



Table of Content

AWSL Goals and Objectives.....	2	Effective Communication	32
Camp Life and Expectations	3	House Rules	33
Day One Agenda.....	4	Project Pie.....	33
The Steps to School Spirit.....	5	Committee Project Timeline.....	34
This is My Bag.....	6	Duty Board	35
Camp Organization	6	Project Evaluation	36
Meal Set-up/Clean-up Schedule	7	Day Three Notes.....	37
Leadership Article	8	Day Four Agenda.....	38
Student Leaders and Successful Schools ..	9-12	Ethical Decision-Making	39
Day One Notes.....	13	Ethics for Student Leaders	40
Day Two Agenda.....	14	Ethical Leadership Worksheet	41
Leadership Styles Inventory.....	15	Ethical Leadership - Joe's Story	41-42
Definitions for Leadership Styles Survey	15	Ethical Leadership - Two Stories	42
Personality Inventory.....	16	Empowerment Activities	43
Understanding Myself	17-18	Personal Reflection.....	44
Leadership Styles.....	19	Letter to Your Administrator.....	45
Blind Art.....	20-21	Letter to Self.....	46
Goal Setting	22-23	Day Four Notes.....	47
Assembly Planning Sheet	24	Day Five Agenda & Notes	48
Look Around at the Product	25	Wagon Wheel Activity.....	49-50
Oral Presentation Scoring Guide	26	General Resources.....	51-57
Day Two Notes.....	27	Bonfire Camp Songs.....	58-59
Day Three Agenda.....	28	Large Group Activity Ideas	60-61
Leadership Styles in Action.....	29	Swap Shop.....	62-63
Situational Leadership.....	30	WA State Leadership Resource Guide.....	64-94
Non-Verbal Communication.....	31		



GOALS AND OBJECTIVES

The Association of Washington Student Leaders

Students involved in programs of the Association of Washington Student Leaders will have the opportunity to improve their schools by creating a culture, ensuring safety, closing the gap and engaging the community. They will increase their effectiveness in the following areas:

COMMUNICATION SKILLS

Students will have the opportunity to improve their:

1. Speaking and listening skills in small and large groups.
2. Poise and confidence while working in groups.
3. Understanding of the value of public relations.
4. Awareness of the importance of maintaining a positive social media presence.

GROUP PROCESSES

Students will have the opportunity to increase their understanding of:

1. Group processes and dynamics.
2. Different leadership styles.
3. Goal setting, decision-making techniques and conflict resolution.
4. The importance of identifying and utilizing available resources.
5. Evaluation and debriefing techniques.

LEADERSHIP SKILLS

Students will have the opportunity to gain an understanding of:

1. The essential elements necessary in planning, conducting and evaluating meetings.
2. The essential project planning strategies for organizing school activities and events.
3. Task analysis, time management and problem-solving skills.
4. The value of delegation and accountability.
5. Respect for established procedures, chain of command, legal parameters and financial management.

SELF-AWARENESS

Students will have the opportunity to increase their:

1. Self-esteem and self-concept.
2. Personal goal setting and self-reflection skills.
3. Assertiveness, positive risk taking, conflict resolution abilities and time management techniques.
4. Coping skills and self-care related to stress, failure and success and dealing with criticism and praise.

HUMAN RELATIONS SKILLS

Students will have the opportunity to increase their understanding of:

1. Effective strategies for confronting harassment, intimidation and bullying behaviors.
2. The values of positive reinforcement, trust and honest communication.
3. Strategies that promote respect and acceptance of others and the value of honoring differences.
4. Skills used to develop positive school and community climates.
5. Disengaged students and ways to increase their sense of belonging.
6. Good sportsmanship and methods it can be generated.





CAMP LIFE AND EXPECTATIONS

SCHEDULE

It is important to attend all activities and to be on time. Our schedule is tight, so it is important to make the most of our time. Each of us needs time to ourselves though, and we have planned free time each day.

DRESS

The atmosphere at camp is casual and relaxed. It will be warm, so shorts and T-shirts are perfectly acceptable. It is expected that school policies regarding appropriateness of T-shirt designs and other dress codes be followed. **For safety reasons shoes must be worn at all times.**

NAME TAGS

Please wear your nametag at all times. There are so many delegates at camp and it is difficult to remember everyone's name. Wearing your nametag will help us get acquainted much more quickly.

NOTEBOOK AND PLANNER

Our notebook is designed to provide you materials to better understand the lessons you have learned in camp. **Take it and your planner with you to all classes and sessions.**

DINING HALL

Because of activities, which normally follow meals, **please remain in the Dining Hall until dismissed.** Whether or not you wish to eat, participation in Dining Hall activities is considered an essential part of our program.

Because of the large size of our group, we will be giving instructions on how to accomplish the tasks for the meals, which will help the process go quickly and smoothly.

DORMS

Delegates will be expected to assume responsibility for care of the sleeping areas, lavatories, and showers.

Do not move from the dorm you are assigned without permission. Dorms are not open to members of the opposite sex. Privacy is important to all of us and respecting personal need for it is necessary. **At the end of the day when lights are out, please be considerate of dorm mates and refrain from texting maintaining a quiet so that all may sleep.** At this time, delegates are expected to remain in dorms until morning.

CAMP BOUNDARIES

The general boundaries of the camp are the wooded areas bordering the site, and the roadway near the cabins. Delegates may not participate in activities on the challenge course without a certified instructor. Hiking on the trails must be done under supervision of a staff member and only at specific times.

PHONES

There is only one phone available for the delegates on site. Phone conversations should be limited with common courtesy prevailing such that all who wish to use the phone may do so. **All calls (including cell use) will be made only during free time.**

CAMP NURSE

A camp nurse is on duty from 6pm to 6am daily. If the nurse is not on duty report any emergency to your SC. Any serious injury or illness will be reported to parents. Delegates with medical emergencies will be transported to Chewelah, the nearest hospital.

VISITORS

We request that you don't invite friends to visit camp. However, advisors and administrators from your school are encouraged to attend camp. If they should drop by, make sure that they are introduced to the camp director.

