SUMMARY AND RECOMMENDATIONS

Summary

Providing students with meaningful leadership development lessons demands careful planning and preparation on the part of the activities director. This project has been written with the intent of enriching the high school leadership program at Del Oro by including an accessible file of lessons and activities for the activities director. These lessons and activities include concepts included during the first six weeks of Del Oro’s leadership class, moral development concepts adopted from the CHARACTER COUNTS! (Josephson, 2009) program, and topics adopted from the CADA and CASL standards manual (2003).

Part one of the resource binder focuses on narrowed topics that are taught during the first four to six weeks of Del Oro High School’s student leadership program. The lessons include the sections of team building, classroom community, individual personality traits, group personality traits, core values, mission statements, and purpose. These lessons can also be used throughout the term to teach to the specific needs of the students in the leadership class.

The second section of the handbook covers both lessons and application of activities that teach to the specific moral development needs of the students and class throughout the term. The moral development topics included in this project are adopted from Michael Josephson’s CHARACTER COUNTS! program (Josephson,
The moral development lessons include the topics of trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Part three consists of the two strands provided by the CADA and CASL standards manual (2003). Communication is the first section and contains the following topics: written communication, interviewing skills, public speaking, crowd control, conflict resolution, creative thinking, evaluation, and interpersonal skills. The second strand involves personal and social responsibilities and consists of the following standards topics: group dynamics, goal setting, interpersonal skills, self-awareness, and self-esteem.

Each lesson in the Appendix includes the objectives, materials, procedures, assessment ideas, and suggestions. The lessons are geared toward the development of student leadership skills and abilities. Each activity provides students with opportunities to work either individually, in groups, or as a class to develop specific leadership skills. Within this project, specific student leadership development topics aim to provide students with more meaningful and highly motivating life lessons. These lessons provide leadership students with the tools and skills to be effective and lifelong leaders.

Recommendations

Activities directors of California focus on the student leadership development skills of their leadership students. The California Association of Directors of Activities (2003) program provides additional resources, lessons, and training conferences. The author recommends that this project become a tool for other activities directors to
utilize in their leadership classrooms. Finally, the author intends to place this project in a binder for easy reference and use in the instruction of leadership development throughout the leadership course at Del Oro High School.
APPENDIX A

Student Leadership Development Lessons and Activities
PART ONE:

Creating a Classroom Community

Team Building
Individual and Group Personality Traits
Core Values
Mission Statements/ Purpose
Goal Setting
Planning Procedures
Classroom Community: “Getting to Know You”

Recommended Time Allocation: 30 minutes

Objectives:

- To have students share two new things they learned about their classmates during the activity.
- To allow the activities director to gain more information about each student on paper and through discussion.

Materials:

1. “Get to Know You handout” for each student
2. Pencil or pen

Procedures:

1. Tell the students that in order for everyone to work well with one another throughout the year, students need to spend time at the beginning of the term to really get to know each other.
2. Hand out the “Getting to Know You” handout and read the instructions.
3. The students will have ten minutes to gather as many signatures from their classmates.
4. Students should try to get a signature from every person in the class, and must also try to fill in all of the categories on the handout.
5. After 10 minutes, the class should sit back down to discuss the similarities and differences they discovered while playing the game.
6. The class can discuss why they feel getting to know you activities are beneficial at the start of the term.

Suggestions:

1. Students can take turns asking each other about their responses.
2. As one student shares, other students can raise their hands to indicate they had the same response.

Assessment Ideas:

1. Each person can share one or two of their responses to the class.
**Directions:** First, take a few minutes to put your response in each box. Once instructed, find someone else in the class that has the same response as you and have them sign in the box. You may only have each person sign one time. The goal is to get a signature from different students in the class in order to complete every box.

<table>
<thead>
<tr>
<th>Favorite Food?</th>
<th>Favorite Drink?</th>
<th>Spare Time Activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Best Vacation?</th>
<th>Age?</th>
<th>Middle School?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Best Teacher?</th>
<th>Number of Pets?</th>
<th>Number of Siblings?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Favorite Color?</th>
<th>Sports Team?</th>
<th>Greatest TV Show</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Funniest Movie?</th>
<th>Hero or Idol?</th>
<th>Favorite Car?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tastiest Candy?</th>
<th>Ice Cream Flavor?</th>
<th>Best Breakfast?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Coolest Animal?</th>
<th>Favorite School Subject?</th>
<th>Sports Played?</th>
</tr>
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</table>
Classroom Community: “Learning Names and Gaining Information”

Recommended Time Allocation: 30-45 minutes

Objectives:

- To have students learn and say every student’s name.
- To allow students to learn something new about their classmates by having students share and take notes.

Materials:

1. Plane Paper (1 per student)
2. Pencil or pen

Procedures:

1. Arrange chairs in a circle.
2. One at a time, students introduce themselves and explain why their parents chose their name. If they don’t know why, have the students state where they were born.
3. Instruct students to fold their blank piece of paper into six boxes, and then label each box with the numbers 1 through 6.
4. Direct students to draw or write six different facts about themselves in the specific box number. The teacher can pick the six topics from the list of ideas below, or make up his or her own ideas. Every student should have the same fact in the same numbered box. Give students around one minute to draw or write in each box.

Suggestions:

- The number and kind of pets you have
- Your idol or hero other than a parent
- Your favorite childhood memory
- The best vacation you have been on
- A concert you want to go to and who you would take with you
- Three feelings you feel on the first day of school
- Something you want to do, but never have
- Two adjectives that describe yourself
- Something most people do not know about you
- Your biggest fear
- Something you enjoy to do on your free time
5. Review each box and give students about 2 minutes to add to any of the boxes.
6. Have students find a partner and introduce themselves. Then they can share what they put in box number 1. After both students have shared they end their discussion by saying and doing something like the following examples:

<table>
<thead>
<tr>
<th>Sayings</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Thank you for sharing.”</td>
<td>Hand shake</td>
</tr>
<tr>
<td>“You rock!”</td>
<td>Thumbs up</td>
</tr>
<tr>
<td>“That was great!”</td>
<td>High five</td>
</tr>
<tr>
<td>“Wow!”</td>
<td>Wink</td>
</tr>
<tr>
<td>“That was interesting!”</td>
<td>Smile</td>
</tr>
<tr>
<td>“Oh my!”</td>
<td>Bow or Curtsey</td>
</tr>
<tr>
<td>“Fantastic!”</td>
<td></td>
</tr>
</tbody>
</table>

7. Complete this at least six times so that every student has shared something from each of the six boxes.
8. Have the class sit in the chairs and form a large circle.
9. Each student now has the opportunity to share their favorite box to everyone in the class.

Suggestions:

1. The instructor should also participate in this activity so that the students and instructor begin to feel comfortable working with everyone in the room.
2. You could do partner introductions where partners first talk to each other, and then introduce each other to the class.

Assessment Ideas:

1. Have students take notes as their classmates share information to the class. Create a short quiz based on the students’ responses to find out who was really paying attention.
Classroom Community: “Star Performing Names”

Recommended Time Allocation: 10 minutes

Objectives:

- To help students learn each other’s names by repeating each name with an action, and by testing each student at the end of the activity.

Materials:

1. Large open space

Procedures:

1. Form a large circle with the class.
2. One person at a time will enter the circle.
3. Once inside the circle, the student says their name and performs an action to go with their name. The action can be something the student likes to do, or pertains to something about the student’s life.
4. The students forming the circle will repeat the name and the action.
5. As the performer leaves the middle of the circle, a new performer enters the circle to say their name and perform an action.
6. This continues until everyone has gone.

Suggestions:

1. The instructor should go first to be the leading example.
2. As the performer acts out an action, the students forming the circle can guess what the performer is doing.
3. Students should pick when they are ready to go into the middle of the circle. Try not to tell students it is their turn to go. They will go when they are ready!

Assessment Ideas:

1. Once everyone has been introduced, go around the circle a couple times repeating students names while doing their action.
2. Quiz students on their classmates’ names.
Classroom Community: “Truth-Lie-Truth”

Recommended Time Allocation: 20 minutes

Objectives:

• To allow students to learn about one another by participating in a group discussion, class discussions, and by creating organized lists.

Materials:

1. One index card for each person in the class

Procedures:

1. Arrange chairs in a circle.
2. Give each student one index card and a pencil.
3. Instruct students to write three things about themselves. One thing should be a lie and the other two things should be true.
4. Once they are done, student should select a partner they do not know very well.
5. Each partner will take turns reading the three statements about themselves.
6. Each partner will guess which statement is a lie and which two statements are true.

Suggestions:

1. Have students pick another partner once each partner has shared and guessed the truths and lie.
2. Have each student share their statements with the class, and have the entire group guess the two truths and one lie.
3. Have students write two things they do not want to be one day, and one thing they do hope to be. The partner has to guess their desired future instead of a lie.

