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| University of New Mexico |
| Leader’s Guide |
| Student Leadership Training |

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Developed and edited by Sherry TenClay 2015

**STUDENT LEADERSHIP TRAINING**

This 5-week, 30 hour curriculum is designed to cover an integrated overview of leadership and foundational skills including ethics, life skills and work skills. Because of the leadership focus of this curriculum, foundational skills are imbedded in the activities but not fully explored in this curriculum.\*

Regardless of their career path or place in the family or community, students will be able to demonstrate leadership traits and exercise leadership skills. The notion that only some people are leaders has been replaced with the understanding that everyone is capable of leadership to some extent. To emphasize this, a Low Ropes experience is scheduled for Week Three – Day Three.

As a project-based model, this program integrates student experience and student learning using a facilitation model where the participants speak approximately 60% or more of the time and the facilitator speaks 40% or less of the time. The facilitator’s job is to guide the conversation so it stays on track, and provide insights that students with limited experience may not have considered. This is a bit different from an instructional model where the purpose is to disseminate information to “blank slates.”

This course also uses Gardner’s eight intelligences. The goal is to help each student understand his or her areas of intelligence. A student may be able to inspire others to action, but may not be able to write well. One may be able to create visuals that speak volumes to the group but may not be able to be articulate in front of the group. A participant may not be able to organize a project, but is well respected for his or her ethical behavior. Our challenge is to provide these students with enough understanding of one’s self that a leadership role seems within the realm of possibility.

Students sign a code of conduct contract which outlines details of acceptable personal behavior. Each student is expected to sign the contract and is given a copy. Acceptable practice for group behavior is outlined in “The Four Agreements” by Don Miguel Ruiz. If another source for expected group behavior is used, the facilitator will want to remove the Ruiz story or make the connection between the two sets of rules.

\*For an overview of the three levels of foundational skills see

<http://www.careeronestop.org/CompetencyModel/competency-models/building-blocks-model.aspx>

**Learning Space**

* Tables arranged for four groups, 4-5 seats in each group
* Whiteboard, markers
* Two chart stands
* Table near the door for sign-in sheets and supplies

**Instructor resources & materials**

* *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*. Kouzes, J. M., & Posner, B. Z. (2014). John Wiley & Sons.
* Chart paper
* Water-based markers
* Masking tape
* Scissors
* Post-it pack
* Name tent
* Instructor-generated teaching aids on chart paper (Note: when making a list, use two alternating colors of markers to make the list easier to read)
	+ Parking Lot – this piece of paper is for questions that may come up during a discussion, but are not directly related to the discussion. This allows all questions to be captured without getting lost.
	+ School mission/vision statement and/or goal.
	+ Four Agreements on one sheet of chart paper
		- Be Impeccable with your word
		- Don’t take anything personally
		- Don’t make assumptions
		- Always do your best
	+ Four Agreements on individual sheets of chart paper
	+ Kouzes and Posner leadership definitions (as found on page 2 and page 6 in the book and page 6 in the Leader’s manual)
	+ Five Kouzes and Posner practices on individual sheets of chart paper as follows:
		- **Model the Way:** Clarify Values, Set the Example
		- **Inspire a Shared Vision:** Envision the Future, Enlist Others
		- **Challenge the Process:** Search for Opportunities, Experiment and Take Risks
		- **Enable Others to Act:** Foster Collaboration, Strengthen Others
		- **Encourage the Heart:** Recognize Contributions, Celebrate the Values and Victories

**Student resources and materials**

* Per student: folder or notebook, notepaper, pen, UNMCE pad of paper, tent card
* Per group: water-based markers, masking tape, scissors, post-it pack
* Personal Action Plan pages

**Week 1-Day 1: Model the Way - Clarify Values and Set the Example**

**(Kouzes & Posner, The Student Leadership Challenge, pp. 3-61)**

**After today’s session, students will be able to:**

* List three personal values
* Explore their own leadership potential
* Identify one or more leadership role models
* Name the first Leadership Practice and its two components

**Instructor resources & materials**

* *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*. Kouzes, J. M., & Posner, B. Z. (2014). John Wiley & Sons.
* Instructor supplies box
* Teaching aids
	+ Chart paper and stand
* Teaching aids on chart paper
	+ Parking Lot
	+ School mission/vision statement and/or goal.
	+ Four Agreements
	+ Kouzes and Posner leadership definitions
	+ Kouzes and Posner practices on individual sheets of chart paper as follows:
		- **Model the Way:** Clarify Values, Set the Example

**Student resources and materials**

* Per student: folder or notebook, notepaper, pen, UNMCE pad of paper, tent card
* Supply containers
* Personal Action Plan Cover and pages 1-5

**Before class begins:**

* Post the Parking Lot, School Statements, Four Agreements, Leadership definitions, and the Week One Leadership Challenge Practice on the wall.
* Have the Four agreements on individual sheet of chart paper ready to post during **“Leadership Rules”** on page 4.
* Set up the supply table with the sign-in sheet, containers of supplies, one for each table. Include folders or notebooks, pens, pads of paper and name tents.
* Greet each student, inviting him or her to fill out a name tent and find a seat.
* Begin promptly at the identified start time

Open questions and dialog are crucial. Individual responses to a question during a discussion should always be recorded on the whiteboard or on chart paper. This gives each response equal weight. If you have to shorten or paraphrase a response, check with the contributor to make sure you’ve accurately captured the thought or idea.

**15 minutes: Welcome**

Introduce yourself and welcome participants to the group. Explain that every action in this class is meant to model the goal of developing leaders and that expectations are the same as one would expect of leaders in the workplace.

Distribute the Code of Conduct for each student to review, initial, and sign. Collect the documents and request that copies be made for the students before the next class.

Introduce the Parking Lot, explaining that sometimes questions come up that aren’t directly related to the discussion, but they’re still important. When this happens, the questions are recorded in the Parking Lot which is checked each day at the close of class. If the answer needs to be researched, the question will be answered at the next session.

Distribute the Personal Action Plan pages for this week. Explain that students are expected to keep these pages in their folders and will have time during the session to use the pages to record information, take notes, and engage in personal reflection.

**20 minutes: Introductions**

Ask students to think of three words that they might use to describe their personal standards for behavior or character. They’ll want to make list these in their Personal Action Plans. You may want to give examples such as honesty, respect, generosity, freedom, courage, intelligence, understanding, diversity, fun-loving, service, honor, etc. *Make sure that you also have three words that describe your personal standards*

Now invite students: “In 30-40 seconds, stand, give us your name, the three words you’ve listed, and why you believe you’ve been chosen to be in this class. *(The instructor should go last, so that (s)he can transition to the next activity)*

Remind the students that they have been chosen because someone in a place of influence has observed leadership potential. The three words they’ve selected represent things they think are important, or personal values. They may want to add words or change the order to the list.

**Possible questions/Observations:**

* What words did you hear that were the same or similar?
* What words surprised you?
* Are there any words that might need more explanation?
* What words did you hear that you might like to add to your list?

**30 minutes: Leadership Rules**

Ask each team to create a list of 3 rules to live by while in Leadership class. Ask each group to post the rules and review that listwith the large group. After all lists are posted, acknowledge the work of the groups, then post individual pieces of chart paper listing each of **The Four Agreements.** Tell the group that this list was created by Don Miguel Ruiz, who was also searching for a set of meaningful rules to live by. At age 14 he was apprenticed to his father and grandmother as a translator. His apprenticeship lasted 10 years. During that time, he learned about leadership from his father and grandmother. He observed their actions, engaged in conversation, participated in hard work, listened to their wisdom, and experienced their coaching. Ask students to consider if any of these ways still work today?

Review each of the Four Agreements and ask students to think of an example for each one.

Ask the students to retrieve their lists, to cut them apart, and to re-post each one under one of the four agreements.

**Possible questions/Observations/Actions:**

* I Agree. That’s a good place for that rule – tell us why you chose to put it there.
* There are many lists of rules for living. What other lists of rules come to mind?

**15 minutes: Introduce The Student Leadership Challenge by Kouzes & Posner.**

Tell students that many authors have written on the subject of Leadership. All agree, in one form or another that leadership is about “transforming values and goals into action. (Kouzes 2014, p. 6). Max DePree (2004) says that integrity, relationships and community are important to a leader.

Integrity means that a leader’s word and actions can be trusted. A leader’s behavior matters. Healthy relationships are necessary so that everyone can work together. How a leader treats others matters. Community is the place in which those relationships can work and live together. Building healthy community matters.

Explain that **The Student Leadership Challenge** is divided into five practices for becoming an exemplary, or excellent, leader. Each week we’ll add another practice. During the last week we’ll put it all together and celebrate.

The first practice is called “Model the Way.” It has two parts: “Clarify values” and “Set the example.” We introduced ourselves using value words or words that describe our character and what’s important to us. We’re beginning to set the example as leaders by the ways in which we’ve agreed to work together under the **Four Agreements** and in our groups.

**Possible questions/Observations/Actions:**

* How do you “Set the Example?”
* Who looks up to you as a role model?
* How might that impact your behavior or decisions?

**20 minutes: Creating teams**

Explain that we’ll be working in teams and that the teams will change at least once or twice during the course.

After spending a little time with the group, you’ll have an idea of whether it’s best to allow the group to self-select or count off 1-4 and reorganize by number. Assign tables, then identify the following roles:

* Team Leader - leads all team discussions or delegates that task; is responsible for encouraging team member involvement in the class, team attendance, and adhering to class rules
* Timekeeper – makes sure the team finishes in the time allowed by the instructor for an activity.
* Resource Manager – distributes any resources or handouts needed for an activity and collects those resources, returning them to the proper place.
* Recorder – records activity input on chart paper and posts on the wall as directed by instructor.
* Reporter – stands and delivers posted information from the group as directed by instructor.

Give students a few minutes to assign roles. Circulate through the groups in case some are having difficulty deciding who might take on which role. Remind students that roles will be switched once or twice during the course.

Tell your students that information empowers other to act. Good leaders make sure that everyone has the information (s)he needs to do what’s expected. (Kouzes & Posner, p. 202). Demonstrate this by providing the following information:

“Tomorrow we’ll begin working in our assigned groups. Team Leaders will need to be prepared to lead and encourage their groups.

Resource Managers will make sure their group has a supply box and return that box to the supply table at the end of class. Teams may place their tent cards in the supply box to keep them together.

Recorders should keep track of any work that’s posted on the wall for his or her group.

Reporters will need to be able to articulate the team’s thoughts to the rest of the group.”

**20 minutes: Closing**

**Parking Lot:** Check to see if any questions need to be addressed before dismissal.

**Modeling:** Identify someone in your own life who has been a mentor for you. Briefly describe how this person, present or past has influenced you by acting as a role model.

**Group Reflection:** Ask the students to read through the posted mission/vision and goal of their school.

* How does this make you feel?
* How might this be connected to the idea of leadership?

**Self-reflection:** Invite each student to write one thing that (s)he heard today that will need more thought or explanation. Direct students to keep these observations in their folders.

**Optional homework:** Ask each student to talk with someone whom (s)he respects and ask that person about their personal rules to live by.

Ask students to place their tent cards inside their supply boxes and ask the Resource Managers to return the boxes to the table near the door as they leave.