CAMP CLEANUP

All delegates are expected to participate daily in keeping the campus organized and free of litter. A dorm check will be done on the final day of camp to ensure each area was left as it was entered.

BEHAVIOR EXPECTATIONS

Discipline is rarely a problem. It should be noted that usual school rules apply. Drinking, illegal substances, smoking, weapons, or fighting will not be tolerated. Any explicit dancing of a sexual nature or unwanted physical contact is prohibited at camp because it creates a hostile environment and is sexual harassment. Delegates who engage in such behaviors will be sent home at their own expense and camp directors will notify their parents and building administrators.



Let's Make a Leader

Monday
July 31, 2017
Day 1

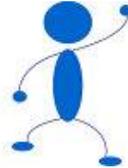
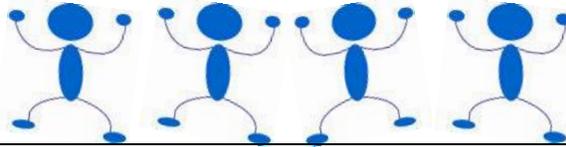
Contestant Selection

Time	Activity	Notes
3:30 P.M. to 5:00 P.M.	Delegate Arrival Registration and Dorm Assignment (SC) Scholarship/Talent Show/Hikes/Crafts	Sue & S.C. - check-in J.C.s & S.C.s
5:00 P.M.	Flag Raising – Calling Camp to Order (Lodge) Large Group Welcome (Lodge)	Sue and Bill
5:10 P.M.	Camp Icebreaker (Field)	J.C.s - Icebreaker (20-minutes)
5:30 P.M.	Dorm Meetings/Camp Tone Setting Topics: Cell Phones, Camp Expectations, Meal Duty, Showers, Skit Squad (SS), Develop House Rules for Dorms (p.33)	J.C.s
6:00 P.M.	Dinner and Free Time	
7:00 P.M.	Dancing on the Field and Free Time	J.C.s and S.C.s
7:40 P.M.	TRIADS <ul style="list-style-type: none"> ▪ Energizer ▪ Introduction of Staff ▪ Introduction to the Triad (Challenge, Mentor and Focus) ▪ House Rules for Triad (p. 33) ▪ Paper Mail Bag Prep (p. 6) ▪ Introduce Planner and Schedule (pp. 65-96) ▪ Quilt Square – Tour ▪ Meal Duty Assignments (p. 7) (Review Assignments) ▪ Introduction to Mountain Madness ▪ Introduction to Letter to Self activity on Day 4 	J.C.s and S.C.s
9:10 P.M.	Leadership Topic – Let's Make a Leader – Spin the Wheel!	Sue and Bill
9:40 P.M.	Lodge Time (Free Time in Lodge) – Snacks	S.C.s and J.C.s
	Sign-up for Hearst Scholarship and Talent Show	
	Day 1 Video: The contestants arrive!	
10:15 P.M.	In Dorm - Dorm Talks – Posting – Song Fest	J.C.s
10:45 P.M.	Preparation for Lights Out	J.C.s
11:00 P.M.	Lights Out – Quiet Time	Entire Camp
Notes		



The Steps to School Spirit

Advice from Maslow



SCHOOL ACTUALIZATION

Peak experiences that create a deep school pride. A dignified school.



SCHOOL ESTEEM

Equates to school spirit. Students can care about the school only when they feel a part of it.



BELONGINGNESS

Do all students feel like they belong? Is your school a place where students and staff feel accepted and respected?



SAFETY NEEDS

Is your school environment safe - Physically, Socially, Intellectually, and Emotionally? Do students feel safe regardless of economic status, ethnicity, or gender? What can students and school staff members do to improve the total safety of your school?

BASIC NEEDS

What projects do you do within your school to support families in your school for food and shelter? What new activities might you take on to serve the basic needs of students?

Camp Theme

Let's Make a Leader!



This is My Bag

Mentor Activity

Group size: unlimited

Time: 45-50 minutes (we will spend a little time each day)

Materials: paper lunch bag, scissors, magazines, glue, markers

Instructions:

Day 1

Distribute a paper lunch bag to each participant. Each person is to decorate the outside of the bag in any way that will describe their “Public” personality, telling about things that most people know or can tell about them, i.e., family, pets, history, hobbies, achievements, etc.

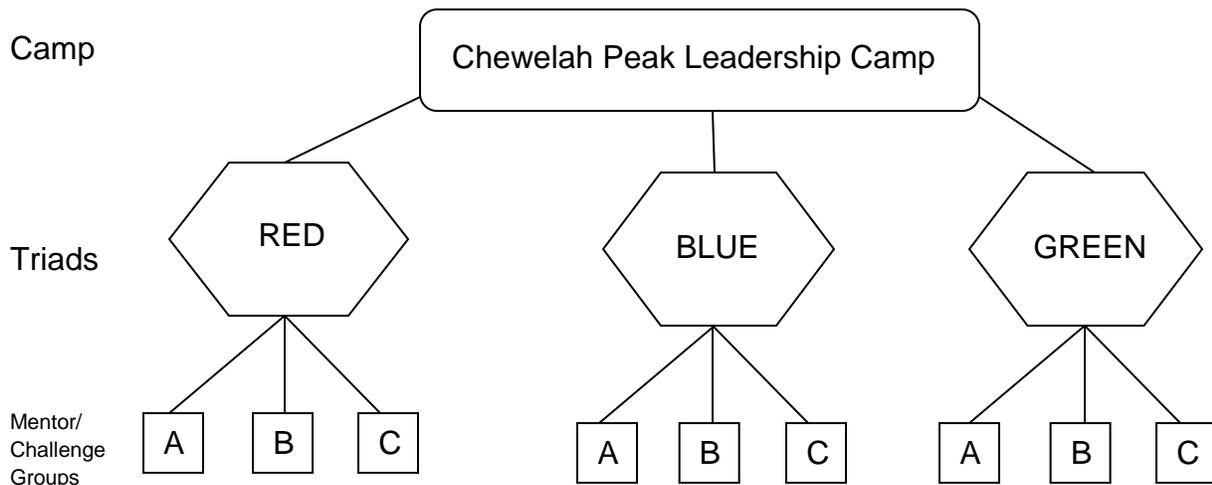
Day 2-4

Each day during teaching time participants will add the following:

On the inside, each person will put things that are not common knowledge that they are willing to share with the group. These could be beliefs, values, things they learn about themselves at camp, goals, likes, dislikes, memories, mail from members of the triad...whatever!