Assessment Ideas:

1. Ask the group if they learned anything new about someone in the class.
2. Discuss the importance of knowing the people you work with.
3. Have students tell a time they made a mistake with someone because they didn’t know that person very well.
4. List other ways individuals can get to know the people they work with.
Classroom Community: “Sweet Candy Introductions”

Recommended Time Allocation: 20-30 minutes

Objectives:

- To help students learn something new about each other by having students share something new they learned about someone else with the class.

Materials:

1. Candy that contains around 5 different colors. (M & M’s, Skittles, Life Savors, Gummy Bears, etc)

Procedures:

1. Arrange chairs in a circle.
2. Place candy in a candy bowl.
3. Each color of candy represents something that the student must tell to the class about themselves. For example, if a student picks a red piece of candy, he or she must state their favorite movie and explain why it is their favorite.
4. The colors and explanations for each candy should be posted on the whiteboard or on a poster for everyone to use as a reference.
5. Each student will pick one piece of candy, say the explanation that goes with that candy color, and then pass the candy bowl to the next person.
6. The bowl will continue to go around circle until each student has picked every color of the candy.
7. Once all the colors have been picked, students may eat their candy!

Suggestions:

1. Have students wash their hands before starting the activity.
2. The instructor should also participate in this activity so that the students and instructor begin to feel comfortable working with everyone in the room.

Assessment Idea:

1. Once the activity is over, have students take turns sharing something new they learned about someone else in the class.
Classroom Community: “Past the First Glance”

Recommended Time Allocation: 30-40 minutes

Objectives:

• To help students realize they have more in common with their peers than they might initially think by having students participate in a class discussion around the topic of individual strengths in-group settings.

Materials:

1. Paper
2. Pencil or Pen

Procedures:

1. Split class up into groups of around five people.
2. Each group needs one piece of paper and a writing utensil.
3. First, a note taker in the group will create a list of many common traits or qualities that everyone in the group shares. Encourage students to come up with similarities that go beyond superficial traits. After five minutes, a spokes person for the group will read their list.
4. Next, on a second piece of paper, the different groups should now come up with unique traits or qualities that only one person in the group possess. The group should find at least two unique qualities and strengths per person. After five minutes, each person in the group can share one unique quality about themselves.

Suggestions:

1. Each person can share one unique quality about themselves, or for another person in their group.
2. A spokes person from the group can read the different unique qualities, and other people in the class can try to guess whom the trait is describing.
3. This activity could be repeated for a third time to discuss individual or group weaknesses as well.

Assessment Ideas:

1. Engage the class in a discussion about why they think this activity is important. Why is it important to know group members strengths? Why is it good to know group members weaknesses? Why is it necessary to understand individual strengths and weaknesses when working in groups? How do different strengths and weaknesses balance each other out when working with other people?
Classroom Community: “Count it Out”

Recommended Time Allocation: 10-15 minutes

Objectives:

- To help the group realize that working together is difficult by having the students engage in a discussion after completing the activity.

Materials:

1. A large open space

Procedures:

1. Split the class into two or three groups.
2. Tell the students that each group must count to twenty according to the following guidelines:
   a. The group must say the numbers in consecutive order 1-20.
   b. The group cannot discuss strategy, talk, or point at people.
   c. While the numbers must be said in consecutive order, the group cannot say them in an organized pattern.
   d. If two people say the same number at the same time, the group starts over.
   e. Each person in the group must say at least one number and no person can say more than two numbers.
   f. No person can say more than two numbers in a row.

Suggestions:

1. Challenge the groups to be the first to accomplish the task.

Assessment Ideas:

1. Have a discussion around the challenge of the activity.
2. Ask students how they felt once they finally accomplished the challenge.
3. Figure out what strategies the groups used to help finish the activity.
4. Discuss the difficulties of working with other people.
5. Come up with ways a person can help to make a group more successful.
6. Have students discuss how group work can be even more challenging when group members are not trying to work together.
Classroom Community: “Design it”

Recommended Time Allocation: 15 minutes

Objectives:

• To have students develop an understanding of teamwork skills by having students discuss the teamwork concepts of the activity.

Materials:

1. Large open space
2. Lots of paper
3. An outline black and white design (i.e. face, dog, fish, flower, etc)

Procedures:

1. Pass out the design and paper to the students.
2. Tell students they have five minutes to replicate the design on the floor.
3. Everyone must participate, and they may only use the paper provided by the instructor.
4. Once the five minutes are up, have a discussion on how the activity went with the students.

Suggestions:

1. Divide the class into two groups. Give both groups the same amount of paper, design, and time limit. Have the two groups compete to complete the design. Discuss the quality and quantity of each groups design.

Assessment Ideas:

1. Discussion questions:
   • How well did everyone work together?
   • How did the group make decisions?
   • Do you think the group was more concerned about the quality of creating the design, or the quantity of how much of the design you were able to complete? How did this affect the end results?
   • What would you do differently if you had a second chance?
   • What worked well?
   • How did you feel about the five-minute time limit? Do you think the group worked well under pressure?
Classroom Community: “Who Started It?”

Recommended Time Allocation: 10 minutes

Objectives:

- To help students realize the challenges of following directions by others by having students write a short response about the activity.

Materials:

1. Large open space

Procedures:

1. Form a large circle facing inwards with the class.
2. Pick one person to leave the remove for a minute. This person will be the “guesser” for the round.
3. While the guesser is outside, the group decides on one person to be the “leader.”
4. The leader will be the person that sets and changes the movements for the round.
5. The leader begins a movement that the group must copy. Then the guesser is brought back inside to watch the group from the middle of the circle.
6. The leader will eventually change the movements while everyone else mimics the leader’s actions.
7. The guesser needs to try to guess which student in the circle is the leader. Give the guesser three guesses. If the guesser does not guess right after three guesses then tell the guesser the leader and start a new round. The leader will become the new guesser.

Suggestions:

1. Everyone in the group should try to avoid watching the leader for too long. Instead, each person should pick someone different to look at as long as a few students are watching the leader.
2. Have the first movement always be the same for every round instead of having the guesser walk in once the movements have already been started.
3. Students can clap, jump, sing, pat their head and stomach, kick, wiggle, dance, etc.

Assessment Ideas:

1. Have student write a short paragraph about how the activity made them feel. Students should address any difficulties they had towards trying to follow or lead. Students should also discuss their overall mood after the activity was over compared to before it started.
Classroom Community: “Sculpt it Out”

Recommended Time Allocation: 25 minutes

Objectives:

- To get students interacting with their classmates by having students participate in the activity, and by having students write a short paragraph about how the activity made them feel.

Materials:

1. Paper
2. Pen or Pencil

Procedures:

1. Divide the class into four groups.
2. Give one person in each group a piece of paper and something to write with.
3. Announce a category (i.e. Movies, important event, television show, singer, a topic related to a specific subject, etc).
4. Give the teams a few minutes to brainstorm and write down their idea. Explain to them that they will have to form a human sculpture portraying their idea for the category.
5. Check the ideas to make sure they are appropriate to use.
6. Then one at a time, each group forms their human sculpture. Each person in the group must be part of the sculpture.
7. Other groups will guess what the group is portraying. The group that guesses correctly will get a point.
8. Continue until every group has completed the category.
9. If time permits, pick another category if time permits and continue the activity.

Suggestions:

1. Let groups guess one at a time instead of letting groups shout out their guesses. Change the group that gets the first guess each time a new group forms a human sculpture.

Assessment Ideas:

1. Have student write a short paragraph about how the activity made them feel. Students should address any difficulties they had towards trying to follow or lead. Students should also discuss their overall mood after the activity was over compared to before it started.
Classroom Community: “Untie the Knot”

Recommended Time Allocation: 15 minutes

Objectives:

- To untangle the large human knot through collaboration and teamwork.
- To develop students understanding of teamwork and collaboration through a class discussion.

Materials:

1. Large open space

Procedures:

1. Divide the class into groups of ten, and have each group stand shoulder to shoulder facing each other in a circle.
2. Instruct each person to raise their left hand and reach across to take the hand of someone else across from them in the circle.
3. Tell everyone to raise their right hand and reach across to take the hand of someone else standing across from them in the circle.
4. No one should be holding hands with someone right next to them.
5. Everyone should have the hands of two different people in each of their own hands.
6. The groups must communicate and figure out how to untangle the knot without letting go of any hands.
7. Once the group is back in a circle, the game is over.

Suggestions:

1. This icebreaker can be play competitively between the groups. The groups can race to see which group can finish the quickest.
2. If any group lets go of a hand and breaks the chain, the group must start over from the beginning. Or, set a 30 second pause penalty where they must freeze for 30 seconds.
3. Challenge the class to untie a human knot using everyone in the class. Time the class and see whether or not they can beat their time later on in the year. A challenge between classes to see which class is the quickest can also be used.
4. Some students can be blindfolded to make it more challenging.
5. The game can also be played without talking to increase the level of difficulty.