**Week 1-Day 2: Model the Way - Clarify Values and Set the Example**

**(Kouzes & Posner, The Student Leadership Challenge, pp. 3-61)**

**After today’s session, students will be able to:**

* Differentiate personal leadership practices from personal leadership potential
* Identify 2-3 positive workplace behaviors
* Explain the ripple effect of behaviors and actions
* Discern priorities based upon the Eisenhower Decision Grid
* Evaluate task lists using the Time & Money Chart

**Instructor resources & materials**

* *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*. Kouzes, J. M., & Posner, B. Z. (2014). John Wiley & Sons.
* Instructor supplies box
* Teaching aids
	+ Chart paper and stand
* Teaching aids on chart paper
	+ Parking Lot
	+ School mission/vision statement and/or goal.
	+ Four Agreements
	+ Kouzes and Posner leadership definitions
	+ Kouzes and Posner practices on individual sheets of chart paper as follows:
		- **Model the Way:** Clarify Values, Set the Example
	+ Eisenhower Decision Grid (see Leader’s Chart samples)
	+ Time & Money Chart (see Leader’s Chart samples)

**Student resources and materials**

* Per student: folder or notebook, notepaper, pen, UNMCE pad of paper, tent card
* Supply containers
* Personal Leadership Surveys
* Eisenhower Grids
* Time and Money Charts

**Before class begins:**

* Post the Parking Lot, School Statements, Four Agreements, Leadership definitions, and the Week One Leadership Challenge Practice on the wall.
* Place the sign-in sheet and today’s supplies on the table near the door (you may need to remind the Resource Managers that they are responsible for moving the supply boxes to their tables.)

**5 minutes: Welcome**

Greet everyone. Invite any comments from the previous day. Explain that today you’ll be discussing workplace behavior and the ripple effect.

**15 minutes: Personal Leadership Surveys**

Distribute the Personal Leadership Surveys. Explain that this is a list of questions designed to see if this Student Leadership Training includes the kinds of information that will be helpful. The best way to use this survey is to give honest answers. There are no grades, but each student’s opinion is important. Give students 15 minutes to read through the questions and respond by checking “always or almost always” “sometimes” or “never or almost never.” When students are finished, collect the surveys.

**30 minutes: The Ripple Effect**

Draw four concentric circles on the whiteboard. Ask students what happens when you drop a pebble into a pond or a quiet part of the river. Even though the pebble is very small, it creates rings of water. In the same way, our actions, either positive or negative, create consequences for ourselves, our friends, our school, our community. As you talk,

label each of the circles starting with the smallest circle, “me,” “my friends,” “my school,” my community”

Ask the group for a suggestion of a negative action. Ask for ideas of the possible result of that action for each of the concentric circles. If no one responds, walk the group through possibilities.

**Negative example**:

Me: I text a friend about something I overheard over the weekend about another student who was arrested at a party.

My friends: people begin to take sides and get angry.

My School: class is disrupted because attention has been diverted from learning.

My Community: anger doesn’t stop at the school door. Others are now talking about my text. This hurts the school’s reputation

Result: “But it was only one text!”

Now ask the group for a suggestion of a positive action. Ask a volunteer to walk the group through the possible result of that action for each of the concentric circles.

**Positive Example:**

Me: I text a friend about someone who was having a great time volunteering at Special Olympics over the weekend.

My friends: people begin to talk about participating in the next event.

My School: this comes up in P.E. class as a possible class project.

My Community: the community learns about the class project and calls the media. Others want to help out.

Result: “But it was only one text!”

**Possible questions/Observations/Actions:**

* Ask: “Is it possible to change the ripple effect from negative to positive?” “How might that happen?”
* Ask students to draw concentric circles in their Personal Action Plans and create their own positive or negative scenarios.
* Offer suggestions: the bus is late; there’s an accident on the highway; the community center gets an anonymous gift of $5,000; a new employer moves into the neighborhood.
* Invite one or two people to share their work – no volunteers? No worries. This is personal – time to move on.

**30 minutes: Workplace Behavior**

Transition by explaining that the ripple effect happens everywhere, including the workplace. Decisions, opportunities, behavior, attitude each create a ripple effect.

Ask the groups to imagine that they are in charge of the place where they work. What kind of list would they hang on the wall and require their co-workers to follow? Give groups 5 minutes to make a list on chart paper of expected positive workplace behaviors. Ask each group to post the list and review it with the large group.

Explain the difference between hard skills and soft skills. Hard skills are things like keyboarding or typing speed, computer proficiency, the ability to operate certain machines or equipment. Soft Skills are those skills associated with behavior such as communication, teamwork, positive attitude. Hard Skills can often be measured by testing. Soft skills are difficult to measure, but can be easily observed or experienced.

Review each of the workplace behavior lists and ask the large group to identify which are hard skills and which are soft skills. Using two different colored markers, place an S by each soft skill, and an H by each hard skill. Observe which skillset appears the most.

Ask: What might be the ripple effect of poor soft skills in a workplace? How might this impact a business or an employer? Where does the ripple effect fit in this week’s Leadership Challenge Practice as posted on the wall?

**30 minutes: Introduce two tools that can help make decisions.**

Explain that decisions create a ripple effect which impacts us every day.

* How do we spend our time?
* How do we spend our money?
* How do we evaluate choices?
* What do we do first?

Decisions about time and money are important, because they can’t be recovered. Everyone gets 24 hours a day regardless of their age or position. Money, once spent, is also gone.

Ask the group to give examples of a good use of time (friends, homework, exercise, sleeping). Now ask for examples of time-wasters (TV, computer games)

Observe that we make the same decisions about money. We determine what’s important, what’s a need, what’s a want. We may need to save, or we may need to give up one thing in order to afford another.

Ask the group for examples of a need (food, clothes, shelter). Now ask for examples of a want (snacks, late model car, better cell phone)

The **Eisenhower Decision Grid** is one tool that has been helpful in sorting through priorities and making decisions about what to do first. The Decision Grid was developed by President Dwight D Eisenhower. This president was a decision-maker who changed our world in many ways. He initiated the development of the Interstate Highway System in the United States, and the exploration of space (NASA). He also initiated the Atomic Energy Act which explored peaceful uses for alternative energy.

Ask the Resource Managers to distribute an Eisenhower Decision grid to each member of their team.

Explain: Eisenhower’s decision grid divides tasks into four areas:

* Urgent and Important (my car payment is due tomorrow)
* Not urgent, but important (my homework project is due in two weeks)
* Urgent but not important (someone’s cell alarm went off)
* Not urgent and not important (a telemarketer wants to sell me something)

**Decision Grid Exercise.** Ask students to list some of the things they need and want to do in the next 2-3 weeks. Write all responses on chart paper. Post the Eisenhower decision Grid you’ve created on chart paper. With the group’s input, transfer each thing on the list to the appropriate quadrant on the grid.

Once you’ve decided what’s important, **The Time & Money Chart** is another tool that can help make decisions about how to get things done. It can break a long list down into manageable pieces that feels less overwhelming. If everything is on one list, there’s no visual way to analyze the size or complexity of each job or task. This tool helps you to see which things can be accomplished immediately and which will take a bigger investment of time and money.

Ask the Resource Managers to distribute a Time & Money Chart to each member of their team.

**Time and Money Chart Exercise.** Ask students to think of everything they might need to do to get ready for a class trip. You might want to choose a destination to encourage more concrete list-making. Write all responses on chart paper. Post the Time & Money Chart you’ve created on chart paper. With the group’s input, transfer each item on the list to one of the nine boxes on the Chart.

* Phones calls are low time, low money
* Hotel reservations might be low time, medium money
* Flying might be medium time, high money while driving might be high time medium money
* Creating a poster (high time and medium money)
* Saying “Thank you” (low time and low money)
* Packing a lunch is low time, low money; eating out might be medium time medium money.

**10 minutes: Closing**

**Parking Lot:** Check to see if any questions need to be addressed before dismissal.

**Modeling:** Talk about times in which it was difficult to make choices about time or money.

**Self-reflection:** Invite each student to write one thing that (s)he heard today that will need more thought or explanation. Direct students to keep these observations in their folders.

**Optional homework:** Invite students to take the Grid and/or Chart home to use in their households.

Ask students to place their tent cards inside their supply boxes and ask the Resource Managers to return the boxes to the table near the door as they leave.

**Week 1-Day 3: Model the Way - Clarify Values and Set the Example**

**(Kouzes & Posner, The Student Leadership Challenge, pp. 3-61)**

**After today’s session, students will be able to:**

* Discern priorities based upon the Eisenhower Decision Grid
* Evaluate task lists using the Time & Money Chart
* Name the first Leadership Practice and its two components
* Discuss the correlation between the first Leadership Practice and their first team project

**Instructor resources & materials**

* *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*. Kouzes, J. M., & Posner, B. Z. (2014). John Wiley & Sons.
* Instructor supplies box
* Teaching aids
	+ Chart paper and stand
* Teaching aids on chart paper
	+ Parking Lot
	+ School mission/vision statement and/or goal.
	+ Four Agreements
	+ Kouzes and Posner leadership definitions
	+ Kouzes and Posner practices on individual sheets of chart paper as follows:
		- **Model the Way:** Clarify Values, Set the Example

**Student resources and materials**

* Per student: folder or notebook, notepaper, pen, UNMCE pad of paper, tent card
* Supply containers
* Eisenhower Grids
* Time and Money Charts
* Teamwork Scenarios

**Before class begins:**

* Post the Parking Lot, School Statements, Four Agreements, Leadership definitions, and the Week One Leadership Challenge Practice on the wall.
* Place the sign-in sheet and today’s supplies on the table near the door

**5 minutes: Welcome**

Greet the students, then ask if there are any questions about anything that’s been covered so far. Find out if anyone used the Eisenhower Decision Grid or Time & Money Chart.

**45 minutes: “Survivor” Game**

Explain that this will be a team game**. The Eisenhower Decision Grid** and the **Time & Money Chart** will help in the group’s decision-making. Each team should imagine that the group will be living in an apartment for the next two weeks. Each team member will be given a “paycheck” which will go toward the group’s budget. Each group will have a set of tasks that will need to be accomplished during the two weeks. Each group will need to create a budget and determine how to get the work done.

Ask the Resource Managers to provide two pieces of chart paper for their groups.

Ask the Recorders to create an Eisenhower grid on one piece of chart paper and a time and money grid on the other. Suggest that the teams work out the details before transferring the information to the chart paper.

Give each team a copy of the scenario so they can refer back to it as needed.

**Teamwork Scenario:**

Your job is to study the neighborhood and look for places where the neighbors might need and want help.

You’ll be housed together in a two bedroom apartment for the next two weeks. The apartment is furnished so you’ll have dishes, pots and pans, utensils, sheets, blankets and towels, and basic furniture. The TV is old and there’s no cable.

The bus line is two blocks from the apartment. A strip mall with a grocery store is about two miles east and there’s a drug store about 1 mile west. The local elementary school is around the corner from your building.

Each person on your team will be paid $9.50 per hour for 20 hours per week to do research and build a plan. (When you calculate your income, remember that 25% will be taken out for taxes.)

You should decide how much you’ll spend for groceries and supplies, transportation, and entertainment. The rent is $750 which includes utilities. Rent is due on Monday of week two. There is a $200 deposit which will be refunded if the apartment is clean and no there’s no damage.

While you’re living as a group, you’ll need to decide how you’ll divide the responsibilities such as handling the budget, cleaning, and cooking, etc.

Sometime during the two weeks you will need to host a neighborhood party or event to talk with your neighbors about a neighborhood need. You can make it as simple or elaborate as you choose, but make sure everyone is invited.

The team leader is in charge. Here’s a suggested list of how to proceed.

