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Leadership Curriculum for the High School Student

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LEADERSHIP CURRICULUM
FOR THE HIGH SCHOOL STUDENT

A Project Report

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

Of the Requirements for the Degree

Master of Education

Master Teacher

By

Ruth Elaine Miller

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ABSTRACT
LEADERSHIP CURRICULUM FOR THE
HIGH SCHOOL STUDENT
BY
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JULY, 2000

The need for a high school leadership curriculum for a small rural school district was studied. The review of literature showed that students should be provided the opportunity to learn leadership skills that focus on the individual, family, school and community. By working with peers and adults, leadership students will have the opportunity to work in real-life situations which address service-learning, character education, and school-to-work in alignment with the national and state standards.

To my committee for the encouragement to finish the race.

To Roy for encouraging me and not complaining about an unkept house, long hours of
confinement in my office, and meals on the go.

In loving memory of Eino Torppa.

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CHAPTER ONE
BACKGROUND OF THE PROJECT

Introduction

In 1993 Washington State adopted education reform establishing common learning goals for all Washington students. The intent of the law is to provide opportunities for students to become responsible citizens who contribute to their families and communities, and enjoy productive and satisfying lives (WSCSL 1998). To this end Washington developed academic standards, the Essential Academic Learning Requirements (EALRS) that all students must meet. These standards are based on the state's four learning goals. Individual school districts are to develop plans for helping students meet the EALRS within their own programs. The curriculum should be created locally so that it is unique to that particular community.

In 1998 National Standards for Family and Consumer Sciences were developed. These standards help to clarify and elaborate on the Washington state EALRS. Leadership development is a required component of approved Vocational programs in Washington. The leadership activities of a Vocational Family and Consumer Sciences youth leadership program, Family, Career, and Community Leaders of America (FCCLA) addresses Washington Goals 3 & 4 (Washington State Commission on Student Learning):

Goal 3: Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve

problems

Goal 4: Understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.

Purpose and Scope of the Project

The objective of the project is to address the need for a small rural district leadership curriculum at the Secondary level. This project addresses the four state goals, incorporates service learning and is in alignment with the essential academic learning requirements of Washington State.

Limitations of the Project

The limitations of the project are as follows:

1. The curriculum is designed only for levels 9-12. It may be adapted to use at another level such as the middle school.
2. The project is based on current learning standards of Washington State and National Standards for Family and Consumer Sciences. These standards will continue to be updated, necessitating a revision of the curriculum.
3. Some administrators are resistant to change and students taking active leadership positions within the school and community.

Definition of terms

EALRS: Washington State Essential Academic Requirements

FCCLA: Family, Career, and Community Leaders of America. A Vocational Student Leadership program of Family and Consumer Sciences

Leadership: Leadership is when a person influences others to accomplish a mission, task, or objective that directs the organization in a way that makes it more cohesive and coherent (Clark, 2000).

Leadership skills: Skills that increase the effectiveness of a leader which include: communication, group processes, management, self-awareness and human relations.

Leadership styles: The characteristics of a leader that effectively bring about the accomplishment of a task taking into consideration the group, their abilities and attitudes.

School-to-work: Providing multiple learning options to increase students' opportunities to pursue their career and educational interests.

Service learning: Providing students with opportunities to use newly acquired skills and knowledge in real-life situations in their communities, and helps foster the development of a sense of caring for others.

V-TECS: Vocational-Technical Education Consortium of States

WSCSL: Washington State Commission on Student Learning. An eleven- member body directed by the legislature to carry out the primary goals of the state's educational reform act passed in 1993.

Overview of the remainder of the project

Chapter two will consist of a review of literature relating to leadership. Chapter two will also provide a rationale for teaching leadership. Chapter three will describe the procedure undertaken by the author to develop the project. Chapter four presents the leadership curriculum. Chapter five contains the author's summary, conclusions and recommendations.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

“It is time for a new generation of leadership to cope with the new challenges and opportunities of our world. For of those to whom much is given, much is also required.” John F. Kennedy

The review of related literature regarding student leadership presented in Chapter 2 has been organized to address the following:

1. Leadership examined
 - a. Leadership skills
 - b. Styles of leadership
 - c. Group, shared, or team leadership
2. Benefits of service learning to students and community
3. Connections between school-to-work and service-learning
4. Rationale for a leadership development class
5. Summary of information obtained from selected leadership, school-to-work, and service-learning programs

There are a wide variety of definitions of the term leadership. Freiberg and Freiberg (1996) describe leadership as a dynamic relationship based on mutual influence and common purpose between leaders and collaborators in which they are moved to higher levels of motivation and moral development, as they affect real, intended change. Leadership involves the structuring and initiating activities that citizens must perform if groups (publics) are to organize themselves, establish goals and priorities, make

decisions, settle conflicts, and in general accomplish their goals (Woyach, 1992). Clark describes leadership as a complex process by which a person influences others to accomplish a mission, task, or objective and directs the organization in a way that makes it more cohesive and coherent. A person carried out this process by applying her leadership attributes (belief, values, ethic, character, knowledge, and skills)(Clark, 2000). Allen describes the traditional definition of leadership in the following way (Allen, 1998):

Leadership is an interpersonal influence directed toward the achievement of a goal or goals. Three important parts of this definition are the terms interpersonal, influence, and goal.

- Interpersonal means between persons. Thus, a leader has more than one person (group) to lead.
- Influence is the power to affect others.
- Goal is the end one strives to attain.

There are similarities of the definitions of Freiberg and Frieberg, Woyach, Clark and Allen in that they all have goals that need to be accomplished whether it is a company or an organization. The process of reaching a goal is through one leader who influences the group and holds a powerful position. Leadership for the high school student takes on a different role other than one person being in charge as stated above. Individual student leadership programs still may provide the opportunity for a single leader to lead a group to a goal on individual projects. A new approach to how we traditionally view leadership would be that of a high school leadership class where all

members collaborate or work as a team, building a strong relationship and sharing mutual responsibility for the outcome. Thus, all members receive equal responsibility for the project or projects. This group or team leadership approach is expressed by the vocational student organization of Family and Consumer Sciences Education, Family, Career and Community Leaders of America (FCCLA):

Leadership is reaching out and sharing personal skills and resources with others. It is learning to work together – to give and take. It is making a decision or taking a stand and being responsible for the outcome. It is knowing when to lead and when to follow (FCCLA, 1999).

In reviewing the literature there is an agreement as to the essential elements of leadership development. These elements for student leadership are explained by Woyach (1992) as:

1. Motivational: Awareness and Empowerment –where students are motivated to take personal responsibility for leadership and give themselves permission to lead in connecting to issues that concerns them.
2. Understanding Leadership: Role and Authenticity –young people need to learn what it is that leaders do and balance the interests of self, group, and other wider communities of which the group is a part.
3. Experience with Leadership: Skills and Competencies- effective leadership requires interpersonal skills and competencies that must be learned through experience and practice and through successes and failures.

Allen (1999) and FCCLA (1999) argue that there is a need for youth to develop leadership skills necessary to become adult leaders.

Leadership involves a set of skills that can be learned. Effective leaders are not born; they are made (Fiscus, 1991). These skills include communication, group processes, management, self-awareness and human relations that are all applicable to adult organizations as well as to student groups and organizations. Washington State has developed goals and objectives of these skills for student leadership programs (Association of Washington State Principals, 1998). (See Appendix A)

The skills outlined provide the individual the opportunity to become an active member in their home, school and community. According to Don Clark of Starbucks Coffee Company (Clark, 2000): Good leaders develop through a never-ending process of self-study, education, training, and experience.

In the 1920's and 1930's, leadership research focused on identifying what traits made a leader different from a non-leader. This comparative approach (Allen, 1998) assumes that certain physical, social, and personal characteristics are inherent in leaders. This theory did not identify a set of traits that will consistently distinguish leaders from followers. Behavior theorists like Douglas McGregor believed in Theory X and Theory Y as different ways leaders view employees. Allen (Allen, 1998) reported that Theory X managers believe that employees are motivated mainly by money, are lazy, uncooperative, and have poor work habits. Theory Y managers, on the other hand, believe that subordinates work hard, are cooperative, and have positive attitudes.

Many leadership styles have been identified in government, organizations, and other institutions. Styles of leadership vary from person to person and may be different for the same individual from one situation to another. (Weirtheim, 2000) describes the Four Framework Approach Model: Structural Leaders who focus on structure, strategy, environment, implementation, experimentation and adaptation, Human Resource Leaders believe in people and communicate that belief, Political Leaders qualify what they want and what they can get, and Symbolic Leaders view organizations as a stage or theater to play certain roles and give impressions. Any of these approaches alone would be inadequate but we should be very conscious of all four approaches and not just rely on one (Wertheim, 2000).

Other leadership styles identified by the National Association of Secondary School Principals (Fiscus, 1995) and the Canadian Association of Student Activity Advisors (CASSA, 2000) are:

- Autocratic—the leader has complete authority and control
- Democratic—the entire group shares in decision making
- Laissez-faire—the leader exerts little influence or control

Fiscus (1995) suggests that these different styles of leadership be more clearly understood when narrowly defined. (See Appendix B)

In all of the different styles of leadership, the most effective style is that in which a leader has the ability to adapt to the circumstances of the situation taking into consideration the group, their attitudes and abilities with which the leader is working and the task that has to be accomplished.

A leader as it applies to a high school leadership program is referred to as group, shared or team leadership rather than the usual adult role of only one person holding the leadership position. This group, shared or team leadership is defined as participatory by Family and Consumer Sciences Education National Standards (V-TECS, 1998):

It means that everyone in the group can contribute leadership skills and that each group member is encouraged to help make decisions and to take action. Shared leadership results in empowered, interdependent relationships among group members. Shared leadership is closely related to responsible citizenship in a democratic society. Being a responsible citizen requires taking action for the common good of the group. Responsible citizens are concerned about the well-being of all society members and take social action to meet those needs.

Strong leadership training is the main focus of the Family and Consumer Sciences vocational student leadership program, Family, Career and Community Leaders of America (FCCLA). Members are responsible for planning, implementing and evaluating different projects and activities. Shared leadership is the process that is used in FCCLA incorporating the involvement of group decision-making, teamwork and democratic process that helps students develop initiative, creativity and maturity. Through shared leadership (FCCLA, 1999) students learn to:

- work toward a common goal;
- work together;

- work in the spirit of cooperation;
- involve all team members;
- respect each individual;
- agree and disagree without damaging working relationships;
- set goals, develop plans and take action;
- solve problems;
- have fun and help others have fun.

The term team will be used instead of participatory or shared leadership because it is more commonly used in the educational environment. For a group of student leaders to function effectively as a team several important elements must be present (Kiplinger, 1998). These elements would include having a common purpose with each person contributing in an atmosphere of trust, encouragement and cooperation. Also the individual needs of the members should be met.

Through the development of leadership skills students are able to apply classroom learning into real-life situations. Having a strong character based curriculum and engaging in service-learning projects shows the community that the students of today are a positive asset to society. (Brandell, Hitch, Kromer, Misner, 1994) make the statement that today many adults perceive young people as problems and treat them accordingly. In general, they view youth as recipients, not deliverers, of service. Research shows that there is a strong benefit of service-learning, not only to the student but also to society as a whole.

The National Center for Education Statistics (US Department of Education, 1999)

released a brief in November 1999 regarding service learning and community service projects among 6th through 12th grade students in the United State for 1996-1999. The brief shows how there is a growing interest of educators in service-learning. (See Appendix C)

Community involvement is not the only reason to implement service-learning into the curriculum. There is a strong correlation as shown by the literature a connection between service and academics. By participating in the service-learning projects students have learned critical thinking and problem solving skills. Billig describes the broad areas on which service –learning has an impact (Billig, 2000). (See Appendix D)

Washington State has published a guide (McPherson, 1997) for school-based service-learning principles and practices. The programs should meet the following guidelines:

- Meet actual community needs
- Are integrated into the academic curriculum
- Involve students in planning and preparation
- Encourage students to apply academic skills and knowledge in practical problem solving through service
- Provide students opportunities to apply practical problem solving skills to academic concepts
- Give students structured reflection time in which to think, talk, and write about what occurred during the activity
- Foster a sense of personal and civic responsibility

- Expand the learning environment to include the broader community
- Are conducted in collaboration with school and community

In addition, National Service Cooperative (1998) has designed eleven essential elements for an effective service learning practice which are more detailed. (See Appendix E)

Recognizing the potential of service-learning, policy makers, legislatures, and educators have promoted initiatives at the local, state, and national levels. The National and Community Service Act of 1990 and President Clinton's National Service Trust Act of 1993 are some recent and far-reaching examples of this trend (Kahne, 1996).