Assessment Ideas:

1. Discuss with students how well the groups work together. Ask about the strategies groups had to use, and how they felt to finally solve the knot. Have students write down the strategies that worked well.
Classroom Community: “The Biggest Smallest Circle”

Recommended Time: 15-20 minutes

Objectives:

- To help students learn to communicate and collaborate by having students create the smallest circle using everyone in the class, and then discussing the leadership skills of the activity.

Materials:

1. Large open space
2. Tape

Procedures:

1. Tell the class that their goal is to create the smallest circle using everyone in the class.
2. Everyone in the class has to be involved.
3. Once they form their circle, put painters blue tape around the outside of the circle to mark their space.
4. The group must hold their position for 10 seconds without someone falling or stepping out of their circle.

Suggestions:

1. Give students a time limit.
2. Challenge students by making the time limit shorter each trial.
3. See if students can beat their first try, and in a faster time.
4. Create a competition between the classes.
5. Form smaller groups and create a competition between the groups.

Assessment Ideas:

1. Engage in a discussion with the students about how they felt the activity went. Have each student share a few thoughts.
2. Ask students what they thought worked well and what did not.
3. Find out if they felt uncomfortable being so close at first, and then whether or not they became more comfortable as they tried the challenge again.
Classroom Community: “Your Mission to Success”

Recommended Time Allocation: 2 Days

Day One: Class Mission Statement and Goals

Objectives:

- To create personal mission statements by having students create a personal mission statement.
- To set goals for students to achieve their mission statement by having students complete a goal setting worksheet.

Materials:

1. Paper
2. Pen or pencil
3. Class mission statement
4. Personal and class mission statement and goal sheet
5. White board
6. Dry erase marker

Procedures:

1. Introduce the class to the class mission statement like the one that follows:
   a. As leaders in this school and community we strive to create unity by building and encouraging school spirit as well as student and staff involvement. We support and recognize all groups of students and work to provide them with opportunities to excel socially and academically, while upholding the tradition of excellence.
2. Have students copy the class mission statement into their worksheet.
3. As a class, brainstorm a list of ideas and goals for the class to complete in order to fulfill the class mission statement. Ask questions such as “How can we create unity?” “How can this class encourage school spirit?” “What can we do to recognize all groups of students?”
4. Divide the whiteboard into two sections. On one half write the word “Goal” and on the other half write the word “Wish.”
5. Discuss the similarities between wishes and goals. How many wishes can become goals and how many goals are actually wishes?
6. Using one of the class goals on the board, together decide why the goal is important. Begin with the end in mind by writing down what the goal looks like once it is finished. Next, outline the specific steps of the goal. Chart the possible obstacles that may challenge the class to reach the goal. Finally, estimate a time frame for attaining the goal.

7. Repeat the step 6 with a couple other class goals so students can grasp the goal setting process.

8. Have the students pick a goal or idea from the brainstorm and complete the process of step 6 on their own paper.

9. Copy the class brainstorm onto a poster or piece of paper to review later on in the term.

Day 2: Personal Mission Statement and Goals

Objectives:

- To help students learn and interpret the class mission statement.
- To create personal mission statements.
- To set goals for students to achieve their mission statement.

Materials:

1. Paper
2. Pen or pencil
3. Class mission statement
4. Personal and class mission statement and goal sheet
5. White board
6. Dry erase marker

Procedures:

1. On scratch paper, have the students pre-write their personal mission statement for the term.
2. Once students think they have a solid start to writing their mission statement, have the students read and make suggestions for three other student’s personal mission statements.
3. Students will edit their personal mission statement again.
4. Read and sign off on each student’s personal mission statement.
5. Then have students write their final personal mission statement on the worksheet from yesterday.
6. On a separate sheet of paper have students brainstorm a list of ideas and goals they want to attain in order to fulfill their mission statement by the end of the term.
7. Finally, have students pick one goal they want to begin working on, and have them complete the goal setting process on their mission statement worksheet.

Suggestions:

1. Have examples of other organizations’ mission statements.
2. Additional Resources:
   a. Google Search: How to write a Mission Statement by Janel M. Radtke
   b. Goal setting worksheet: http://specialed.about.com/od/worksheets/ss/goalsetting.htm

Assessment Ideas:

1. Every few weeks, revisit the mission statements with the class. Edit and revise the mission statements and goals where needed.
2. Have a meeting with individual students throughout the term to revisit their personal mission statements with them.
3. Have students set daily, weekly, and monthly goals that are inline with both the class and personal mission statements.
CLASS MISSION STATEMENT AND GOALS

1. Write the class Mission Statement.

2. From the class brainstorm, pick a goal and complete the goal setting process for that goal.

   **Goal:**

   **Why is the goal important?**

   **What does the goal look like once it is finished?**

   **Write out the specific steps towards accomplishing the goal.**

   **Write out any possible obstacles.**

   **Estimate Time Frame:**
PERSONAL MISSION STATEMENT AND GOALS

1. Write your personal mission statement for the term.

2. From your individual brainstorm, pick a goal and complete the goal setting process for that goal.

   Goal:

   Why is the goal important?

   What does the goal look like once it is finished?

   Write out the specific steps towards accomplishing the goal.

   Write out any possible obstacles.

   Estimate Time Frame:
Classroom Community: “Better Together”

Recommended Time Allocation: 15-20 minutes

Objectives:

- To develop students understanding on how more can be accomplished when working in groups rather than working alone by having students discuss the outcomes of the activity in small groups.

Materials:

1. 10-15 inspirational quotes on an overhead or worksheet (see example on following page)
2. Answer key

Procedures:

1. Pass out the worksheet or put the worksheet up on an overhead.
2. Give students five minutes to match the quotes with the person that said the quote.
3. Have the students get into groups of four or five and do the exercise again as a group.
4. Each group must reach a consensus for each quote.
5. Put up the answer key on the overhead, and have each group score their individual responses and group answers.
6. Compare the individual scores with the group scores.

Suggestions:

1. Due to the sharing of knowledge, the group scores are probably higher.

Assessment Ideas:

1. Have students discuss in small groups questions such as the following:
   - Why did we do better in groups compared to how we each did individually?
   - How did we resolve differences of opinions when working within our groups?
   - How did we reach consensus?
   - How does this lesson relate to our own projects?
   - What did we learn from this activity?
Match The Famous Quotes With The Correct Person

1. “It’s not good enough that we do our best; sometimes we have to do what’s required.”
2. “The most important thing is not to stop questioning.”
3. “Give me a museum and I’ll fill it.”
4. “Whether you think you can or you can’t, you are usually right.”
5. “Do, or do not. There is no ‘try’.”
6. “It’s kind of fun to do the impossible.”
7. “Success usually comes to those who are too busy to be looking for it.”
8. “Half the game is ninety percent mental.”
9. “They can not take away our self respect if we do not give it to them.”
10. “Never doubt that a small group of committed people can change the word. Indeed it is the only thing that ever has.”
11. “Men succeed when they realize their failures are the preparation for their victories.”
12. “If your actions inspired to dream more, learn more and become more, you are a leader.”
13. “Learn from the mistakes of others. You can’t live long enough to make them all yourself.”
14. “You can practice shooting eight hours a day, but if your technique is wrong, then all you become is very good at shooting the wrong way. Get the fundamentals down and the level of everything you do will rise.”
15. “It’s not so important who starts the games but who finishes it.”

_____ Pablo Picasso
_____ John Wooden
_____ Yoda
_____ Albert Einstein
_____ Eleanor Roosevelt
_____ Walt Disney
_____ Yogi Berra
_____ Henry Ford
_____ Mahatma Gandhi
_____ Ralph Waldo Emerson
_____ Winston Churchill
_____ John Quincy Adams
_____ Henry David Thoreau
_____ Margret Mead
_____ Michael Jordan
ANSWER KEY

3  Pablo Picasso
15  John Wooden
5  Yoda
2  Albert Einstein
13  Eleanor Roosevelt
6  Walt Disney
8  Yogi Berra
4  Henry Ford
9  Mahatma Gandhi
11  Ralph Waldo Emerson
1  Winston Churchill
12  John Quincy Adams
7  Henry David Thoreau
10  Margret Mead
14  Michael Jordan
Classroom Community: “How Much Can You Juggle?”

Recommended Time Allocation: 20-30 minutes

Objectives:

• To experience through simple involvement the difference between boredom and overload.
• To help students realize the importance of taking on only as much as one person or one group can handle at one time by having students watch the activity and then engage in a discussion.