The contents of the bag will be shared during camp and will help the participants formulate their letter to self at the end of camp.

Camp Organization



Meal Set-up and Clean-up Schedule

Meals		Monday August 1, 2016 Delegates Arrive Day 1	Tuesday August 2, 2016 Day 2	Wednesday August 3, 2016 Day 3	Thursday August 4, 2016 Day 4	Friday August 5, 2016 Delegates Depart Day 5
Breakfast	Set-up	N/A	Green A	Red C	Green A	Red B
	Clean-up	N/A	Red B	Green C	Blue A	Green B
Lunch	Buffet Style Lunch will be buffet style which predicates that each person ensures that the lodge and kitchen is kept clean and tidy. Each delegate is asked to make sure that the lodge is better when she or he leaves than when she or he arrived.					
Dinner	Set-up	Red A	Blue B	Blue C	Staff	N/A
	Clean-up	Blue A	Green B	Red A	Staff	N/A

Dining at Chewelah Peak

1. Twenty minutes prior to the meal, the **set-up crew** pulls out tables and chairs then places glasses, water pitchers, and salt and pepper on each table. These can be found in the cupboard by the coffee and water machines. Check the menu on the bulletin board or talk to the chef to determine if any other items are needed and what type of utensils and serving items are needed. Silverware, plates, and/or bowls may be placed at each person's spot at the table or they can be picked up when they go through the food lines (see proper place setting drawing above the kitchen window.) The Camp Director checks with the kitchen staff for reasonable food portions and any other information needed.
2. Once everyone is seated, the Camp Director will direct each table to pick up their plates and/or bowls and go through the buffet line in an orderly fashion. Once everyone has been served and is eating the students may go through the line again for seconds. Some groups have adults stand behind the line and serve the students as they pass through.
3. After enjoying your meal, one assigned person from each table scrapes plates to remove all food and paper into the trash receptacle. Stack plates, bowls and glasses into the bus cart and place silverware into the container with soapy water. Return salt and pepper to the cupboard. After the tables are clear the Camp Director will release the camp except for the **clean-up crew**.
4. The **clean-up crew** will return salt and pepper to the cupboard, wipe down the tables with sanitizer supplied by the kitchen staff, sweep the floor and prepare the dining hall for the next meal.
5. The Dining Hall Coordinator will accompany four people from the **clean-up crew** with bus carts back to the kitchen where, after the first meal, everyone will receive instructions on dishwashing procedures.
6. The clean-up crew will be dismissed by the SC or JC supervising the crew.



What Are the Benefits of Student Leadership?

By Peggy Epstein

Whether it's in high school or on the college campus, opportunities abound for student leadership. Because taking on the role of a student leader takes time away from studies, other activities and down time, kids might need some motivation to take on student leadership roles. However, for most students, the benefits of the skills and knowledge they acquire by taking on a leadership role in school will last throughout their lives.

Team Building

By learning skills for team building, student leaders gain valuable practice in working with others in a management position. A student leader gains the ability to set certain goals and then provide specific directions for carrying out those goals; in doing so, she also learns the skill of delegating responsibility rather than micromanaging. Learning the art of listening to others on the team and responding with flexibility when necessary is great practice for future leadership roles in any setting. Ideally, student leaders will gain the ability to use whatever power they have for the good of everyone.

Utilizing Resources

Put in a position of leadership, a student quickly can learn how to find and use resources to help carry out his goals. In a school setting, a student leader might need to seek advice and/or help from teachers as well as the principal or dean. Off campus, student leaders might approach community members for donations or use of their facilities. Student leaders often meet together at conferences where they exchange ideas and provide input.

Building Self-Confidence

Student leaders who are called on to speak in public and to communicate with a variety of individuals gain in self-confidence. In addition, being put in a position where it is up to them to oversee a project through its completion, the satisfaction of seeing that job well done is a confidence booster. Learning assertiveness; learning to say "no" when necessary; learning to persevere in the face of *adversity* are all skills that add to an individual's self-confidence. Often, the willingness to take risks in a position rises as the student leader's confidence increases.

Prioritizing

Students in leadership positions learn quickly that they have to prioritize in any situation. Learning how to do that, however, takes practice. Given ample time, student leaders learn prioritizing skills -- who to give how much time to, what to spend the most time on and so forth -- that will stand them in good stead for years to come. Prioritizing involves some kind of a vision for the organization and knowing how to point everyone in the right direction.

Making a Difference

Learning that they can make a difference provides inspiration for student leaders and leaves them with the attitude that they can affect change in the world. A student leader who asks, "Why don't they do something about this?" and then works passionately and with dedication toward making change sets the stage for personal activism throughout his life.



Student Leaders and Successful Schools

Mentor Activity

Student leaders are a part of a school's leadership team. Principals foster success by working to achieve excellence in eight defined framework areas. Student leaders can also be doing positive work in these areas. Though the approaches might be different, the goals are the same: all students in the school achieve academic and social success. For a school to flourish, all the leaders, both student and adult, need to be working toward and thinking about the same goals.



Criteria from the Association of Washington School Principals: *Leadership Framework*

Areas	What Principals are asked to do...	What student leaders can be doing...
Creating a Culture	Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.	Create a place where kids <i>want</i> to come to school instead of <i>have</i> to come to school.
Ensuring School Safety	Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.	Stop bullying in its tracks. Principals take care of physical safety; student leaders take care of social safety.
Planning with Data	Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.	Become the eyes and ears and heart and soul of your school; listen, watch, observe and talk to your principal!
Aligning Curriculum	Assist instructional staff in aligning curriculum, instruction and assessment with state and local learning goals.	Become aware of state and local standards. Model pursuit of learning beyond standard expectations. Pursue excellence.
Improving Instruction	Monitor, assist and evaluate staff implementation of the school improvement plan, effective instruction and assessment practices.	Make the job of being a teacher easier by being a role model for others in class. Organize meaningful teacher appreciation events. Learn what you are taught.
Managing Resources	Manage human and fiscal resources to accomplish student achievement goals.	Be responsible with your Associated Student Body funds. Take care of your school and all of its resources.
Engaging the Community	Communicate and partner with school community members to promote student learning.	Don't frighten the adults! Make the community feel comfortable that you are the future.
Closing the Gap	Demonstrate a commitment to closing the achievement gap.	Leave no one behind! Graduate with all of your peers.