FCCLA actively involves students in leadership programs. The national programs incorporate service learning, character education and school-to-work. Through FCCLA students analyze situations, set goals, and interact with others by applying classroom knowledge. These programs are Career Connections in which student develop projects that guide them to discover their strengths and guide them toward a career; Community Service Award in which students develop projects to address a community need; Families First in which students develop projects that help them gain a better understanding of how families work; FACTS a project in which students develop projects that help reduce impaired driving and increase seatbelt usage; Leaders at Work which specifically deals with students developing on-the-job projects to polish leadership skills to prepare for a family and consumer sciences career; Star Events in which student compete building proficiency and achievement in leadership and job related skills; STOP the Violence-Students Taking On Prevention is the newest program in which students

develop projects to educate their peer about youth violence.

The guidelines for service-learning projects in Family and Consumer Sciences courses follow basically the guidelines set up by the National Service Cooperative in 1998.

Moen supports integrating service-learning as a strong key component in the leadership class. Students not only learn the value of giving back to society, but can readily practice leadership skills while participating in the service project (Moen, 1999).

There are a wide variety of skills and projects available for the secondary student to develop strong leadership skills through vocational student leadership programs and classroom curricula. The skills developed include strong components for a school-to-work program.

Washington State addresses the issue of how service-learning complements school-to-work initiatives (McPherson, 1997).

Both service-learning and school-to-work are forms of experiential education that extend student learning into the community; the work sites become centers of learning. Service learning and school-to-work programs engage students in learning experiences that help develop organizational, team, and problem solving skills as well as the foundation skills identified as important for employability and responsible citizenship.

School-to-work and service-learning provide a real meaningful purpose for an education. Students, who do not connect with the school system, do find a reason for

learning in the school-to-work and service-learning partnership. Both school to work and service learning are about helping youth learn the skills, knowledge, attitudes and behaviors that will enhance their ability to succeed at school, at work and as a member of their community (Baker, 1995).

Rationale for a leadership development class

As the literature states (Rogers, 1991) leaders are not born, but taught—either through experience, a formal process, or both. Leadership offers the opportunity for the student to work with peers, gain knowledge of leadership skills and then put them into real life experiences. These skills will last a lifetime, while giving the students the opportunity to make a difference in their school and community they develop leadership skills that will help them become effective adult leaders.

Character education, school-to-work, and service-learning are all essential elements of a successful leadership class. Character education ^(RP) is the backbone to a leadership program. The eight core standards for building character (Hodgin, 1997) are honesty, respect, responsibility, trustworthiness, teamwork, perseverance, compassion and fairness. The author sees these standards as being integrated into the entire leadership curriculum. Bowers strongly supports strong leadership programs that include activities that are fun learning, service-learning, including school-to-career and character development activities (Bowers, 2000):

When Family and Consumer Sciences students successfully utilize academic knowledge, thinking skills, communication skills, managing skills and leadership skills to identify, plan

and conduct character education learning activities, the students function as contributing family, work place and community members. By participating in character education learning activities Family and Consumer Sciences students can make significant contributions to improving our society.

Washington State's Education Reform Act of 1993 established four common learning goals, which apply to all Washington students. The intent of the law as stated by the Washington State Commission on Student Learning (1998) is to "provide opportunities for students to become responsible citizens, contribute to their own economic well-being and to their families and communities, and enjoy productive and satisfying lives".

The four state learning goals all address the content of a leadership class. Those goals, which focus on raising academic standards, are:

Goal 1 Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;

Goal 2 Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;

Goal 3 Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and

Goal 4 Understand the importance of work and how performance, effort,

and decisions directly affect career and educational opportunities.

The Washington State Essential Learning Requirements, Washington Vocational and Technical Education Learning Requirements as well as the National Standards for Family and Consumer Sciences can all be met in a Leadership Curriculum.

Summary

Literature shows that there is a need for the teaching of leadership skills in the educational system. The educational system has a responsibility to prepare students to become leaders. There are probably as many different ways to approach the teaching of leadership, as there are different definitions of the term leadership. Leadership development is a responsibility, not an alternative, for schools (Rogers, 1991). Each district is responsible for developing their leadership curriculum. The curriculum should be developed that is unique for the students, school and community of that district. Federal regulations for vocational education specify that all students are to receive leadership training as part of their vocational courses.

Family and Consumer Sciences courses through the national standards and the student organization, Family, Career, and Community Leaders of America (FCCLA) encompasses all, leadership, school-to-work, service-learning and character education.

CHAPTER THREE

PROCEDURE

The author became interested in this project when teaching in the Thorp, Washington School District.

The process for gathering information to complete the project was largely informal. Literature related to leadership skills, service-learning, school-to-work programs, and character education were reviewed. In addition to the reading of literature, information was gained from conversations with current leadership teachers in the State of Washington. The author also attended workshops relating to leadership skills.

Past experiences was an important factor in the creation of Leadership for the High School Student. The author, with input from a vocational advisory board and school staff, developed a state-approved course for leadership in 1997. That curriculum was designed to teach leadership skills and provide opportunities for individual and group projects within the school. The course was basically student driven with guidance by the author. Students at that time were highly motivated and developed numerous projects involving both the school and the community.

The author has since realized that some students in the leadership class needed a more structured course. The mandate of higher learning standards at the state and national level necessitated the development of a leadership curriculum that is in alignment with the state and national guidelines. The author designed a high school

leadership curriculum integrating service-learning, character education and school-to-work programs with specific outcomes including means of assessment.

Leadership for the High School Student

**A High School
Leadership Curriculum
For the Small Rural School**

This curriculum contains a variety
of lessons and activities for a
leadership class.

A Project by Ruth E. Miller

FORWARD

The purpose of this curriculum guide is to help the leadership teacher of Thorp School District develop a class that is in alignment with the Washington State Essentials Academic Learning Requirements and the National Standards for Family and Consumer Sciences Education. This High School Leadership Curriculum guide is the result of Leadership teachers sharing their programs and activities with the author. The author has attended several workshops and training sessions to collect ideas for this curriculum guide. The activity pages are not numbered so new materials can be added or activities that are no longer useful may be deleted from each of the sections. The guide contains materials or activities that may be copied for educational purposes only.

Leadership for the High School Student
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GOALS AND OBJECTIVES

LEADERSHIP FOR THE HIGH SCHOOL STUDENT

A High School Leadership Class

Course Details and Description:

Grade level: 9-12

Graduation Requirements: Elective

Description: This course is designed to instruct students in the various methods and techniques for planning, implementing and evaluating projects related to school activities and the community. Topics include parliamentary procedure, public speaking, group dynamics, creative visuals and service-learning.

Learner Outcomes:

- I. General Concepts *The student will be able to*
 - Understand that people support what they help create
 - Recognize that each person in a group has an important contribution
 - Recognize that a group consensus is more supported than the decision of one
 - Recognize that it is the process as well as the product that matters when planning activities
 - Understand that knowing the chain of command will help a person be a more effective leader
 - Recognize that values vary among people
- II. Group Processes *the student will be able to*
 - Solve problems using the problem solving method
 - Make decisions based on a logical process
 - Brainstorm and prioritize using 1-3-6ing
 - Run and participate in an effective meeting
 - Plan a project using the steps in activity planning
 - Recognize and understand the responsibilities of individual group members
 - Use basic parliamentary procedure
- III. Communication Skills *the student will be able to*
 - Understand the importance of active listening in good communication
 - Speak in front of small and large groups
 - Make an effective short presentation
 - Make an effective introduction
 - Create an effective visual display
 - Increase awareness of the importance of public relations

- IV. Managerial Skills-*the student will be able to*
- Understand the essential elements necessary in planning, conducting and evaluating meetings, skits, assemblies, fund-raisers, and other projects
 - Practice various problem solving techniques
 - Understand time management, task analysis and time lining
 - Respect established procedures, legal parameters, and financial and budgetary management
 - Demonstrate goal setting and prioritization techniques
- V. Self-awareness-*the student will be able to*
- Increase their self-esteem and self-concept through an increased understanding and awareness of self.
 - Increase their understanding of self through self-inventory, values clarification, goal setting and evaluating experiences
 - Increase their skills in areas of assertiveness, risk-taking, conflict resolution, and time management
- VI. Human Relations Skills-*the student will be able to*
- Increase their understanding of the values of positive reinforcement, trust, and honest communication
 - Increase their awareness of social, cultural, ethnic and racial diversity, and to increase their ability to deal with such diversity
 - Increase their understanding of techniques used to develop positive school and community climates
 - Increase their understanding of the lonely/alienated students and ways to increase their sense of belonging
 - Increase their awareness of good sportsmanship and the way it can be generated

Section I

Self-awareness

Introduce the concept of a self-image. It is what you think of yourself. The term self-esteem means “to appreciate the value of”. Students in a position of leadership in a school need to be very aware of their strengths and weaknesses.

How a student feels about him/herself will directly affect their sensitivity to others, their ability to solve problems, handle responsibility, and have good judgement.

Becoming a person with a positive self-image is not an easy process and may be difficult because of what the person hears others saying about them, what they are told to do, look like, or act like. It takes determination to change a negative self-image, but it is possible.

Poor self-image is when a person feels inadequate or unhappy.

This self-image can keep a person from learning how to succeed.

If a person continually thinks or is told that they are incapable, they will soon feel that way. Not liking yourself or respecting yourself are enormous barriers to a positive self-image.

There are some specific exercises that will help to improve an individuals self-image at the end of Section I.

There are several ingredients that have been identified by Fiscus (1995) as helping a person strengthen their self-image. They include:

1. Identification with real role models
Are there people around you whom you would like to be like—not just someone famous, but someone in your own environment? Look for productive, self-sufficient, and reasonably happy people with who you can identify. If you visualize yourself being like that person, you will have a goal you can reach.
2. Identification with and responsibility for “family” process.
Family, in this case, can mean your immediate family, or more broadly, an organization or a group to which you belong.
We all need to know that what happens in our lives and the lives of others is a shared responsibility. Knowing that what you do affects others and that there are real consequences of your actions and words develops a sense of social responsibility and a feeling of belonging.
3. Faith in personal resources to solve problems.
To become a self-confident person, you must develop the ability and attitude that will allow you to work through problems and believe that they can be

solved by applying your own personal resources. Dependent people don't learn how to do this and believe that solutions are purely chance. They believe nothing can be done about the present or future except to accept it.

4. Development of intrapersonal skills.

You use intrapersonal skills to communicate with yourself. These skills include the ability to recognize and understand your own feelings, self-discipline, self-control, and self-assessment. They are important to setting realistic goals and achieving them.

People who don't have these kinds of self-communication skills may be easily swayed by other people and have trouble dealing with pressure or stress.

5. Development of interpersonal skills.

Interpersonal skills can be as basic as being able to start and carry on a conversation, but also include the ability to share ideas and feelings and be sensitive to the feelings and needs of others, the ability to listen and respond, and the skills to cooperate, negotiate, and share.

If you have developed these skills and practice listening, responding, and sharing your ideas, you will be able to develop friendships and be a respected part of groups. Poor interpersonal skills can make you unresponsive, resistant to valuable feedback, and unable to fit into a group.

6. Situational skills

Situational skills are those skills that help you to determine what kind of a situation you are in and how best to respond to it. When you learn to look at a situation, decide what behavior best fits the situation according to the results you wish, and then adapt to the situation, you are showing your maturity.

For example, you may be very interested in government and wish to study political science in college. You learn that there is a summer job in your town hall that you would like to have for the experience, so you arrange an interview. If you show up in jeans and a T-shirt, you may be expressing your true self, but if you wear a suit, dress, or other "professional" attire, you may be more likely to get the job. Deciding what behavior will help you attain the desired outcome and adapting to that behavior is an example of situational maturity.

7. Judgmental skills.

These skills involve the ability to recognize, understand, and apply good judgment in your environment. In many areas, poor judgment is obvious, such as when you become so obsessed with a sport that it begins to interfere

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with other activities such as your studies and responsibilities at home. You must learn to judge the consequences of things so that you can choose the most successful path for yourself.