Materials:

1. Tape balls (eight tape balls per group)

Procedures:

1. Split the class up into groups of eight students.
2. Have each group stand shoulder to shoulder in a circle.
3. Assign sequential numbers to each person in the group.
4. Ask students to move around in the circle so that they are not standing next to either of the people whose number is before or after theirs.
5. Have the groups sit down on the ground.
6. Have each person say their name and their number starting with number one.
7. Then have each group say their names again, but this time paying attention to the person’s name and number that follows them.
8. Have person number one roll the ball to person number two, and so on around the circle in number order, saying the person’s name before the ball is rolled.
9. Have the group get on their knees and do the same process as step 8, but this time gently toss the ball underhand. The challenge is to not have the ball drop.
10. Have the group stand and repeat step 8.
11. Add a second ball and do the same, starting ball one with person number one and ball two with person number four.
12. When the group has done this successfully several times, add another ball. Give balls to person number one, four, and seven.
13. Continue adding tape balls until the group becomes overloaded and can not complete the task without continuously dropping a ball.

Suggestions:

1. Challenge the whole class to complete the activity without dropping the tape balls.
Assessment Ideas:

1. Identify the stages of activity from easy/boring to full involvement and finally to overload and ultimate breakdown.
2. Discuss the importance of being able to say “NO.”
3. As a class, list the signs of overload on a poster board or whiteboard.
4. Determine how to prevent overload.
Classroom Community: “Whose Shoe is Whose?”

Recommended Time Allocation: 15 minutes

Objectives:

- To develop students communication and listening skills by having students participate in the activity and discuss the outcomes as a class.

Materials:

1. Open space.
2. Student’s shoes.

Procedures:

1. Split the class into two teams.
2. Everyone takes off one shoe and places it in pile in the middle of the room.
3. One team lines up on one half of the room and the other team lines up on the other half of the room.
4. On signal, one person from each team will retrieve the shoe of the person next to them in line.
5. Once the shoe is retrieved and put back on the rightful owner, the next person retrieves the shoe of the next person in line.
6. The last person in line will have to retrieve the shoe of the first person in line.
7. The first team to have all the shoes on the teammates wins.

Suggestions:

1. Remind students to not mistreat the shoes when they are digging through them.

Assessment Ideas:

1. With a partner, have students discuss the listening and cooperation skills used during the activity with a partner.
Classroom Community: “Don’t Crack The Egg

Recommended Time Allocation: 35-40 minutes

Objectives:

• To create a structure that prevents the egg from breaking after being dropped at least fifteen feet off the ground.
• To provide an opportunity for students to work together by giving students a task to complete.

Materials:

1. 6 eggs
2. Tape
3. Bowls
4. Straws
5. Paper
6. Pipe-cleaner
7. Tissue-paper

Procedures:

1. Split the class into six even groups.
2. Give each group one regular egg, and a collection of random materials. Each group should have the same amount of tape and materials.
3. Groups have twenty minutes to create a structure around an egg.
4. Once the time is up, drop the egg structures from a height of at least fifteen feet.
5. Open the egg structure and check to see if the egg cracked.

Suggestions:

1. Use the group brainstorm to create the best egg drop structure and test it out.

Assessment Ideas:

1. Have groups discuss what worked well and what could have worked better. Groups can brainstorm what improvements they could make if they were to do the activity again.
Classroom Community: “In The Barnyard”

Recommended Time Allocation: 15-20 minutes

Objectives:

- To teach students how to be better listeners by having students complete the activity and then discuss the challenges and barriers of the activity.

Materials:

1. Large open space.
2. Blindfolds (1 per person)

Procedures:

1. Decide four animals for the activity (i.e. Dog, cat, horse, duck)
2. Evenly assign students to represent one of the four animals.
3. Have each student put on their blindfold and get down on their hands and knees.
4. On signal, students will crawl around on the ground making the noise of their animal.
5. The first team to acquire all the same type of animals in a group wins.
6. Students can only make animals noises.

Suggestions:

1. Another variation of this game would be to direct the students to get in groups that have one of the each type of animal.

Assessment Ideas:

1. Discuss the communication challenges and barriers.
2. Have a discussion about the listening skills that were necessary during the activity.
3. Have students make a poster that represents the importance of communication and listening skills.
Classroom Community: “Piece It Together”

Recommended Time Allocation: 30 minutes

Objectives:

- To help develop student relationships by providing students with the opportunity to play together and discuss different leadership strategies.

Materials:

1. Six identical 100 piece puzzles

Procedures:

1. Split the class into six even teams.
2. Give each group an identical 100 piece puzzle.
3. On signal, students must put the puzzle together as quickly as possible.
4. The first group to successfully complete the puzzle wins.

Suggestions:

1. Give students five minutes to brainstorm a strategy to complete their puzzle the quickest prior to handing out the puzzles.

Assessment Ideas:

1. Have a discussion about the leadership strategies used during the activity.
Classroom Community: “Spoon Relays”

Recommended Time Allocation: 10 minutes

Objectives:

• To teach students cooperation and teamwork by having students complete the activity, and then write five sentences about how the activity encourages teamwork skills.

Materials:

1. Ping Pong ball.
2. Feather
3. Ice-cube

Procedures:

1. Split the class into groups of eight to ten.
2. Have half of each team form two lines around twenty to thirty feet apart.
3. Put an object in the spoon and give the spoon to the first person in line for each team.
4. Each participant must carry the spoon to the classmate in the opposite line until the relay is finished.
5. If a student drops the object in the spoon, the student must start over.

Suggestions:

1. Turn the activity into a competition between students.
2. Have students complete the race once without talking, and then again with positive encouragement. Have students discuss whether or not they liked hearing the support of their teammates.

Assessment ideas:

• Have students get in small groups and write five sentences about how the activity encourages teamwork.
Classroom Community: “Stomp It Out

Recommended Time Allocation: 20 minutes

Objectives:

• To have students develop a concept for goals setting by having students participate in the activity, and then write about the leadership strategies that worked well during the lesson.

Materials:

1. Assorted balloons
2. A balloon color for each team
3. String
4. Marked or designated area

Procedures:

1. Divide the class into even number teams.
2. Assign a balloon color to each team.
3. Give each person the balloon that matches the color of his or her team.
4. Tie a thirty-inch string to each balloon.
5. Each participant will tie the other end of the string around his or her ankle.
6. Each participant should have around fifteen inches of string between the balloon and their ankle.
7. All participants stand inside a designated area.
8. At the signal, participants try to stomp on the balloons of all opposing teams.
9. The last team with balloons wins.
10. Once a person’s balloon is popped, the participant must leave the area.

Suggestions:

1. Give teams three minutes to strategize.
2. Have the balloons blown up with the string.
3. Discuss leadership strategies prior to the activity.

Assessment Ideas:

• Have students write in their binder what leadership strategies worked well during the activity.
• Have each student share one or two thoughts.
Classroom Community: “Ice Cream Relay”

Recommended Time Allocation: 10 minutes

Objectives:

- To have students develop a concept of teamwork by allowing students to work together towards achieving the same goal and by providing students with the opportunity for debriefing the activity.

Materials:

1. Old fashion ice cream cone (1 per team)
2. Any kind of ball (1 per team)

Procedures:

1. Split the class up into teams of 4 to 6.
2. Give each team an old fashion ice cream cone.
3. Designate a starting line.
4. Half the team stays at the starting line, and the other half stands around 20-30 feet away.
5. Place a ball on cone.
6. At the signal, player number one balances the ball on the cone and carries it to player number 2.
7. Neither player may touch while transferring it or carry it. If someone does touch the ball, that person must go back and start again.
8. The first team that has all players carries the cone and ball wins.

Suggestions:

1. Demonstrate how to transfer the ball without touching it.

Assessment Ideas:

- Have students work in groups to find another activity that allows students to work together to accomplish the same goal. Have students run their activities at the start of each class.
Classroom Community: “Sugar Sweet Structures”

Recommended Time Allocation: 30 minutes

Objectives:

• To develop students’ concept of visions by allowing students to establish a vision and figure out the steps necessary to reach their vision.

Materials:

1. Gumdrops (2 bags per team)
2. Toothpicks (1 box per team)
3. Yardstick or tape measure

Procedures:

1. Split the class into groups of eight to ten students.
2. Give each group one box of toothpicks and two bags of gumdrops.
3. Give the groups five minutes to brainstorm strategies that will help them build a structure out of gumdrops and toothpicks.
4. On signal, groups have fifteen minutes to build their gumdrop structure.
5. Use a yardstick or tape measure to see which group has built the highest freestanding structure.

Suggestions:

1. Have students wash their hands prior to building the structures so they can eat the gumdrops at the end. Otherwise, bring a couple extra bags to share during the group discussion.

Assessment Ideas:

1. Have a ten-minute discussion with the class about the communication, teamwork, and goal setting skills that were used to complete the activity.
Classroom Community: “Head to Head”

Recommended Time Allocation: 10-15 minutes

Objectives:

- To have students develop a concept of teamwork by having students complete the exercise and write a paragraph about the teamwork and cooperation skills in the activity.

