



Leadership High

PLANTING SEEDS OF LEADERSHIP

Table of Contents

<i>About Leadership High</i>		
Summary of Objectives and Purpose		
Summary of Program Content		
Program Administration and Logistics		
<i>The Role of the Facilitator</i>		TAB 1
Where do I go and what do I do?		
Student Conduct		
<i>Introduction</i>		TAB 2
Activity 1	Take Note	
Activity 2	Introduction Cards	
<i>Servant Leadership</i>		TAB 3
Activity 1	Who Makes a Difference?	
Activity 2	We live in a Great Place	
Homework	Record Acts of Servant Leadership	
<i>Building Trust</i>		TAB 4
Reconnect	Report on Assignment	
Activity 1	What we have in common	
Activity 2	Hula Hoops	
<i>Working/Thinking/Learning Styles</i>		TAB 5
Reconnect	Review of concepts learned	
Activity 1	Learning Thinking Working Styles Inventory	
Homework	Recording acts of servant leadership	
<i>Diversity</i>		TAB 6
Reconnect	Report on Assignment	
Activity 1	Group Membership	
Activity 2	Who Am I?	
Activity 2	Cultural Bingo	
<i>Consensus Building</i>		TAB 7
Activity 1	Improving Communication	
Activity 2	Thumbs up! Thumbs Down!	
Activity 3	Plan a Party	
Homework	Skit preparation	
<i>Collaboration/Leading by Example</i>		TAB 8
Activity 1	Global Village	
Activity 2	Puzzle Activity	
Homework	Create Leadership Notebook	
<i>Celebration</i>		TAB 9
Skit Presentations		
Recognition		

LEADERSHIP HIGH

Summary of Objectives and Purpose

For over ten years, the Chamber Foundation has nurtured sophomores in high school through the Crawford County Junior Leadership Program accommodating 30 to 35 students each year. The mission of the program is to educate and motivate high school students to be engaged citizens and leaders in their schools and their community. This program is continually evolving and most recently we are now providing exposure and practical application of positive thinking and leadership skills. This program provides support as students make good decisions, it adds to their protections from risk factors such as alcohol and drug use. The Crawford County Communities That Care (CTC) research shows us that 53% of sophomores make decisions to act based on peer pressure, without thinking of what will happen, no doubt placing them at risk for unhealthy behaviors.

In 2004 the Leadership Committee took a bold move to expand and re-structure the curriculum for the Youth Leadership Program and took the program into two 6th grade classrooms on a monthly basis for 7 months. The results were positive and overwhelming. In the fall of 2005, we recruited and trained 42 community volunteers who went into all of our 6th grade classrooms to teach the concepts and techniques of leadership to these young adults. The results once again demonstrated success.

With this success behind us, it seems only natural to model the concept and re-structure the high school program and bring it into the classroom for either freshmen or sophomores during a regular class room setting on a regular basis.

Summary of Program Content

Leadership skills are developed in this program through a series of fun activities. The facilitators introduce each program component. An activity is conducted, followed by a discussion lead by the facilitators. Students gain an understanding of the objectives of each component through the experience of the activity and through the experiences of others shared during debriefing.

Program activities focus on the following skills and attributes: team building, collaboration, communication and listening skills, consensus building, problem solving, leading by example, and service/servant leadership. Although particular activities are listed within one of these areas, many of the activities touch upon more than one area of emphasis. The semester will culminate with a party for the students, with pizza and drinks, t-shirts and certificates for all participants.

Program Administration / Logistics

The Leadership Foundation Advisory Board of the Pittsburg Area Chamber Foundation's administers the Program. Volunteers are sought from a wide spectrum of youth-related community organizations including but not limited to Parent teacher organizations, 4-H, Scouting, YMCA, medical and business community, etc. Volunteers are screened through a collaborative effort with YOUTH FRIENDS. Program developers will train facilitators for the program and other qualified Leadership graduates.

The Program is offered to freshman and sophomore students. It will be piloted to Frontenac High School Freshman Spring 07 and to Pittsburg High School Sophomores in Fall of 2007.

Activities and discussions will be held during one class (approximately one hour). The Program will feature six sessions in January, February, and March. The April session will conclude the program with a celebration. Not less than two community volunteers will be assigned to each classroom. The facilitators encourage the participation from the teachers, student aides, and counselors, etc.

THE ROLE OF THE FACILITATOR

The Role of the Facilitator

A facilitator, in the strictest sense, is a person who makes a process easier. A facilitator does not add or subtract from the substance of a process, but keeps the team focused and moving in a positive direction. An effective facilitator is like a catalyst in a chemical reaction. When certain chemicals are mixed together without a catalyst, the reaction is slow or nonexistent. When the catalyst is added, it accelerates a reaction and encourages the formation of a new compound.

The activities in this Program are fun and engaging. The facilitator has vital roles to play so that the Program is more than mere fun and games. Safety, observation, debriefing and assessment are a few of the important roles of facilitators.

None of the activities in this Program would be enjoyable or productive if the safety of the students was compromised. Safety issues are addressed in the instructions for specific activities, especially when they are not obvious. Facilitators should carefully review all instructions before attempting to facilitate any activity in this Program.

When observing an activity in progress, facilitators should resist the urge to step in and help when students are struggling. Students need to learn how to handle difficult situations without being rescued by an observer outside the team. Watch for what the team needs to improve, and make a special effort to track what they do well. Often students that work through these special problems and activities learn that their success comes from a lack of politics, rank, and “doing things the way we’ve always done them.”

Each session is designed to push students outside their normal comfort zone. Facilitators should encourage all students to actively participate in the activities and discussions. When activities call for students to form groups, cliques and close friends should be separated. If possible, groupings of students should be different for each activity throughout the program.

All of the facilitators’ roles are important, but the debriefing role is the one that provides students with the link between the activities they just completed and the purpose and objectives of the activity. Ask questions of the students so that the **students** reveal the wisdom of what they did and what they learned. Avoid lecturing or telling the students anything. Ask open-ended questions so that the students can develop their own solutions. Keep the discussion focused and provide an atmosphere of openness and trust. Sample discussion topics and questions are provided with each program component and activity.

It is important that each student participate in post-activity discussions. Question those students that are reluctant to volunteer. A fun way to encourage student discussion is to use a “discussion ball.” Use a soft ball or similar object. Begin the discussion with the ball in your hand, Students are instructed that whoever has the

ball must share their perspective with the class and then toss the ball to another student. Facilitating in this manner has at least two advantages. First, the discussion continues until every student has held the ball. Second, students are forced to listen to each other because they do not know whether or not they will be the next to be tossed the ball.

Here are ten suggestions for successfully debriefing Program activities:

1. Moment of Silence- five-second pause; most people are uncomfortable with silence. Someone will fill it. Wait and use eye contact during the silence.
2. Paraphrase Content- Rephrase the information back in the student's own words.
3. Probing- simply request more information. "When did that happen?" "Please give me an example." "How did that happen?" "Tell me more about..."
4. Bridging- take last 2-3 words of what was said and repeat in a flat monotone.
5. Reflection- reflect back in words what the student is feeling, and let the student correct you if you are wrong; be wrong at times.
6. Control Dominators and Encourage reluctant Participants- eye contact, redirecting, asking another person, discussion ball, etc.
7. Group Interplay- "How would the rest of you answer that question?"
8. Expanders- stems that require each student to complete the sentence: "By that you mean..." or "You did that because..."
9. Active Listening Phrases- - "What I hear you saying is..."
10. Reciprocating Questions- you are asked a question, respond with a question such as "What do you think?" Ask another student, "What is your reaction to that statement?"