Appointment With Love

Focus	To increase student self-esteem through reflection and assessment
Group size	Entire Class
Time Required	1 Class period
Materials	Story, " <i>Appointment with Love</i> " Student Handout: What I Do Is Who I Am
Setting	Standard Classroom
Process	<ol style="list-style-type: none">1. Read the story, "<i>Appointment with Love</i>", by S.I. Kishor. Stop reading at the designated place. Discuss the story to This point using the questions provided.2. Read the conclusion. Following the reading ask the students to take out a piece of paper and write down their feelings.3. Ask for students to share their feelings/reactions with the class.4. Distribute the Self Assessment Survey and allow time for students to complete the handout.5. Distribute a colored piece of construction paper to each student. Have them write their name and a dream on the paper. Encourage them to be creative with their designs.6. Have each student share their' designer dream" with The class and display all dreams on the classroom wall.7. Close with the challenge to "Be the best that you can be and strive for your dreams." Keep the dreams posted Throughout the semester

Appointment with Love
S.I. Kishor

Six minutes to six, said the big clock over the information booth in New York's Grand Central Station. The tall young Army lieutenant lifted his sunburned face and narrowed his eyes to note the exact time. His heart was pounding with a beat that shocked him. In six minutes he would see the woman he had never see, yet whose written words had sustained him unfailingly.

Lieutenant Bradford remembered one day in particular, the worst of the fighting, when his plane had been caught in the midst of a pack of enemy planes.

Five minute to six; In one of his letters, he had confessed to her that he often felt fear, and only a few days before this battle, he had received her answer, "Of course you fear...all brave men do. Next time you doubt yourself, I want you to hear my voice reciting these words to you: 'Yea, though I walk through the valley of the shadow of death I shall fear no evil, for Thou art with me'"...He had remembered, and it had renewed his strength.

Now he was going to hear her real voice. Four minutes to six.

A girl passed close to him and Lieutenant Bradford started. She was wearing a flower, but it was not the little red rose they had agreed upon. Besides, this girl was only about 18, and Helen Taylor had told him in one of her letters she was 30. "What of it?" he had answered to himself "I'm 32." He was 29.

Three minutes to six: His mind went back to the book he had read in the training camp. *Eternal Love*, it was: and throughout the book were notes in a woman's writing. He had never believed that a woman could see into a man's heart so tenderly, so understandingly. Her name was on the bookplate: Helen Taylor. He had got hold of a New York City telephone book and found her address. He had written: she had answered. Next day he had been shipped out, but they had gone on writing.

For Thirteen months she had faithfully replied. When his letters did not arrive, she wrote anyway, and now he believed he loved her and she loved him.

Two minutes to six; But she had refused all his please to send him her photograph. She had explained: "If your feeling for me has any reality, what I look like won't matter. Suppose I'm beautiful. I'd always be haunted that you had been taking a chance on just that, and that kind of love would disgust me. Suppose I'm plain (and you must admit that this is more likely). Then I'd always that you were only going on writing because you were lonely and had no one else. No, don't ask for my picture. When you come to New York, you shall see me and then you shall make your decision.

"One minute to six...he swallowed hard. Then Lieutenant Bradford's heart leaped.

A young woman was coming toward him. Her figure was long and slim; her blond hair lay back in curls from her delicate ears. Her eyes were blue as flowers, her lips and chin had a gentle firmness. In her pale green suit, she was like springtime come alive.

He started toward her, forgetting to notice that she was wearing no rose, and as he moved, a small, provocative smile curved her lips.

“Going my way, soldier?” she murmured.

He made one step closer to her. Then he saw Helen Taylor.

She was standing almost directly behind the girl, a woman well past 40, her gray hair tucked under a worn hat. She was more plump, her thick-ankled feet were thrust into low-heeled shoes. But she wore a red rose on her rumpled coat. The girl in the green suit was walking quickly away.

Bradford felt as though he was being split in two, so keen was his desire to follow the girl, yet so deep was his longing for the woman whose spirit had truly companioned and upheld his own through her letters and there she stood. He could see that her pale, plump face was gentle and sensible, her gray eyes had a warm twinkle.

STOP HERE

Discussion Questions:

1. What should Lieutenant Bradford do? Should he turn and run while he still has a chance to, or should he be true and faithful and accept the woman whose letters had so faithfully given him the courage to face danger while he was in the army?
2. What would he do if the love which had developed through her letters was real?
3. What would you do in this same situation?

Story Continued:

Lieutenant Bradford did not hesitate. His trembling fingers gripped the worn copy of the book, *Eternal Love*, which was to identify him to her. This may not be love, but it would be something precious, a friendship for which he had been and must ever be grateful...

He squared his shoulders, stepped forward, saluted, and held the book out toward the

woman, although even while he spoke he felt the bitterness of his disappointment.

“I...I’m Lieutenant John Bradford, and you...you are Miss Taylor. I’m so glad you could meet me. May....may I take you to dinner?”

The woman’s face broadened in a tolerant smile. “I don’t know what this is all about, son,” she answered. “That young lady in the green suit, she begged me to wear this rose on my coat. And she said that if you asked me to go out with you, I should tell you she’s waiting for you in that restaurant across the street. She said it was some kind of a test.”

MAKE IT A BANNER DAY

Focus:	To allow students an opportunity to express their understanding or self through a creative activity	
Group size	Entire class	
Time Required	1-2 class periods	
Materials	Butcher paper	Marking pens
	Construction paper	Magazines
	Scissors	Glue or rubber cement
	Crayons	Colored pencils
	Yarn	Other art supplies as available
Process	The purpose of this activity is to have each student produce a personal banner to hand in the classroom. Each banner will reflect the personality, history, interest, values and goals of the individual student.	

Suggestions for banner contents include:

1. Give students time to collect items from home to assist in creation of their banner. ie., personal pictures, certificates, awards, ribbons, etc. This approach allows students to use their own symbols to personalize the banner. Permit students one evening to gather materials prior to activity.
2. Limit students to use of materials provided by teacher and the time constraints of one class hour. This approach emphasizes creativity and decision making skills. No prior preparation is needed by students.

Suggestions for close to **Make it a Banner Day**

- Each student presents his/her own banner to the class explaining the symbolic features
- Hang banners from ceiling
- Display banners on bulletin boards or walls in the room
- Collect banners, hand, and have students guess who produced each banner. Banners could be numbered for organizational purposes.
- Collect banners and hand 2-5 a day. Start each class period allowing students time to guess the identity of the creator

- Discuss how this activity aiding students in understanding themselves
- Discuss students' perceptions of others.

Self Assessment Survey

WHAT I DO IS WHO I AM

Leaders for Life (WASSP)

\$	A	P	R	B	O	CH	U	!5!	F5	N5	PL	#	20 Favorites
												1	
												2	
												3	
												4	
												5	
												6	
												7	
												8	
												9	
												10	
												11	
												12	
												13	
												14	
												15	
												16	
												17	
												18	
												19	
												20	

- List twenty of your favorite things to do.
- Code each entry following the guide below.
- Analyze your chart and answer the following questions.

My philosophy of life is:

Right now, my greatest dreams for myself include:

Three things I value are:

Guide to Symbols

- | | |
|-----------------------------------|---|
| \$= more than \$5 each time | CH= hope your children do this in the future |
| A= prefer to do alone | U= unconventional |
| P= prefer to do with others | !5!= top five favorites |
| R= risk to self | F5= will not appear on the list in five years |
| B= would like to become better at | N5= did not appear on the list five years ago |
| O= prefer to do outside | PL= requires planning |

Section II

Leadership

Leadership-What is It?

There are many definitions of the term leadership. Freiberg and Freiberg describe leadership as a dynamic relationship based on mutual influence and common purpose between leaders and collaborators in which they are moved to higher levels of motivation and moral development, as they affect real, intended change (Freiberg, Frieber, 1996).

Allen uses the traditional definition of leadership (Allen, 1998).

Leadership is an interpersonal influence directed toward the achievement of a goal or goals. Three important parts of this definition are the terms interpersonal, influence, and goal.

- Interpersonal means between person. Thus, a leader has more than one person (group) to lead.
- Influence is the power to affect others
- Goal is the end one strives to attain

Family, Career and Community Leaders (FCCLA, 1999) define leadership as:

Leadership is the reaching out and sharing personal skills and resources with others. It is learning to work together—to give and take. It's making a decision or taking a stand and being responsible for the outcome. It's knowing when to lead and when to follow.

- Allows for individual recognition
- Tends to guide, not rule
- Often submerges his or her self in the group's identity

The "delegating leader"

- Defines a problem and the boundaries within which it must be solved then turns it over to the group to work out a solution
- Sets a few guidelines
- Tends to make a secretarial function or resource person identity
- Often does not announce his or her own ideas

The "joining" and "delegating" styles of leadership are most prevalent and/or effective in small groups, highly motivated groups, groups with a high tolerance for ambiguity (where members need little direction and are comfortable with a wide area of freedom), groups with a relatively strong need for independence, groups where the members understand and identify with the goals of the organization, groups where the members have the necessary knowledge and experience to deal with the problem, and/or groups where the members expect to share in decision-making.

For a leadership class, group, shared or team leadership will be the most effective.

Family and Consumer Sciences Education National Standards describe shared, participatory leadership (V-TECS, 1998):

It means that everyone in the group can contribute leadership skills and

that each group member is encouraged to help make decisions and to take action. Shared leadership results in empowered, interdependent relationships among group members. Shared leadership is closely related to responsible citizenship in a democratic society. Being a responsible citizen requires taking action for the common good of the group. Responsible citizens are concerned about the well-being of all society members and take social action to meet those needs.

In FCCLA students learn:

- Work toward a common goal
- Work together
- Work in the spirit of cooperation
- Involve all team members
- Respect each individual
- Agree and disagree without damaging working relationships
- Set goals, develop plans and take action
- Solve problems
- Have fun and help others have fun

For a group to function as a team, several important elements must be present (Kiplinger, 1998):

- Common purpose
- Each person contributes
- An atmosphere of trust, encouragement, and cooperation

- Open communication
- Individual needs are met
- An understanding of the process
- Synergy

QUALITY LEADERSHIP

- Focus** To determine the components of quality leadership through an introductory leadership activity.
- Group Size** Entire class
- Time Required** 1 class period
- Materials** Butcher paper
(4 sheets, taped to front of classroom)
Marking pens
Grab bag of 25-30 miscellaneous items
(i.e.- junk drawer items, small toys, souvenirs, desk supplies)
4x6 index cards
(pre-lettered A-Z, one letter per card)
Student Handout: *My Leadership Qualities*
- Setting** Standard classroom
- Process**
1. Practice group brainstorming as a warm-up. Stress that the goal will be creative, free thought. Prior to the "group storm", review the rules of brainstorming:
 1. Free thinking
 2. No put downs, don't evaluate
 3. Maximize ideas (quantity not quality)
 4. Time limit
 2. Allow 1 minute for the group to brainstorm the uses of a randomly selected item from the sack (i.e, eraser, rubber band). Work to build enthusiasm and comfort with the process. Repeat using another item. Celebrate unusual, creative, and rapid contributions. In this warm-up it is not necessary to record answers.
 3. On paper, have students individually brainstorm the components of quality leadership for two minutes. Stress that this is a personal, quiet activity. Challenge them to list at least 12 ideas.
 4. Record the individually brainstormed ideas on the butcher paper in front of classroom . An effective technique for this is to ask for 4 volunteer recorders. Have them sequentially write every fourth item. Allow about 5 minutes.

5. Distribute the alphabetized 4 x 6 index cards, at least one per student. If enrollment is greater than 26 have duplicate cards of some letters. If less than 26 give some students additional cards.
6. Instruct the students to list at least one leadership quality beginning with the letter on their card. This could be a word or a phrase. Have the students share their cards and display them in the classroom.
7. Have students sit in a large circle. Pass the grab bag around the circle and have each student pick an item without looking. In turn, each student will explain how that item represents a leadership quality they possess. Collect items. Allow 20 minutes.
8. Return chairs to their normal arrangement. Have students complete the student handout, *My Leadership Qualities*. Collect from students and preview before tomorrow's lesson.
9. Prior to utilizing the follow-up lesson, "*FAMOUS LEADERS*", the teacher will need to compile a list of the A-Z Leadership Qualities created by the group

FAMOUS LEADERS

Follow-up activity to QUALITY LEADERSHIP

- Focus** To enhance self-understanding and develop personal leadership goals by identifying the traits of famous leaders.
- Group Size** Entire class
- Time Required** 1 class period for activity and project assignment
1 class period for research in library and preparation
2 class periods for oral presentations
- Materials** Butcher paper and marking pens
(or chalkboard)
Compiled list of leadership qualities from previous day
(one copy per student)
Video camera (optional)
Post-It notes
- Setting** Standard classroom and library
- Process** **Day 1:**
1. Distribute the list of leadership qualities, A-Z to students. Review the process from the prior day. Ask students to think of people, past or present, who exemplify the qualities they have identified. Pick 4 students to record student responses (encourage different students to volunteer). Teacher facilitates the listing of leaders. Challenge students to consider different areas of leadership, (i.e. political, social, military) as well as leaders representing diverse cultures and groups. Allow 3-5 minutes for brainstorming. Students may need some prompting. Suggestions include:
Susan B. Anthony, Barbara Bush, Caesar Chavez,
Walt Disney, Albert Einstein, Dwight
Eisenhower, Jane Fonda, Mahatma Gandhi, Bill
Gates, Mikhail Gorbachev, Adolf Hitler, Saddam
Hussein, Lee Iacocca, Thomas Jefferson, Magic
Johnson, Helen Keller, John Kennedy, Martin
Luther King, Jr., Abraham Lincoln, Nelson
Mandela, Mao Tse-tung, Rosa Parks, George
Patton, Chief Sealth, Norman Shwartzkopf,
Gloria Steinem.