1. Discuss how you’ll work together.
2. Make a task list of everything that needs to be done.
3. Assign each of the tasks to a section of the Eisenhower decision grid.
4. Once all of the tasks are in place, decide who’s going to do what.
5. Calculate how much money you have to work with.
6. Look through the task lists and determine how much time and money will be needed for each one, then add these to the Eisenhower grid.
7. Compare the money you have to the money you’ll need.
8. Determine how you’ll share your plan for the neighborhood with the large group (poster, cartoon, speech, panel discussion, etc.)

**45 minutes: Reports on Scenarios:**

In this report-out session, groups will each have 10 minutes to describe the neighborhood need and review their Eisenhower Decision Grid and Time and Money Grid. They’ll also want to describe their plan for the neighborhood event. (Note: This imaginary neighborhood and plan will give them a first taste of organizing.

At the end of the presentation, the group should stand for questions from the audience. If no one asks questions, this is an opportunity for you to model the types of questions that the audience might ask in the future.

**Possible questions/Observations/Actions:**

* What was the most challenging part of this project?
* How did you decide who would be responsible for what tasks?
* If you continued with this project, what might be your next steps?

**15 minutes: Personal Action Plan**

**Self-reflection:** Invite each student to write one thing that (s)he heard today that will need more thought or explanation. Direct students to use the notes pages in their Personal Action Plans to record their thoughts and impressions.

**10 minutes: Closing**

Optional homework:

**Parking Lot:** Check to see if any questions need to be addressed before dismissal.

**Modeling:** Talk about a memorable teamwork time. This could be positive or challenging. If challenging, tell how you resolved the issue. Tell about your place on the team.

**Group Reflection:** Review thefirst Leadership Practice, Model the Way: Clarify Values, Set the Example. Ask for examples of how this was demonstrated in the Teamwork Scenario.

**Optional homework:** Invite students to post the three words from Day 1 somewhere at home where they can be reminded daily of how they want others to see them.

Ask students to place their tent cards inside their supply boxes and ask the Resource Managers to return the boxes to the table near the door as they leave.

**Week 2-Day 1: Inspire a Shared Vision – Envision the Future and Enlist Others**

**After today’s session, students will be able to:**

* Name the second Leadership Practice and its two components
* Distinguish between working with people, information and tools
* Identify personal skills and talents
* Identify three preferred areas of career interest
* Identify possible jobs within one or two Career Clusters

**Instructor resources & materials**

* *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*. Kouzes, J. M., & Posner, B. Z. (2014). John Wiley & Sons.
* Instructor supplies box
* Teaching aids
	+ New Mexico Career Clusters
	+ RIASEC cards
	+ Chart paper and stand
* Teaching aids on chart paper
	+ Parking Lot
	+ School mission/vision statement and/or goal.
	+ Four Agreements
	+ Kouzes and Posner leadership definitions
	+ Kouzes and Posner practices on individual sheets of chart paper as follows:
		- **Model the Way:** Clarify Values, Set the Example
		- **Inspire a Shared Vision:** Envision the Future, Enlist Others
	+ Generic Pathway

**Student resources and materials**

* Per student: folder or notebook, notepaper, pen, UNMCE pad of paper, tent card
* Supply containers
* Personal Action Plan pages 6-11

**Before class begins:**

* Post the Parking Lot, School Statements, Four Agreements, Leadership definitions, and the Weeks One and Two Leadership Challenge Practices on the wall.
* Place supply boxes and sign-in sheet on the table near the door

**10 minutes: Welcome**

Greet everyone. Review the tasks of each member of the team (page 7 of the Leader’s manual). Briefly review the four agreements.

Explain that many of us need time to reflect on what we’ve learned. Our minds are consciously and unconsciously making connections between learning and experience. Invite any thoughts, questions or comments about “Clarify(ing) Values and Set(ting) the Example” from the previous week.

Refer to the second practice and explain that this week we’ll work through how to “Inspire a Shared Vision – Envision the Future and Enlist Others.” Ask for thoughts on what this might mean. Write responses on chart paper, post the list and thank the group for their work. (Note: Bring this list back on Day 3 to add to or adjust responses)

**20 minutes: Career Pathways**

Explain the difference between a job and THE job. Ask if anyone has an idea about the difference between the two. A job is something you do in order to survive. THE job is your dream job. Example: I’m stocking shelves at a big box store to pay the rent, buy food, or pay for school. But, someday, I want to work in health care, own a small business, work with computers.)

A job can also be something that prepares you for THE job. If your goal is to be in retail management, then stocking shelves in a big box store not only pays expenses, but gives you a way to learn the business from the ground up. A career in health care can start with a job as a Personal Care Attendant or Certified Nursing Assistant.

A Career Pathway maps out the entire career field and what you need to do to keep moving along the pathway. This includes skills needed, certifications or degrees that must be earned, and work experiences that create steps to the next job.



Post and review this Generic Career Pathway on chart paper. Note how the employer and Education work together to move an employee/student along the path.

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(Note: You may want to visit the Career One Stop website either before or during class. <http://www.careeronestop.org/>. This Website offers career exploration tools and assessments. If you have access to the internet in your classroom you can explore this site together.)

**75 minutes: The four questions**

Ask the group how many times they’ve been asked what they’re going to do when they graduate. Explain that there are so many more job and school choices than there were for previous generations. State that some of the people in the room will have jobs that haven’t even been invented yet. As technology changes and as the world changes, jobs and careers will change.

Write these four questions on the white board and ask the Resource Managers to hand out pages 6-11 of the Personal Action Plan.

* Who am I? (talents and gifts, strengths and weaknesses, knowledge, skills and abilities)
* What will I do? (possible career fields)
* How will I do it? (which parts of a career field)
* What will I do it with? (what resources do I need to get there and how will I find them?)

Statistics say that most people will change careers 5-7 times during their adult years. Ask students why that might happen. Did they not make a good decision the first time? Maybe as they gained more knowledge, skills and abilities, they gained more choices. Maybe new jobs yet to be invented sound more attractive. Maybe the desire to move to a different city means finding a different job. However, the decision about whether or not to make a job change still relies on some form of these four questions.

(Note: It’s important to give students enough time to reflect and write their responses.

**Question 1: Who am I?**

Using their Personal Action Plan page, invite students to list 2-3 things they’re good at or that they like to do. This could be a class in school, a hobby, a work task, or interactions with others. Maybe it’s something that they’ve not identified themselves, but others have observed. If students can’t think of anything, have them ask others in their group or leave this part blank and invite them to talk with a teacher, friends, family member or supervisor.

Remind students that everyone has talents and gifts, strengths and weaknesses, knowledge, skills and abilities. It’s a matter of finding out what, not finding out if. Explain that personality is also part of who we are. Our personalities also help determine what kinds of jobs or careers we’ll find to be most successful.

**Question 2: What will I do? (possible career fields)**

Explain that most jobs are a combination of work with people, work with information or data, and work with tools or machines. Ask for a show of hands of who would prefer working with people, then a show of hands for those who would prefer working with information and finally a show of hands for those who would prefer working with tools.

Tell students that to look at possible career fields we’ll play a game called the RIASEC Party. This game was invented by Richard Bolles, author of *What Color is Your Parachute?* To help people begin career exploration. RIASEC stands for the six personality types and six career types organized by John Holland. These can be helpful in determining which careers might be a good match, and they’re also helpful in looking at which careers you might want to stay away from. These are not meant to categorize people, but to narrow down the choices.

Post the six RIASEC cards around the room, then invite students to imagine that they are at a party with six different types of people. Ask them to take a pen and a post-it note, then walk around the room and read through each of the six cards. After reading through all six cards, they should return to the card that sounds the most interesting and comfortable. Ask students to write down the letter of the first category on their post-it note. Ask students to observe who else is standing at that particular card.

Ask students to repeat the process for their second choices. After everyone has chosen a second place to stand and recorded the second letter, ask students to stand at their third choice and record the third letter on the post-it note. Each person should now have a post-it with three letters. These three letters make up their RIASEC score. Ask students to return to their seats to record the score in their Personal Action Plan.

Give students to review the list on page 7 of the Personal Action Plan and on page 8 write down one or two possible career fields for each of the three letters.

**Question 3: How will I do it? (which parts of a career field)**

As we mentioned before, the three letters are not meant to categorize anyone, but to narrow down the choices. Career fields, or career clusters are broad categories. The Federal Government has identified 16 categories with hundreds of jobs in each category. New Mexico has combined some so that we have seven areas to choose from. (Show the New Mexico Career Clusters chart.)

The 16 categories are listed around the outside of the circle, the 7 New Mexico categories are listed on the circle, and the foundation skills needed for all careers are listed in the yellow area inside the circle.

Post a copy of the chart so students can take some time to review it.

Within each career field are hundreds of job possibilities. Invite students to go back to the 6 categories and review which job possibilities sound interesting. Teams should work together to brainstorm what specific jobs would be included in each category. Circulate around the room to help with the brainstorming. Students can record jobs in the next section of their Personal Action Plan.

Ask the group what questions they might have about these jobs that would help them make future decisions.

Possible Responses:

* What would I do each day?
* How much money would I make?
* Are there jobs in New Mexico?
* What other jobs could I get after I did this for a while?
* Can I job shadow somebody with this job?
* Is there an internship?
* Do I know of anyone who has this job and would answer questions?

Explain that the O\*Net which is part of the US Department of Labor has answers to most of these questions. Write the website on the board (://www.onetonline.org.) Also ask students if they have a particular job or Career field in which they’re interested. UNMCE staff can print out the O\*Net results for the students. Several O\*Net samples are included in the resource section of the Leader’s Manual

**Question 4: What will I do it with? (what resources do I need to learn the job and do the job?)**

Invite students to write additional questions under this one. This set of questions will be about resources. This is a question that could be answered with the O\*Net information, in conversation with the school counselor, or in conversation with the student’s supervisor or another community leader.

Possible Responses:

* What training or education do I need to start?
* What training or education do I need to continue?
* What certifications should I have to prove I can do the work?
* Do I have to join a union?
* What equipment is needed?

**15 minutes: Closing**

**Parking Lot:** Check to see if any questions need to be addressed before dismissal.

**Modeling:** Talk about how you decided on your current career. Have you had other jobs that prepared you for this one? Do you think you’ll do this kind of work for the rest of your professional life? What other options do you have?

**Optional homework:** Invite students to take one of the grids home to use in their households.

Ask students to place their tent cards inside their supply boxes and ask the Resource Managers to return the boxes to the table near the door as they leave.

**Possible questions/Observations/Actions:**

* How might today’s discussion help envision the future?
* Discuss how knowing the RIASEC scores might help enlist the help of others.

**Week 2-Day 2: Inspire a Shared Vision – Envision the Future and Enlist Others**

**After today’s session, students will be able to:**

* Provide a basic definition of ethics
* Identify an ethical dilemma at school or in the workplace
* Consider a positive way to encourage a change in behavior

**Instructor resources & materials**

* *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*. Kouzes, J. M., & Posner, B. Z. (2014). John Wiley & Sons.
* Instructor supplies box
* Teaching aids
	+ Chart paper and stand
* Teaching aids on chart paper
	+ Parking Lot
	+ School mission/vision statement and/or goal.
	+ Four Agreements
	+ Kouzes and Posner leadership definitions
	+ Kouzes and Posner practices on individual sheets of chart paper as follows:
		- **Model the Way:** Clarify Values, Set the Example
		- **Inspire a Shared Vision:** Envision the Future, Enlist Others

**Student resources and materials**

* Per student: folder or notebook, notepaper, pen, UNMCE pad of paper, tent card
* Supply containers
* Personal Action Plan pages 12-13

**Before class begins:**

* Post the Parking Lot, School Statements, Four Agreements, Leadership definitions, and the Weeks One and Two Leadership Challenge Practices on the wall.
* Place supply boxes and sign-in sheet on the table near the door

**5 minutes: Welcome**

Greet everyone. Ask if anyone has thought more about the RIASEC score results. Explain that in order to envision the future and enlist others, first we need to know who we are right now, and what our possibilities might be.