Here are tips to help you be a good Program facilitator:

1. Show Enthusiasm- it is contagious!
2. Plan In Advance- know what to do and how to do it. Ask questions in advance. Try not to refer to notes or directions while facilitating. Practice!
3. Keep Your Head- be a leader, not a boss. Keep control.
4. Use Your Voice- but do not yell. Speak up so you are heard. If the students are noisy, wait until it is quiet before saying a word.
5. Overlook Mistakes- remember, these activities are being taught for fun and learning, not for perfection. Mistakes often result in learning.
6. Don't Do It All Yourself- rely on the other adults in the room to assist you, and share the responsibility.
7. Evaluate- problems and mistakes will happen. Learn from them. Tell others about them. Offer constructive criticism of the Program.

Student Conduct

The classroom teacher's are an integral part of this Program. Teachers should be encouraged to participate in activities, assist in facilitation, and assess and evaluate the Program components. The classroom teachers are expected to be present throughout each activity and discussion.

Each teacher has rules governing classroom behavior. The activities in this Program are fun, and the usual rules may be stretched to their limits. Nonetheless, students should be reminded that these rules still apply. Unacceptable conduct during Program activities shall result in the consequences outlined in the teacher's classroom rules.

Each student will agree on a code of conduct prior to participating in Program activities. This code will emphasize active participation and respect for facilitators and other students. Students who disregard this agreement will be forced to observe the activity (or the next activity) without participating. If the conduct warrants further action, the teacher will be responsible for addressing the conduct in an appropriate manner. It is not the role of the facilitator to discipline students.

INTRODUCTIONS

SERVANT LEADERSHIP

Service is the rent that you pay for room on this earth.

-Shirley Chisholm

Servant Leadership Key Concepts

For most of us, whenever we think of a leader, we think of the person that stands up in front of the room, the one that takes charge and is in clear control of the situation. Although these people are exhibiting behaviors of a leader, these are only but a few of the examples of leadership.

Consider the person that sits in the audience. They sit patiently, listening to what the person in the front of the room has to say. However, when given the chance to ask a question or make a comment, they say something so simple yet so profound that everyone turns their head to listen. Is this person not just as much a leader as the speaker at the front of the room?

Or think of sports team. Think of the team member that is always giving 110%, never misses a practice, never complains about what is asked of him, that works his tail off for the team and pitches in where he sees someone needs help. Is this person not just as much a leader as the coach?

Leaders are everywhere. In front of us, leading us on to victory. Beside us, supporting us in tough times. Behind us, pushing us, motivating us to be more than we thought we could be. They are friends, family, co-workers, neighbors, some are people we don't even know. But they impact the lives of others by giving of themselves. They volunteer to do jobs no one else will do. They do things when no one else has the time to do them.

The focus of this section is to help students understand, everyone can be a leader. Leadership is more a matter of perspective than geographic location. Through volunteer service, they can make a difference in our communities and in our schools.

Introduction Activity 1

Take Note

Objective: To locate players possessing an identical musical note

Materials Needed: One prepared musical note for each participant; scissors; radio music (optional)

Total Time Required: 30 minutes

Group Size: Entire class will work together in 4-5.

Instructions: Duplicate enough copies of the Take Note Template on card stock to accommodate one musical note shape for each participant. Cut out the shapes, alternating through the entire scale before repeating: DO, RA, ME, FA, SO, LA, TI

Distribute the paper musical notes, one to each person. Explain that, at a given signal, everyone is to hunt for other players who have the same note. Participants may sing their notes to attract their partners, if they wish. Signal for participants to begin.

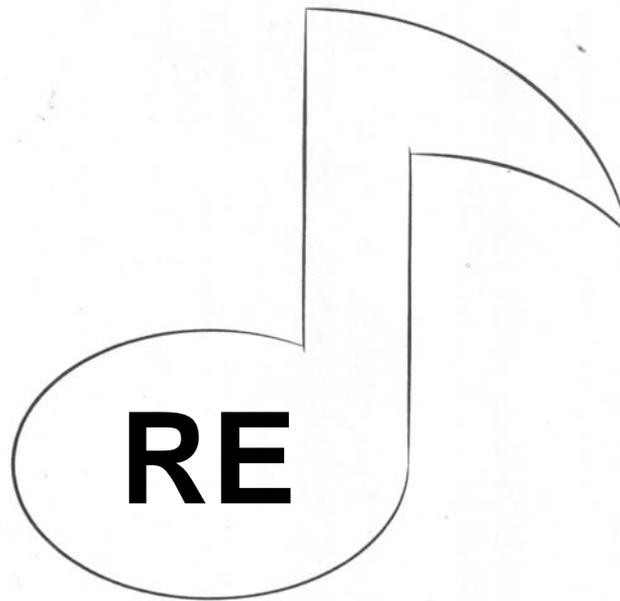
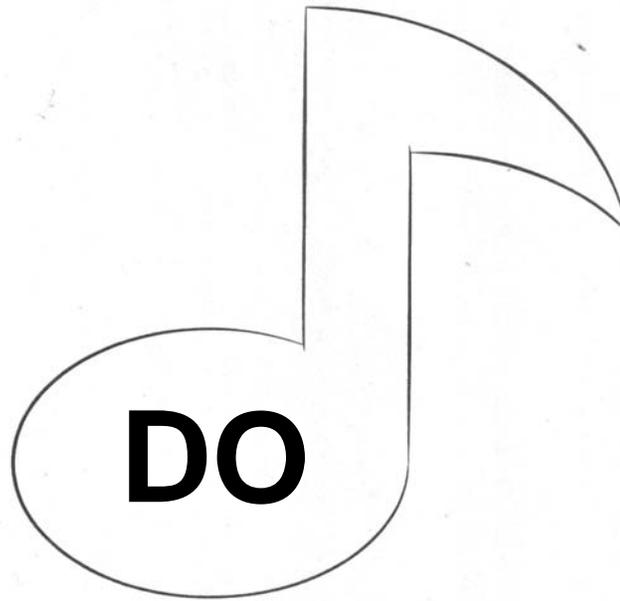
When all groups have assembled, announce that each group is to choose a song that it will sing, using only its own note instead of the words. The other groups will have to try to identify the song being presented. Allow a few minutes for the groups to choose their songs. Have each group, in turn, present its song. Ask the other groups for their guess as to the titles of the songs.

Debrief:

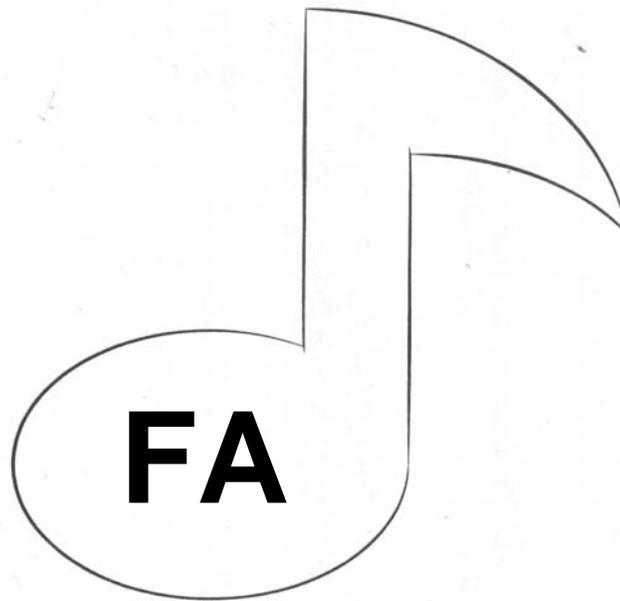
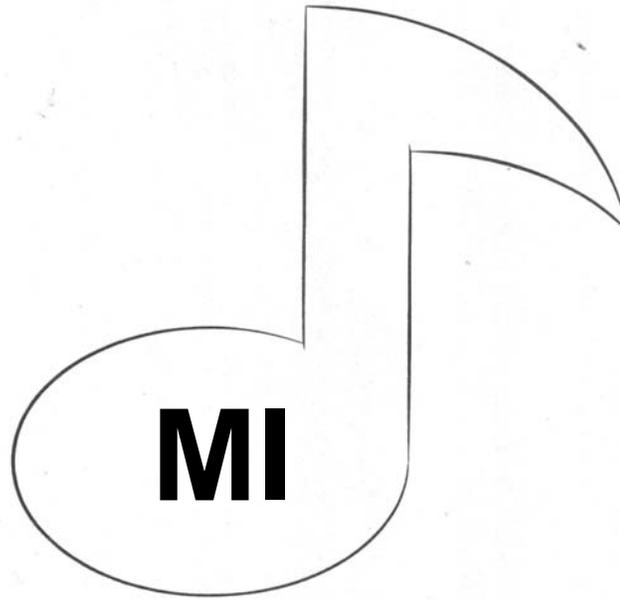
How did members of your group feel about performing the song?