Brainstorming Activity

Use the column below to brainstorm all of the ideas/activities that you experience at camp. Share these with your group – and write any on the right that you may have forgotten about.

What ideas have I seen or experienced at camp.

What ideas have others seen or experienced at camp.



What Can Student Leaders Do?

An idea is only as great as the reason you are organizing it. If you have great intentions behind your activities, you are on your way to success. Take a look at all the ideas you have gathered at leadership camp. What areas of the leadership framework could they help to improve?

Creating a Culture: Helping your principal establish a school climate where kids feel supported, included and able to develop their full potential. ASB = All Students Belong

Managing Resources: Helping your principal utilize the scarce human and fiscal resources available to the school to their fullest.

Planning with Data: Helping your principal collect and analyze data to improve the effectiveness of the school system.

Aligning Curriculum: Helping the principal and other teaching staff connect standards to assignments and projects in the classroom.

Improving Instruction: Make the job of being a teacher easier by being a role model for others in class. Organize meaningful teacher appreciation events. Learn what you are taught.

Ensuring School Safety: Helping your principal establish a school environment where kids are physically, socially and emotionally safe.

Engaging Communities: Helping your principal partner with the community to increase the academic and social success for all students. Creating opportunities for positive interaction between the school and members of the community.

Closing the Gap: Helping your principal close the achievement gap between the kids who are graduating and meeting standard and the kids who are not.



ASSOCIATION OF
WASHINGTON
STUDENT LEADERS

Day One Notes



Let's Make a Leader!





Tuesday
August 1, 2017
Day 2

Let's Make a Leader

Preparing to Lead

Time	Activity	Notes			
7:30 A.M.	Wake-up	Post the Colors			
8:00 A.M.	Breakfast and Leadership Dare	J.C.s			
8:40 A.M.	Guest Speaker	Entire Camp			
9:40 A.M.	TRIAD Rotation <ul style="list-style-type: none"> • Challenge Course - Blue • Roundup Focus - Green • Mentor - Red 	Entire Camp			
<table border="1" style="width:100%; text-align:center;"> <tr> <td style="width:33%;"><u>Make a Leader Focus</u> Theme: Humor <u>Application:</u> Individual/School Group Share</td> <td style="width:33%;"><u>Mentor</u> Leadership Styles Goal Setting Visioning Idea Wall</td> <td style="width:33%;"><u>Challenge</u> Grass Initiatives</td> </tr> </table>			<u>Make a Leader Focus</u> Theme: Humor <u>Application:</u> Individual/School Group Share	<u>Mentor</u> Leadership Styles Goal Setting Visioning Idea Wall	<u>Challenge</u> Grass Initiatives
<u>Make a Leader Focus</u> Theme: Humor <u>Application:</u> Individual/School Group Share	<u>Mentor</u> Leadership Styles Goal Setting Visioning Idea Wall	<u>Challenge</u> Grass Initiatives			
11:45 A.M.	Transition Time	Entire Camp			
12:00 P.M.	Lunch and Free Time	Entire Camp			
12:45 P.M.	BOB	Entire Camp			
1:30 P.M.	TRIAD Rotation <ul style="list-style-type: none"> • Challenge Course - Red • Roundup Focus - Blue • Mentor – Green 	Entire Camp			
3:30 P.M.	Transition Time	Entire Camp			
3:45 P.M.	TRIAD Rotation <ul style="list-style-type: none"> • Challenge Course - Green • Roundup Focus - Red • Mentor - Blue 	Entire Camp			
5:45 P.M.	Transition Time	Entire Camp			
6:00 P.M.	Dinner and Free Time	Entire Camp			
6:45 P.M.	Quilt Square/Mentor Idea Share Time	S.C.s			
7:45 P.M.	Transition Time	Entire Camp			
8:00 P.M.	Bunko	J.C.s			
10:00 P.M.	Lodge Time - Snack – Tuck-in	S.C.s and J.C.s			
10:20 P.M.	Dorm – Posting – Song Fest	J.C.s			
10:45 P.M.	Preparation for Lights Out	J.C.s			
11:00 P.M.	Lights Out - Quiet Time	Entire Camp			





Leadership Styles Inventory

Mentor Activity

Read rows of words horizontally and give numerical priority to words which describe you (from 4 being most like you to 1 being least like you). Use a 4, 3, 2, and 1 only once each per horizontal row. When you finish, add each vertical column, and then total all columns together.

___ Accurate	___ Patient	___ Gregarious	___ Direct
___ Systematic	___ Loyal	___ Persuasive	___ Daring
___ Aloof	___ Passive	___ Impulsive	___ Stubborn
___ Mature	___ Stable	___ Confident	___ Self-reliant
___ Conventional	___ Serene	___ Self-promoting	___ Forceful
___ Restrained	___ Even-tempered	___ Charming	___ Quick
___ Practical	___ Predictable	___ Emotional	___ Bold
___ Competent	___ Intelligent	___ Colorful	___ Creative
___ Devout	___ Evaluative	___ Passionate	___ Risk-taker
___ Humble	___ Gentle	___ Optimistic	___ Self-directed
___ Perfectionist	___ Easy-mark	___ Talkative	___ Impatient
___ Law-abiding	___ Good listener	___ High-spirited	___ Outspoken
___ Respectful	___ Content	___ Playful	___ Experimental
___ Obliging	___ Neighborly	___ Popular	___ Restless
___ Cautious	___ Moderate	___ Good mixer	___ Competitive
___ TOTAL Column A	___ TOTAL Column B	___ TOTAL Column C	___ TOTAL Column D
Rank the lowest TOTAL as number 1, the next as number 2, the next as number 3, and the highest TOTAL as number 4.			