**30 minutes: Workplace Ethics –** The following material, including instructions and the Scenarios, is taken from “Skills to pay the Bills” Lesson 22, Workplace Ethics.” from the United States Department of Labor

Ask participants the following questions – and discuss answers with the group: How do you make decisions? Is decision-making a skill that was taught to you? Do you have personal rules for decision-making? If you have rules, do these rules change if you are making decisions at home, at school, with friends, or at work?

Now, let’s discuss ethics. What are ethics? [Possible answer to be discussed: a set of (often unspoken – and generally understood) moral principles relating to a specified group, field, or form of conduct; a group of moral principles, standards of behavior, or set of values regarding proper conduct in the workplace].

Ethics on the job often deal with a code of conduct or a set of principles for BOTH the employer and the employee. Ask for and offer some examples of workplace ethics from both the EMPLOYER and the EMPLOYEE. For example:

A list of work ethics for an employer or a company might be:

* To provide a safe work environment for staff and employees
* To treat employees with dignity and respect
* To provide a fair wage for the services rendered
* To handle all business transactions with integrity and honesty

A list of work ethics for an employee might include:

* To show up on time
* To tend to company business for the whole time while at work
* To treat the company’s resources, equipment, and products with care
* To give respect to the company; that means honesty and integrity

Ask the group what types of ethical issues might come up at work?

Choose one of the scenarios in Activity 22 for group discussion (be sure to read the introduction first). Read the scenario aloud (and have copies for those who would like to read it as well). With the group, walk through a basic process for ethical decision-making.

**Four-Step Process for Making Ethical Decisions at Work (or School):**

1. Define the problem (or ethical situation).

2. List the facts that appear to be most significant to the decision (and consider who is affected).

3. List two or three possible solutions (and how these solutions could impact each person).

4. Decide on a plan of action.

**35 minutes: Ethics Scenarios**

Assign one of the remaining scenarios to each group. Give each group 15 minutes to read, discuss, resolve and prepare to act out the scenario for the rest of the groups.

When groups are ready, give each team 5 minutes to act out the scenario.

**30 minutes: Ethics Ad Campaign**

Explain that ethical questions are a part of work, school and home. Ask what ethical dilemmas might be a part of their school day? One way to address unethical behavior is through appropriate punishment. Every behavior has consequences. Another way is to work on preventing unethical behavior by making ethical behavior more popular.

Recall the ripple effect with the group, reminding them of the outcomes of ethical behavior or unethical behavior for themselves, their school, their families and their neighborhood. Leaders can change their work, school or neighborhood culture by envisioning the future and enlisting others.

Ask each group to choose one ethical behavior they’d like to promote at school. Ask the Resource Managers to provide their groups with chart paper and ask groups to create posters promoting a particular ethical behavior.

When the posters have been completed, ask each group to hang their posters and describe to the rest of the group which ethical behavior they’re supporting and why it’s important.

**15 minutes: Closing**

**Parking Lot:** Check to see if any questions need to be addressed before dismissal.

**Modeling:** Talk about a time in which you needed to make an ethical decision that impacted your workplace or your neighborhood. What helped you make that decision?

**Self-reflection:** Invite each student to complete page 12 of their Personal Action Plans. Explain that page 13 will be completed at the next session.

**Optional homework:** Ask students to watch for any changes as a result of their artwork or posters.

Ask students to place their tent cards inside their supply boxes and ask the Resource Managers to return the boxes to the table near the door as they leave.

**Possible questions/Observations/Actions:**

* Ask students to consider other places in which the ethical behaviors on the posters might need to be promoted.
* Consider how the artwork might be used in other ways.

**Week 2-Day 3: Inspire a Shared Vision – Envision the Future and Enlist Others**

**(Kouzes & Posner, The Student Leadership Challenge, pp. 65-111)**

**After today’s session, students will be able to:**

* Develop a list of shared values
* Identify challenges associated with existing successful projects
* Analyze the motivation behind those projects
* Experience the process of brainstorming
* Analyze project suggestions for similarities or connections in purpose

**Instructor resources & materials**

* *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*. Kouzes, J. M., & Posner, B. Z. (2014). John Wiley & Sons.
* Instructor supplies box
* Teaching aids
	+ Chart paper and stand
* Teaching aids on chart paper
	+ Parking Lot
	+ School mission/vision statement and/or goal.
	+ Four Agreements
	+ Kouzes and Posner leadership definitions
	+ Kouzes and Posner practices on individual sheets of chart paper as follows:
		- **Model the Way:** Clarify Values, Set the Example
		- **Inspire a Shared Vision:** Envision the Future, Enlist Others

**Student resources and materials**

* Per student: folder or notebook, notepaper, pen, UNMCE pad of paper, tent card
* Supply containers
* Personal Action Plan pages 12-13

**Before class begins:**

* Post the Parking Lot, School Statements, Four Agreements, Leadership definitions, and the Weeks One and Two Leadership Challenge Practices on the wall.
* Place supply boxes and sign-in sheet on the table near the door

**10 minutes: Welcome**

Welcome everyone. Refer to the second practice and explain that today we’ll look at some real-life examples of how three people “Inspire(d) a Shared Vision – Envision(ed) the Future and Enlist(ed) Others.” Explain that the “Survivor Game,” the “Ethics Ad Campaign,” and today’s examples are all activities which are preparing the teams for their own “Make a Difference” projects.

**45 minutes: Youth Who Made a Difference**

Review with students the Kouzes and Posner Leadership definitions, “the art of mobilizing others to want to struggle for shared aspirations,” (Kouzes & Posner 2014, p. 2) or “transforming values and goals into action. (Kouzes & Posner 2014, p. 6). Those actions can start as something small.

Call attention to this week’s Leadership Practice, Inspire a Shared Vision:Envision the Future, Enlist Others. As you tell or read each of the following examples, ask students to listen for ways in which each of these persons envisioned the future and enlisted the help of others. They put values and goals into action. Each person cared deeply about a problem and transformed it into action – even beyond what anyone could have imagined

* **To Write Love on Her Arms** started as a story written by Jamie Tworkowski about his friend, Renee Yohe, who, according to the website, was struggling with addiction, depression, self-injury, and attempted suicide. Tworkowski's story, written in February 2006, tells about Yohe's life five days before she entered treatment in Orlando, Florida. Unable to get Yohe checked into a treatment center immediately, friends offered moral support. They also printed and sold T-shirts to help pay for her treatment.

* **Trevor’s Campaign** started in Philadelphia, Pennsylvania when 11-year-old Trevor Ferrell saw a TV newscast about people living on the streets. His website tells us that those images stirred a compassion deep within Trevor and he pleaded with his parents to take him to downtown Philadelphia so he could give his blanket and pillow to the first homeless person he met.
* **Tim’s Place** is located in Albuquerque, New Mexico. Born in 1986 with Down Syndrome, Tim’s life has been brought up to exceed expectations and inspire those around him. In his teen years, Tim began to dream of owning his own restaurant. He began working in local restaurants where the management had tangible proof that revenue went up during Tim’s shifts.

Ask the group what might have motivated or mobilized other to join the founders into making a difference? Did any of the founders create a non-profit to become famous? Get rich? Gain power? What was the motivation? - “the art of mobilizing others to want to struggle for shared aspirations,” Here’s what happened next:

* Jamie Tworkowski tells us that since 2006, “TWLOHA has become much more than a blog and a T-shirt. Through musician support, tours, and social media, the message of hope and help has reached an audience broader than we could have ever anticipated. We’ve expanded from a computer screen to conferences, campuses, programs, and events around the country and the world, where we challenge the stigma and stereotypes that have surrounded mental health issues for so long. And we’re investing into treatment and recovery, offering financial support to organizations, centers, and individuals laboring in the priceless work of healing.”
* 30 years later, Trevor’s Campaign is part of the vital services offered to the estimated 13,000 homeless of Philadelphia. His website tells it best. “During our history Trevor's has housed nearly 5000 homeless people, helped 3500 secure permanent housing and served more than 3 million meals. One thousand adults have overcome addictions, 700 found jobs and 400 obtained the GED. Two thousand homeless children stayed in school and 800 of them improved in academics and school attendance. Our decades of human service culminated in 2008 with the opening of Freedom Village, an affordable housing development for about 100 formerly-homeless and low-income people. All this has been accomplished by establishing strong partnerships with all levels of government, foundations, local corporations and devoted donors.
* In August 2014, Tim Harris’ website tells us that he started Tim’s Big Heart Foundation (TBHF), a New Mexico non-profit corporation that aims to inspire people from all over the world to lead meaningful and fulfilling lives via entrepreneurship and inclusion in their communities. Tim is looking to help other individuals with intellectual disabilities start their own business. Tim believes that anyone, with the right support, can achieve their dreams.

Tell the students that it’s easy to look at the success stories and think that these founders had a short, simple path to success. However, we need to think about the “back story.”

Ask the students, what each of these founders has in common. Using chart paper, record the responses for this discussion. These responses will be used as the groups define their own projects. It will be important for them to be reminded of the challenges as well as the successes.

Possible responses:

* Motivation
* Passion
* a good idea.

What challenges did they face?

 Possible responses:

**TWLOHA**

* Substance Abuse is a huge problem.
* Treatment can be expensive.
* Students don’t have the expertise needed for counseling

**Trevor’s Campaign**

* Trevor’s age
* Convincing parents
* Finding others to help (30 years ago, no facebook!)

**Tim’s Place**

* Tim has Down’s Syndrome (a person with intellectual impairments, developmental disabilities, physical abnormalities)
* Tim needed money to open a restaurant

What support did they have?

Possible responses:

* Friends and family
* Others with a similar passion or dream
* People with a need

**50 minutes: Make a Difference: at our school, around our neighborhood, in our community**

Ask students to look again at the posted definitions of leadership and share with each other their three personal values listed in their Personal Action Plans. What values does the group have in common?

Explain that each group should brainstorm possible ways in which their team could make a difference at school, in the neighborhood or in the community. The Resource Manager will get chart paper and the Recorder should list all ideas that are offered. The Recorder should include the first name of the person who suggested the idea. Before you release groups for brainstorming conversation, remind everyone of the rules of brainstorming:

* All ideas are valid (it will be the leader’s job to determine if anything is inappropriate or unacceptable).
* All ideas need to be written on the paper.
* Discussion and decisions will come later.

Groups will have 10 minutes to complete this part of the activity. When time is called, Recorders should post the lists on the wall, and Reporters should be prepared to review the lists.

Each group will have 5 minutes to review the list with the large group. When all ideas have been shared, ask the large group to look for similarities. You’ll want to code similar ideas with color, numbers or shapes so that the group can identify which ideas match and how many total ideas are posted. For example: all ideas about child care for younger siblings might have a red dot, a one or a star. All ideas about creating a tutoring area might have a blue dot, a two or a triangle.

Ask the Leaders and Reporters to cut apart the ideas and re-arrange them into categories, taping them together on the wall. Other members of each team can help with the distribution. Ask everyone to take their seats so you can move to the next step in the process.