Did individual reactions impact the performance of the group as a whole? In what ways?

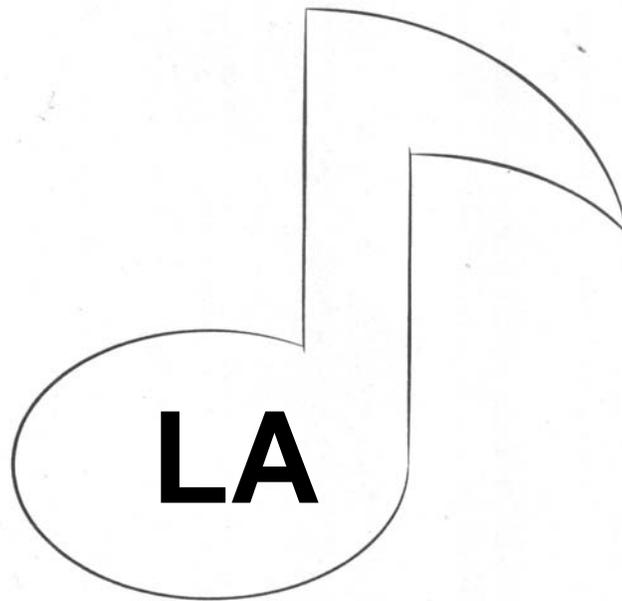
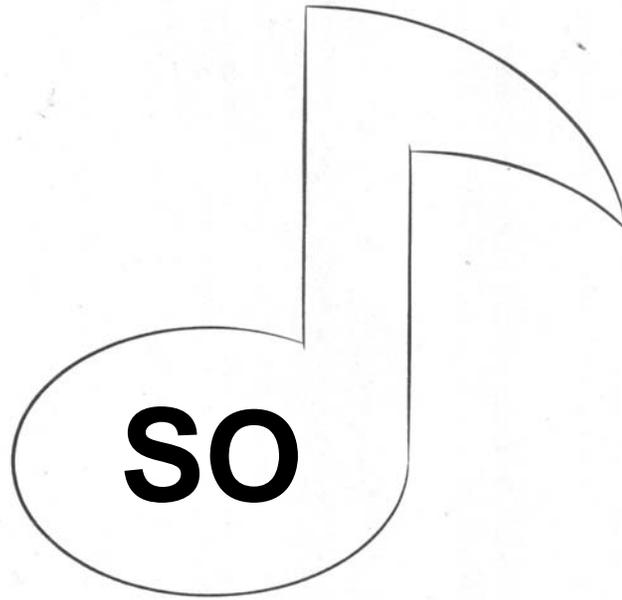
How can we relate the saying "Birds of a feather flock together" to situations in the real world?



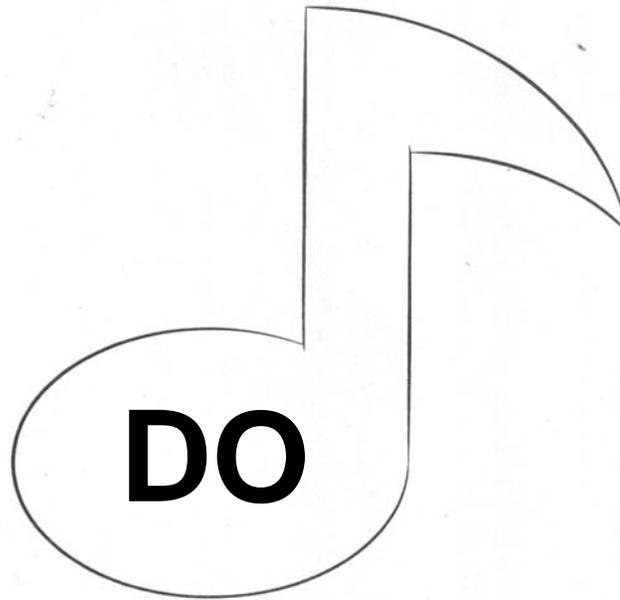
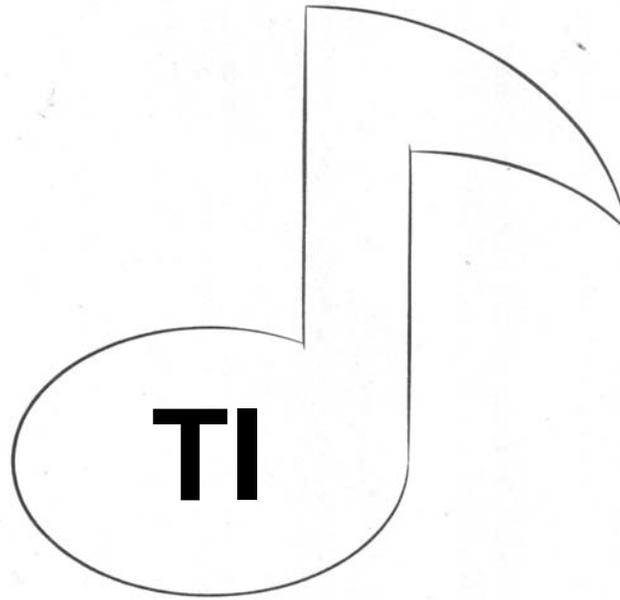
TAKE NOTE TEMPLATE



TAKE NOTE TEMPLATE



TAKE NOTE TEMPLATE



TAKE NOTE TEMPLATE

Introduction Activity 2

Introduction Cards

Materials Needed: Enough 3x5 index cards to give one to each student.

Total Time Required: 30 minutes

Group Size: Entire class will work together.

Instructions: Tell the students that they are to write their name on the front of the card. On the back of the card, have them number 1-5. Then tell them they are to take the card to 5 other students in the room and have them write a single adjective that describes the name of the student on the front of that card. The adjectives should always be positive and can describe the person's looks, personality, traits, talents etc. For example, a list might include: 1) nice smile 2) pretty hair, cute, funny, friendly, etc. Each student is to collect 5 adjectives from 5 different people. The people writing the adjectives don't have to write their name or tell who wrote the adjective.

After all the students have collected the five descriptors, have students trade cards and then come to the front of the room and introduce the person on the card by reading the five descriptors on the back and then announcing their name. That person comes up and reads another person's card. Continue doing so until all students have had a chance to be introduced and introduce someone else.

Debrief:

This simple activity allows the students get to know each other just a bit better. It forces some students to look at positive traits of others. Some students will hear descriptors about themselves they hadn't realized or never heard before. It can be great for building self-esteem and creating a positive climate.

NOTE: The descriptors must be positive. Negative remarks will greatly undermine the value of this activity. Encourage students to look for good traits and qualities in all students.

Servant Leadership Activity 1 **Who Makes a Difference?**

Materials Needed: Paper, pencil.

Total Time Required: 15 minutes

Group Size: Entire class

Instructions:

Let's take a little quiz:

1. Name the 5 people with the most money in the world.
2. Name the last 5 Super Bowl winners.
3. Name the last 5 World Series winners.
4. Name 5 US senators.

How did you do?

Not many people would do very well.

Let's try again:

1. List a few teachers who have helped you in school.
2. Name three friends who have helped you during a tough time.
3. Name five people who have taught you something worthwhile.
4. Who has made you feel special?
5. Who do you like to spend time with?
6. Name some heroes who have inspired you.