Definitions for Leadership Styles Survey

Accurate: making few or no errors	Easy mark: easily fooled; gullible	Law-abiding: obedient to the law	Practical: concerned with facts and experience, not theory
Aloof: at a distance; apart from others	Emotional: characterized by emotion	Loyal: faithful to one's trust	Predictable: rarely doing anything unusual or unexpected
Bold: willing to face danger with a sense of fearlessness	Evaluative: judgmental	Mature: having reached full growth or development	Quick: alertness or sharp perception
Cautious: showing care, thoughtfulness, and lack of haste	Even-tempered: not easily disturbed	Moderate: lives within reasonable limits	Respectful: showing respect
Charming: enchanting; captivating	Experimental: using ideas and methods that haven't been tried	Neighborly: friendly; sociable	Restless: seeking a change because of discontent
Colorful: rich in color and character	Forceful: make a powerful impression on people	Obliging: willing to do favors	Restrained: holds back from acting
Competent: having ability or skill to do something; capable	Gentle: nice; kind in manner	Optimistic: taking a hopeful, positive view of the future	Risk taker: one who enjoys taking risks
Competitive: wanting to do something better than others	Good listener: being able to listen well	Outspoken: expressing opinions directly and frankly	Self-directed: able to make decisions for oneself
Confident: certain of having the ability to succeed	Good mixer: works easily with others; sociable	Passionate: having intense feelings; ardent	Self-promoting: putting oneself up
Content: happy with what's going on	Gregarious: sociable; outgoing; friendly	Passive: not taking part; letting others make the decisions	Self-reliant: independent; able to make own decisions
Conventional: using old practices; not new or original	High-spirited: lively and full of fun or mischief	Patient: capable of calmly waiting	Serene: peaceful, calm; tranquil
Creative: making imaginative use of the resources available	Humble: modest and unassuming; not boastful	Perfectionist: person who demands high standards	Stable: reliable, consistent; predictable
Daring: showing a courageous or reckless disregard for danger	Impatient: eager to do something immediately	Persuasive: able to persuade	Stubborn: determined to persevere or prevail
Devout: devoted to worship and prayer	Impulsive: acts on sudden urges or desires	Playful: fond of having fun and playing games with others	Systematic: deliberate and regular in a methodical manner
Direct: straightforward, honest	Intelligent: smart; having intelligence	Popular: generally liked and admired	Talkative: given to talking a great deal



Personality Inventory

Mentor Activity

Task Oriented

GREEN - Column A

RED - Column D

<p style="text-align: center;">COMPREHENDING (Analytical, Compliant, Thinker) DETAILED • SPECIALIZED FOCUSED • SEEKS PERFECTION</p> <p>STRENGTHS: Precise; efficient; Handles details others consider boring OVERUSE: May appear cool and impersonal; Emphasis on facts before feelings; Nit-picky; slow to deliver product FEAR: embarrassment; appearing incompetent IRRITATED BY: Surprises and unpredictability SUPPORT THEIR: Organized, thoughtful approach YOU SHOULD: Be accurate and precise with them THEY LIKE: Detail and precision DIGNITY • QUALITY</p>	<p style="text-align: center;">DOMINANT (Controller, Driver, Director, Sensor) STRONG • COMPETITIVE FORCEFUL • DECISIVE</p> <p>STRENGTHS: Direct; assertive; big picture; bottom line; accomplish a lot quickly; loves challenge/change OVERUSE: Can appear abrasive and insensitive; impatient FEAR: Loss of control; being taken advantage of IRRITATED BY: Inefficiency; indecision SUPPORT THEIR: Goals and objectives YOU SHOULD: Get to the point! THEY LIKE: Being in charge ZEST • CHALLENGE</p>
<p style="text-align: center;">STEADY (Supportive, Amiable, Relater, Feeler) PEACEMAKER • CONSISTENT GOOD LISTENER</p> <p>PATIENT • LOYAL • CONCENTRATED ON TASK STRENGTHS: Well-balanced; good with people and tasks; keeps the status quo; dependable; understanding; gets the job done OVERUSE: May be oversensitive; possessive; resentful FEAR: Confrontation; sudden change IRRITATED BY: Insensitivity; impatience SUPPORT THEIR: Feelings YOU SHOULD: Take time to build their trust THEY LIKE: To be helpful TRANQUILITY • SECURITY</p>	<p style="text-align: center;">INFLUENCING (Entertaining, Expressive, Promoter, Social, Intuitive) PLAYFUL • LOVE VARIETY SPONTANEOUS • FLEXIBLE</p> <p>STRENGTHS: Enthusiastic; playful; fun to be with; win people over; easily adapt to change; dependable; see big picture OVERUSE: May come on too strong; appear artificial; unpredictable; lack seriousness; bored by detail; disorganized; too trusting FEAR: Loss of prestige or approval IRRITATED BY: Inflexibility; routine SUPPORT THEIR: Ideas, opinions THEY LIKE: The spotlight FUN • JOY</p>

BLUE - Column B

YELLOW - Column C

People Oriented



Understanding Myself

I am a leader, but who am I?

Mentor Activity

“Nearly all men can stand adversity, but if you want to test a man’s character, give him power.”

Abraham Lincoln

Below is a survey to help you understand the four basic types of leadership styles. Though this survey is far from perfect, it will give you a general idea of your strengths and weaknesses as a leader.

Read each line across and rank the words using the following scale:

4 = most like me 3 = almost like me 2 = a little like me 1 = least like me

For each line, use each ranking number (1, 2, 3, 4) just once.

Hints:

Find the word that is most like you (4) and then find the word that is least like you (1). Then find the words that are almost like you (3) and a little like you (2). You can also ask your team members to help you identify the words that match your leadership style.