Similar ideas should now be grouped on each sheet of chart paper. If there are more than four ideas, explain that the group needs to get to four ideas. Ask the group for suggestions on how some related ideas might be combined. If you have ideas, keep your input in the form of a suggestion such as, “we might think about combining…” or “what similarities might there be between \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ .” Tell the group that you’ll leave the categories posted for the week. Other ideas may surface, or connections may become clear. The goal is to get to four ideas that can be the basis for four new groups at the beginning of Week 3.

**15 minutes: Closing**

**Parking Lot:** Check to see if any questions need to be addressed before dismissal.

**Modeling:** Talk about a memorable experience you’ve had in making a difference

**Self-reflection:** Invite each student to recall a time when they, or someone they know, volunteered to help others. Ask students to write their thoughts and ideas on page 13 of their Personal Action Plans.

**Group reflection:** Review theresponses from the Day 1 opening question on Practice Two. See if the group has any addition or adjustment to their responses.

**Optional homework:** Suggest that students interview someone who volunteers or someone who might need volunteers. Ask that person to tell his or her story about volunteering or needing volunteers.

Ask students to place their tent cards inside their supply boxes and ask the Resource Managers to return the boxes to the table near the door as they leave.

**Possible questions/Observations/Actions:**

* It’s possible that some in the neighborhood have never been invited to think about making a difference.
* Another way to ask the question is to find out how the world could be a better place for a neighbor’s children, grandchildren, nieces, nephews, little brothers or sisters.

**Week 3-Day 1: Challenge the Process: Search for Opportunities and Experiment & Take Risks.**

**(Kouzes & Posner, The Student Leadership Challenge, pp. 113-161)**

**After today’s session, students will be able to:**

* Name the third Leadership Practice and its two components
* Experience project development with a group
* Analyze priorities
* Analyze the time and money needed for each project resource
* Determine how to communicate a summary of the project concept

**Instructor resources & materials**

* *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*. Kouzes, J. M., & Posner, B. Z. (2014). John Wiley & Sons.
* Instructor supplies box
* Teaching aids
	+ Chart paper and stand
* Teaching aids on chart paper
	+ Parking Lot
	+ School mission/vision statement and/or goal.
	+ Four Agreements
	+ Kouzes and Posner leadership definitions
	+ Project Outline Instructions (page 38)
	+ Kouzes and Posner practices on individual sheets of chart paper as follows:
		- **Model the Way:** Clarify Values, Set the Example
		- **Inspire a Shared Vision:** Envision the Future, Enlist Others
		- **Challenge the Process:** Search for Opportunities, Experiment and Take Risks

**Student resources and materials**

* Per student: folder or notebook, notepaper, pen, UNMCE pad of paper, tent card
* Supply containers
* Project folders: one for each team
* Sorting cards or paper cut into quarters (project outline page 39)
* Copies of the Eisenhower Decision Grid and Time & Money Chart

**Before class begins:**

* Post the Parking Lot, School Statements, Four Agreements, Leadership definitions, and the Weeks One, Two and Three Leadership Challenge Practices on the wall.
* Place supply boxes and sign-in sheet on the table near the door
* Include sorting cards or ¼ sheets of paper and chart paper on the supply table
* Post the four groups of ideas around the room.

**15 minutes: Welcome and Ropes Course Discussion**

Greet everyone. Introduce this week’s theme, “Challenge the Process: Search for Opportunities and Experiment & Take Risks.” Ask students to think of a time when they had to take a risk in order to succeed. What or who helped them decide to take that risk? How did they decide that the opportunity was worth the risk? How did they decide if the risk was healthy or unhealthy? On the white board make a list of healthy and unhealthy ways to challenge a process.

Possible healthy ways to challenge a process

* Research best practices
* Study the history of the process
* Ask the group to brainstorm a new way
* Look for time and money savings
* Use a flow chart to help change or eliminate steps

Possible unhealthy ways to challenge a process

* Get angry
* Make fun of the current process
* Fail to consider the big picture
* Make the decision alone without expertise or input from others

Explain that a low ropes course is scheduled for Friday morning. Ask if anyone has ever participated in a low ropes course. Explain that the facilitators will lead the process. Sometimes the group will be expected to follow the process. Other times, the group may be expected to work together to develop their own process.

Ask if there are any questions about what will happen. If you are unsure of the answers, add the question to the parking lot. Let UNMCE staff know and promise the students that you’ll provide the answers at the next session.

Explain that life is full of risks and opportunities. This week we’ll work out the details of turning our four ideas into projects. There will be opportunities which might mean some risks. Risks aren’t always physical. Some risks are more personal, such as speaking in public, having an idea rejected, or spending time and energy, only to have the whole thing fail. Leaders often learn more from failures than successes. Everything is a lesson that helps us move through life.

**10 minutes: Re-grouping.**

Ask if anyone had an opportunity to interview neighbors and would like to add to one of the idea lists. Ask students to stand in front of the chart paper that contains their idea. This will determine the next set of groups. If too many students are in front of one idea, you can either use the same idea twice or ask for volunteers to switch so that each group has five people. Assign a table to each group and give them a few minutes to re-organize.

Each group should choose a new leader who will ask for volunteers for each of the tasks (see page 7 for the original list) no one should have the same job that they had in the first group.

**10 minutes: Moving from Idea to Project**

Explain that proposals often use a problem and solution method. We may want to turn one or more of these ideas into proposals.

Ask the new Resource Managers to deliver a piece of chart paper to their tables. On the chart paper, the team will first write the problem (need), then the solution (idea to meet the need.) While the groups are working, remove the original idea chart papers and roll them up for storage.

**40 minutes: Project Outline**

Tell the students that starting a project can be challenging even for the most experienced leader. A common solution to big tasks is to break them down into smaller tasks.

It’s also important to keep it simple. If we think of Trevor’s Challenge, he started with a pillow, a blanket, and a car. TWLOHA started with a story. Tim’s Place started with a class.

Point out the added supplies on the supply table then post the Project Outline Instructions and review together. Each Team should:

1. Label a project folder with the members of the team and the project name
2. Make a task list, one task on each card or piece of paper
	* Sort the tasks on an Eisenhower Decision Grid priority list – what’s urgent, important, not urgent, not important?
	* Complete an Eisenhower Grid on chart paper using the cards or pieces of paper
3. Starting with the “Urgent and Important” quadrant, decide what equipment, tools, supplies and tasks are needed. Tasks might include doing research on the topic, making phone calls, interviewing school administration or community leaders.
	* Using the “Time and Money Chart” add each item to the appropriate section of the chart.
4. Review the RIASEC results. Based upon each person’s interests and career possibilities, which tasks might be assigned to each person?
	* On the Time and Money Chart, assign tasks to each person. Write each person’s name or initials by each assigned task.
5. Look at the assigned tasks. Are there tasks that are still unassigned? What additional skills or talents are needed?
6. Either find a way to eliminate the unassigned tasks or think about places to find help.
7. Assign deadlines to each task

**Possible questions/Observations/Actions:**

* This could be difficult for some groups. This is a good time to ask open questions, referring back to the problem and solution paper:
	+ Tell me more about your idea?
	+ Describe the problem you’d like to solve
	+ Tell me why you chose this particular need.

**35 minutes: Go to Commercial**

Ask the students to imagine that one of the TV channels has heard about their great idea and would like to do either an interview or a commercial during the next session. Give groups 45 minutes to develop either an interview or a commercial about their project.

Those who choose the interview will need:

* a set of 3-5 interview questions
* a host to ask the questions
* 1-2 people who will be interviewed

Those who choose the commercials will need:

* 2-3 people acting a “the talent”
* Props to use during the commercial
* A script to use during the commercial
* Music to back up the commercial

Tell the students that the interviews and commercials will be scheduled for the beginning of the next session.

**10 minutes: Closing**

**Parking Lot:** Check to see if any questions need to be addressed before dismissal.

**Modeling:** Talk about the process you went through to prepare for this class. How did you plan and prioritize? What parts were more challenging?

**Self-reflection:** Invite each student to write one thing that (s)he heard today that will need more thought or explanation using the NOTES: space on page 15 of their Personal Action Plans.

**Optional homework:** Invite students to tell someone about their project and to write down any additional ideas that result from that conversation.

Remind the students to bring their health and risk waivers for the Ropes Course session. Review the dress requirements for the Ropes Course.

Ask students to place their tent cards inside their supply boxes and ask the Resource Managers to return the boxes to the table near the door as they leave.

**Possible questions/Observations/Actions:**

* Ask students how the process of developing this project might fit in with math, English, or any other classes.

**Week 3-Day 2: Challenge the Process: Search for Opportunities and Experiment & Take Risks.**

**After today’s session, students will be able to:**

* Articulate project concept
* Successfully present projects to the large group
* Gain experience in providing feedback.
* Assess Leadership skill development in oneself and others

**Instructor resources & materials**

* *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*. Kouzes, J. M., & Posner, B. Z. (2014). John Wiley & Sons.
* Instructor supplies box
* Teaching aids
	+ Chart paper and stand
* Teaching aids on chart paper
	+ Parking Lot
	+ School mission/vision statement and/or goal.
	+ Four Agreements
	+ Project Outline Instructions (page 38)
	+ Kouzes and Posner leadership definitions
	+ Kouzes and Posner practices on individual sheets of chart paper as follows:
		- **Model the Way:** Clarify Values, Set the Example
		- **Inspire a Shared Vision:** Envision the Future, Enlist Others
		- **Challenge the Process:** Search for Opportunities, Experiment and Take Risks

**Student resources and materials**

* Per student: folder or notebook, notepaper, pen, UNMCE pad of paper, tent card
* Supply containers
* Comment cards – three per student: one for each group presentation
* Personal Action Plan pages 14-15

**Before class begins:**

Post the following on the wall:

* Post the Parking Lot, School Statements, Four Agreements, Leadership definitions, and the Weeks One, Two and Three Leadership Challenge Practices on the wall.
* Place supply boxes and sign-in sheet on the table near the door
* Post the four groups of ideas around the room.

**5 minutes: Welcome**

Welcome everyone and remind groups that they will be presenting their commercials or interviews today. Determine how many interviews and how many commercials will be done.

Ask if there are health and risk waivers that need to be turned in. Set aside any forms to be delivered to the office after class.

**60 minutes: Go to Commercial**

Arrange three chairs in the front of the room for the interviews. Explain that this activity represents a risk for some students who may not be as comfortable giving presentations. Each member of the audience will complete a comment card for each presentation. The comment card has two questions:

* What went well
* What could go better next time.

Explain that no matter what the activity, assignment or project, those two questions should always be part of the follow-up discussion. We always ask “what went well” first. Ask if anyone understands why that might be a good idea.

Explain that if we begin with the positives, they are heard. If we begin with the negatives, some people tend to get stuck on the negative and never hear the positive. Having both allows us to continue to learn and grow as leaders and participants.

Hand out the comment cards, then decide who will go first.

Following the presentation, ask everyone to complete a comment card. Then, invite 2-3 people to stand and give their comments verbally. Initiate clapping for the presenters, collect the comment cards and give to the Team Leader.

Move on to the next group, repeating the process for each group.

**35 minutes: Project work**

Ask teams to open their project folders and continue with the Task list on the Project Outline posted on the wall. If students believe that everything has been completed, meet with the team to see what new tasks surfaced. All new tasks will need to be assigned a point person and a deadline.

**20 minutes: Closing**

**Parking Lot:** Check to see if any questions need to be addressed before dismissal.

**Modeling:** Provide anecdotes on times when you’ve had to give or receive constructive feedback. Tell whether it was a positive or negative experience and why.