2. Students will select a leader to research. Determine the requirements for the research assignment and present these to the class. The paper should consist of 3 sections: Brief biographical sketch, examples that illustrate positive traits, and traits the students most admire about the leader and wish to emulate. Have students report to the library, and allow the remainder of the period for research.

Day 2:

1. Return to the library for a period of research and preparation.

Day 3:

1. Students will begin oral presentations to the class. You may chose to video tape the presentations to use at a later time. Possibly in a communications unit on speech comparison, improvement, and evaluation.
2. In closing, facilitate a discussion about what the students have learned about themselves and others. Discussion questions could include:
 - a) What is your definition of leadership?
 - b) Have your ideas about leadership changed?
 - c) Are there qualities or traits we could add to our original list?
Stress that leaders also have weaknesses, and have worked to overcome them
3. Refer students back to student handout, *My Leadership Qualities*, from a prior lesson. Allow time for additions or modifications. The students can refer to their desired traits for future goal setting activities.
4. To draw a link between the A-Z list and the traits of famous leaders have students write the name of their leader on several Post-It notes. Students will affix the note(s) under the card or cards describing the traits of that leader.

Section III

Goal Setting

Setting goals is one of the most important aspects of success.

Goals need to be specific and realistic.

The benefits of goal setting are clearly outlined by Fiscus (1999):

- They provide a sense of direction
- They motivate us
- They make us feel good about ourselves and what we do
- They point out strengths, which can be used to overcome obstacles and make us aware of weaknesses so we can begin to improve them
- They help us visualize what is important, plan actions to achieve the goals, and then carry them out
- They help us make decisions
- They make us responsible for our own lives and make our group responsible for its own success or failure
- They force us to set priorities
- They make us feel committed
- They develop better group morale by giving a sense of past victories and providing a stimulus for present success
- They measure both individual and group progress
- They sharpen our leadership skills

Goals must be clearly defined. They must be realistic, attainable and challenging. A time line must be followed so that there is a target for completion. Goals may be flexible so that another means of attaining the goal is possible from the original plan.

Groups working on a goal need to be created by all members of the group and each member of the group should receive some benefits from reaching the goal..

There are several processes to use in setting goals. A popular method is the brainstorming, setting of priorities, selection of activities or projects to help achieve the goal and develop action plans.

FCCLA has an effective plan for setting goals. (See end of Section IV)

Strategies for Generating Ideas

Brainstorming

Brainstorming is a method of generating ideas from as many people as possible in a short period of time. Remember these simple rules:

- The goal is to generate as many ideas as possible.
- Avoid value judgements and put-downs.
- All ideas should be counted. You are after quantity.

Tips for Success

- Warm up for brainstorming by practicing first. What are the uses for a spoon? How many uses can you generate in 60 seconds? Practice a second time with another common object.
- When brainstorming in a group you may want to appoint more than one recorder. By alternating the ideas between three writers they can keep up with the flow of suggestions from the group.

Brainstorming works well to generate lots of ideas quickly. One drawback is that sometimes ideas are heard only from the loudest, most vocal members of the group. For a broader representation that includes ideas from all members you might try the techniques of 1-3-6ing.

1-3-6ing

Step 1 One On your own

This is individual brainstorming. All participants write down their ideas on the topic. Be as creative and crazy as you can. At this point don't worry about the "workability" of each idea.

Step 2 Three With two others near you

Combine your lists. Do not eliminate any ideas.

Step 3 Six Join with another group of three

Share your lists. Prioritize by selecting the top five-ten ideas from your combined lists. Put these top ideas on butcher paper. Post your list.

Step 4 Idea Sharing Share lists with other groups

A reporter shares the list of ideas with the entire group. Ideas are clarified if necessary. Duplicate ideas are eliminated.

Step 5 Value Voting Members vote for their favorite ideas

Adhesive dots or gummed stars work well for voting. Three to five votes per person allows them to weigh their choices.

Step 6 Take Action Make the project happen!
Rank order the results of the group vote. Select committees, and begin project planning.

Decision Making Strategies

Fist to Five.... A quick technique used to assess the feelings of the group.

Strategy: State the topic under discussion, and then on the count of 3, group members raise their hand to show their decision as follows:

Fist: "No way, I'll fight the idea"

1 finger: "I don't like the idea."

2 fingers: "I'm neutral"

3 fingers: "The ideas is OK."

4 fingers: "I really like the idea."

5 fingers: "I'm wildly enthusiastic about the idea and will promote it."

After the show of hands ask those who showed a fist or a 1 to to explain why they would "block" the idea.

- Advantages: No equipment or special materials needed. Easily observable. Several degrees of choice. Identifies items that can be resolved quickly or need further discussion.
- Disadvantages: Limited to one item of choice. Group members may be influenced by others. Lack of private vote.

Majority Voting.....A democratic approach to seeking a solution.

Strategy: Vote is taken by paper ballot, raising of hands, standing, voice vote (greater volume), or by machine. One vote per member.

- Advantages: Commonly accepted. It can take place in any situation. I takes little time.
- Disadvantages: Tends to divide groups. It can create definite "winner" and "losers" and may alienate "losers". Those who lost the vote may not support the decision. If the vote is close, a recount is often necessary.

Value Voting....Allows all participants to vote on many ideas.

Strategy: Each person has a designated number of votes (3-5), to be cast as he/she chooses. Often used as the final decision-making steps in 1-3-6ing.

- Advantages: High degree of ownership. Allows for more than one choice. Highlights other positive ideas for future reference.
- Disadvantages: Time consuming. Requires voting materials (butcher paper, adhesive dots or stars).

Consensus.....Provides for total group support of the decision

Strategy: The group discusses the issue to reach a decision which all can accept, one which is best for the group rather than best for the individual. Compromise

may be needed, but in true consensus voting is not used. If it is impossible to reach a decision by consensus, you should have an alternative decision making strategy ready.

- Advantages: High degree of group satisfaction and commitment to the decision.
- Disadvantages: Time consuming. Requires effort from everyone.

Section IV

Project Planning

Project planning is the organizing, managing and implementing of projects. This process takes time to learn and must be well organized to reach the goals as suggested in Section III.

It is necessary for the students to very well organized or self-managed in order to balance out school-work, extra-curricular activities in addition to leadership class projects.

Keeping a schedule or daily planner is necessary for each student in leadership. A student can begin the process of organizing their time by taking inventory of their own daily, weekly and monthly schedule.

To help with the self-organization, scheduling blocks of time to work on specific goals. It might be necessary to rank the “to do” list in order of priority. A caution is that sometimes the unexpected does happen. It is best not to schedule something for every minute of the day. It becomes too stressful not to allow any down time. A problem some leadership students have is over-extending themselves.

DYNAMIC DECISIONS

Focus	To increase the student's understanding of the concepts of group dynamics and decision making processes.
Group Size	Entire class
Time Required	1 class period
Materials	Jar filled with jelly beans, candy, or beads, etc. Seven 3x5 cards Teacher Resource: <i>Decision-Making Method Definitions</i> Student Handouts: <i>Follow-up Questionnaire</i>
Setting	Standard classroom
Process	Prior to Class Cut and glue a decision-making method definition to each 3x5 card. Set a large jar or container of jelly beans, candy, buttons or any small items, in front of the class.

Activity

1. Inform the class they will be asked to estimate how many items are in the container.
2. Divide students into groups of 4-6. Give a member of each group a notecard containing a decision-making style. Each group must estimate the number of items in the jar using the assigned decision-making method.
3. Have each group present their estimates to the class.
4. Each group member will then individually complete the student handout, *Follow-up Questionnaire*.
5. Group members will share their responses with each other. Follow-up with reports, to the entire class, from groups as to their method and how individuals felt about their role in their groups.
6. If time allows, go over each method and discuss possible situations in which one method might be more effective than another. *While some methods are not preferable to some group members, students should recognize that some decisions are made in such manners. Students should try to discover realistic examples of each method in their school, community, country or world.*

Variation:

Using the same decision-making methods, have groups create a useful "product" or other challenge of your choice. Give them limited items with which to build this product, i.e., index cards, paper clips, etc. Their goal is to design something useful for school.

DECISION-MAKING METHODS

Teacher Resource

Use this information to discuss decision making methods with the class. Make a copy and cut apart the individual methods. Attach each method to a notecard and distribute to groups for the activity.

Leader decision only.

One member is appointed leader by the teacher. This person controls the entire group and is responsible for deciding how many items are in the jar.

Expert member decision only.

The teacher appoints a student in the group with the most background in math. Only this student is allowed to make a decision.

Decision determined by members average.

Members of the group examine the problem and make their own independent decision without input from others. The recorder asks members for their estimate, adds the estimates and divides the sum by the number of group members. The decision becomes the average of the group.

Leader decision based on member input.

The leader is appointed by the teacher. Group members share their opinions. The group leader then makes a decision based on the input given by group members.

A committee of 2 group members makes the decision.

The teacher appoints 2 group members. They make their decision together without input from other members.

The majority vote is the choice of the group.

Each group member estimates the number of items in the container and the group votes on which estimate will be the group's decision.

Decision determined by consensus.

All members of the group participate in a discussion as to the contents of the container. The discussion continues until all members agree on an answer which will be considered the group's decision.

Dynamic Decisions
Follow Up Questionnaire

Respond to the following questions:

1. Did you feel important and significant to your group?
2. How much were you able to contribute to the group process?
3. Did you agree with the group decision?
4. Do you feel you had an influence on your group?
5. What was the atmosphere in your group like during the decision making process?

▼

FHA/HERO Planning Process Overview

▼

FHA/HERO Activity Planning Sheet

▼

FHA/HERO Planning Process Worksheet

DUTY BOARD

PLANNING BOARD

Leadership Class Weekly Goals and Evaluation

Name _____ Date _____

Evaluation Dates _____

Individual Goals for the Week - What do you wish to accomplish?

Council Goals for the Week - What will be accomplished for each project assigned?

Weekly Individual and Council Evaluation - How successful were you and your Council in accomplishing your goals for the week?

YEAR _____

Month _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT./SUN.
					SAT.
					SUN.
					SAT.
					SUN.
					SAT.
					SUN.
					SAT.
					SUN.
					SAT.
					SUN.

Reminders

THINGS TO DO THIS MONTH

MEETINGS TO HOLD THIS MONTH

IMPORTANT THINGS TO REMEMBER

PEOPLE TO SEE THIS MONTH	PHONE	ADDRESS

★ NOTES ★

Things To Do Today

DAY _____

Appointments and Telephone Calls:

_____	_____
_____	_____
_____	_____

Done



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Event Planning – Organization Worksheet

Event: _____

Date: _____

Participants:

Participant Addresses/Phone/Fax:

Activities:

Facility Needs and Times:

Timelines for task completion:

Things to Make:

Name tags

Posters

Flyers

Food

Drink

Pens/Pencils/Tape/Paint/String/etc.

Check-off lists

Outside Personnel to Schedule/Hire/Invite:

Speakers

DJ

Photographer

Parents/Chaperones

Teachers

Performers

Student Responsibilities:

Greet Participants

Guides

Check-in

Coordinate Activities

Needed Equipment and Location:

Portable Stage

Sound System -

CD

Tape

Mics

PAC Stage

Light Board

Spot Light

Tables and chairs (for sitting)

Tables (other)

Bleachers

Rides/games

Mailings/Fax:

Introduction letter

List of participants

Final agenda

Thank-you Letters

Invitations to speakers

Communicate What to:

Teachers –

DHS Students -

Parents –

Administrators -

News media –

Businesses -

Forms:

Facilities use

Purchase Orders

Personal Services Contract

Fund Raiser Request

ACTIVITY PLAN SHEET

Title of Activity _____ Proposed Date _____

Type of Activity Campus Improvement Class Competiton Educational
 Fund Raising Recognition Service
 Spirit Unity

Sponsoring Group/Organization _____

Planning Schedule:

Tasks to be Accomplished	By Whom	Date Due	Special Notes

Proposed Audience: _____

Projected ASB Expense (if any) \$ _____

Description of Items	Approximate #	Cost	Total

Submitted By: _____ Today's Date: _____

Section V

Communication

Good communication skills are important for successful leadership and group involvement. Being able to communicate clearly and effectively are powerful leadership tools.