STRENGTHS

	Column A	Column B	Column C	Column D
1	Playful	Persuasive	Practical	Peaceful
2	Popular	Productive	Perfectionist	Pleasant
3	Convincing	Competitive	Competent	Considerate
4	Refreshing	Resourceful	Respectful	Relater
5	Bouncy	Bold	Behaved	Balanced
6	Dashing	Direct	Detailed	Diplomatic
7	Optimistic	Outspoken	Orderly	Helps others
8	Funny	Forceful	Factual	Friendly
9	Talkative	Tenacious	Thoughtful	Tolerant
10	Lively	Leader	Loyal	Listener

WEAKNESSES

	Column A	Column B	Column C	Column D
11	Wants credit	Workaholic	Withdrawn	Worrier
12	Show-off	Stubborn	Skeptical	Slow to act
13	Angered easily	Argues a lot	Alone	Oversensitive
14	Interrupts	Impatient	Insecure	Indecisive
15	Undisciplined	Unsympathetic	Unforgiving	Non-confrontational

COLUMN TOTALS

A _____

B _____

C _____

D _____





Understanding Myself

I am a leader, but who am I?

Mentor Activity

Survey Results

Although each person is a combination of each of the traits, your main leadership style is determined by the highest number in a column. If you have a tie, read the descriptions and determine which one sounds more like you. Although you will have a “natural” style, each of the leadership styles can be learned.

The four basic styles of leadership can be split into two broad categories: the process and the product. Every task has two ingredients: the people doing the job (process) and the job (product).

Product Leaders: *concerned about getting the job completed*

Column B: The Director: *“Let’s get the job done!”* STRONG...DECISIVE...COMPETITIVE

STRENGTHS - Directors like to be in control and take charge of things immediately. They make decisions quickly and are usually right. They are confident and believe that they can do whatever they set their minds to. They express themselves openly and directly. Directors like rules, law, order, clear goals and results.

WEAKNESSES - They can be perceived as too bossy and can be impatient with those who do not think like them. They fear loss of control or being taken advantage of. They are irritated by inefficiency and indecision. Their drive can make them appear insensitive.

SUPPORT - their goals and objectives and get to the point when talking to them.

Column C: The Thinker: *“Let’s do it right!”* DETAILED...FOCUSED...PERFECTION

STRENGTHS - Thinkers like to take care of the details and organize how things will be done. They are the ones who will follow through on the projects and make sure every detail is done correctly. Their desires for quality make them a great asset on any team. They are thoughtful and analytical. Often they are quiet, but underneath the calm are big dreams.

WEAKNESSES - At times, their need for perfection can seem like it is getting in the way of progress. They might appear to be nit-picking. They fear embarrassment and appearing incompetent. They are irritated by surprises and unpredictability. They can be viewed as impersonal and lacking feeling.

SUPPORT - their organized, thoughtful approach and be accurate and precise when talking to them.

Process Leaders: *concerned about the people doing the job.*

Column A: The Risk Taker: *“Let’s have FUN!”* PLAYFUL...FLEXIBLE...FAST

STRENGTHS - Risk Takers are great idea generators. Their optimistic personalities inspire and entertain others. They can talk to almost anyone about almost anything and frequently talk with their hands and use sound effects. They enjoy the spotlight and are willing to try something new.

WEAKNESSES - Their zest for life makes them appear to lack seriousness. They can also be viewed as a show-off. They fear loss of approval and are irritated by inflexibility and routine.

SUPPORT - their jokes (when appropriate) and crazy ideas and when talking to them, let THEM do most of the talking.

Column D: The Harmonizer: *“Let’s all get along!”* PEACEMAKER... LISTENER... PATIENT

STRENGTHS - Harmonizers are peacekeepers and they are the nicest people you will ever meet. They give and share easily. They are dependable and understanding and great behind the scenes people.

WEAKNESSES - Sometimes their excellent listening can turn into too much worrying. They can appear to be oversensitive and they don’t like to be alone. They fear confrontation and sudden change and are irritated by insensitivity.

SUPPORT - their feelings and when talking to them take time to get to know them and build their trust.





LEADERSHIP STYLES

Mentor Activity

If it is to be, it is up to us...

Using this style you are aware that we are all in this situation together. Remember these key phrases: Everybody is Somebody and None of Us is as Good as All of Us. As a group, we can make it happen!

If it is to be, it is up to you...

This style may be appropriate when you are able to offer support, but are not able to offer time. All of us in leadership positions occasionally over-extend ourselves. Although a project is important and you support its intent, you may not have the time or resources to contribute. Let the other members of your group use their best style to carry out the project.

If it is to be, it is up to me...

This style is best when the deadline is near and you are the only one with the time, talents, and resources to make it a successful project. People who always assume this style run the risk of always “doing”, and never building, team commitment.

If it is to be, you tell me...

When you want to be involved but you don't know what to do, try this style. Ask what needs to be done and volunteer your special skills to support the group effort.

Directions:

Sit in a circle and discuss the following questions. Attempt to reach a general agreement as a group before moving to the next question. If needed, use a Talking Stick to control the flow of the conversation. Use the Fist-to-Five technique to help you reach an agreement, when required. Remember, practice the SOFTEN listening skills.

Before you start, introduce your name, school, the office you hold and your leadership style.

Record your group members leadership styles below (place first name in appropriate box):

Directors	Thinkers	Risk Takers	Harmonizers

Leadership Styles: *Questions to Consider*

1. How does your leadership style help a team work smoothly?
2. How does your leadership style get in the way of a team at times?
3. On a team, what leadership style would be a good compliment (partner) for you? Why?
4. What leadership style do you need to learn to use more? Why?
5. Describe a person you know that fits under a different leadership style than your style?
6. For each of the other leadership styles, discuss the question: “What is the most important thing to remember when working with this leadership style?”





BLIND ART

Mentor Activity

Time Needed: Approximately 20-30 Minutes

Communication Skills to Emphasize: Sending clear messages, listening, and feedback

Materials/Equipment Needed:

- Effective Communication Handout (p. 74)
- Picture Cards
- Paper and writing utensils
- Play dough (optional)
- Legos (optional)

Objectives

- To reinforce the point that communication is a two-way process — Messages **sent** and messages **received**. Successful communication is when the receiver interprets the message in the same way the sender intended.
- To build and reinforce communication skills such as the importance of clear communication and clarity in giving directions.
- To understand how lack of feedback influences outcome.
- To realize the misconceptions and/or assumptions made in verbal communication.