DEBRIEF:

Was this easier?

The lesson? The people who make a difference in your life are not the ones with the most credentials, the most money, or the most awards. They are the ones that care.

Tell them thank you!

Servant Leadership Activity 2 **We Live in a Great Place**

Purpose: To get the participants excited about participating in leadership roles in their community and school. This motivation is essential to the success of the program. This session will give some history and develop pride by hearing the emphasis of the positive things about the community and the potential it has for being a performing community.

Materials Needed: White paper or flipchart and non permanent markers

Total Time Required: 20-30 minutes

Group Size: 4-5 participants

Instructions: Divide the audience into groups of 4-5 and have them list five reasons “Why this is a wonderful community” or “Why this community is so special”

Have the groups then list three or four reasons “Why I serve my school or my community” by volunteering, helping neighbors, doing school projects, etc”

Reconvene the groups and ask them to report to the entire class.

As the audience to join in at the end of the day and list one thing about the community/school each person really likes. List these on a poster paper and post in the room.

DEBRIEF:

What have you learned about your school/community you hadn't realized?

What were some of the things you heard that really makes this community special?

Servant Leadership Homework Assignment **Living Examples In the Life of a High School Student**

Materials Needed: 3 x 5 note cards; Flip Chart and Markers

Total Time Required: (Can be done as a homework assignment) 5 minutes for instructional and 15-20 minutes for recording and debriefing on second day

Group Size: entire class

Instructions:

We can all be servant leaders. To do this, we must

- Know what servant leadership is
- Identify servant leadership in others
- Make it a part of our own behavior and life

Servant Leaders

- Put others before themselves
- Help to change things for the better
- Try to understand others
- Try to see the best in everyone
- Listen
- Include everyone
- Try to create a community
- Dream great dreams

Give each student a note card and ask them to record non-traditional acts of servant leadership. (i.e. someone who helped a fellow student with their books from the locker if the student had a broken leg;) (Not the quarterback of the football team or the captain of the cheerleading squad) Write them down on the card.

Don't wait for major acts only—look for the little things that people do to help a group, help to include others and to serve others.

Upon returning to the next session we will record what you have observed on the flip charts.

Debrief:

Was it difficult to find acts of servant leadership?

Did you find yourself thinking about your own actions?

What is the lesson?

BUILDING TRUST

“The most important measure of how good a game I’d played was how much better I’d made my teammates play”

-Bill Russell, Boston Celtics

Introduction/Team Building Key Concepts

Its always a good idea for the group to get to know each other before you begin, especially when they will soon begin doing collaborative efforts through team building and the other modules of this program. Some might assume that since the students are all in the same class at the same school that they will already know one another and that perhaps the introduction activities can be skipped. However, we can't assume that. Perhaps some have just moved here and this is their first time in this class. Maybe the kids have been to different elementary buildings and are now coming together for the first time. Furthermore, these activities are as important to you as they are the participants. It will allow you to get to know them more and learn more about each of the youth that you will be developing this year.

As for teamwork, a defining characteristic of an effective leader is the ability to bring people together for a common purpose. Effective leaders understand that not all of us are alike and that each person has something different to contribute to the good of the team. This first unit helps students understand the importance of working together as a team when striving to accomplishing goals.

Though there are some roles in life that are very independent, most are very dependent in some way on other people. Whether it's the support of a family member, a classmate, a teacher, or a teammate, we all have others that we count on and that rely on us from time to time for assistance. Through group interaction and problem solving scenarios, you will help students learn the importance of being a contributing member of a team and that being on a team means much more than playing sports.

Report on Previous Assignment

Homework Instructions:

Each student was to make note of personal acts of servant leadership that they saw others perform between the previous session and this class session. These should have included such things as when someone performed a selfless act, like helping someone carry a load, holding a door for someone else, reading to a younger child, etc. They were to keep a log of what actions they recorded and prepared a report of these during the next session.

Call on students to share some of the acts they witnessed.

DEBRIEF:

What acts of servant leadership did you record?

Where did you see these happen? at home? at school? at a store? Where else?

Why did people perform these acts?

Building Trust Activity 1 **What we have in common**

Purpose: To demonstrate that people often have more in common than NOT in common.

Materials Needed: Copies of “Commonality Exercise” Form

Total Time Required: 8-10 minutes

Source: Lenora Billings-Harris, Chandler, AZ

Group Size: Group will form pairs

Instructions: Distribute copies of the “Commonality Exercise” to each participant. Ask the group members to find a partner quickly. When given the signal to begin, instruct them to find out as many things as they possibly can that the two of them have in common. Ask them to write down their partner’s name and jot down in the first column the item that they found to be in common.

At the end of 2-3 minutes, call time and ask participants to find a new partner, and at your signal, repeat the process.

Call time after 2-3 minutes and repeat the procedure one more time with new partners.

Debrief: Ask the following questions:

- 1) How many of you found more than 15 things in common?
- 2) What were some of the unusual items you had discovered?
- 3) How did you uncover these areas of commonality?
- 4) Is it likely that in most situations, we may well find similar results, i.e. we have much more in common than we might otherwise think?
- 5) What implications does this have for us as members of a community?

COMMONALITY EXERCISE

List the things you find in common with three other people in the workshop.

Name _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Name _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Name _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Building Trust Activity 2 **Hula Hoops**

Materials Needed: One hula-hoop for every 8-10 students

Total Time Required: 15-20 minutes

Group Size: 8-10 students

Instructions: Each group of students should be instructed to stand in a circle and extend their index finger on each hand. Place the hula-hoop on the top of fingertips in the middle of the circle. Instruct them to work as a team to lower the hoop to the ground using only their index finger. Everyone needs to be touching the hoop at all times. It is a race to see which group can accomplish first. They will really need to work together to accomplish this task.

Debrief:

What happened when you first started this activity?

Was your group able to lower the hoop on the first try?

What happened that enabled you to complete the activity?

Were you frustrated?

How did conflict play a role?

Describe the communication within the group.

WORKING/THINKING/ LEARNING STYLES

“Its amazing what can be accomplished when we aren’t worried about who will get the credit.”

-Winston Churchill

Reconnect

Review concepts Learned

What is servant leadership?

Where can servant leadership happen?

Who can be a servant leader?

How has this made you look at others differently?

How do you see yourself differently?

What servant leader traits do you possess?

Learning/Thinking/Working Styles

There are nine sets of four words listed below. Rank in order each set of four words across by assigning a 4 to the word that best describes you, a 3 to the word which next best describes you, a 2 to the next best description, and a 1 to the word which is least like you. Make sure you give a different rank number to each of the four words in each set—no ties! Wait until the facilitator discusses scoring with you before you move on.

- | | | | |
|--------------------------|-----------------|---------------------|---------------------|
| 1. ___ see distinctions | ___ cautious | ___ involved | ___ practical |
| 2. ___ open-minded | ___ appropriate | ___ systematic | ___ fair |
| 3. ___ feeling | ___ watching | ___ thinking | ___ doing |
| 4. ___ accepting | ___ risk-taker | ___ evaluative | ___ aware |
| 5. ___ insightful | ___ productive | ___ logical | ___ questioning |
| 6. ___ unpractical | ___ observing | ___ specific | ___ active |
| 7. ___ pressure-oriented | ___ reflecting | ___ future-oriented | ___ sensible |
| 8. ___ experience | ___ observation | ___ idea-oriented | ___ experimentation |
| 9. ___ intense | ___ restrained | ___ rational | ___ responsible |

For Scoring Only!