Communication can be defined as an exchange between people. It can be verbal and nonverbal, written or spoken, one-way or two-way.

Written Communication

Public communication very often involves a simple thank-you note. After any event, activity or donation, an appropriate thank-you note must be sent. This would include speakers, store donations, individual donations, etc. A personal thank-you note may be hand written but a thank-you note from an organization (always signed by an individual) must be typed on the letterhead of the group.

Another written communication would be the sending of a memo usually regarding an event that is going to take place. This memo is sent as a reminder to teachers as well as committee members.

After the conclusion of a project it is important that a written report be submitted. This report would include dates, expenses with a treasurer's report, decorations, music suppliers and an evaluation of the event. This report can be referred to in the planning for similar events.

Other written communication would be the signs or posters used in advertising an

event. There are several guidelines to making effective posters.

Presentations and speeches

Speeches and presentations may cover a wide area from simple daily announcements over the school public address system to presenting a project to a service club. Learning how to properly introduce a speaker and writing press releases are all types of speeches that a leadership student must be knowledgeable about.

STAY TUNED FOR FURTHER ANNOUNCEMENTS

Focus To practice writing effective promotional releases.

Group Size Entire class

Time Required 1-2 class periods

Materials Student Handouts:
Writing and Producing an Announcement
More Ideas for Creative Announcements

Setting Standard classroom

- Process**
1. Determine the approach for the lesson. The goal of the lesson will be to have students produce their own creative public announcement or bulletin announcement. You may wish to use some of the following formats:
 - ✓ Select an actual project, with a theme, which needs promotion. (dance, homecoming, staff appreciation week)
 - ✓ Brainstorm theme ideas for a project which needs promotion. (dance, homecoming, staff appreciation week)
 - ✓ Assign each student a different project such as an upcoming game, a fundraiser, etc. and have them select a theme for their promotion.
 - ✓ Brainstorm ideas and themes. Make announcements for selections.
 - ✓ Survey school clubs who are planning activities or projects and produce promotional announcements for them.
 2. Discuss student handouts, *Writing and Producing an Announcement* and *More Ideas for Creative Announcements*.
 3. Have students write several announcements based upon the theme(s) selected.
 4. Allow for some kind of presentation. Students can record announcements or produce a daily bulletin.
 5. Have students edit and evaluate each other's work.
 6. Finished, evaluated and edited products can be submitted for actual use. 68

Additional Activity
Have students write a
Public Service
Announcement for local
radio, highlighting
school events or an
educational topic.

WRITING AND PRODUCING ANNOUNCEMENTS

HOT TIPS:

- ✓ Use a catch phrase or theme
- ✓ Keep your message brief (15-30 seconds)
- ✓ Mention: *Who*
 What
 When
 Where
 Why and How (if essential to the activity)
- ✓ Use a character voice to give your announcement a professional touch: *A famous person says....*
- ✓ Try using sound effects or catchy background music.

SAMPLE ANNOUNCEMENT

Event Information:

- *After-game dance*
- *Rival team game*
 - *October 31*
- *9:00 pm-midnight*
- *School cafeteria*
 - *Sponsored by the Junior class*

Sample:

You're too old for Trick-or-Treating, but that doesn't mean you have to stay home on Friday! After we stomp the JHS Rams on October 31st, don't forget to head for the cafeteria. Join all us creepy creepers at the aftergame dance and howl from 9 pm 'til the witching hour of midnight. This ghoulish occasion is sponsored by the junior class and the cost is a mere treat: \$3.00 with costume and \$4 without. So, come boogie the night away. We'll have a howling good time.

MORE IDEAS FOR CREATIVE ANNOUNCEMENTS

USE A THEME TO ANNOUNCE THE NEXT CLUB MEETING

Top o'the morning' to all ye Key Clubbers! Come to our St. Patrick's day Party and meeting tonight at 6:00 PM. Wear all the green you can.

Do you have trouble remembering your dad's birthday? Your girlfriend? Your boyfriend? We have the answer. It's just one of the 365 reasons you should buy the Community Birthday Calendar today. The sale ends October 5th. Calendars available in the student store.

REMIND STUDENTS OF A UNIQUE PRODUCT THAT IS BEING SOLD

BE CREATIVE AND TRY SOMETHING NEW TO UTI- LIZE A THEME

Friday Night Main Event: All you "Big Time Dance Fans". Let us put the moves on you. For only \$3.00 you can have a night of "flying mares, airplane spins, karate thumbs, body slams, and pile drivers! Who knows....maybe Hulk Hogan and Rowdy Rodney Piper and the Junk Yard Dog will be there to rock out.

Multiple Choice:

Name the correct way to shake the end of the semester blahs.

- Play bingo with your grandmother at the Elks.
- Stay home and watch "Full House" with your little brother.
- Come to the after-game dance and get wild and crazy with your friends.

USE A TEST OR QUIZ FORMAT

THE POSSIBILITIES ARE ENDLESS. TRY ONE OF THESE:

Produce a rap "Yo baby..."

Write a poem "Roses are red..."

Make a news report⁷⁰ "Hot off the press..."

POSITIVE PRESENTATIONS

Too often the way you present your ideas prevents them from being accepted, even when the ideas are good and/or the message is appropriate. Most positive presentation is common courtesy, but it is amazing how powerful and important it is to leadership. It's the "presentations" that you make daily that make the difference, i.e. a quick question for your advisor, asking a faculty member to chaperone a dance, or asking the school board to change a district policy.

Some of the Strategies and Techniques for Positive Presentations are:

1. Your body talks louder than you do.
 - 60% of communication is through body language.
 - Remember the "SOFTEN" model.
 - Avoid negative gestures.
 - eyes rolling
 - sighing
 - drawing while some is speaking.
 - clock watching
 - poor posture
2. Dress appropriately for the circumstances and your audience.
3. Verbal message - in order to present yourself positively, you must have all the information you need and express it precisely and succinctly.
 - Make educated comments. Know what you are talking about. Be organized and well prepared.
 - Be in control and command of your emotions - convince, don't argue.
 - Think before you speak.
 - Be sure you discuss your idea in proposal form not "this is what we're gonna do!!!!"
 - Use language appropriate to the audience.
 - Periodically summarize and paraphrase what has been discussed and decided.
 - Use statements that increase group ownership. "How could WE solve this problem? What suggestions do you have for us? How can you help us?" Your message has to be: "WE can do a better job with your input than without. Advise us."
 - Use "I" statements or "We" statements instead of "You" statements.
 - Apologize when appropriate.
4. Be considerate of staff members time.
 - Ask them, "Is this a convenient time to talk about this or should we make an appointment for later? I can meet with you at these times."
5. Compromise when appropriate, and communicate when you are:
 - willing to abandon ideas.
 - willing to modify ideas.
 - unwilling to modify ideas.
 - unable to modify ideas.
 - unable to abandon ideas.
6. Other suggestions:
 - focus on problems and issues, not people and personalities.
 - at times it may be reasonable to accept another persons decision. (Put yourself in the other person's shoes.)

POSITIVE PRESENTATION SCENARIOS

1. Your senior class selected the Mt. Burley Convention Center for the prom location. You just received word that due to scheduling problems, your reservation has been cancelled. Your School Board has a 60 mile trip limitation (you can't have an event further than 60 miles away from school without School Board approval). Everything within the 60 mile radius is already booked. The Prom Committee has found a place in Seattle which is outside the 60 miles. You will need to ask the Board permission to go.
2. The Administration is very concerned about the community perception of gang related activity at school. To control the possible negative image and gang infiltration, the school administration has decided to prevent students from wearing any professional football team's jacket since they might be construed as being gang related. You will need to go to the administrators to seek permission to wear Seahawk jackets.
3. The "Condom at School" issue was raised at the last ASB meeting. The school has an increasing number of teen pregnancies in addition to students who have tested HIV positive. The students believe the school nurse and/or counselors should be able to dispense condoms at school. They have appointed a committee to bring this request to the Principal and the School Board.
4. Senior graduation is approaching. The senior class wants to decorate their caps before the ceremony. The principal is concerned about proper decorum during the ceremonies and banned all modifications to caps and gowns five years ago. You are to go to the principal to seek a change in the policy.
5. Mudd Flatt High School has a new principal this year. He seems to be a nice person and an effective administrator. However, he and his fellow administrators at Mudd Flatt High do not care at all about activities. New ideas or projects brought to him are rejected outright. As a result, spirit and enthusiasm at the school is waning. The student council has asked you to seek permission to have a spring fling.

INTERESTING INTRODUCTIONS

- Focus** To make proper introductions in both large and small groups.
- Group Size** Entire class
- Time Required** 1 class period
- Materials** Teacher prepared introduction based on established criteria
One 3x5 card for each student
Optional: podium or lectern
Student Handout: *Interesting Introductions*
- Setting** Standard classroom
- Process**
1. Ask the class:
Why do we introduce guest speakers?
How do introductions effect the presentation?
Have you ever heard a really good introduction?
What did you like about it?
 2. Distribute and discuss the student handout, *Interesting Introductions*. Review the effective elements in an introduction.
 3. Model an effective introduction using the handout criteria.
 4. Each student will interview an available staff person. Seek prior approval of the staff members. Students will need to leave class to complete the interview.
Note: This lesson is most effective when the student learns an interesting fact about the staff member they can include in the introduction.
 5. Randomly select 3-5 students to present their introductions in front of the class. Staff members being introduced will not be present.
 6. During the next week have each student present their introduction during the opening and closing minutes of class.
 7. After completing all the introductions, review the components of effective introductions.

INTERESTING INTRODUCTIONS

RATIONALE FOR THE INTRODUCTION:

1. To gain the attention of the audience. Wait for silence!
2. To recognize the expertise of the speaker. (Why is this person speaking on this topic?)
3. To inform the audience of the topic of the speech.

SIGNIFICANT POINTS TO REMEMBER:

1. Gather information from the speaker well before the assembly. Ask for a resume if possible. Make certain that you can pronounce their name correctly.
2. Rehearse before your introduction, concentrating on the opening and closing.
3. Make arrangements (when and where) to meet the speaker before the program.
4. Introduce yourself to the speaker(s) when you meet. Introduce him/her to other significant staff members.
5. Keep attention focused on the speaker rather than drawing attention to yourself.

THE INTRODUCTION:

1. Introduce yourself to the audience.
2. Briefly introduce topic.
3. Name the speaker and inform audience of the speaker's background and qualifications. (See 3 x 5 criteria card.) Mention the speaker's name several times.
4. Welcome the speaker to the microphone/podium with some variation of:
"And now let us welcome John Doe".
"It is my pleasure to introduce Ms. Sarah Jones to you. Ms. Jones"
"Please join me in welcoming Dr. Bill Cosby"
5. Be enthusiastic but limit your comments to 2-3 minutes.

NAME (INCLUDE ANY TITLE):
EDUCATION:
EXPERIENCE:
AWARDS AND HONORS:
ADDITIONAL INFORMATION:
TOPIC:

Gather this information and write it on a 3 x 5 card.

Notes on News Releases

1. The heading of the news release needs to provide a contact person and their telephone number, as well as the date of the news release.
2. News releases *must* speak to the 5 W's:
 - who
 - what
 - when
 - where
 - why
3. Remember to keep your remarks brief and to the point.
4. Come up with a “hook” to catch the attention of the people who read your news release and to create interest. Catchy phrases, play on words, acronyms, or humor can be valuable.
5. Neat and professional looking copies are necessary. Use a word processor or typewriter to make a good copy. Remember to double space the release.

NEWS RELEASE

FOR IMMEDIATE RELEASE

Contact: Shannon Clark, Student
Prince Rainier High School
(801) 533-3032

March 10, 1992

- WHAT:** Prince Rainier High School students will plant 100 Hawthorne trees along Main Street to celebrate our towns 100th birthday between April 8th and 10th. When the final tree is planted, a time capsule enclosed in a concrete casing from the City Historical Society will be buried next to the tree.
- WHO:** Thirty-four students from Ms. Seidelman's Leadership class worked with city officials and planners to organize, order trees, and set the planting schedule for this project.
- WHEN:** April 8-10, 1992. The class project will commence at 8:00 a.m. on April 8th with an announcement of the towns 100th birthday by the mayor. Mayor Juarez will give a short presentation and start the project by cutting the official orange ribbon. The planting will be from noon to 6 pm on each of the three days.
- WHERE:** Beginning at City Hall on First Street heading south, trees will be planted every 50 feet all the way to Fifth Street.
- DETAILS:** The students raised \$5000 from a bowl-a-thon to purchase the trees. The telephone company will be using their equipment to dig the holes. The "Crescent Grove" variety of Hawthorne are native to our area. Members of the local Lions, Eagles and Kiwanis clubs will be assisting the students with the planting.