Materials:

1. Balloon
2. Large open space

Procedures:

1. Split the class up into groups of four to eight.
2. Give each team one balloon.
3. Two people will run to a space thirty to fifty feet away from the starting line and back.
4. The couples must hold the balloon between their foreheads.
5. If they drop the balloon or hold onto the balloon with their hands, then they must start over.
6. The first team that has all their couples cross the line wins.

Suggestions:

1. Have the teams blow up the balloon as part of the race.
2. If a balloon pops, teams need to blow up a new balloon.
3. A beach ball, tennis ball, volleyball, or any other type of round object can be used in place of the balloon.

Assessment Ideas:

1. Have students write a paragraph about the teamwork and cooperation skills in the activity.
Classroom Community: “Pass the Balloon”

Recommended Time Allocation: 10 minutes

Objectives:

• To develop student relationships by provide students with the opportunity to collaborate and share with their classmates.

Materials:

1. Balloons

Procedures:

1. Divided the class into groups of eight.
2. Each group needs to sit in a row with three feet in between each person.
3. The first person holds a balloon between his or her feet.
4. At the start signal, the first person passes the balloon to the next person who takes the balloon with his or her feet.
5. The second student pivots around and passes the balloon to the feet of the next person in line.
6. The activity continues until the balloon has gone back and forth down the line.
7. If the balloon drops while being passed, it can go back to the person trying to pass the balloon.
8. Players cannot touch the balloon with their hands.

Suggestions:

1. Designate a certain number of times the balloon needs to be passed up and down the rows.
2. Other objects can be used in place of the balloon.
3. Teamwork strategies can be discussed at the end of the activity.

Assessment Ideas:

1. Have students share one teamwork strategy they used or saw during the activity.
PART TWO:

Moral Development
(Adapted From the CHARACTER COUNTS! Program)

Trustworthiness
  Respect
Responsibility
  Fairness
  Caring
  Citizenship
Moral Development: “Defining Good Citizenship”

Recommended Time Allocation: 45 minutes

Objectives:

- To develop students understanding of citizenship by having students create a poster where they get to define citizenship in their own words and present to the class.

Materials:

1. Paper
2. Markers
3. Magazines
4. Dictionary
5. Newspaper
6. Computer
7. Glue
8. Scissors

Procedures:

1. Pass out a blank sheet of white computer paper to each student.
2. Instruct students to make a poster defining citizenship.
3. Students can use markers, newspaper, magazines, etc to create their poster.
4. Post questions to help guide students’ work. Some example questions are as follows:
   a. What does it mean to be a good citizen?
   b. What is citizenship?
   c. What do good citizens do for the community?
   d. How do good citizens make a difference?

Suggestions:

1. Post the posters somewhere in the room.
2. Have students create a larger poster in groups of four instead of doing individual posters.

Assessment Ideas:

1. Have students present their posters to the class.
2. Have a class discussion around citizenship after the activity is over.
Moral Development: “Telephone Talk”

Recommended Time Allocation: 10 minutes

Objectives:

• To teach students proper communication when using the telephone by having students practice telephone communication skills in front of the class.
• To use role-play in order to prepare students for calling people for service.

Materials:

1. Two telephones (cell or land)
2. Student notebooks
3. Whiteboard

Procedures:

1. Seat students in a circle.
2. Tell students that today they will be role-playing how to talk to people on the telephone.
3. Brainstorm a proper introduction for how students should introduce themselves when calling someone for service.
   a. “Hello, this is __________ from Del Oro High School Leadership. How are you today? I was calling because ________.
4. Select two volunteers to act out the introduction. One will be the leadership student, and the other will be the person offering service.
5. Repeat step four a few times in front of the group. Have students practice with the person next to them in the circle.
6. Discuss how to handle telephone calls when the person they are calling is mean or disrespectful. Brainstorm a list of ideas on how to handle this situation.
7. Have students write notes in their notebooks.

Suggestions:

1. Split the class into two groups. Have one person from each group act out a telephone call. Designate one group to be the leadership student and the other group to be the service provider. The service provider group must come up with a possible phone conversation, and the leadership student group must try to correctly handle the conversation. Discuss what went well in the conversation, and what the student should do differently.
Assessment Ideas:

1. Have students come up with other possible telephone scenarios, and then role-play how to handle each.
Moral Development: “Good Citizenship Banner”

Recommended Time Allocation: 30-45 minutes

Objectives:

- To develop students’ understanding of citizenship by having students develop a classroom citizenship goal through a hands on activity.
- To come up with a list of projects students can do for the school and community that demonstrate good citizenship.

Materials:

1. Long strip of butcher paper
2. Markers
3. Magazines
4. Glue
5. Scissors

Procedures:

1. During a class meeting during the first few weeks of school, brainstorm with students to identify a citizenship goal that the class would like to achieve during the term.
   a. “Our Citizenship Goal: We will reach out to the community and school through our projects.”
2. Guide students to focus their goal towards what they can accomplish for the school and community.
3. Have a student write the goal in the middle of the poster.
4. Brainstorm a list of projects students can do throughout the term that demonstrates good citizenship in both the school and community.
   a. Canned food drive
   b. Clothing drive
   c. Thanksgiving food baskets
   d. Gift drive
   e. Jacket drive
   f. Book drive
   g. Community fundraiser run
5. Have students pick one of the ideas and draw it on the poster.
6. Hang the poster up in the classroom
Suggestions:

1. Put a paper star or some type of symbol next to each project on the poster once the project has been done.
2. If students need a project to work on, they can look at the poster and get a new idea.
3. Post the posters somewhere in the room.

Assessment Ideas:

1. Have students present either their posters to the class.
2. Have a discussion around citizenship after the activity is over.
Moral Development: “Quilted Together”

Recommended Time Allocation: 45 minutes

Objectives:

• To help develop students understanding of why creating a classroom where students are joined together and support one another is important by having students create a paper quilt they feel promotes and demonstrates citizenship.

Materials:

1. Yarn of different colors
2. Tag-board cut in ten-inch by ten-inch squares
3. Hole punch
4. Permanent markers
5. Glue
6. Scissors

Procedures:

1. Tell students they will be creating a quilt today that symbolizes all members of the classroom community joined together as one.
2. Have students create self-portraits on one tag-board square.
3. Punch holes around the edges of each square and use yarn to sew the squares together.
4. Each student should autograph his or her square with a permanent marker.
5. Display the completed quilt in the classroom.
6. Come up with a creative title to put above the quilt.
   a. “Quilted Together”
   b. “Stitch by Stitch”

Suggestions:

1. Set up a table in the lunchroom and create a school wide quilt to hang up on the lunchroom wall.

Assessment Ideas:

1. Have each student share one thing they enjoyed about this activity and why they think unity is important with the class.
Moral Development: “I Like You”

Recommended Time Allocation: 10 minutes

Objectives:

- To allow students to show they care for one another by giving compliments about each student in the class.
- To increase students’ self-esteem by stating positive things about each other, and by having students write how the compliments help to increase self-esteem.

Materials:

1. Paper
2. Pen or Pencil

Procedures:

1. Each day write a new student’s name on the board.
2. Post a lined sheet of paper under the name.
3. During class, students may think about something positive to write about the designated student.
4. Before students leave the class, they must write something positive on the paper.
5. For example: I like (name) because _______. (Name) did great on _____ because _______.

Suggestions:

1. Share five comments before the bell rings.

Assessment Ideas:

1. Have each student write a one page reflection discussing how he or she felt when reading the compliments from the classmates.
Moral Development: “Make Someone Smile”

Recommended Time Allocation: 20-30 minutes

Objectives:

- To teach students about caring for others by having students write a one page reflection after completing the activity.

Materials:

1. Construction paper
2. Markers
3. Scissors
4. Glue

Procedures:

1. Tell students that today they will be making a card for a staff member on campus.
2. Make a list of student’s staff choices on the whiteboard so names are not repeated.
3. Advise students to pick an employee that may not always feel appreciated.
   a. Teachers, administrators, librarians, lunch workers, computer technicians, secretaries, janitors, coaches, etc.
4. Students are to make a card for the person of their choice. The goal of the card is to bring happiness to someone else.
5. Give students twenty minutes to write and decorate their card.
6. For the last ten minutes, have students share what they wrote.
7. Deliver the cards.

Suggestions:

1. Keep list of names to refer back to if this activity is repeated later in the year.
2. Run this activity every few weeks.

Assessment Ideas:

1. Students can write a one page reflection about the purpose of the activity.
**Moral Development:** “Perseverance Puzzles”

**Recommended Time Allocation:** 20 minutes

**Objectives:**

- To get students thinking about perseverance by having students work and discuss the importance of perseverance in small groups.