**Group Reflection:** Ask students how these two questions might be used on or after the ropes course

**Self-reflection:** Ask students to complete pages 14-15 in their Personal Action Plans. Questions on these pages are a self-reflection using questions similar to the two responses on the comment cards.

* What did I do well today?
* What do I need to work on for next time?
* Where am I demonstrating leadership qualities on my team and in the group?

**Optional homework:** Invite students to use the feedback questions in another class or at home.

Ask students to place their tent cards inside their supply boxes and ask the Resource Managers to return the boxes to the table near the door as they leave.

Remind the students to bring their health and risk waivers for the Ropes Course session. Review the dress requirements for the Ropes Course. Remind students to bring water bottles and sunscreen.

**Possible Questions/Observations/Actions:**

* Using the two feedback questions, talk with your students about how you evaluate your time with them after class ends each day.

**Week 3-Day 3: Challenge the Process: Search for Opportunities and Experiment & Take Risks.**

**After today’s session, students will be able to:**

* Exhibit teamwork in a stressful situation
* Identify one’s own leadership under pressure
* Give and receive encouragement, direction, constructive criticism
* Relate Practice three to the current situation

**Instructor resources & materials**

* Student roster
* Paper and pen for taking notes
* Camera (optional)
* Sunscreen
* Water bottle

**Student resources and materials**

* Health & Risk waiver
* Sunscreen
* Water bottle
* Appropriate clothing and shoes

**180 minutes: Low Ropes course**

* Encourage students to participate
* Observe and record ways in which some students took the lead in “Search(ing) for Opportunities and Experiment(ing) & Tak(ing) Risks.”
* Help the group problem-solve to envision the future in a positive way.
* Observe and record ways in which individuals enlisted the help of others in working through the “problem.”
* Next week’s practice is “Enable Others to Act: Foster Collaboration, Strengthen Others” Watch for concrete examples of students fostering collaboration to solve the problem and strengthening others in order to achieve their goal.

**5 minutes: Closing**

Ask students to be thinking about how they’ll describe this experience at the next session.

**Week 4-Day 1: Enable Others to Act: Foster Collaboration, Strengthen Others**

**(Kouzes & Posner, The Student Leadership Challenge, pp. 163-209)**

**After today’s session, students will be able to:**

* Name the fourth Leadership Practice and its two components
* Evaluate the Ropes Course in terms of collaboration opportunities
* Explain open and closed questions
* Identify one or more personal learning styles

**Instructor resources & materials**

* *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*. Kouzes, J. M., & Posner, B. Z. (2014). John Wiley & Sons.
* Instructor supplies box
* Teaching aids
	+ Photos of Ropes Course Event (optional)
* Teaching aids on chart paper
	+ Parking Lot
	+ School mission/vision statement and/or goal.
	+ Four Agreements
	+ Kouzes and Posner leadership definitions
	+ Kouzes and Posner practices on individual sheets of chart paper as follows:
		- **Model the Way:** Clarify Values, Set the Example
		- **Inspire a Shared Vision:** Envision the Future, Enlist Others
		- **Challenge the Process:** Search for Opportunities, Experiment and Take Risks
		- **Enable Others to Act:** Foster Collaboration, Strengthen Others
	+ List of Eight Kinds of Smart
	+ List of question definitions

**Student resources and materials**

* Per student: folder or notebook, notepaper, pen, UNMCE pad of paper, tent card
* Supply containers
* Multiple Intelligence inventories
* Personal Action Plan pages 16-19

**Before class begins:**

* Post the Parking Lot, School Statements, Four Agreements, Leadership definitions, and the Weeks One - Four Leadership Challenge Practices on the wall.
* Place supply boxes and sign-in sheet on the table near the door
* Post the four projects around the room.

**15 minutes: Welcome and Ropes Course Debrief**

Greet everyone. Ask the Resource Managers to distribute pages 16-19 of the Personal Action Plans which can be used throughout the day for note-taking.

Ask students what was most memorable about the ropes course. Ask if anyone has an observation or a story to tell.

Remind the group of last week’s theme, “Challenge the Process: Search for Opportunities and Experiment & Take Risks.” Ask for examples of how that might have happened. If no one has an observation, share one of yours, naming the person(s) who demonstrated this practice and describing how they did it. Ask if anyone has anything to add.

Introduce this week’s theme, Enable Others to Act: Foster Collaboration, Strengthen Others.” Ask if anyone experienced collaboration or working together during the ropes course. What or who helped them decide to work together? How did they experience support and encouragement from others? What great stories will they tell about this experience?

Explain that life is full of opportunities to collaborate. Collaboration is different from cooperation. Collaboration is working together as equals on a shared outcome. Cooperation is more about one of us helping the other person to achieve his or her goal.

This week we’ll finish up the details of our projects. This will require collaboration within each group, with administration and possibly with a board or neighborhood and community leaders. There will be opportunities which might mean some risks. Risks aren’t always physical. Some risks are more personal, such as speaking in public, having an idea rejected, or spending time and energy, only to have the whole thing fail. Leaders often learn more from failures than successes. Everything is a lesson that helps us move through life.

Today the group will look at two tools which help support collaboration or working together. The first tool is about understanding the eight kinds of smart or understanding how each of us learns best. Ask the group why this might be an important part of collaboration. (understanding how I learn best will help me know how I can contribute to the project.)

The second tool is about how to use questions. Ask the group why this might be an important part of collaboration. (understanding others in my group, making sure we’re on the same page)

These tools are helpful project tools, but also helpful life skills.

**60 minutes: Eight Kinds of Smart - Multiple Intelligences Survey**

Ask students for ideas on how to decide if someone is smart. Explain that according to Howard Gardner, there are eight kinds of smart. Often a person’s intelligence will show up in a favorite way to learn or in something in which he or she does really well. Post the list on the wall, then ask students to think of some careers associated with kind of smart.

* Word Smart (authors, writers, speakers)
* Number Smart (mathematicians, scientist, researchers, economists)
* Picture Smart (artists, designers, architects, photographers)
* Body Smart (athletes, dancers, sculptors, surgeons, actors)
* Music Smart (singers, instrumentalists, musicians)
* People Smart (talk show hosts, politicians, sales people, religious leaders)
* Self Smart (philosophers, therapists, entrepreneurs)
* Nature Smart (naturalists, farmers botanists, biologists, zookeepers, gardeners)

Now ask students what friends or relatives come to mind in one or more of these areas. Invite each student to stand and tell the others about this person and what (s)he has done to demonstrate this kind of smart.

Ask students to choose which 2-3 categories might best describe themselves.

Now ask the Resource Managers to hand out the Multiple Intelligence inventories. Explain that these are like opinion questions. There is no right or wrong answer. Read each statement to the group. As you read through the list, you might want to explain some of the words or suggest synonyms. In this way you can increase vocabulary while making sure that students understand the terms. Students should put a check or x by each item that applies. If the item doesn’t apply, students should leave it blank. It’s possible that in some sections no item will apply. It’s also possible that some students may not have very many in any category.

When you’ve completed all eight categories, ask students to go back and add up the number of checks for each category. Then have students transfer the numbers to Part B and shade in the number of boxes for each intelligence.

Remind everyone that this is a way of learning more about him or herself. Finding how we learn best or work best takes time and thought. Every part of life provides opportunities to add to this information. Students should add this inventory to their folders or notebooks

**35 minutes: How to Ask Questions**

Ask for a student response to the following question: “What’s your favorite pizza topping?” Now ask the group what they noticed about the answers (short; one or two words)

Observe that these questions were questions for information. Most information questions require short, specific answers. They can be used to get a short response from someone (Do you have your driver’s license?) or check to see if an answer is right or wrong (How much is two plus two?) These questions help gather information quickly and assess the situation. They are also called closed questions because they don’t invite conversation: they just seek information.

Now ask the group to respond to the following question: “Why do you like this particular topping?” Now ask the group what they noticed about the answers (longer, more involved)

These are questions for understanding. They help the questioner understand the reasons behind the short answers.

Finally, ask “What are some other ways this topping could be used?” This is also an open question as well as a question for application. Can the person responding think of another way to use the same information? This question opens up a “big picture” conversation and invites creativity.

To illustrate the use of open and closed questions, invite the group to play **“Who am I?”** Ask each student to write the name of a famous person on a piece of paper. Collect the papers and rotate the piles so that each group has a different pile. Help students each tape a paper to his or her back. Give students 7 minutes; invite students to interact with anyone in the room and guess the name on their backs by asking only questions that can be answered with a “yes” or “no.” To reduce the temptation to give more information, allow student to respond only by nodding or shaking their heads.

Now divide the students into the group that has guessed and the group that has not yet guessed the name of the person on their backs. Remove the names, shuffle, and ask for help from the first group in re-taping the names to the backs of the second group.

Again, give students 7 minutes to interact with anyone in the room using questions

Summarize this section by referring back to this week’s leadership practice, “Enable Others to Act: Foster Collaboration, Strengthen Others.” Tell students that in order for leaders to foster collaborations, they first must create connections. Why might this be important?

* Questions help us create those connection by getting to know each other better.
* Knowing the people in your group can build trust with the leader
* Knowing the others in the group can help build a team

Write the following statement on the whiteboard, then tell students: Here’s some advice from Warren Beenis, an expert in leadership development. He says, “Be more interested than interesting.” Think for a minute about what that has to do with asking questions.

Give students a minute or two to focus on the statement, then ask for opinions.

**10 minutes: Closing**

**Parking Lot:** Check to see if any questions need to be addressed before dismissal.

**Modeling:** Ask students if they have any questions for you. After each question, identify it as open or closed. If you have time, try reframing one or more of the closed questions into open ones.

**Self-reflection:** Invite each student to complete the pages on the Personal Action plan and add them to their folders or notebooks.

**Optional homework:** Invite students to try out the open and closed questions at home.

Ask students to place their tent cards inside their supply boxes and ask the Resource Managers to return the boxes to the table near the door as they leave.

Ask students to begin collecting recycled materials to use in a project in Week 5

**Possible Questions/Observations/Actions:**

* Invite students to share their own intelligences and talk about how they see themselves using these in school.

**Week 4-Day 2: Enable Others to Act: Foster Collaboration, Strengthen Others**

**After today’s session, students will be able to:**

* Create a group Mind-Map to support the project
* List ways in which a Mind Map can be helpful in other situations

**Instructor resources & materials**

* *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*. Kouzes, J. M., & Posner, B. Z. (2014). John Wiley & Sons.
* Instructor supplies box
* Teaching aids
	+ Chart paper and stand
* Teaching aids on chart paper
	+ Parking Lot
	+ School mission/vision statement and/or goal.
	+ Four Agreements
	+ Kouzes and Posner leadership definitions
	+ Kouzes and Posner practices on individual sheets of chart paper as follows:
		- **Model the Way:** Clarify Values, Set the Example
		- **Inspire a Shared Vision:** Envision the Future, Enlist Others
		- **Challenge the Process:** Search for Opportunities, Experiment and Take Risks
		- **Enable Others to Act:** Foster Collaboration, Strengthen Others

**Student resources and materials**

* Per student: folder or notebook, notepaper, pen, UNMCE pad of paper, tent card
* Supply containers
* Personal Action Plan pages 20-21

**Before class begins:**

* Post the Parking Lot, School Statements, Four Agreements, Leadership definitions, and the Weeks One - Four Leadership Challenge Practices on the wall.
* Place supply boxes and sign-in sheet on the table near the door
* Post the four projects around the room.