Leaders for Life, WASP

STEPS TO SUPER SIGNS

1. GRABS YOUR ATTENTION

- Visuals should be interesting, colorful and creative.
- Their appearance should draw you to read them.

2. HAVE A BORDER

- A border will "lift" your visual off a drab wall.
- Creative borders can create the illusion of movement.
- Borders can be created with actual lines or with open margins.
- A poster should have a border of at least one inch on all sides.
- For the best effect try to *bottom weight* with a slightly larger space at the bottom of the poster.

3. HAVE CONSISTENT LETTERING

- Select a lettering style that is easy to read.
- Limit your lettering styles to no more than three per poster. Too many styles will make a cluttered poster!
- Lettering height should be consistent within a word, unless for special effect.

4. HAVE A THIRD DIMENSION

- Gimmicks are the most effective way to attract the reader.
- Try to create the illusion of the poster jumping towards you.

5. INCLUDE ESSENTIAL INFORMATION

- Keep basic information direct and to the point.
- A reader should be able to get all the information as they walk past the poster in the hall.

6. PAY ATTENTION TO DETAIL

- Check and double check spelling.
- Draw pencil guidelines for lettering. Remember to erase when done.
- Never slant words down. Slanting up for effect is O.K.
- Use yellow as an accent. It is difficult to read as text on white paper.

POSTER MAKING TIPS

Effective posters are important communication tools in most educational endeavors, including many phases of leadership training. The following tips are respectfully offered in hopes of assisting you in the production of posters which communicate, convince, inform, attract and impress the audiences for whom you design them. Many detailed sign-making and lettering manuals are available, but these general suggestions may help improve the quality of your group's posters.

Your particular answers to the following general questions will assist you in planning, defining the primary focus and in designing the layout of your posters.

What do we really want our posters to do?

Inform? Convince? Attract? Sell? Startle?

What, or who, is our intended target audience?

Students? Faculty? General public? Parade crowd?

How many posters will we need?

One? Six? Fifteen hundred?

Where will these be posted?

*Classrooms? School hallways? Local store windows? Downtown?
Posting locations help determine what sizes your posters should be.*

How soon are the posters needed?

Time is needed for designing, producing and distributing posters.

What poster materials are available to us?

School have them? Must purchase? Need weatherproof materials?

Who will be responsible for designing and producing our posters?

What talent is available? Are they willing, and have the time?

Once you have solid answers to each of the above, the rest of your decisions should fall right into place. You're ready to go to work!