**Materials:**

1. Sentence strips
2. Markers
3. Scissors
4. Quotes on perseverance

**Procedures:**

1. Make six to eight sets of sentence strips using quotes about perseverance.
   a. “If at first you don’t succeed, try, try again.”
   b. “Nothing succeeds like a try.”
   c. “Hard work brings good results.”
2. Cut the words of each sentence apart to make a puzzle.
3. Split the class into groups of four.
4. Give each group one puzzle at a time.
5. On signal, groups compete to complete the puzzles first.
6. Have students read the puzzle and state what the quote means.

**Suggestions:**

1. Give points to the group that finishes first and answers correctly.

**Assessment Ideas:**

1. Discuss the importance of perseverance
2. Ask how perseverance plays into the roles of a leader.
Moral Development: “Everyone Perseveres”

Recommended Time Allocation: 15-20 minutes

Objectives:

- To acknowledge the perseverance of others by having students write sentences on how other people have persevered.
- To have students share how they feel when other people acknowledge them for their hard work.

Materials:

1. Strips of paper
2. Markers
3. Basket or box

Procedures:

1. Write each students name on a long strip and place the students name in a box.
2. Let students draw a name and then write on sentence on the strip about how the person whose name was drawn shows perseverance.
3. Place all the strips back in the basket.
4. Draw one sentence at a time to read aloud.
5. Let the class guess who is the subject of the sentence.
6. Example of sentences:
   a. Tyler: Took his time to find a good D.J. for the dance.
   b. Kelly: Worked hard to promote the dance.
   c. Matt: Patiently collaborated with all the dance chaperons.

Suggestions:

1. Briefly discuss the importance of acknowledging the perseverance of others.

Assessment Ideas:

1. Ask students how it makes them feel to be acknowledged for their hard work.
Moral Development: “Courageous People”

Recommended Time Allocation: 10 minutes

Objectives:

• To help students understand what it means to be courageous by having students discuss famous courageous people and write a reflection about what it means to be courageous.

Materials:

• A list of famous people

Procedures:

1. Show students a list of famous men or women that have demonstrated courageous acts.
2. Have students discuss why the people on the list have demonstrated courage.
3. Students can talk with partners, in groups, or as a whole class.
4. An example of famous people are as follows:

   Jane Adams       Albert Einstein
   Rosa Parks       Mahatma Gandhi
   Harriet Tubman   Paul Revere
   Margret Mead     Abraham Lincoln
   Amelia Earhart   George Washington
   Oprah Winfrey    Martin Luther King Jr.
   Anne Frank       Isaac Newton
   Eleanor Roosevelt John F. Kennedy

5. Next, students will pick one famous person either from the list above or one they come up with, and write a one to two page report about their person’s act of courage and contributions to society.

Suggestions:

1. Have students complete this process again, but this time students will pick a courageous person they personally know. For instance, the courageous person they pick may be their grandpa, grandma, parent, friend, teacher, etc.
2. Have students complete research about the life of a man or woman with a disability. Have students share with the class how the person they researched
overcame great obstacles to achieve something special during his or her lifetime.

**Assessment Ideas:**

1. Students can share their information with the class.
2. Create a grading rubric stating the expectations for the paper.
Moral Development: “Brave and Mighty Poems”

Recommended Time Allocation: 1 hour and 30 minutes

Objectives:

- To have students explore the concepts behind courage by having students create and share a poem that portrays the concepts of courage.

Materials:

1. Paper
2. Pencil

Procedures:

1. Students will first discuss the concepts and themes of courage in small groups.
2. Then, as a class, have students make a list of all the aspects that define courage.
3. After the discussion, give students around an hour to write a poem about courage and what being courageous means to them personally.

Suggestions:

1. Post their poems in the classroom.
2. Have them send their poems to someone they think is courageous.

Assessment Ideas:

1. Have students share their poems in front of the class the following day.
PART THREE:

Two Leadership Development Strands Adopted From the CADA and CASL Standards Manual

Strand One: Communication

Written communication
  Interviewing skills
  Public speaking
  Crowd control
  Conflict resolution
  Creative thinking
  Evaluation
  Interpersonal skills
Communication: “I Am a Tree”

Recommended Time Allocation: 15 - 20 minutes

Objectives:

• To evaluate a particular situation or to create new ideas by having students complete the exercise.
• To develop students’ quick thinking skills by having students immediately respond to other people’s responses immediately.

Materials:

1. Optional paper and pen, or whiteboard and dry erase marker.

Procedures:

1. Create two teams of three and have the two teams stand on opposite sides in the front of the room.
2. One person starts by saying something like “I am Grandma Sally.” The person should form a position that represents Grandma Sally.
3. Then another person from the other team adds on says something like “I am Grandma’s daughter, Shelly.” The person should form a position like Grandma’s daughter.
4. Then another person from the first team extends off of Grandma Sally and says something like “I am Grandma’s house.” The person should form a position like Grandma’s house.
5. Once three people have formed their positions, another teammate from one of the two groups taps one of the three people. The person tapped stays, while the other two players return to their teams. The person that stays repeats their position, and two more players from the groups add on to what was stated.
   a. For example, someone taps Grandma’s house and Grandma’s house stays. Grandma Sally and Grandma’s daughter Shelly return to their groups. Now, two new people add onto Grandma’s house by saying something like “I am the lawn under the house,” or “I am the mailman that delivers mail to the house.”

Suggestions:

1. This activity could be used to get the students thinking about a major key aspect before or after a particular project or event. For example, students can do this activity before a rally to get them focused on the important parts of the rally.
Assessment Ideas:

1. Have a recorder write down the key words on a whiteboard and discuss the keywords once the activity is over.
2. Do this activity after an event, such as a dance, to have them remember the key moments of the dance. From this activity, conduct a brainstorm about what went well and what could be improved for next time.
**Communication:** “Hold the Middle”

**Recommended Time Allocation:** 15 minutes

**Objectives:**

- To demonstrate the necessity of finding balance when working with partners or in a group by having students participate in the activity, and then evaluate the trust and support between the group members.

**Materials:**

1. None

**Procedures:**

1. Have each student find a partner in the class.
2. Partners should stand face to face, put their hands together, and lean towards one another.
3. Instruct the partners to find a balancing point where both partners are leaning diagonally. The goal is to hold the tension in the middle, and for partners to support one another.
4. Once each group finds a balancing point have them return to their seats.
5. Discuss any of the outcomes from the activity.

**Suggestions:**

1. **Sample Questions:**
   a. What did you notice about the strength of each individual? Did some groups have individuals that were stronger or weaker then their partner?
   b. Why were you asked to hold the tension in the middle and to support one another? How can this relate in the leadership classroom? How can this relate to the projects you organize and lead?

**Assessment Ideas:**

1. Discuss how this activity demonstrates holding a conflict in order to find a resolution. Have students share one thought or idea about conflict resolution with the class.
Communication: “Pass it on”

Recommended Time Allocation: 15 -20 minutes

Objectives:

- To evaluate a project or event by having students brainstorm ideas as a class.
- To give students the opportunity to have a voice by having each student involved in the activity and follow-up discussion.

Materials:

1. Whiteboard
2. Two dry erase markers

Procedures:

1. Have the students count off by two in order to form team one and team two.
2. Students will get into their teams and come up with a better name than team one or team two.
3. Next, tell students the goal or purpose of the activity.
   a. For example, explain to both teams that the goal of the activity is to come up with as many ideas for homecoming week during the ten designated minutes.
4. One person at a time from each team writes something down on the whiteboard and returns to his or her seat.
5. Once seated, another team member may stand up and write their idea on the whiteboard.
6. This continues until everyone has written an idea, or until the ten minutes are up. If everyone has written one idea and there is still time, encourage participants to add more ideas to the whiteboard.
7. The team with the most responses at the end of ten minutes, or the team that finishes one round of responses first wins.

Suggestions:

1. Tell students that no repeats can be on the board.
2. Tell the team that won “You win the feeling of winning!”
3. Have each person jump out of their seat and run to the front of the class. Once in front, each person can explain what he or she wrote, and the class can cheer. This can be similar to the TV show “The Price is Right” where contestants run to the front and the audience cheers.
Assessment Ideas:

1. Discuss how it is important that people know how to win and lose gracefully.
2. Discuss how our society is both competitive and cooperative.
3. Have students take notes during the discussion and include their notes in their binder.
Communication: “Stack Them Up

Recommended Time Allocation: 15-20 minutes

Objectives:

• To develop students’ communication and listening skills by having students complete the activity and participate in a discussion focused on the communication and listening skills of the activity.

Materials:

1. Blindfold (One per team).
2. One set of 6 cups per team.

Procedures:

1. Split the class up into teams of four.
2. Blindfold the first person in each team.
3. At the signal, the blindfolded person crawls around fifteen feet away to a stack of six cups.
4. The players must stack the six cups in a pyramid, the crawl back to their team.
5. The blindfold is removed and placed on the next teammate.
6. The first team to have every player stack the cup wins.