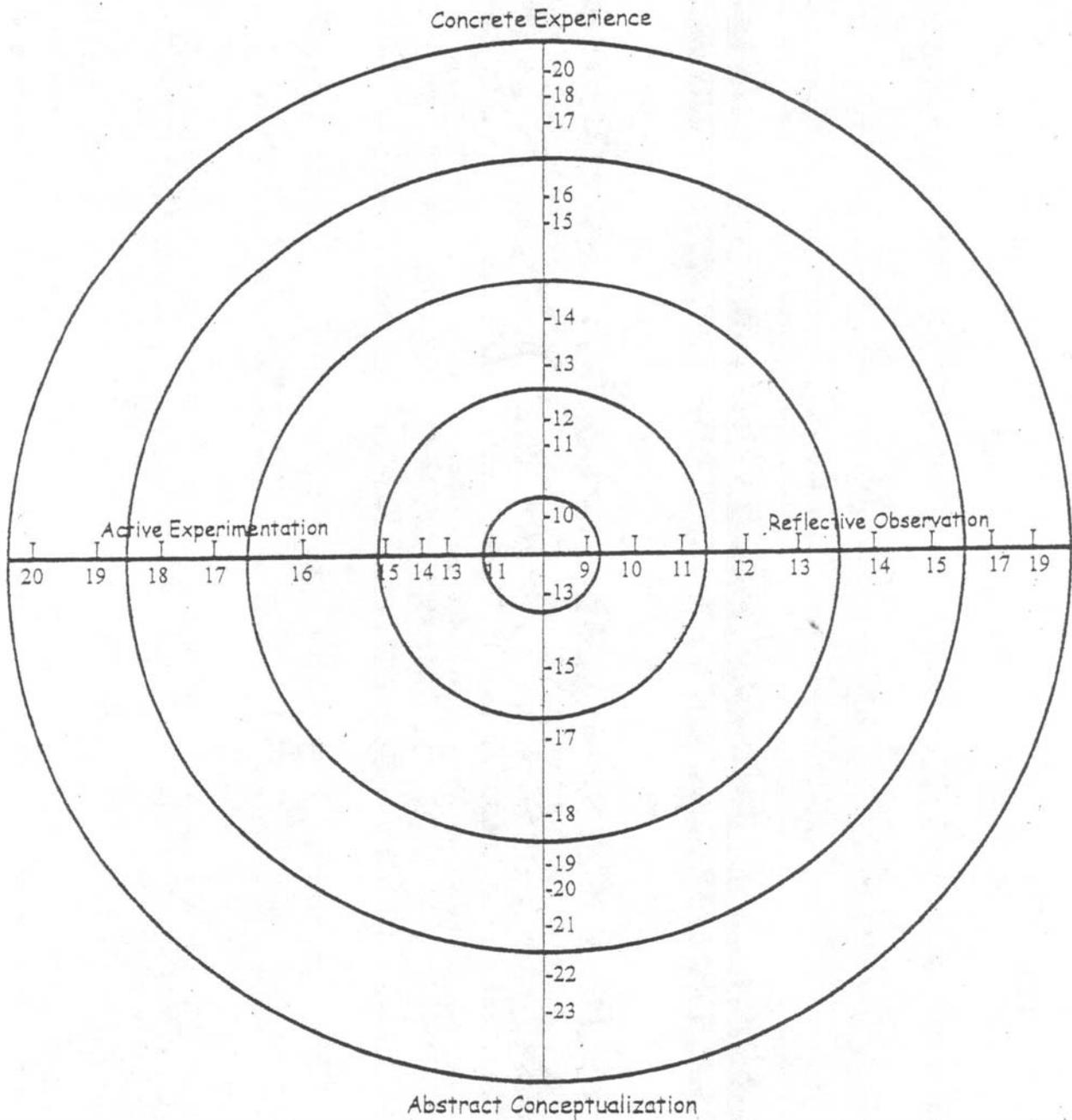
CE _____
234578

RO _____
136789

AC _____
234589

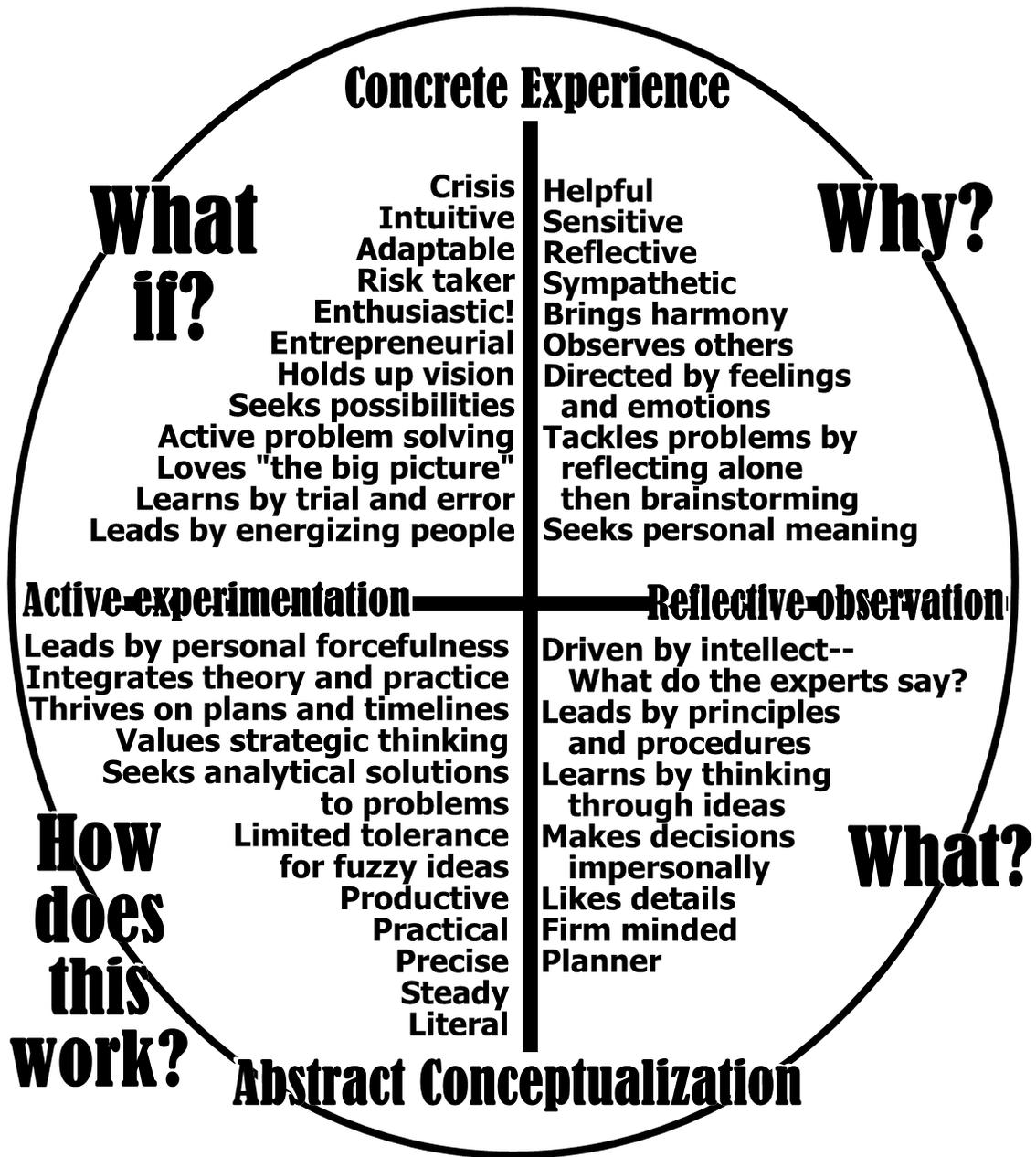
AE _____
136789

SCORING GUIDE



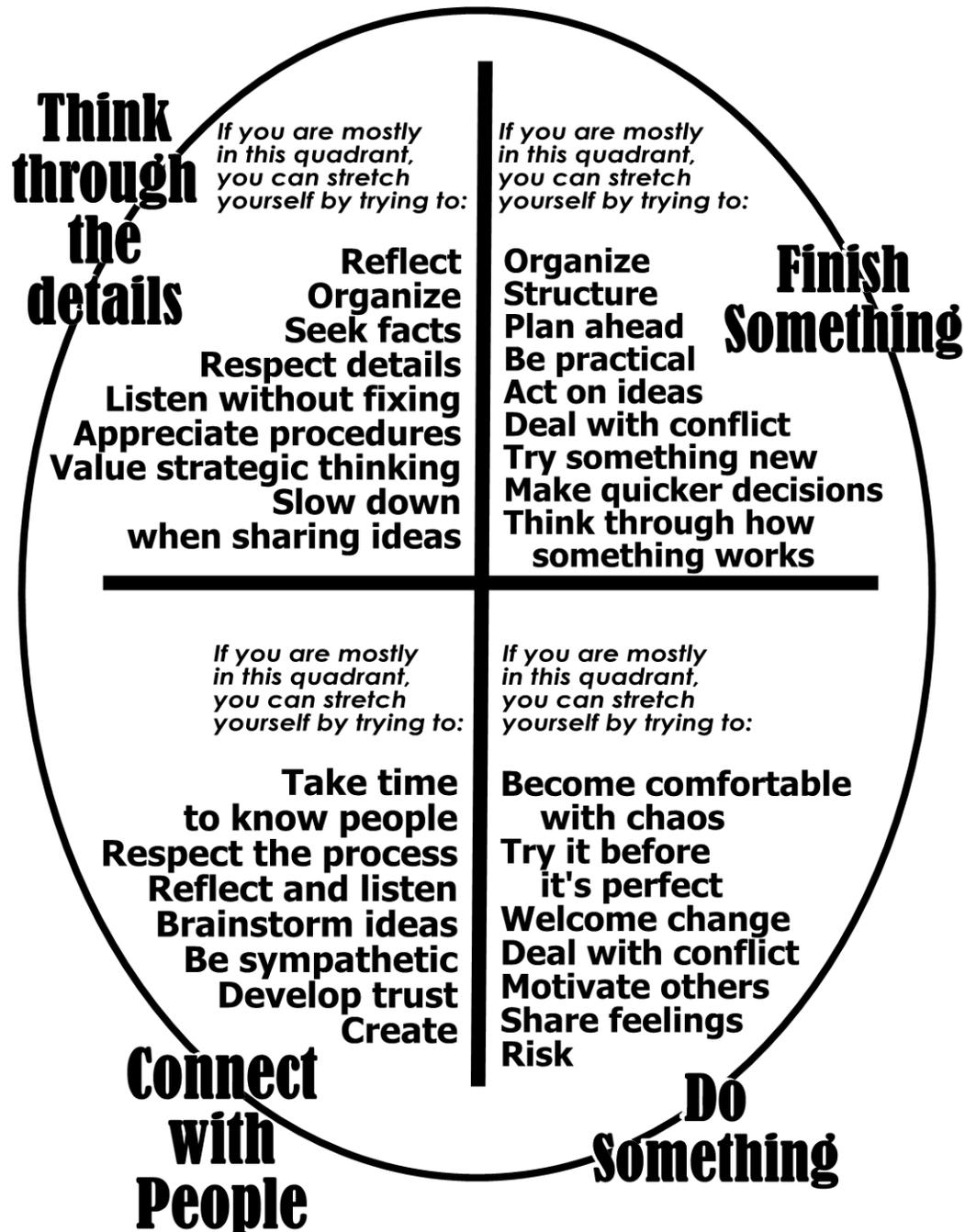
The Egg

A Description of
Learning, Thinking, Working Styles



The Stretching Egg

Balancing Our Act



Servant Leadership Homework Assignment

Record acts of Personal Servant Leadership

Instructions:

Each student is to make note of personal acts of servant leadership that they have performed or exhibited between now and the next class session. Make note when they exhibit a selfless act. Keep a log of what actions you recorded and be prepared to report these during the next session.

DIVERSITY

“More common sense can be induced by observation of the diversity of human beings in a small town than can be learned in academia.”

-Louis B. Wright

Diversity Key Concepts

It is not hard to soon figure out that we are all different in some way. Some of us are tall, while some are short. Some are skinny, while some are chubby. Some are white, while some are black or brown. Some have dark hair, while some have blonde. Some of us live in the Midwest, while some of us live on the coast. Some go to church, while some do not. Some have two parents, while some only have one or perhaps none. It's a fact of life, not any two of us are the same.

However, the lesson to diversity is not in identifying differences. That's the easy part. Rather, the key to diversity learning is understanding that different people bring different *strengths* to the table. In other words, the focus here is on identifying what traits and abilities people have, not simply acknowledging they are different.

By learning to identify different strengths, we become a better team. Allowing students to learn "I don't have what it takes to do everything, but I don't have too if I learn to include other people" will enable them to open to others and see that being different can be a very good thing.

Report on Previous Assignment

Homework Instructions:

Each student was to make note of personal acts of servant leadership that they performed or exhibited between the last class session and this class session. They were to keep a log of what actions they recorded and prepared a report of these during the next session.

Call on students to share some of the acts they exhibited.

DEBRIEF:

What acts of servant leadership did you exhibit?

Of the leadership traits you exhibited, which surprised you?

Where did you see these happen? at home? at school? at a store? Where else?

How do you see yourself using these traits in the future?

Diversity Activity 1 **Group Membership**

Materials Needed: Just the students.

Total Time Required: Up to 60 minutes

Group Size: Entire group

Instructions:

Have the students form a large circle.