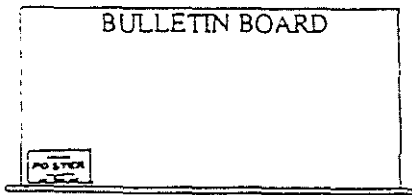
~~~~~  
Most posters have at least the following purposes:

1. to inform
2. to attract attention
3. to highlight certain key features
4. to be inviting and easily read
5. to please the eye with color, form and content

You will have your own unique poster purposes of course, but you will no doubt want to at least consider those listed above. Whatever you produce, you will want it to get your readers thinking and to stir them to some type of active physical response or commitment.

Plan the layout, arrangement or design of your poster before starting your lettering and drawings. Make one or more small layout "roughs" before beginning your actual posters so you have a good idea of how the finished product will look. Don't have to be fancy, just quick little sketches. These will also help you to select appropriate color combinations.

*Too little...aren't seen. Too big for posting site...dominate offensively.*



**SHAPE:** Usually rectangular or square because our available materials are, but sometimes other creative shapes can make your posters more dramatic. Be creative!

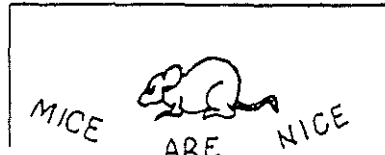


**LAYOUT:** Keep it simple. Crowding shapes, words and letters doesn't work. Don't place lines of lettering too close together.



**BALANCE:** Organize figures, lines, words and lettering so that the end result looks "comfortable" on your poster; like it belongs there.

**MARGINS:** Very important to overall impression. Basic to layout and balance.



**LETTERING:** Use lettering appropriate for your poster subject.

Use proper case letters; don't mix large and small case letters.



Make letter sizes that are legible, uniform, properly spaced and not crowded.



Soften appearance by rounding square corners of letters.



Letters vary in width. Space accordingly.



Make sure that lettering and figures contrast with background.



Minimize punctuation; but some O.K. for special emphasis.

Check your spelling! Note: sometimes an intentional spelling error can be an effective attention grabber, but such errors usually make credibility suspect.

*Have Fun!*

## Section VI

### Personal and Social Responsibility

#### Service-learning

Service-learning gives the student the opportunity to apply their knowledge from school into the real world. Washington State has published a guide (McPherson, 1997) for school-based service-learning principles and practices. The programs should meet the following guidelines:

- Meet actual community needs
- Are integrated into the academic curriculum
- Involves students in planning and preparation
- Encourages students to apply academic skills and knowledge in practical problem solving through service
- Provide students opportunities to apply practical problem solving skills to academic concepts
- Give students structured reflection time in which to think, talk, and write about what occurred during the activity
- Foster a sense of personal and civic responsibility
- Expand the learning environment to include the broader community
- Are conducted in collaboration with school and community

Service-learning projects will follow the FCCLA forms for project planning. FCCLA has a wide variety of programs: Career Connections, Community Service, Families First,

FACTS, Leaders at Work, Star Events and STOP the Violence that are all service-learning programs. The planning guide in Section III is the process used in implementing a service-learning project. The National FCCLA Programs guides contain a more detailed explanation of how to implement any of the programs.

Lesson Plan  
Grade Level: 10-12  
Leadership Class  
Approximate number of Days: 2 months

Concept/topic: Service Learning/Character Education-Emphasis on Respect

Objectives: Students will:

1. Have a clearer understanding of the ethnicity and cultural make up of the Thorp School District and the Thorp Community.
2. Participate in the planning and implementation of a school wide Service learning project.

Vocational Purpose: To encourage individual and group involvement in helping achieve global cooperation and harmony.

Leadership Skills:

Critical Thinking, Creative Thinking, Problem-solving, Group Process, Communication

Learning Categories: Fun, Service Learning, Character Development

FACSE National Standards:

- 13.0 Demonstrate respectful and caring relationships in the family, workplace and community.
- 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community

Washington State FACSE Essential Learning:

The student understand family systems and their relationship to:

- Individual development and society
- Balance of personal, family, and work roles
- Accessing and utilizing resources

Culture is the understanding and recognition of the similarities and differences among individuals, families, and society and the impact of this diversity on living and working.

Components: Diversity-Culture and Global

|             |                                                                                                                                                                                                  |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Benchmark 1 | Establish a personal connection between diverse cultures and their individual aspects                                                                                                            |
| Benchmark 2 | Appreciate cultural diversity within the family<br>Understand the impact of social and cultural systems.<br>Internalize an appreciation of the development of characteristics of diverse culture |

Application/Assessment through FCCLA

Community Service: Team Service Project

Dynamic Leadership: All leadership projects

Families First: You-Me-Us, team family-related projects

Power of One: Take the Lead, Family Ties

Process: Students will brainstorm ideas for the topics to be covered. They would include, Character Education-strong emphasis on Respect, Exploring the definition of “multicultural”, understanding prejudice and discrimination, self-identification. From these topics would evolve the entire program. Leadership students would plan how to include these topics in the school wide system from English to Art. This may include sharing and writing poetry; creating paintings, sculpture, posters; learning and performing dances; creating family trees; playing, listening and composing songs; researching, creating recipes and making food dishes; or explore famous people from different cultures and ethnic groups.

Activities of each session:

- a. The first session would be an introduction to the Leadership class. The Peanut game would be used. The spin-off of this would be for the students to brainstorm how to approach the topic of multiculturalism in the school district. With the teacher’s guidance students will include all of the topics listed previously in the process. The FCCLA planning process would be used to organize the project.
- b. The second and possibly an additional session would be to organize and set priorities for the project with continued use of the FCCLA planning process.

- c. Two to three sessions would involve sharing the project to the school district. One session would be to present the project to the staff members at a morning staff meeting. Once the “buy-in” of the staff is received, the Leadership students would then share the ideas with the students at each grade level.
- d. Two weeks of sessions: Soliciting sponsors in the surrounding community as well as getting commitments from businesses, organizations or individuals that would want to participate in the project.
- e. The development of the advertising campaign would take several sessions. This would include creating posters, flyers, newsletters and media announcements. In addition, speakers, businesses and individuals would need to be contacted.
- f. Throughout the time period, the student would check with the teachers regarding the progress of the project. Deadlines for individual assignments and/or projects will be set.
- g. One session will be used to create an evaluation form for the teachers and their students to evaluate the project.
- h. Approximately 5 session will be needed to prepare for the final celebration using a detailed planning calendar posted in the classroom. The entire school and community, as well as the surrounding community will be involved in this culminating event.
- i. One session will be needed to set up the gym and commons area for the final celebration.
- j. Two sessions will be used to evaluate and assess the project, followed by a discussion of the evaluations from the teachers, community participants and students from all grade levels.

### Reflection, Assessment and Evaluation

Reflection is an important component to a service learning project. At the end of each week, students should fill out the reflection form, share it with the class and place it in their personal Leadership Portfolio.

Students will use an appropriate FCCLA Planning Process form for the project, whether it be a Star Event, Families First Project, etc.

A rubric will be created with input from the students that apply to each individual project.



# PEANUT PARADE

- Focus** To discover and celebrate individual differences.
- Group Size** Entire class
- Time Required** 1 class period
- Materials** A supply of unshelled peanuts--1 per class member.  
(Could substitute with any fruit or vegetable.)
- Setting** Standard classroom
- Process**
1. Scatter peanuts on the table and have each student select one. Instruct them to get to know their peanut using all of their senses, by touching it, smelling it, rolling it, shaking it and examining it closely. For fun, have them name their peanut.
  2. Collect all of the peanuts, mix them on a table in front of the class and then display for the entire class to see.
  3. Have the students come forward, either all together or in small groups, and attempt to locate their peanut. If conflicts arise over their choices that cannot be reconciled, note them and use them in the following discussion.
  4. Use these discussion questions to help develop the purpose of the activity.
    - a) How many feel that you did not get your own peanut?
    - b) How were you able to distinguish your peanut from the others?
    - c) In what ways was your peanut unique?
    - d) What correlations can you see in this exercise between the differences in peanuts and the differences in people?
    - e) Why can't we get to know people as quickly and easily as we did our peanut?
    - f) Why did you select your peanut? Did shell characteristics such as blemishes, texture, and even color effect your choice?
    - g) Do skin characteristics such as blemishes, texture, and even color effect the way we interact with other people? Why?
    - h) Did you hear people putting peanuts down? What correlations can you make with peanuts and individuals at our school?
    - i) What can we do, as leaders, to help all "peanuts" at our school feel accepted?

# SERVICE LEARNING

- Focus** To encourage positive leadership through service to school and community.
- Group Size** Entire class  
(Projects could be done as large group, small groups or individual students.)
- Time Required** To be determined by the instructor.  
(Suggestion: At least one hour per week either during class time or outside of school.)
- Materials** Community Service Certificates, for end of semester.  
Student Handout: *Reflections on Service Learning*
- Setting** School and community
- Process**
1. At the beginning of the semester, the expectations and requirements for community service (service learning), will be explained to the entire class.
  2. Discuss the concept of leaders giving back to their community, whether it be to their own school or to the larger community. Look for examples of leaders in the community who are giving of their time and talents to the larger community. (Sports stars, civic leaders, elected officials, and other caring citizens etc.) "Service learning" can take many forms. Discuss examples such as peer tutoring, natural helpers, cross-age or cross-cultural interactions with at-risk kids, community food drives, hospital volunteering, or the coaching of a little league team.
  3. In order for service learning to be really effective, personal reflection must occur immediately following the activity. Following each service learning experience, the students will complete the student handout, *Reflections on Service Learning*. Once a week, a few minutes of class time should be devoted to celebrate individual contributions, successes, frustrations, etc.
  4. At the end of the semester, hold a special ceremony to celebrate the service learning experiences. An effective technique is to incorporate slides or videos (set to music) of the students in action. At the close of the ceremony, present a certificate, designed by the instructor, to each student. (Sample Certificate is included.)

## REFLECTIONS ON SERVICE LEARNING

1. What do you feel that you accomplished, this week, in service learning that you are proud of?
2. Think about some memorable incident or situation that you were involved in this week. The incident might have marked a moment of success, failure, satisfaction, frustration, sadness or humor. Describe the situation as you perceived it.
3. Think a bit longer about the incident above. What does this tell you about yourself (values, concerns, wishes, etc.)?
4. Did someone say or do something that surprised you today? In what way? Describe.

## Section VII

### Evaluation

Evaluation is an important part of any planning process. It is a continuous process that occurs before, during, and after meetings and activities. It is particularly beneficial at the beginning and end of an activity and at the end of the semester or school year.

Following are some tips to use when planning an evaluation (Fiscus, 1995).

1. Decide what you want to evaluate. (Achievement of goals, how good the program is, how smoothly the program operated, program outcomes)
2. Decide how the evaluation results will be used. (To refine or improve the program, to prepare a report, to develop a new program, to gain broader support for the program)
3. Decide when the evaluation should take place. (At different times throughout the program, at the end)
4. Decide who will be involved in the evaluation. (Teachers, students, administrators, parents, members of the community)
5. Decide what kinds of information need to be collected, what methods will be used to collect the information, and how the information will be analyzed.
6. Decide how the finding of the evaluation will be reported and to whom.
7. Decide what to do with the feedback from reviewers of the evaluation.

Evaluations of the course must be made by the instructor. Activities must be in alignment with the EALRS and the National Standards for Family and Consumer Sciences. Samples of possible forms of evaluation are included in this curriculum .

## How This Unit/Lesson Addresses Washington State Learning Goals

|                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>EALRs</p> <p>Subject: _____</p> <p>Component: _____</p><br><br><br><br><br><br><br><br><br><br><br><p>Subject: _____</p> <p>Components: _____</p> | <p><b>THINKING ANALYTICALLY,<br/>LOGICALLY, CREATIVELY</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Present an argument</li> <li><input type="checkbox"/> Use logic and reasoning</li> <li><input type="checkbox"/> Compare, contrast, classify</li> <li><input type="checkbox"/> Test hypothesis</li> <li><input type="checkbox"/> Troubleshoot, problem-solve</li> <li><input type="checkbox"/> Apply decision-making</li> <li><input type="checkbox"/> Think creatively, divergently</li> </ul> <p>Students will see:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cause and effect</li> <li><input type="checkbox"/> Commonality and diversity</li> <li><input type="checkbox"/> Systems and patterns</li> <li><input type="checkbox"/> Scale and symmetry</li> <li><input type="checkbox"/> Cycles and change</li> <li><input type="checkbox"/> Interaction and relationships</li> <li><input type="checkbox"/> Time and space</li> <li><input type="checkbox"/> Equilibrium and order</li> </ul> | <p><b>APPLICATION/CAREERS</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> See career implications</li> <li><input type="checkbox"/> Access career role models</li> <li><input type="checkbox"/> Encounter adult expectations</li> <li><input type="checkbox"/> Use campus/community sites</li> <li><input type="checkbox"/> Practice individual initiative</li> <li><input type="checkbox"/> Use teamwork skills</li> <li><input type="checkbox"/> Practice leadership skills</li> <li><input type="checkbox"/> Serve others</li> <li><input type="checkbox"/> Teach others</li> <li><input type="checkbox"/> Appreciate others' differences</li> <li><input type="checkbox"/> Apply safety skills</li> <li><input type="checkbox"/> Use planning skills</li> <li><input type="checkbox"/> Access varied resources</li> <li><input type="checkbox"/> Acquire vocational/technical skills</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Performance (the problem or product students will address):

Assessment Strategies (e.g., reflection questions, rubrics):

## COURSE EVALUATION for LEADERSHIP

My general impression of the class is (was):

I expect a \_\_\_\_\_ grade in this class.

Things I should have done more of this semester:

Things I should have done less of this semester:

Things the instructor should have done more of this semester:

Things the instructor should have done less of this semester:

The single thing that would make this class better is:

The single thing that should always remain the same in this class is:

### UNITS

*Public Speaking, Parliamentary Procedure,  
Creative Visuals, Group Dynamics, Term Project*

Which unit did you enjoy most? \_\_\_\_\_

Which unit did you enjoy least? \_\_\_\_\_

### WORK

*Notes, Films, Demonstrations, Posters,  
Independent Projects, Discussion, Simulations*

What type of work do you most enjoy? \_\_\_\_\_

What type of work do you least enjoy? \_\_\_\_\_

What type of work helped you learn easiest? \_\_\_\_\_

What type of work did the least for learning? \_\_\_\_\_

### FUTURE APPLICATION of LEADERSHIP CONCEPTS

What have you learned in this class that will be of value in your personal and professional life? Can you justify a leadership credit to a future employer or university? (use back of page for your response)

OTHER COMMENTS:

| Criteria:                                               |                                                                                                            | <b>3</b>                                                                                        | <b>2</b>                                                                                                          | <b>1</b> |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------|
| Rating x Weight = Score                                 |                                                                                                            |                                                                                                 |                                                                                                                   |          |
| Letter of Introduction<br>_____ x3 = _____              | Clearly communicates analysis of self as learner; recognizes and celebrates successes.                     | Some uncertainty in self as learner; recognizes but does not celebrate successes.               | Message does not convey self as learner; does not recognize or celebrate successes.                               |          |
| Career Development<br>_____ x4 = _____                  | Demonstrates understanding and use of job-seeking skills.                                                  | Understands but does not consistently use job-seeking skills.                                   | Basic job-seeking skills have not been mastered.                                                                  |          |
| Supervised Practical Experience<br>_____ x4 = _____     | Demonstrates understanding and use of job-keeping skills.                                                  | Understands but does not consistently use job-keeping skills.                                   | Basic job-keeping skills have not been mastered.                                                                  |          |
| Written Report<br>_____ x4 = _____                      | Writing shows depth and elaboration of topic; few errors in mechanics; strong thinking skills are evident. | Competent treatment of topics; occasional errors in mechanics; evidence of thinking is present. | Writing lacks depth and elaboration of topic; frequent errors in mechanics; evidence that thinking lacks clarity. |          |
| Work Samples<br>_____ x5 = _____                        | Samples show variety of skills; consistently completed with above-average accomplishment.                  | Samples show some variety of skills; inconsistent accomplishment.                               | Samples lack variety of skills; few samples presented, with only minimal accomplishment.                          |          |
| Statement of Competencies<br>_____ x4 = _____           | Understands and uses necessary terminology and skills; concepts are integrated.                            | Understands and uses necessary terminology; skills and concepts evident, but not integrated.    | Basic terminology, skills, and concepts have not been mastered; unable to integrate.                              |          |
| Awards and Recognition<br>_____ x3 = _____              | Demonstrates a variety and depth of involvement and leadership skills.                                     | Some involvement in organizations and in leadership skills.                                     | Lacks variety and depth in involvement or leadership in organizations.                                            |          |
| Other<br>_____ x _____ = _____                          | <b>COMMENTS:</b>                                                                                           |                                                                                                 |                                                                                                                   |          |
| Total Points: _____<br>Total Points Possible: 81 Points |                                                                                                            |                                                                                                 |                                                                                                                   |          |

**SECTION 3**

Source: *Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit* (Columbus, Ohio: The Ohio State University, 1996)

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# Sample Performance Evaluation

Employee Name \_\_\_\_\_

Position \_\_\_\_\_

Evaluator Name \_\_\_\_\_

Date \_\_\_\_\_

**Performance Code:**

1 - Above Position Standards

2 - Meets Position Standards (Fully Competent)

3 - Below Position Standards

I - Due to Inexperience or newness to position