**15 minutes: Welcome**

Ask students if they’ve had any additional thought on how they learn best. Using the eight identified intelligences from Week 4 Day 1, take a poll of everyone in the room, asking them to stand as you read off one of their categories.

Ask if anyone has brought recycled materials for the Week 5 project

**90 minutes: Build a Resource Needs List with Mind Mapping**

Ask students if anyone has ever used mind mapping to start a project or paper. If someone volunteers that they have used mind mapping, ask that person to explain what happened and how it worked for them.

To the rest of the class, explain that mind mapping is a great way to brainstorm in a creative way. Ideas are added to the board and connected to other ideas using whatever shapes and connectors work for the group. Not everyone is a list maker or someone who thinks in a straight line. People who are “Picture Smart” might find it helpful to think in this way. To demonstrate, start with something simple like making lunch for a friend.

Step 1

Step 2

Ask students what other thing might need to be considered for this lunch. Add circles if needed.

Step 3

For step three, begin to fill in what needs to be considered for the menu. You might need to add a square for a grocery list or one for items on-hand. Fill in the details for time and place and any for other circles that have been added. Explain that some mind maps end up with so many details that it’s helpful to color-code the parts by category or by assignment.

Now ask students to gather in their project groups. Ask the Resource Managers to pick up a sheet of chart paper for their group. At the center of the chart paper, ask the leader to draw a circle and write in the name of his or her group’s project.

Around the perimeter of the circle ask groups to draw additional circles with all of the things that need to be considered. Groups can use their Eisenhower Grid and Time and Money charts for ideas. Explain that this is another way to make sure that every part of the project is in place.

Ask teams to look at each resource need. Using post-it notes attach a possible source to each need. Circulate to help with possible source suggestions.

Tell students that each of these tools helps people in the group who have different learning styles. This is a way for foster collaboration and to strengthen others by including their thoughts, questions and ideas.

Collect the mind maps to be added to the projects posted around the room.

**15 minutes: Closing**

Tell students that at the next session we’ll discuss the role of a mentor. Ask students to think of a name of an adult whom they trust and respect. This person should be someone to whom they might go for advice.

**Parking Lot:** Check to see if any questions need to be addressed before dismissal.

**Modeling:** What are your intelligences and how do you use them to get things done?

**Group Reflection:** How might Mind-Mapping for a family or neighborhood in need of resources?

**Self-reflection:** Invite student to try the Mind-Mapping on their own on page 20 of their Personal Action Plans. Invite them to use the mind map diagram to map out their weekend plans. If they have time, invite them to illustrate or color code their work, reminding that this type of planning tool especially appeals to those who are Picture Smart.

**Optional homework:** Suggest that students try using a mind map to outline their next class assignment.

Ask students to place their tent cards inside their supply boxes and ask the Resource Managers to return the boxes to the table near the door as they leave.

Remind students to bring in recycled materials to use in a project in Week 5

**Possible Questions/Observations/Actions:**

* Ask students what other tools help them organize their thoughts and their work.
* Ask students how mind mapping might be helpful in school, in career exploration, in job hunting or in career exploration.
* Remind student that they now have several tools to help organize their thoughts. Not every tool works for every person.

**Week 4-Day 3: Enable Others to Act: Foster Collaboration, Strengthen Others**

**After today’s session, students will be able to:**

* Identify someone whom they consider to be a potential mentor
* Map out their individual past, present and future
* Identify specific examples of teamwork and collaboration

**Instructor resources & materials**

* *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*. Kouzes, J. M., & Posner, B. Z. (2014). John Wiley & Sons.
* Instructor supplies box
* Teaching aids
	+ Container for the Fishbowl Game
	+ Chart paper and stand
* Teaching aids on chart paper
	+ Parking Lot
	+ School mission/vision statement and/or goal.
	+ Four Agreements
	+ Kouzes and Posner leadership definitions
	+ Kouzes and Posner practices on individual sheets of chart paper as follows:
		- **Model the Way:** Clarify Values, Set the Example
		- **Inspire a Shared Vision:** Envision the Future, Enlist Others
		- **Challenge the Process:** Search for Opportunities, Experiment and Take Risks
		- **Enable Others to Act:** Foster Collaboration, Strengthen Others

**Student resources and materials**

* Per student: folder or notebook, notepaper, pen, UNMCE pad of paper, tent card
* Supply containers
* Personal Action Plan pages 22-23
* Small pieces of paper – one for each student

**Before class begins:**

* Post the Parking Lot, School Statements, Four Agreements, Leadership definitions, and the Weeks One - Four Leadership Challenge Practices on the wall.
* Place supply boxes and sign-in sheet on the table near the door
* Post the four projects around the room.

**5 minutes: Welcome**

Welcome students. Ask if there are any additional thoughts about mind mapping. Ask if anyone has used mind-mapping in other classes.

Ask if anyone has brought recycled materials for the Week 5 project

**45 minutes: Identify a Mentor**

Ask students to think of an adult whom they trust. What makes that adult trustworthy? (possible responses: good listener, keeps promises, asks good questions, challenges me, safe, knows what I’m good at, enjoys the same things I do.) A trustworthy adult can help in many ways. This person may offer advice, provide a reality check, or act as a reference for a job or college applications.

Ask students if anyone has already done any of these things for them.

A mentor is someone with whom you have a relationship. Ask students to consider what might keep a relationship strong. (regular communication, shared activities or events, taking a personal interest in the success of the other person.) Review the four leadership practices that have been posted. Review how these might apply to a mentor. A mentor is one who “enable(s) other to Act; Foster(s) Collaboration and Strengthen(s) Others.”

Tell about someone who has been a mentor in your life. What made that person a mentor? What qualities match those the students have listed? Did you have a formal mentor – mentee relationship or did this person act more as a friend? How did you find this person, or how did this person find you? Who do you go to when you need help or advice?

Ask the Resource Managers to hand out pages 22-23 of the Personal Action plan. There are five topics that can be used as an outline to compose a letter:

* Where I was
* Where I am
* Where I want to be
* What I need to make the change
* How you can help

Explain that you’ll be walking through this activity together and that each person will need time and space to think without distractions. For each section, give students 3-5 minutes to write a few bullet points or sentences. When most have finished, move to the next topic.

Tell students that “Where I was” is an opportunity to think about the past. The questions that were used in the last weeks may apply here. This is a place to consider what went well and what some of the challenges might have been.

“Where I am” is a present day selfie or snapshot of the current situation. Tell students that the same two questions apply. This is a place to say what’s going well and where there are “rocks in the road” or difficulties that you need help with.

**Possible Questions/Observations/Actions:**

* Ask students if the challenges or “rocks in the road” are personal or systemic. Another way to think about this is what’s within my control and what’s outside of my control?
* Figuring out a transportation plan may be within my control. Buying a new car may be outside of my control. Changing the consequences of a poor decision is outside of my control. Changing the behavior or issue that caused that decision may be within my control.

Explain that “Where I want to be” is an opportunity to dream big. This isn’t an unrealistic or pointless dream like “I want to be rich and famous” but it’s a chance to explain what the future might look like. What will happen after graduation? Students may want to refer back to the RIASEC and the career possibilities in their personal Action Plans. Remind students that dreams can also have multiple steps. So, the dream of being a doctor may begin with, “I want to get a certificate in Phlebotomy.” A dream of being a lawyer may start with an associate’s degree in Paralegal. A desire to make a living diagnosing car problems may start with an apprenticeship and certifications in car repair.

“What I need to make the change” is a topic that may not have many answers. This is where a good mentor can be extremely helpful. Depending on the dream in the fourth topic, a mentor may give some ideas of what’s needed to get to the goal. Or, the mentor may know of other people who could help with what’s needed.

Tell students that the last topic, “How you can help” lays it on the line. In the professional world, this is sometimes called “the big ask.” This is the place to state what you’re thinking. It can be challenging to be honest and to look like you don’t have all the answers. In reality, no one has all the answers. So, what will you need to move you to the next steps in your life?

Invite students to consider again who might be the best person to go to for help. If students can’t think of someone, but are interested in finding a mentor, explain that many adults are also looking for an opportunity to connect with a young adult. If this is the case, ask for the student’s contact information so that an attempt can be made to connect that student to a mentor.

**20 minutes: Project Updates**

Ask teams to open their project folders and continue with the Task list on the Project Outline posted on the wall. If students believe that everything has been completed, meet with the team to see what new tasks surfaced. All new tasks will need to be assigned a point person and a deadline. Remind students that next week projects will be presented to the large group and to any guests who attend the final celebration.If the project seems too complicated, now is the time to downsize. Remind students that the goal is not fame or money. The goal is about transforming values and goals into action. (Kouzes, 2014, pg 6)

**30 minutes: Fishbowl Game**

The purpose of this game is to experience collaboration through teamwork.

Ask each student to find a small piece of paper. On the paper, each student should write one word – a noun or verb works best. Each student should fold his or her paper in half and place in a container. Ask students to sit in a circle and count off 1-2-1-2, etc. Students should remain in their places, but are now Team 1 and Team 2.

**Round 1: Describe the word without using the word.**

Each person gets 30 seconds to have his or her teammates guess as many words as possible by describing the word without using that word. **Demonstrate before beginning.** Pull a word out of the container and describe it to Team 1. (e.g. if the word is coconut, say “this grows on some kinds of palm trees. The shell is hard. The inside is sweet. Some people like to drink the liquid inside.”) If students guess the word, pull a second word and repeat the process. If time is up and no one guesses the word, the slip of paper goes back in the container and the nearest student on Team 2 begins. Continue around the circle until all of the words have been used. Count the number of words guessed by each team. Put the words back into the container.

**Round 2: Describe the word with actions only.**

Each person gets 30 seconds to have his or her teammates guess as many words as possible by describing the word without making any sound – actions only. **Demonstrate before beginning.** Pull a word out of the container and act it out for Team 2. (e.g. if the word is apple, pantomime eating an apple.) If the students guess the word, pull a second word and repeat the process. If time is up and no one guesses the word, the slip of paper goes back in the container and the nearest student on Team 1 begins. Continue around the circle until all of the words have been used. Count the number of words guessed by each team. Put the words back into the container. If you have time, you can try round 3.

**Round 3: describe the word using sounds only.**

By now, students may be fairly familiar with the words, so this last round should be easier than you think.

Each person gets 30 seconds to have his or her teammates guess as many words as possible by describing the word using only sounds. All team members must close their eyes for this round. **Demonstrate before beginning.** Pull a word out of the container and act it out for Team 2. (e.g. if the word is dog, you can bark.) If the students guess the word, pull a second word and repeat the process. If time is up and no one guesses the word, the slip of paper goes back in the container and the nearest student on Team 2 begins. Continue around the circle until all of the words have been used. Count the number of words guessed by each team. Put the words back into the container.

After Round 3, ask students for some examples of collaboration.

**10 minutes: Closing**

**Parking Lot:** Check to see if any questions need to be addressed before dismissal.

**Self-reflection:** Invite each student to write one thing that (s)he heard today that will need more thought or explanation using one of the NOTES pages in their Personal Action Plans.

**Optional homework:** Ask students to consider who in their household or neighborhood might see them as a mentor. How would this affect their own behavior and decision-making

Ask Resource Managers to return supplies and name tents to the supply boxes and store on the shelf.

Remind students to bring in recycled materials to use in a project in Week 5

**Possible Questions/Observations/Actions:**

* Ask students what they liked best about the game.
* Suggest that students consider talking to an adult about mentoring. The letter may help frame the conversation.