As you call out different group names, the students are to go inside of each successive circle as they identify with the group.

Begin with low risk groups (i.e. 6th grader, brown hair, large family, likes to read, plays sports). Work up to groups that may be discriminated against or underrepresented (i.e. girls, African American, Hispanic, Asian, person with disability).

They should applaud as each group forms in the middle.

Debrief:

Ask each group what they feel is the most positive thing about being a member of the group.

How did it feel to be in the center of the circle?

Were you comfortable being stared at?

How did it feel to be outside of the circle?

How did you feel about those with you in the center of the circle or about those in the outer circle?

What did you learn?

Diversity Activity 2 **Who Am I?**

Materials Needed: heavy 11-17 construction paper for each student, colored markers or crayons, masking tape to hang pictures

Total Time Required: Up to 30 minutes

Group Size: Entire group

Instructions:

Tell the students that they are going to create a mural that describes with pictures who they are. They are to draw simple pictures on their page of important aspects of who they are. These might represent places, people, events, activities, etc that are important to the student. They can fill the page however they choose.

Once each of the students have completed their work, hang these on the wall, or if surfaces only are available, have them make table tents by having them fold their paper in half. Have each person read someone else's table tent/poster, and try to identify the person it belongs to.

As each person's mural is correctly identified, have that person tell the group what the pictures in their work represents.

Debrief:

How did you decide whose it was?

Whose description was most surprising?

What did you learn?

SPECIAL NOTE TO FACILITATOR:

Collect these at the end of the session to allow for assembling each student's Leadership Notebook during the last session. This mural will be the cover for the students' notebooks.

Diversity Activity 3

Cultural Bingo

Materials Needed: Cultural Bingo template, one for every student.

Total Time Required: Up to 30 minutes

Group Size: Entire group

Instructions:

Tell the students that they are going to play a game of Bingo. Each will write their name in the center free space on their game sheet, then go around to other people around the room and have them put their name in a square that identifies them. Each person can put their name only once on each sheet. Tell them they will have a few minutes to complete the activity. The first person to get five squares marked in a row should yell "Bingo".

Debrief:

Did anyone know every item on the sheet?

Were there items you didn't know what they were?

What were your observations about playing this game?