Suggestions:

1. Have someone knock down each pyramid after it has been successfully built.
2. Make sure the cups are close together so the blindfolded person can find them.
3. Do the activity without talking to demonstrate how a lack of communication can cause frustration, problems, and difficulty.

Assessment Ideas:

1. Discuss how listening skills, communication, and trust were vital in completing the activity.
Communication: “Lego Mania”

Recommended Time Allocation: 30 minutes

Objectives:

• To have students communicate and work together by having students effectively communicate their goals, and discuss their progress.

Materials:

1. A large assortment of different Lego pieces.

Procedures:

1. Split the class into groups of four to six students.
2. Give each group a random assortment of around one hundred different Lego pieces.
3. Groups will have fifteen minutes to brainstorm and then create something out of the Legos they were given.
4. After fifteen minutes, groups can present their Lego structures.

Suggestions:

1. Give groups a specific theme to build their Legos around. Tell students to build something they would like to see at the school’s May Day Festival. For example, students could build a rock wall or create a karaoke stage.
2. Vote on the most creative or best-designed structure.
3. Allow students to bargain or trade Legos.

Assessment Ideas:

1. Discuss with students the leadership skills that were used during the activity.
2. Use this activity as a segway to brainstorming ideas for a particular event like May Day or Homecoming. Have students make a list of all their ideas.
Communication: “Faces”

Recommended Time Allocation: 30 minutes

Objectives:

• To develop students listening and communication skills by having students work and discuss with classmates to accomplish a common goal.

Materials:

1. White poster paper
2. White construction paper
3. Markers
4. Blindfolds
5. Tape and scissors

Procedures:

1. Split the class into groups of four.
2. Give each group a piece of construction paper and a pack of markers.
3. Each group has five to ten minutes to draw and cut out two eyes, one mouth, and one nose.
4. While groups are drawing, hang up large thirty inch circles drawn on white poster paper. One circle per group is needed.
5. Have each group stand about fifteen feet away from their designated circle.
6. The goal is to design the best face by putting the mouth, eyes, and nose on the circle while being blindfolded.
7. Each person in the group must put one body part on the face while blindfolded. Their teammates must direct them to the circle, and instruct where they should place the part of the face.
8. The objective is to create the best face using only communication and listening skills.

Suggestions:

1. Draw out the thirty inch circles the day before, or have students draw them while they draw the parts of the face.

Assessment Ideas:

1. Discuss with the class the use of communication and listening skills that were necessary during the activity.
2. Discuss any challenges and how the challenges were met.
Classroom Community: “Sugar Sweet Structures”

Recommended Time Allocation: 30 minutes

Objectives:

• To give students an opportunity to work together to establish a vision and figure out the steps necessary to reach their vision.
• To develop students' understanding of establishing goals and visions by having students engage in a discussion.

Materials:

4. Gumdrops (2 bags per team)
5. Toothpicks (1 box per team)
6. Yardstick or tape measure

Procedures:

1. Split the class into groups of eight to ten students.
2. Give each group one box of toothpicks and two bags of gumdrops.
3. Give the groups five minutes to brainstorm strategies that will help them build a structure possible out of gumdrops and toothpicks.
4. On signal, groups have fifteen minutes to build their gumdrop structure.
5. Use a yardstick or tape measure to see which group has built the highest freestanding structure.

Suggestions:

1. Have students wash their hands prior to building the structures so they can eat the gumdrops at the end. Otherwise, bring a couple extra bags to share during the group discussion.

Assessment Ideas:

1. Have a ten-minute discussion with the class about the communication, teamwork, and goal setting skills that were used to complete the activity.
**Communication:** “How High Can You Stack”

**Recommended Time Allocation:** 20-30 minutes

**Objectives:**

- To teach collaboration, communication, and goal setting skills by having complete the challenge, and then draw and present pictures that display the leadership skills they used to complete the activity.

**Materials:**

1. Styrofoam cups (5-20 per team)

**Procedures:**

1. Divide the class into groups of four.
2. Give each group around twenty Styrofoam cups.
3. Each team must stack their cups from bottom to top and top to bottom.
4. The team that can form the highest free standing structure wins.
5. No glue or tape is allowed.

**Suggestions:**

1. Give groups a time limit.
2. Give students five minutes to brainstorm prior to beginning the activity.

**Assessment Ideas:**

1. Have students draw a picture displaying the teamwork and leadership skills they needed to use in order to complete the activity. Have each student share.
Communication: “Two-Way Communication”

Recommended Time Allocation: 10-20 minutes

Objectives:

- To teach students how to verbally communicate their message or directions by having students complete the activity, and then write a one page reflection stating the value of verbal communication.

Materials:

1. A design
2. Paper
3. Pencil

Procedures:

1. Split students into pairs.
2. Give one person a figure or design. The figure may include a few different shapes facing different directions and in different sections of the paper.
3. The person with the design must verbally communicate to his or her partner the objects on the paper.
4. The person following the directions is not allowed to see the design page.
5. Both pairs must use only verbal communication to transfer the design on the page to a new piece of paper.

Suggestions:

1. Make sure students understand that they are not allowed to make hand signals.

Assessment Ideas:

1. Have each pair write a one page reflection stating the value of verbal communication.
Communication: “Back-to-Back”

Recommended Time Allocation: 10-20 minutes

Objectives:

- To teach students how of eye contact and body language influence communication between two people by having students write three conclusions about the importance of eye contact and body language after completing the activity.

Materials:

1. None

Procedures:

1. Split students into pairs.
2. Have the pairs sit back to back on the floor or in chairs.
3. Each partner will tell a story.
4. Give each partner two or three minutes to tell a story.
5. Gather the participants back and discuss how the conversations between the partners were different than normal conversations.

Suggestions:

1. After each partner tells a story, give students a couple minutes to write down or restate the story they heard. Do the activity again, but have students pick a new story to tell. This time students will practice eye contact and use body language. Have students compare the difference between both experiences.

Assessment Ideas:

1. Have each pair write three conclusions about the importance of eye contact and body language influence communication.
Communication: “Remembering the Details”

Recommended Time Allocation: 10-20 minutes

Objectives:

- To evaluate students listening skills by collecting students responses to questions after reading a short book.

Materials:

1. Any short story or book.
2. Paper
3. Pencil

Procedures:

1. Read a short story or book to the class. Do not tell them why they are going to listen to a story.
2. Once the story is done, have students get out a piece of paper and a pencil.
3. Ask students ten or fifteen questions about the story.
4. Reveal the answers to the questions and see if anyone answered all of them correctly.

Suggestions:

1. Do this activity, or one like it, once every other week to help students focus on the importance of having good listening skills.

Assessment Ideas:

1. Collect students’ answers and view their results. Have a discussion about listening skills with the students that failed to answer a majority of the questions.
Communication: “The Struggles of Long-Distance Relationships”

Recommended Time Allocation: 10-20 minutes

Objectives:

- To develop students understanding of the importance of eye contact, voice volume, and body language by having students write their observations about the two volunteers in the activity.

Materials:

1. None

Procedures:

1. Pick two volunteers.
2. Have each volunteer stand a few inches away from one another.
3. The Partners will engage in a conversation.
4. Ask students to observe how they are interacting with one another.
5. Have the volunteers move about six feet apart.
6. Students will observe how the interaction and communication between the volunteers has changed with an increased distance between them.
7. Move the volunteers to the opposite ends of the room.
8. Students will once again observe how extreme distances influences the communication between the volunteers.

Suggestions:

1. Give students a conversation topic if they are having trouble starting a conversation.

Assessment Ideas:

1. Have students write about the changes they observed as the volunteers moved further away from one another. Students should write one sentence on eye contact, one sentence about voice volume, and one sentence about body language.
Communication: “It’s all In the Expression”

Recommended Time Allocation: 20 minutes

Objectives:

- To demonstrate how the way people say things can be interpreted in different ways by having students complete the exercise, and then write one or two thoughts about how different voice tones can be interpreted in different ways.

Materials:

1. Sentence strips
2. Pen

Procedures:

1. Cut several strips of paper.
2. Write down an emotion or disposition on each strip of paper.
3. Put the words like guilty, happy, suspicious, paranoid, insulted, and sad into a container.
4. Have each student take a prompt from the container and read the same sentence to the class while expressing the emotion or disposition they picked.
5. Students will read the sentence: “Everyone needs to collect their belongings and move to another room as soon as possible.”
6. Students should write down assumptions they make as each student reads his or her prompt.

Suggestions:

1. Have students make up the emotions or dispositions.
2. This activity can be done in small or large groups.

Assessment Ideas:

1. Have students write one or two thoughts about the activity and hand it in before they leave class.
Communication: “A Family of Suits”

Recommended Time Allocation: 20 minutes

Objectives:

• To teach students about non-verbal communication by having students complete the activity, and discuss the challenges of not being able to talk during the activity.