**Week 5-Day 1: Encourage the Heart: Recognize Contributions, Celebrate the Values and Victories**

**(Kouzes & Posner, The Student Leadership Challenge, pp. 211-256)**

**After today’s session, students will be able to:**

* Name the fifth Leadership Practice and its two components
* Identify ways in which to “Encourage the Heart” both as a giver and receiver
* Analyze project progress
* Tie project components and process to the Five Leadership Practices

**Instructor resources & materials**

* *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*. Kouzes, J. M., & Posner, B. Z. (2014). John Wiley & Sons.
* Instructor supplies box
* Teaching aids
* Container for nominations
* Teaching aids
	+ Chart paper and stand
* Teaching aids on chart paper
	+ Parking Lot
	+ School mission/vision statement and/or goal.
	+ Four Agreements
	+ Kouzes and Posner leadership definitions
	+ Kouzes and Posner practices on individual sheets of chart paper as follows:
		- **Model the Way:** Clarify Values, Set the Example
		- **Inspire a Shared Vision:** Envision the Future, Enlist Others
		- **Challenge the Process:** Search for Opportunities, Experiment and Take Risks
		- **Enable Others to Act:** Foster Collaboration, Strengthen Others
		- **Encourage the Heart:** Recognize Contributions, Celebrate the Values and Victories

**Student resources and materials**

* Per student: folder or notebook, notepaper, pen, UNMCE pad of paper, tent card
* Supply containers
* Recycled materials
* Nomination Forms

**Before class begins:**

* Post the Parking Lot, School Statements, Four Agreements, Leadership definitions, and the Weeks One – Five Leadership Challenge Practices on the wall.
* Place supply boxes and sign-in sheet on the table near the door
* Post the four projects around the room.
* Set out the recycled materials for trophy-building

**5 minutes: Welcome and review of the remainder of the week**

Welcome students to the final week of Student Leadership. Ask if anyone has brought recycled materials for the Week 5 project

**10 minutes: Discussion of “Encourage the Heart”**

Ask students to recall their mentor choice from last week. On page 21 of the Personal Action Plan, ask students to write down two ways in which that mentor has encouraged them. If a student was unable to choose a mentor, ask that student to list two types of encouragement that would mean the most. Some students may need suggestions:

* I wish someone would help me choose what to do after high school.
* I’d really like someone to talk with about my younger brothers and sisters.
* I need help understanding how to handle money.

**30 minutes: Awards to Encourage the Heart**

Using the recycled materials, each team should create two trophies that can be presented on the last day at the final ceremony. Assign a Leadership Practice to each Team so that there are two Trophies for each Practice 1-4.

Ask the Resource Managers to hand out a nomination form to each team member. Team members may nominate anyone in the group for each one of the Leadership Practice awards and place those nominations in the container provided.

**70 minutes: Update the Project Plan**

Talk with students about the art of persuasion. Explain that some of the people in the room on Friday will never have heard about the idea being presented. Walk your way through the five practices posted around the room.

* + - **Model the Way: Clarify Values, Set the Example**

Remind students that Values drive the project.

* + - **Inspire a Shared Vision: Envision the Future, Enlist Others**

The originator of the project has already convinced the others on the team to take on this project.

* + - **Challenge the Process: Search for Opportunities, Experiment and Take Risks**

Each group has sorted through ideas in order to bring this project closer to possibility

* + - **Enable Others to Act: Foster Collaboration. Strengthen Others**

Details of the plan including the Time and Money Grid, the Eisenhower Grid, the “commercial” and poster has required collaboration – a sharing of ideas. Leaders have considered the contributions of their groups and have empowered the team.

* + - **Encourage the Heart: Recognize Contributions, Celebrate the Values and Victories**

Final preparations of the project and the opportunity to present to a larger group will be encouraging to each team.

Guide the students through the time needed for the proposal presentations by outlining the steps and suggesting when it’s time to move to the next step.

Step 1: List the values that are the important foundations for the project.

Step 2: Finalize the presentation problem, solution, target audience and name or title.

Step 3: Decide who will take responsibility for each piece of the project. Who will speak to the group, who will write and draw on the chart paper, who will organize the resources. What other tasks are needed?

Step 4: Using the Time and Resources grid, show what needed to be done first, second, third, etc. Describe what resources were needed to accomplish the goal. Invite students to use their creativity in presenting this piece.

**5 minutes: Closing**

**Parking Lot:** Check to see if any questions need to be addressed before dismissal.

**Modeling:** Talk about how you’ve prepared for a presentation.

**Optional homework:** Suggest that students consider how to dress appropriately for their presentations to the group and guests.

Ask students to place their tent cards inside their supply boxes and ask the Resource Managers to return the boxes to the table near the door as they leave.

Remind students that at the next session they’ll complete their presentations and practice for Friday.

**Week 5-Day 2: Encourage the Heart: Recognize Contributions, Celebrate the Values and Victories**

**After today’s session, students will be able to:**

* Assign roles for project presentation
* Respond to questions regarding their project
* Assess each other’s presentation skills using constructive feedback

**Instructor resources & materials**

* *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*. Kouzes, J. M., & Posner, B. Z. (2014). John Wiley & Sons.
* Instructor supplies box
* Teaching aids
	+ Chart paper and stand
* Teaching aids on chart paper
	+ Parking Lot
	+ School mission/vision statement and/or goal.
	+ Four Agreements
	+ Kouzes and Posner leadership definitions
	+ Kouzes and Posner practices on individual sheets of chart paper as follows:
		- **Model the Way:** Clarify Values, Set the Example
		- **Inspire a Shared Vision:** Envision the Future, Enlist Others
		- **Challenge the Process:** Search for Opportunities, Experiment and Take Risks
		- **Enable Others to Act:** Foster Collaboration, Strengthen Others
		- **Encourage the Heart:** Recognize Contributions, Celebrate the Values and Victories

**Student resources and materials**

* Per student: folder or notebook, notepaper, pen, UNMCE pad of paper, tent card
* Supply containers
* Personal Action Plan pages 24-25

**Before class begins:**

* Post the Parking Lot, School Statements, Four Agreements, Leadership definitions, and the Weeks One – Five Leadership Challenge Practices on the wall.
* Place supply boxes and sign-in sheet on the table near the door
* Post the four projects around the room.

**5 minutes: Welcome**

Welcome everyone and ask if there are any questions about tomorrow’s activities

**20 minutes: Compete the Project Plan**

Invite students to gather their presentation materials and make any updates or additions. Make sure that each student has contributed to the preparation and visit with each group during their final preparations using the following checklist:

* Which team member will explain which part(s) of the project and the process the group used to complete the project?
* Is the project title and description clear?
* What values are listed as important foundations for the project?
* How does the solution address the problem; who is the target audience and how will they benefit?
* Is the Eisenhower Grid ready to be explained?; is the Time and Money Chart ready to be explained?
* Who will answer audience questions?

**60 minutes: Presentation Practice**

Clear a space for the presentations. Choose the order in which students will present. Give the following presentation tips:

* Introduce yourself clearly
* Maintain eye contact while speaking.
* Use an open question, “What questions do you have?” to get better feedback rather than using a closed question, “Do you have any questions?”
* Thank the audience before taking your seat.

Give each group 7 minutes in which to present. Following each presentation, invite others to first give constructive feedback on what went well. Now ask others to give ideas on what could be done to improve the presentation for tomorrow.

**30 minutes: Review of Learning**

Ask Resource Managers to distribute pages 24-25 of the Personal Action Plan. Explain that these pages will be collected and returned to the students on Friday at the close of the session. Ask students to respond to each of the ten questions on the page.

**5 minutes: Closing**

**Parking Lot:** Check to see if any questions need to be addressed before dismissal.

**Modeling:** Talk about what you’ve learned from this five-week experience

Remind students to “dress for success” for tomorrow’s events: guests will be present.

Ask students to place their tent cards inside their supply boxes and ask the Resource Managers to return the boxes to the table near the door as they leave.

**Week 5-Day 3: Encourage the Heart: Recognize Contributions, Celebrate the Values and Victories**

**After today’s session, students will be able to:**

* Explain to the group their project and components
* Articulate 1-2 things they’ve learned in this class

**Instructor resources & materials**

* *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader*. Kouzes, J. M., & Posner, B. Z. (2014). John Wiley & Sons.
* Instructor supplies box
* Teaching Aids
	+ Chart paper and stand
* Teaching aids on chart paper
	+ Parking Lot
	+ School mission/vision statement and/or goal.
	+ Four Agreements
	+ Kouzes and Posner leadership definitions
	+ Kouzes and Posner practices on individual sheets of chart paper as follows:
		- **Model the Way:** Clarify Values, Set the Example
		- **Inspire a Shared Vision:** Envision the Future, Enlist Others
		- **Challenge the Process:** Search for Opportunities, Experiment and Take Risks
		- **Enable Others to Act:** Foster Collaboration, Strengthen Others
		- **Encourage the Heart:** Recognize Contributions, Celebrate the Values and Victories

**Student resources and materials**

* Per student: folder or notebook, notepaper, pen, UNMCE pad of paper, tent card
* Supply containers
* Certificates
* Leadership Practice Awards

**Before class begins:**

* Post the Parking Lot, School Statements, Four Agreements, Leadership definitions, and the Weeks One – Five Leadership Challenge Practices on the wall.
* Place supply boxes and sign-in sheet on the table near the door
* Post the four projects around the room. Include the following:
	+ Project Title
	+ Values driving the project
	+ Problem and Solution
	+ Eisenhower grid
	+ Time and money chart
	+ Progress report toward conclusion
* Place the certificates and Awards at the front of the room.

**10 minutes: Welcome and Introductions**

Welcome students and introduce any guests. Ask students to sit with their teams.

**10 minutes: Review of the five Leadership Practices**

Introduce the book, “The Student Leadership Challenge” by James Kouzes and Barry Posner. Mention that these authors had researched and written “The Leadership Challenge” before developing this edition for students. Briefly review with the

students and guests each of the five Leadership Practices posted on the wall. Explain that these five practices have been the framework for the development of the projects that will be introduced today.

**60 minutes: Student Presentations**

Ask each team to introduce themselves and present their projects. Following eachpresentation, ask for any questions from the audience.

**30 minutes: Presentation of Certificates and Awards**

Ask the principal and/or other school leaders to join you at the front to congratulate students and present certificates of completion. Present each of the awards starting with the first Leadership Practice Awards.

**10 minutes: Closing**

If time allows, ask for 2-3 volunteers to tell one thing they’ve learned during the class. Thank everyone for coming. This is also your opportunity for closing remarks to your students.

**Week 3-Day 3 Alternatives: Challenge the Process: Search for Opportunities and Experiment & Take Risks.**

**After today’s session, students will be able to:**

* Exhibit teamwork in a stressful situation
* Identify one’s own leadership under pressure
* Give and receive encouragement, direction, constructive criticism
* Relate Practice three to the current situation

Organize a panel of 3-4 employers who can talk about their expectations for current and future employees.

* What do they expect during the interview process?
* What are their standards of acceptable workplace behaviors?
* What employee issues do they face on a daily basis?
* What advice do they have for your class?

Conduct mock interviews with area employers. Set up four tables around the sides of the room with an employer at each table. Create a waiting area in the center of the room. Ask student to bring with them their

Invite community leaders to talk about how they influence change. Give each community leader about 5-7 minutes to describe a change they’ve recently initiated or that is currently in process. Then ask each leader about how they influence change. How do they talk with members of the community in order to help people welcome the change?

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