Lesson Plan:

Round One

1. Form pairs and sit back to back. Assign one person to be the sender and the other to be the receiver.
2. Tell the receivers they need paper and something to write with (paper and pencils can be substituted with play dough or Legos at this time as well).
3. Give the senders a picture card. Tell them not to show it to their partner.
4. Instruct the senders that they need to get their partner to draw (or make with play dough/Legos) what's on the card without telling them what it is. **THE RECEIVERS MAY NOT TALK THEY HAVE ONLY TWO MINUTES TO ACCOMPLISH THIS TASK.**
5. When time is up, have them compare pictures (or artwork).

Round Two

1. Have participants switch seats.
2. Repeat steps one through five in round one.
3. This time allow the receiver to ask questions.

Debrief Questions:

- Was the picture in Round 1 very accurate? Why or why not?
- Was the picture in Round 2 very accurate? Why or why not?
- What makes two-way communication better?
- Can you think of any examples in life where one-way communication could be more effective than two-way communication?
- Were there assumptions made in this situation?
- How do our own assumptions cause problems in our daily communication?
- Is communicating really as easy as we think it is sometimes?

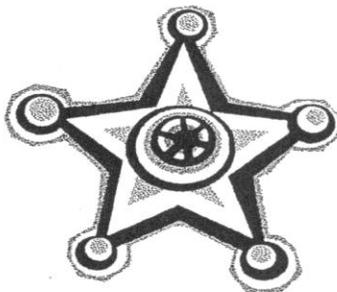
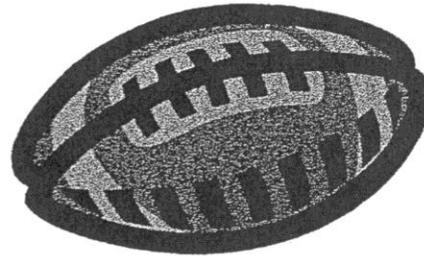
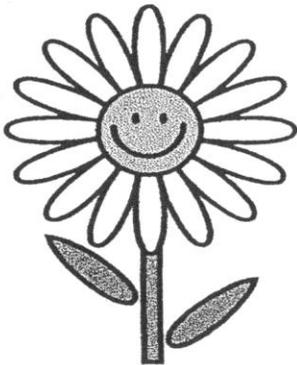
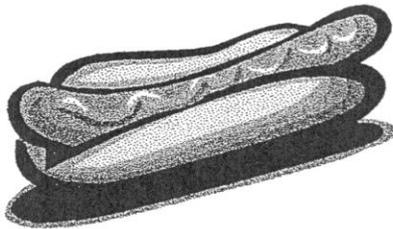
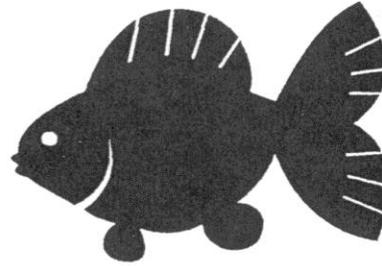
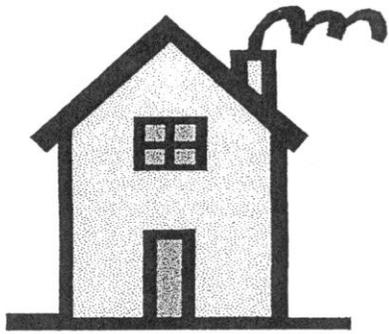
Threads/Next Level

- Can you think of any examples in your own life where this type of miscommunication happened? What was the outcome and what impact did it have?
- What can we take from this activity and apply to our “real life” of student leadership roles, relationships with friends, parents, teachers, etc.?

Facilitator Notes/Comments:

BLIND ART

Mentor Activity



GOAL SETTING: CHOOSING OUR DIRECTION AND MAPPING IT OUT

Mentor Activity

Good things don't just happen. Goal setting is simply a way of adding structure to a turbulent situation. Goals are targets. School is your job.

Seven Habits of Highly Effective Students

1. They set goals.
2. They plan their time.
3. They study every day.
4. They take notes in class.
5. They have the tools they need.
6. They keep their commitments.
7. They get ready ahead of time.



Goal Setting...

- helps students focus on what is important and what is not
- creates a vision of where to go and increases the likelihood of getting there
- makes it easier to say no to irresponsible behavior

SMART technique to help remember characteristics of goals:

- S----- Goals should be specific
- M----- Goals should be measurable
- A----- Goals should be attainable, but challenging
- R ----- Goals should be relevant and recorded
- T----- Goals should have a time frame

Things That Get in the Way...

- low self-esteem
- stress
- boredom
- procrastination
- peer pressure

Once A Goal Is Achieved...

- take the time to enjoy the satisfaction.
- absorb the implications of the goal achieved.
- observe the progress you have made towards other goals. If the goal was a significant one, or one that you had worked towards for some time, take the opportunity to reward yourself appropriately!

Note: Refer to *Duty Board* on page 37.



GOAL SETTING: CHOOSING OUR DIRECTION AND MAPPING IT OUT

Mentor Activity - Page 2

So how do we go about figuring out these goals?

1. Choose your GOALS...individually to begin with and then as a group. What do you want this school year to look like? (You may use another sheet of paper if needed).

BRAINSTORM GOALS FOR THIS SCHOOL YEAR:

2. Now focus in on 2-4 and write them down using the SMART goal setting technique (See previous page and remember, just because you have the same goal as other officers, for instance: 'increasing school spirit' doesn't mean you have a shared mental model of what that looks like - so be specific!)

3. Examine OBSTACLES (time, dedication of all group members, teachers, administrators, other students etc.)

4. Identify all RESOURCES that will help you reach your goals (teachers, parents, other students, facilities etc.)

5. Review PROGRESS regularly - in fact, right now - schedule a time once you're back at school to come together and review your goals.

We will get together _____ to review our progress and possibly revise these goals. (Name of an officer) _____ will be in charge of making sure we have a copy of these goals at that meeting.