Cultural Bingo

Who has attended a potlatch?	Who has traveled overseas at least twice?	Who speaks & understands 2 or more languages?	Who has hosted or recently met someone from another country?	Who is wearing something made in a foreign country?
Who has relatives living in another country?	Who has attended Bon O Dori?	Who has read a book by Alice Walker?	Who knows dances from 3 different cultures?	Who has lived on a farm?
Who has participated in the bone game?	Who has been in both Canada and Mexico?	Put your name here.	Who makes good Italian food?	Who has a Spanish surname?
Who has lived in more than five states?	Who can name three Motown hits?	Who has been to a Lucia Bride Festival?	Who knows why the Ethiopian New Year' is on a different date?	Who has participated in Seder celebration?
Who has worked for a woman supervisor?	Who is a first generation immigrant to the U.S.?	Who comes from a family of seven or more children?	Who has attended a Cinco De Mayo Celebration?	Who can name at least 10 American Indian Tribes?

BUILDING

LISTENING

“Since we have two ears and one mouth, perhaps we should listen twice as much as we speak.”

-Anonymous

Consensus Building Key Concepts

As the quotation on the section cover suggests, there are two important aspects of the communication process: *sending* and *receiving* information. Too often when we work on developing communication skills, we focus more on the speaking than we do on the listening. Perhaps it's because studies have shown that one of the greatest fears among people is getting up and speaking before a group. Perhaps it's that we know that effective leaders have excellent presentation skills and the ability to influence others. Or perhaps it's because when most of us think of leaders, we think of the person standing up at the front of the room doing most of the talking. Although each of these statements is true, it is imperative as well that a leader be able to listen to the needs of his constituents in order to be a more effective team member.

Therefore, as you conduct the activities in this section, remember the importance of the receiver as well as the sender of the message. Help the students understand that communication is a cornerstone of an effective team. While one member of the group is sharing information that may prove vital to the group, it is important to listen and pay attention to what is being said. Through reflection and observation, we may gain the missing piece of the puzzle.

Consensus Building Activity 1

Improving Communication

Purpose (Objective): The purpose of this activity is to illustrate techniques we can use to improve our communication skills through use of giving and following directions.

Materials Needed: Each participant will need two 8" x 8" square sheets of paper, one blue, the other yellow. The facilitator will need two sheets as well.

Group Size: Entire class as one group

Total Time Required: 15-20 minutes

Instructions: Participants will be given two pieces of paper and then be given verbal directions as to what to do. Each person will need to have space in front of them cleared to complete the exercise.

Awareness- Discuss with the audience the importance of communication in the workplace. Give examples, such as when the teacher gives you directions to do something, or when you are first learning the project from someone else.

Assessment - Have participants consider how effective they are at giving and following directions. Have volunteers give examples of times they followed directions, either correctly or incorrectly.

Plan - Tell the students that you will be leading them through an exercise that will assist them in understanding the importance of giving directions in an effective manner. They will be constructing two different items. Each time, they are to listen to you and do exactly as you tell them.

Action - Have the participants take the blue sheet of paper. Tell them that you will give a list of directions. They are not to interrupt you, nor ask questions - simply do as they are told. Ask "are you ready?" and begin giving the following directions in order, without pausing, but rather going straight through non-stop. Also, do not demonstrate the directions, just read them to the audience.

Hold the sheet in front of you so that it looks like a diamond.

Fold the right corner over to the left corner and crease down the center.

Open the paper and now fold the right corner along the center crease.

Fold the left corner along the center crease.

Fold the bottom up so that you now have a triangle.

Fold the bottom edge up one inch.

You should now have a sailboat

By this point, nearly everyone will be confused and lost. Hardly anyone will have the same item, and most will complain that you went too fast, or didn't show them, etc. Now tell them to put that piece of paper to the side and you are now going to give another set of directions for another object. This time, they ask questions at any time. Also, you will demonstrate making the object at the same time they are, so that they can see what to do.

Here is the second set of instructions:

Hold the yellow sheet in front of you so that it looks like a diamond. (Hold it up for them to see)

Fold the right corner over to the left corner and crease down the center. (Do the same) Hold the paper up so that the triangle points up. (check to make sure everyone has done it correctly)

Fold the right corner up so that it touches the upper left side of the triangle and the top of this new fold is parallel with the bottom edge of the triangle. (Do the same) Hold the paper up to match it with mine. (check to make sure everyone has done it correctly)

Fold the left corner so that the point touches the corner created by the last fold, so that the top is parallel with the bottom edge. (Do the same) Hold the paper up to match. (check to make sure everyone has done it correctly)

You now have two flaps at the top. Holding the paper so that the folds are facing you, take the flap nearest you and fold down towards you over the fold. (Do the same) Hold the paper up so that the single flap points up. (check to make sure everyone has done it correctly) Holding the paper so that the folds are facing **away** from you, fold the flap down towards you. (Do the same) Hold the paper up so I can see. (check to make sure everyone has done it correctly)

Now, insert your finger in the opening at the top. You now have a paper cup. This time, everyone in the room will have done it 100% correctly and will have all done it at the same time, with you showing them.

Debrief:

Ask the participants why the difference in performance from the first time to the second time. Answers will include:

You went slower.

You modeled what we were to do.

You checked for understanding to make sure we each had it right.

You watched us to make sure we were with you.

You paused between steps.

Remind them how much easier it was the second time than the first and why. Tell them this is the same for the workplace. We can't just give directions and expect some one to do them unless we use these basic rules of communication.

Variations: You can have students make just about anything, just make something that includes only a few steps to make. Don't make something too complicated. You could also have the students follow this guide and lead other students in performing simple tasks of the occupational area you are teaching.

Helpful Hints: It is imperative that the first time be very quick paced, with no interruptions or time for questions and that you model the sailboat after they attempt to follow your directions. When making the second item, go slower, pause, and check continually to make sure no one is left behind. If you need to, step around and assist them to make sure they are with you.

Consensus Building Activity 2 **Thumbs Up, Thumbs Down**

Purpose: To train the students with an event on conflict management and to illustrate that the fact that people sometimes erroneously assume that conflict or competition is necessary to resolve a problem or situation.

Materials Needed: None

Total Time Required: 15 minutes

Group Size: Two students per group

Instructions: Start the activity by telling the students to turn to the person sitting next to them and take that person's hand like this. Show the students your hand and the hand of a volunteer, holding them as you would if you were going to thumb wrestle. **Do not say thumb wrestle, or put your thumb in a way that appears you are going to thumb wrestle.** Do not in any way indicate that you will be thumb wrestling. Once the partners have positioned their hands properly, tell them "each of you is to get your partner's thumb down like this." To demonstrate, model the position alone by moving your thumb down to a resting position against your index finger. Do not use your other hand to push the thumb down. By this time, most students will assume they are thumb wrestling and they will believe this is the only way to accomplish the task- through conflict.

Ask the students to reposition their hands as they did during step 1, and then say "begin." If there is an odd number of students, the facilitator should work with the student by following their lead.

After one person from each pair has won, ask the students that are winners to raise their hands, and then ask the losers to raise their hands.

Next ask the students to watch as you and a volunteer model the correct procedure by saying, "lets try putting both our thumbs down together." Model the procedure with your volunteer, showing it with no conflict involved.

Debrief:

What did you assume that you were supposed to do in this activity? How does your assumption differ from what you just saw?

How did you feel when you and your partner were trying to meet the objective? How did you feel immediately after you were finished?

What did you think once you saw the cooperative approach to meeting the objective?

What does this activity tell you about conflict?

What have you learned that will help you the next time you approach conflict?

Variations: This activity may be used when learning is blocked through the interference of other dynamics in the group. For example, it may be used as an intervention with an ongoing team when the members are experiencing interpersonal conflict or are battling one another instead of the team problem. The participants may be assembled into two groups, one based on competition and the other based on cooperation. The facilitator then addresses the differences in processing.

Consensus Building Activity 3

Plan a party group exercise

Why are we doing this work?

This activity gives participants experience applying Learning, Thinking, Working Styles information.

Why are we doing this work now?

We have just learned about the Learning, Thinking Working Styles tool. This is an opportunity to use related concepts. This activity will help integrate ideas and prepare us for further discussion about the value of this tool.

What major steps will we take to complete this exercise?