P - Due to below-standard performance

Place an "X" in appropriate box  
(use I or P in box 3)

|                                                                                             | 1 | 2 | 3 | COMMENTS |
|---------------------------------------------------------------------------------------------|---|---|---|----------|
| <b>LEADERSHIP</b><br>sound planning, new ideas, staff<br>motivation and direction           |   |   |   |          |
| <b>JUDGEMENT</b><br>balanced decisions, maturity,<br>thoughtfulness, consistency            |   |   |   |          |
| <b>QUALITY OF WORK</b><br>positive results, thorough,<br>complete, timely                   |   |   |   |          |
| <b>INITIATIVE</b><br>self-starter, forward thinking, seek<br>opportunities                  |   |   |   |          |
| <b>PEOPLE SKILLS</b><br>positive relationships, teamwork,<br>sensitivity                    |   |   |   |          |
| <b>FINANCIAL SKILLS</b><br>finance, management, use of<br>finance, information              |   |   |   |          |
| <b>RELIABILITY</b><br>willingness to go to extra lengths<br>to get job done, responsibility |   |   |   |          |
| <b>WORK ETHIC</b><br>commitment, honesty, integrity,<br>punctuality                         |   |   |   |          |
| <b>COMMUNICATIONS</b><br>clear, concise, effective, proactive<br>speaking and writing       |   |   |   |          |
| <b>FLEXIBILITY</b><br>response to change, composure,<br>open-mindedness                     |   |   |   |          |

On back, please add—

• Evaluator's Comments: A) Performance/Skills B) Growth/Suggestions for Future • Employee's Comments

**SECTION 3**

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Name \_\_\_\_\_ 1<sup>st</sup> Semester

**Thorp High School  
Leadership Class Contract**

*Required Assignments:*

- |                          |                                                         |
|--------------------------|---------------------------------------------------------|
| 1. Organizational Skills | Individual Project                                      |
| 2. Creative Skills       | Visuals (Posters, Locker signs, etc.)                   |
| 3. Public Speaking       | Formal Introductions or presentations                   |
| 4. Project Planning      | Display cases                      ASB Elections        |
|                          | Pep Assemblies                      Awards Ceremonies   |
|                          | Fundraising                              Committee Work |
| 5. Services              | Service Project                                         |
|                          | Daily Classroom Job Duties                              |
| 6. Personal Management   | Attendance                                              |
|                          | Punctuality                                             |
|                          | Organization                                            |
|                          | Contract Points                                         |

*Contract Points:*

| Date      | Signature |                                                             |
|-----------|-----------|-------------------------------------------------------------|
| 1. _____  | _____     | Make a poster for an event                                  |
| 2. _____  | _____     | Set up for an assembly                                      |
| 3. _____  | _____     | Clean up for an assembly                                    |
| 4. _____  | _____     | Attend an ASB meeting                                       |
| 5. _____  | _____     | Attend a School Board meeting/agenda meeting                |
| 6. _____  | _____     | Participate in a class or club service project              |
| 7. _____  | _____     | Work at a sport event                                       |
| 8. _____  | _____     | Clean up after a dance                                      |
| 9. _____  | _____     | Attend a band or choir concert (CWU ok)                     |
| 10. _____ | _____     | Make a presentation at an ASB meeting                       |
| 11. _____ | _____     | Help with decorations for a dance                           |
| 12. _____ | _____     | Take tickets at a dance                                     |
| 13. _____ | _____     | Collect money from a fundraiser and deposit with the Treas. |
| 14. _____ | _____     | Do litter patrol                                            |
| 15. _____ | _____     | Participate in River Clean-up                               |
| 16. _____ | _____     | Read Daily bulletin                                         |
| 17. _____ | _____     | Participate in pep assembly                                 |
| 18. _____ | _____     | Make the honor roll                                         |
| 19. _____ | _____     | Prepare locker signs                                        |
| 20. _____ | _____     | Hold and ASB, Class or club office                          |
| 21. _____ | _____     | Join a school club                                          |
| 22. _____ | _____     | Participate in a sport team                                 |
| 23. _____ | _____     | Write thank you notes after an event                        |
| 24. _____ | _____     | Present a proposal to the principal for approval            |
| 25. _____ | _____     | Participate in teacher appreciation activity                |
| 26. _____ | _____     | Make and distribute birthday cards                          |
| 27. _____ | _____     | Select student of the week                                  |
| 28. _____ | _____     | Select Teacher of the month                                 |
| 29. _____ | _____     |                                                             |

## Section VIII

### National and State Standards

#### National Standards for Family and Consumer Sciences

The High School Leadership class addresses the following Standards

#### Career, Community, and Family Connection

- 1.0 Integrate multiple life roles and responsibilities in family, work, and community settings.
  - 1.1 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.
    - 1.1.6 Determine skills and knowledge needed to develop a life plan for achieving individual, family, and career goals.
  - 1.2 Demonstrate transferable and employability skills in community and workplace settings.
    - 1.2.3 Apply communication skills in community and workplace settings.
    - 1.2.6. Demonstrate leadership skills and abilities in the workplace and community.
    - 1.2.8. Demonstrate work ethics and professionalism
  - 1.3 Analyze the reciprocal impact of individual and family participation in community activities.
    - 1.3.1 Examine goals that support individuals and family members in carrying out community and civic responsibilities.
    - 1.3.2. Arrange a plan for individuals and families to select and develop skills in community activities.
    - 1.3.3. Determine the skills that provide beneficial services to the community

#### Family and Community Service

- 7.0 Integrate knowledge, skills, and practices required for careers in family and community services.
  - 7.2 Analyze factors related to providing family and community services
    - 7.2.7 Explore community-networking opportunities in family and community services.
  - 7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services.
    - 7.3.2. Demonstrate professional, collaborative relationships with colleagues, support teams, participants, and families.
  - 7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.

- 7.5 Identify services for individuals and families with a variety of disadvantaging conditions.

### Interpersonal Relationships

- 13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.
  - 13.3 Demonstrate communication skills that contribute to positive relationships.
    - 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
    - 13.3.3 Demonstrate effective listening and feedback techniques
  - 13.4 Evaluate effective conflict prevention and management techniques.
    - 13.4.2. Determine how similarities and differences among people affect conflict prevention and management.
    - 13.4.3 Determine the roles of decision making and problem solving in reducing and managing conflict.
  - 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community
    - 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contribution of all group members.
    - 13.5.2 Demonstrate strategies to motivate and encourage group members.
    - 13.5.3 Create strategies to utilize the strengths and limitations of team members.
    - 13.5.4 Demonstrate techniques that develop team and community spirit.
    - 13.5.5 Demonstrate ways to organize and delegate responsibilities.
    - 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

**Washington State  
Essential Academic Learning Requirements**

**High School Leadership Class addresses the following EALRS**

**WRITING**

1. The student writes clearly and effectively
  - 1.1 Develop concept and design  
develop a topic or theme; organize written thoughts with a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; write coherently and effectively
  - 1.2 Use style appropriate to the audience and purpose  
Use voice, word choice, and sentence fluency for intended style and audience
  - 1.3 Apply writing conventions  
Know and apply correct spelling, grammar, sentence structure, punctuation, and capitalization
2. The student writes in a variety of forms for different audiences and purposes
  - 2.1 Write for different audiences
  - 2.2. Write for different purposes
  - 2.3. Write in a variety of forms
3. The student understands and uses the steps of the writing process.
  - 3.1 Prewrite
  - 3.2 Draft
  - 3.3 Revise
  - 3.4 Edit
  - 3.5 Publish

**COMMUNICATION**

1. The student uses listening and observation skills to gain understanding
  - 1.1 Focus attention
  - 1.2 Listen and observe to gain and interpret information
  - 1.3 Check for understanding by asking questions and paraphrasing
2. The student communicates ideas clearly and effectively
  - 2.1 Communicates clearly to a range of audiences for different purposes
  - 2.2 Develop content and ideas
  - 2.3 Use effective delivery
  - 2.4 Use effective language and style
  - 2.5 Effectively use action, sound, and/or images to support presentations

3. The student uses communication strategies and skills to work effectively with others

3.1 Use language to interact effectively and responsibly with others

3.2 Work cooperatively as a member of a group

3.3 Seek agreement and solutions through discussion

## Resources

California Association of Directors of Activities  
783 Rio Del Mar  
Aptos, CA 95003

California Association of Student Councils  
1212 Preservation Park Way  
Oakland, CA 94612

Cispus Learning Center  
2142 Cispus Road  
Randle, WA 98377

National Association of Student Activity Directors  
PO Box 3250  
Reston, VA 22090-1250

National Association of Secondary School Principals  
Department of Student Activities  
PO Box 3250  
Reston, VA 22090-1250

Washington Association of Secondary School Principals  
1021 8<sup>th</sup> Ave. SE  
Olympia, WA 98501-1500

Washington Activity Coordinators Association  
P.O. Box 307  
Nooksack, WA 98276

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

After gathering background information for this project, the author found very little research on youth leadership. Literature relating to service-learning was in great abundance.

The author then created a Review of Related Literature, which not only helped substantiate the necessity of a leadership class at the high school level. The author found numerous resources for student leadership in established curricula, talking with present leadership teachers, searching the web and reading journals.

Once data were collected and analyzed, the author then used the information and materials to create a workable leadership curriculum guide for the high school student. This guide is in alignment with Washington State Essential Learning Requirements and the National Family and Consumer Sciences Standards. The curriculum guide includes a variety of activities shared by other leadership teachers. The guide is precisely a guide. There is the option to remove or add materials that would improve the context of the guide or if state and national standards change.

#### Conclusion

Students learn by doing. It has been said that long-term retention improves with practice. Doing or experiencing learning retains 80% of the learning while teaching

others retains 90%. Providing the opportunity for students to apply classroom learning to the real world in leadership roles provides more authenticity and purpose for classroom learning.

### Recommendation

The author recommends this curriculum guide to be used by a leadership classroom teacher. Not all activities and strategies may work for all teachers; therefore it might be helpful to modify the materials and activities to meet the needs of the teacher and the students. The author believes that all students should be able to benefit from learning and apply leadership skills.

The author has had the opportunity to use some of these activities in her high school leadership class. The students responded well, but the need for a more structured classroom was evident. Students seemed to have enjoyed the activities. The author recommends using the resources in the project for additional activities.



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## Appendix A

### A. COMMUNICATION SKILLS

The student will be able to:

1. Improve speaking skills in small or large groups.
2. Improve listening skills in small or large groups.
3. Improve group skills necessary to get others to listen.
4. Increase poise while working in groups.
5. Increase awareness of the importance of public relations.

### B. GROUP PROCESSES

The student will be able to:

1. Increase their awareness and effectiveness in group processes and skills as they apply to various situations.
2. Increase their understanding of different leadership styles as they apply to various situations.
3. Increase their understanding of the concepts of conflict resolution.
4. Increase their ability to apply effective motivation and involvement techniques.
5. Increase their understanding of appropriate group decision-making processes.
6. Increase their understanding of effective goal setting.
7. Increase their understanding of the importance of identifying and utilizing

available resources.

8. Increase their understanding of the concepts of group dynamics.
9. Increase their understanding of appropriate evaluations and/or debriefing techniques.

### C. MANAGERIAL SKILLS

The students will be able to understand:

1. The essential elements necessary in planning, conducting and evaluating meetings, skits, assemblies, fund-raisers, and other projects.
2. Various problem-solving techniques.
3. The value of delegation of authority, involvement techniques, and methods of motivation.
4. The principle of chain of command.
5. Time management, task analysis, and pre-and post- time lining.
6. Respect for established procedures, legal parameters, and financial and budgetary management.
7. Various goal setting and prioritization techniques.
8. Position functions.

### D. SELF-AWARENESS

The students will be able to:

1. Increase their self-esteem and self-concept through an increased

understanding and awareness of self.

2. Increase their understanding of self through self-inventory, values clarification, goal setting and evaluating experiences.
3. Increase their skills in areas of assertiveness, risk-taking, conflict resolution, and time management.
4. Increase their self-help skills in areas of stress management, coping with failure/success, and dealing with criticism/praise.

#### E. HUMAN RELATIONS SKILLS

The students will be able to:

1. Increase their understanding of the values of positive reinforcement, trust, and honest communication.
2. Increase their awareness of social, cultural, ethnic and racial diversity, and to increase their ability to deal with such diversity.
3. Increase their understanding of techniques used to develop positive school and community climates.
4. Increase their understanding of the lonely/alienated students and ways to increase their sense of belonging.
5. Increasing their awareness of good sportsmanship and the way it can be generated.
6. Increase their awareness of sexism and sexual equality in leadership.

## Appendix B

### The “telling” leader

- Identifies a problem, considers alternative solutions, chooses one of them, and then tells the group members what they are to do
- May or may not consider what the group members will think or feel about the decision, but does not let them participate directly in the decision making
- May or may not use or imply coercion
- Assigns roles to members
- Relies primarily on his or her own judgment

### The “persuading” leader

- Makes the decision without consulting the group, but instead of announcing the decision tries to persuade the group members to accept it
- Describes how the decision fits both the interest of the group and the interest of the individual members

The “telling” and “persuading” styles of leadership are most effective and/or prevalent in large groups, in passive groups, in groups that meet infrequently, and/or at times when a quick decision or deadline must be met.

### The “consulting” leader

- Gives the group members a chance to influence the decision from the beginning
- Presents the problem and relevant background information, then asks for ideas

on how to solve it

- May offer a tentative solution for the group's reaction
- Encourages the group to increase the number of alternative actions to be taken and/or considered
- Selects the solution he or she regards as most promising

The "consulting" style of leadership is most effective and/or prevalent in large groups, motivated groups, representative groups, and/or organized groups.

The "joining" leader

- Participates in the group discussion as just another member, agreeing in advance to carry out whatever decision the group makes
- Encourages group decisions
- Works for group goals
- Allows for individual recognition
- Tends to guide, not rule
- Often submerges his or her self in the group's identity

The "delegating" leader

- Defines a problem and the boundaries within which it must be solved then turns it over to the group to work out a solution
- Sets a few guidelines
- Tends to make a secretarial function or resource person identity

- Often does not announce his or her own ideas

The “joining” and “delegating” styles of leadership are most prevalent and/or effective in small groups, highly motivated groups, groups with a high tolerance for ambiguity (where members need little direction and are comfortable with a wide area of freedom), groups with a relatively strong need for independence, groups where the members understand and identify with the goals of the organization, groups where the members have the necessary knowledge and experience to deal with the problem, and/or groups where the members expect to share in decision-making



## Appendix C

### Service-learning and Community Service Survey

- Sixty-four percent of all public schools, including 83 percent of public high schools, had students participating in community service activities recognized by and/or arranged through the school
- Fifty-seven percent of all public schools organized community service activities for their students
- Thirty-two percent of all public schools organized service-learning as part of their curriculum, including nearly half of all high schools
- Schools with service-learning tended to have grade-wide service-learning, service-learning in individual courses that were not part of broader grade or school-wide initiative, or discipline—wide service-learning programs
- Eighty-three percent of schools with service-learning offered some type of support to teachers interested in integrating service-learning training or conferences outside of school
- Most schools with service-learning cited strengthening relationships among students, the school, and the community as key reasons for practicing service-learning

## Appendix D

### Impact on Service-learning

- Service-learning has a positive effect on the personal development of public school youth
- Students who participate in service-learning are less likely to engage in “risk” behaviors
- Service-learning had a positive effect on students’ interpersonal development and the ability to relate to culturally diverse groups
- Service-learning helps develop students’ sense of civic and social responsibility and their citizenship skills
- Service-learning provides an avenue for students to become active, positive contributors to society
- Service-learning helps student acquire academic skills and knowledge
- Students who participate in service-learning are more engaged in their studies and more motivated to learn
- Service-learning is associated with increased student attendance
- Service-learning helps students to become more knowledgeable and realistic about careers
- Service-learning results in greater mutual respect between teachers and students
- Service-learning improves the overall school climate

- Engaging in service-learning leads to discussion of teaching and learning and of best ways for students to learn
- Service-learning leads to more positive perceptions of schools and youth on the part of community members

## Appendix E

### Eleven Essential Elements of Service-learning

1. Effective service-learning establishes clear educational goals that require the application of concepts, content and skills from the academic disciplines and involves students in the construction of their own knowledge.
2. In effective service-learning students are engaged in tasks that challenge and stretch them cognitively and developmentally.
3. In effective service-learning, assessment is used as a way to enhance student learning as well as to document and evaluate student performance.
4. Students are engaged in service tasks that have clear goals, meet genuine needs in the school or community and have significant consequences for themselves and others.
5. Effective service-learning employs formative and summative evaluation in a systematic evaluation of the service effort and its outcomes.
6. Effective service-learning seeks to maximize student voice in selecting, designing and implementing and evaluating the service project.
7. Effective service-learning values diversity through its participants, its practices and outcomes.
8. Effective service-learning promotes communication and interaction with the community and encourages partnerships and collaborations.
9. Students are prepared for all aspects of their service work including a clear understanding of task and role, the skills and information required by the task, awareness of safety precautions, as well as knowledge about and sensitivity to the

people with whom they will be working.

10. Students' reflection takes place before, during and after service, uses multiple methods that encourage critical thinking, and is a central force in the design and fulfillment of curricular objectives.
11. Multiple methods are designed to acknowledge, celebrate and further validate student's service work.