Materials:

1. A deck of regular playing cards

Procedures:

1. Shuffle the deck of cards and pass one card to each student.
2. Instruct the students to keep their cards a secret.
3. Make it clear to students that there will be no talking during the exercise.
4. On signal, students will use non-verbal communication to assemble into groups according to the four card suits (hearts, clubs, diamonds, spades).
5. Once students are in groups, students must arrange themselves in order from ace to king.
6. The group that lines up the quickest wins.

Suggestions:

1. To make this activity more challenging, blindfold each student.

Assessment Ideas:

1. Instruct each group to discuss the challenges of the activity. Randomly call on one or two people from each group to share the group’s response.
Communication: “Silent Movies”

Recommended Time Allocation: 45-60 minutes

Objectives:

- To develop students understanding of communication by providing students with the opportunity to act out and read non-verbal messages.

Materials:

1. None

Procedures:

1. Divide the class into four to six groups.
2. First, each group will write a silent movie scene.
3. Give students the following suggestions about silent movies:
   a. Silent movies tell a story without words.
   b. Students can start their movie with an obvious scene like washing a car.
   c. Some sort of conflict should interrupt the obvious scene.
   d. Some sort of commotion can take place and then problem is resolved.
4. Give students thirty to forty minutes to write and practice their scenes. Each movie should take three minutes.
5. Have each group perform their silent movie.

Suggestions:

1. Bring in popcorn and water to make watching the silent movies more enjoyable.

Assessment Ideas:

1. Instruct students to take notes on what each movie is about. Discuss any differences between the script and the audiences’ notes.
Communication: “Building Communication”

Recommended Time Allocation: 20-25 minutes

Objectives:

- To demonstrate effective communication by having students practice relaying a specific message to a partner, and then discuss the importance of translating messages effectively.

Materials:

1. Any type of blocks or building materials

Procedures:

1. Split the students into partners.
2. Give each student the same number of blocks.
3. Have partners sit back to back.
4. Instruct one partner to build something out of the blocks. Then the partner must tell the other partner how to build the same thing.
5. At the completion of the game, both partners should have the same thing built.

Suggestions:

1. Students can share real-life issues they have encountered when trying to translate or receive messages or instructions.

Assessment Ideas:

1. Each pair should discuss and write a paragraph about communication issues. Students should discuss the importance of translating messages effectively.
Strand Two: Personal and Social Responsibilities

Group dynamics
Goal setting
Interpersonal skills
Self-awareness
Self-esteem
Personal and Social Responsibilities: “Stand Together, Fall Together”

Recommended Time Allocation: 15-20 minutes

Objectives:

- To demonstrate the difficulty for a group to recover once trust and loyalty have been broken by having students watch the demonstration and discuss the outcomes.

Materials:

1. Three or four empty and non-dented aluminum soft drink cans
2. One empty aluminum soft drink can that has been dented in a couple places, but then popped back into place so that the can looks non-dented

Procedures:

1. Form a circle with the class.
2. Place one can upright in the middle of the circle.
3. Select one volunteer to stand on the can with one foot on the top of the can, and then distribute the rest of his or her weight equally. If they the volunteer leans too much to one side the can may collapse.
4. Once the volunteer successfully balances on the can, he or she may step down.
5. Squeeze both sides of the can to demonstrate how something so soft can support the weight of a person.
6. Place the can back in the center with the sides still squeezed together.
7. Have the student volunteer stand on the can again. The can should collapse because the can has been weakened.
8. Discuss how the strength of a non-dented can collapse under too much pressure.

Suggestions:

1. Pick a volunteer that weighs less than 140 pounds to insure the can does not crush prematurely.
2. If one of the non-dented cans collapses early, the mistake can be used to demonstrate what occurs when one part of a group becomes overloaded with too much stress and work.
3. The extra non-dented cans are to be used if one non-dented can accidently collapses too early.
Assessment Ideas:

1. Discuss how the can represents how a group can lose strength and effectiveness when honesty and trust are lost.
2. Create a list of things that damage a group’s trust and integrity. Then, develop a list of ways to prevent the damages from occurring
Personal and Social Responsibilities: “Goal Scorers”

Recommended Time Allocation: 10-15 minutes

Objectives:

• To help students learn and practice establishing goals by having students complete the activity, and discuss how the activity teaches students to set appropriate goals.

Materials:

1. 12 tape balls
2. An empty trash can

Procedures:

1. Ask for three volunteers.
2. Give each volunteer four tape balls and direct the volunteers to stand any distance from the trash can they choose.
3. Tell the volunteers their goal is to continue throwing each tape ball into the trash into the trash can until they have found a distance they are happy with.

Suggestions:

1. Talk about how goals must be both achievable and challenging. Goals that are reached too easily do not stretch a leader’s continuing development.

Assessment Ideas:

1. Discuss what it means to set appropriate goals.
   a. Did the volunteers pick a distance from the trash can where they made it every time, or did they sometimes make it and sometimes miss it?
2. How can students relate this activity to any project they are working on?
Personal and Social Responsibilities: “Trust Walk”

Recommended Time: 10-15 minutes

Objectives:

• To increase students interpersonal skills by providing students with the opportunity to work together to complete the activity, and then brainstorm a list of the interpersonal skills used during the activity.

Materials:

1. None

Procedures:

1. Instruct the class to form a line by joining hands.
2. Each person must close his or her eyes except for the person in the front of the line and the person at the end of the line.
3. The leader of the line takes the group on a walk.
4. Directions must be passed down the line so no one gets hurt.
5. After a minute, switch the leader.

Suggestions:

1. If there are more than twenty people in a class, split the class into a couple different groups to prevent injuries.

Assessment Ideas:

1. Brainstorm a class list of the interpersonal skills used during the activity.
2. Discuss how the activity can help build group dynamics.
Personal and Social Responsibilities: “A Penny For Your Thoughts”

Recommended Time Allocation: 45 minutes

Objectives:

- To help students learn something new about their classmates by having students complete the activity and then write a one page reflection stating the importance of getting to know someone.
- To increase positive group dynamics and build students self-esteem by having students learn about other people and share how learning about other people helps to build relationships.

Materials:

1. One penny per student (must be dated during student’s lifetime)

Procedures:

1. Pass out one penny to each student.
2. Tell students to look at the date on their penny.
3. Have students think of something memorable that happened in their life during the year dated on the penny.
4. Students can first share their story with a partner before sharing in front of the whole class.

Suggestions:

1. Students can share their reflections in pairs, groups, or as a class.

Assessment Ideas:

1. Have students write a one-page reflection stating the importance of getting to really know someone. Students should include examples of new things they learned about other people, and how their new gained knowledge helps build relationships.
Personal and Social Responsibilities: “Step By Step! Day By Day!”

Recommended Time Allocation: 15-20 minutes

Objectives:

- To help students identify the path towards attaining their goals by having students complete calendars and create specific timelines.

Materials:

1. Goal Sheet
2. Pencil

Procedures:

1. At the beginning of each week, have students fill out or revisit either their one-week, two-week, three-week, or one-month calendar depending on the estimated time frame for attaining their existing goal.
2. For each day of the week, students must write in what they need to accomplish each day.
3. The calendar will serve as an outline and guide their progress.

Suggestions:

1. Students should write on their calendars with pencil. Remind students that timelines vary daily and they need to be able to make changes where necessary.
2. Have the weekly and monthly calendars available in the classroom for students to use every time they take on a new project.
3. Students should be looking at their calendar every day.

Assessment Ideas:

1. Collect calendars after they have been completed. Analyze each student’s use of their calendar.
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### One Week

**GOAL:**

**Weekend Notes:**

### Two Weeks

**GOAL:**

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**Weekend Notes:**
Three Weeks

GOAL:

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Weekend Notes:
**Monthly GOAL:**

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**Weekend Notes:**
Personal and Social Responsibilities: “Create Your Own Assignment”

Recommended Time Allocation: 30-40 minutes for 5-6 days

Objectives:

- To help students learn about goal setting by allowing them to create and teach a lesson plan.

Materials:

1. Only the supplies the students need in their lessons.

Procedures:

1. Divide the students into groups of five or six.
2. Give each group a specific leadership topic (teamwork, trust, communication, etc.).
3. Groups will have the whole class period to research an activity that they want to teach to the class about their specific leadership topic.
4. The groups should find an activity that is both engaging and relatable to their topic.
5. Groups will find a lesson and then complete a basic lesson plan including the title, estimated time frame, materials, objectives of the lesson, and the step-by-step procedures.
6. Review the lesson plans and decide when each group will present their lesson.

Suggestions:

1. Try to form groups of people that have not really work together yet.
2. Let a new group teach their lesson to the class each day until all the groups have gone.

Assessment Ideas:

1. Have students write a short paper about the learning process they experienced as they created and taught their lesson to the class.
2. Create a rubric for grading their lesson.
REFERENCES