1. We will divide into four groups, one for each quadrant. You will not necessarily be in your own "primary quadrant" group.
2. Each group will work as a team, operating exclusively from the perspective of their assigned Learning, Thinking, Working Styles quadrant.
3. All groups will work on the same task...planning a party.
4. Each group will then call out information about their party based on their assigned quadrant using the questions outlined in the "What are the specific steps?" section below.

What are the specific steps?

1. Once you have divided into "quadrant groups" select a facilitator, recorder, and spokesperson.
2. As a group, from the perspective of your assigned quadrant, plan a party using the following questions:
 - Based upon your quadrant, what is most important to you about this party?
 - How will you prepare for the party?
 - Who will be invited?
 - How will you invite them?
 - What do you expect to happen at the party?
3. The recorder should complete a flipchart with responses to these questions and any other information the group develops.
4. The spokesperson for each group will call out the group's work when called upon.

How will we be working together on this activity?

Each small group should select a facilitator (to keep the group on task), a recorder (to record information on flipcharts), and a spokesperson (to call out the results of your work to the full group).

How much time do we have?

You will have 15 minutes work as a group to plan your party.

Where will we be working?

We will work as small groups at tables.

Servant Leadership Homework Assignment

Develop a Skit

Instructions:

Students will work in groups of 5-6 students. Each group will prepare a 5 minute skit over one aspect of the skills learned during Leadership High Sessions. The skits will be performed during the Celebration Event held at the end of the semester. Each member of the team must have a role in the skit presented. Students may have to work outside of class in order to prepare their presentations.

COLLABORATION

It's sad but true that if you focus your attention on housework and meal preparation and diapers, raising children does start to look like drudgery pretty quickly. On the other hand, if you see yourself as nothing less than your child's nurturer, role model, teacher, spiritual guide, and mentor, your days take on a very different cast.

-Joyce Maynard

Collaboration Key Concepts

The reality is that no one person has every talent. As learned in the diversity lesson, each of us has unique talents and abilities. Many times, when confronted with challenges, we may not have what it takes to overcome that challenge. However, the opportunity is to identify resources around us to help. Once we have mastered the collaboration skills, we now have all the resources we will ever need to solve any problem we will ever have. All we need do is ask and identify the resources needed to accomplish our task.

This lesson will focus on helping participants develop their collaboration skills.

Collaboration Activity 1

Global Village

Purpose: This activity is great for any organization that needs to think about collaboration. In the 21st century, communities, organizations, even committees and departments within a company or organization will need to collaborate. Each group brings different resources that will help make the overall vision possible. However, the reality of our experience is that often times it is turfism that rules a collaborative effort not true collaboration.

Materials Needed: Four manila envelopes, two 8 ½ x 11 sheets of white paper, five folders each of different color, one glue stick, one pair of scissors, five markers each of a different color, one ruler, four sets of task instructions. Divide these into the four envelopes as listed:

Envelope #1: 2 sheets of white paper

Envelope #2: Four folders, each of a different color

Envelope #3: One glue stick, scissors, one folder of a different color, and two markers each of a different color.

Envelope #4: One ruler, three markers each of a different color

On the front of the sealed envelope, attach task instructions.

Group Size: Audience will be divided into four groups of equal size.

Total Time Required: 45 minutes - 1 hour

Instructions: Divide the group into four small “communities”. Each group is an individual community or village with the task of creating five simple objects. These objects are listed on an envelope. The envelope contains the resources the community has to complete the projects. Which ever community completes all tasks accurately wins. When a group completes the tasks, they are to present them to the facilitator. Check their work to confirm that they have complete the tasks exactly as stated. Keep the game going if they haven’t succeeded. The group that successfully completes all tasks wins.

Debrief: Focus on communication and assumptions.

Which ideas were heard and which weren’t?

What stopped people from implementing ideas?

Which ideas were implemented?

Which assumptions got in the way?

Did they all work together?

Were all people encouraged and allowed to participate?

Global Village Instruction Sheet

Your community has to create:

1. A chain with 4 links, each of a different color.
2. A yellow piece of paper 4"x4" with a white "t" on it.
3. A red piece of paper 5" x 3" with 5 colored dots on it, arranged so that it looks like dice.
4. A paper bag puppet that looks like your favorite singer.
5. A paper airplane with colored stars on the wings.

Conflict Resolution Activity 2

Puzzle Activity

Purpose:

To demonstrate team building and the need to seek help when you don't have all the answers.

Materials needed:

Four or five 24 piece puzzles with the same size pieces and similar themes. You should have one puzzle for each 4-6 persons.

Instructions:

Ahead of time remove 4 puzzle pieces from each box. Distribute these pieces to a different box, so that each group will have four pieces that do not fit their puzzle and each group will be short four pieces of their puzzle. Hand each group a prepared box and tell them not to open the puzzle until all are handed out. Then, when ready, tell the group, "Put your puzzles together". DO NOT mention it is a competition or a race. Simply tell them to put their puzzles together.

As they put the pieces together, note comments heard around the room. You will hear things like "hey who took our pieces?" and "Wait, this isn't fair, we don't have all our pieces?" Some may even ask if they can move around. Again, only say "Put your puzzles together."

Debrief:

1. What did you have to do to complete your puzzle?
2. Who was the first person to realize that maybe someone else had there missing pieces?
3. What did you learn about team-building?

Final Assignment

Create a Leadership Notebook

Instructions:

Have the students develop a personal leadership notebook. In it they should exhibit or display 10 ways they can improve their community utilizing the skills learned in this program. They may use pictures, drawings, poems, or other items they find relevant in helping portray the act of servant leadership they would be displaying through each activity.

REMINDER:

Return the murals that the students completed previously in the Diversity Activity 2 "Who Am I?" for students to use as the notebook cover for this project.

CELEBRATE!

Look fondly on the past, look with hope to the future, then step out in action and become what you have so desperately dreamed to be.

Skit Presentations

Instructions:

Have the student groups present their 5 minute skit over one aspect of the skills learned during Leadership High Sessions. Have other student watch and then debrief.

Debrief of each skit:

What was the main point this skit was trying to portray?

How did this relate to servant leadership?

Celebration Activities

We Are Moving!

Make the most of those final summery days with your class by celebrating all that your students have accomplished throughout the school year. Here is a collection of fun finishers, wrapping-up ideas, and sweet stepping-up ceremonies.

Butterfly Wings

The metamorphosis of a caterpillar into a butterfly is a perfect parallel to the gains your class has made over the last year. Have students make wings out of cardboard or by stretching stockings over simple wire frames. Then, hold a flying-up ceremony in which the students get their “wings.” You can create a classroom chrysalis using a large box or pop-up tent. (The *chrysalis* is the protective covering from which the butterfly emerges.) Open the box or tent on both sides and decorate it with “We’re leaving __ grade!” signs. Invite each student to take turns crawling inside the chrysalis and donning his or her wings. When each student emerges, congratulate him or her on a successful transformation, and encourage the class to applaud. This special ritual is one they will always remember.

Promotion Pretzels

Send students rolling into the next year by making grade-number-shaped soft pretzels. Use the easy recipe at www.familyfun.com to make the dough. When it is ready, cut it into small pieces and give one to each child. Have student’s stretch and roll the pieces into long ropes, then shape into the number representing next year’s grade. As the pretzels bake, invite the class to talk about favorite moments of me past year, and to speculate on what next year will bring. Invite classroom volunteers, office staff, and others for special thanks.

Graduation Goodies

Send your “graduates” off with a tool kit for the upcoming year. Talk with teachers of the grade ahead about what students will be learning next year, and what supplies they may need. Decorate large manila envelopes with cutouts of hammers and saws, and the child’s name. Then fill each kit with inexpensive items such as handwriting paper, a times table, a photocopied map of places kids will study, word lists, a mini-book or dictionary, a summer book list, pencils, and a button or sticker that reads “I’m a ___ grader!” Include a note to kids and parents about the upcoming year.