LOOK AROUND AT THE PRODUCT

see p. 75

Assembly Activity

Purpose of Assembly (check boxes that you think describe your product)		
Purpose was clearly communicated. The point of the event was known.	Purpose was a bit unclear or at times scattered.	The assembly seemed random. Purpose was hard to determine.
A theme was demonstrated throughout the entire assembly.	Theme was okay, but did not always carry through the assembly.	Assembly did not have a theme or anything that tied it together.
Purpose was aligned to school's mission and/or state learning goals. Considered a good use of school time.	Assembly focused a little too much on just entertainment, and less on making a point.	Event was not considered a good use of school time.
Structure of Assembly (check boxes that you think describe your product)		
"MC" process captured the audience's attention and facilitated entrance/exit of each activity.	There was a plan for the "MC" process, but transitions were a bit choppy. Could be smoother.	Assembly lacked an effective "MC" process. Transitions did not flow.
Assembly started and ended on time.	Went slightly over/under the time limit, but it was not a problem.	Time was a problem. Started too late or went too long.
Physical space was organized for an effective floor plan based on intent.	Physical space worked okay, but some change in floor plan could help all audience to see.	Physical space was not set up well. Not everyone in the audience could see or set up was disorganized.
Content of Assembly (check boxes that you think describe your product)		
A variety of strategies and innovative ideas were utilized.	A few strategies were used, but could have been more creative.	Assembly was the "same" as always. Lacked in originality or novel ideas.
Assembly was respectful of the emotional, social, physical and intellectual safety of all.	Humor was in the middle of the triangle, but still avoided offending or making fun of anyone.	Assembly had elements that could have made someone uncomfortable. Some content may have offended or make someone feel bad.
The information shared was appropriate, accurate, and complete.	Information shared was accurate, but may not have hit home the details.	Information shared was incomplete. Audience left with holes or questions.
Atmosphere and tone set matched the intent Audience reaction was as expected.	Tone was hard judge, but audience seemed to react appropriately to the content. (laughs/cheers/serious /applause when should).	Audience reacted inappropriately, such as laughing when should not, or not serious when expected, low spirit and/or lack of applause.
Assembly Mechanics (check boxes that you think describe your product)		
Tech/audio ran without error.	Some glitches occurred but did not distract from the assembly.	Tech or audio had problems that affected the quality of the assembly.
All supplies were organized and prepared in advance.	Group was rushing around to get things together. It was stressful but it came together in the end.	Supplies and props were not completed as planned. Items were missing or unfinished.
Clean up was effective. Work was shared, materials were returned. Space was left "better than we found it."	Things were cleaned up in the end, but the work fell to only a few people. Some materials got scattered.	Props and supplies were left out. Clean up was not effective.
Delivery (check boxes that you think describe your product)		
Presenters used good eye contact, appropriate and engaging language and Physical movement.	Presenters were a bit uncomfortable or unprepared, but it was okay. Some reading from scripts, voices were tough to hear at times.	Presenters were not very effective. Voices were hard to hear, more movement or engaging language was needed to capture audience.
Presenter pace allowed the event to flow without pause or dead time.	Pace of assembly was okay but could improving the timing next time.	Pace lacked timing. Event had down time that kept the audience waiting.



Oral Presentation Scoring Guide

Assembly Activity

	Not Meeting Standard 1	Developing toward Standard 2	Accomplished Standard 3	Exemplary 4	Score
Voice Projection	Presenter(s) mumble(s) and difficult to hear the presentation.	Presenter(s) speak(s) in a natural manner and can only be heard by some of the class,	Presenter(s) speak(s) in a natural manner and can be heard by the class for the majority of the presentation.	Presenter(s) speak(s) in a natural manner and can be heard by the entire class.	
Body Language	Presenter(s) read off of a sheet without looking at audience.	Presenter(s) face(s) audience.	Presenter(s) face(s) the audience BUT NO eye contact is made.	Presenter(s) face(s) the audience, makes eye contact, and refers to the brochure at appropriate times. For example, to share your illustration.	
Content	Information from 1 to 2 members is presented.	Information from 2 to 3 members or the group is included in the presentation.	Most important information from the Navigator, Tour Guide, Traffic Controller, and Concierge is included in summary form.	All important information and illustration from the Navigator, Tour Guide, Traffic Controller, and Concierge is included in summary form.	
Organization	Presentation seems unorganized and is hard to follow.	Presentation has some information in inappropriate order.	Presentation is mostly well organized.	Presentation is well organized and follows a logical train of thought.	

Comments:



ASSOCIATION OF
WASHINGTON
STUDENT LEADERS

Day Two Notes



Let's Make a Leader!





Wednesday
August 2, 2017
Day 3

Let's Make a Leader

Your Options Revealed

Time	Activity	Notes			
7:30 A.M.	Wake-up	Post the Colors			
8:00 A.M.	Breakfast and Leadership Dare	JCs			
8:30 A.M.	Song Fest Practice	Skit Squad			
9:00 A.M.	TRIAD Rotation <ul style="list-style-type: none"> • Challenge Course - Green • Roundup Focus - Red • Mentor – Blue 	Entire Camp			
<table border="1" style="width:100%; text-align:center;"> <tr> <td style="width:33%;"><u>Make a Leader Focus</u> Theme: School Culture <u>Application:</u> Individual/School Group Share</td> <td style="width:33%;"><u>Mentor</u> Situational Leadership Organizational Tools Start Planning</td> <td style="width:33%;"><u>Challenge Course</u> Grass Initiatives Woods Initiatives</td> </tr> </table>			<u>Make a Leader Focus</u> Theme: School Culture <u>Application:</u> Individual/School Group Share	<u>Mentor</u> Situational Leadership Organizational Tools Start Planning	<u>Challenge Course</u> Grass Initiatives Woods Initiatives
<u>Make a Leader Focus</u> Theme: School Culture <u>Application:</u> Individual/School Group Share	<u>Mentor</u> Situational Leadership Organizational Tools Start Planning	<u>Challenge Course</u> Grass Initiatives Woods Initiatives			
11:00 A.M.	Transition Time	Entire Camp			
11:15 A.M.	Quilt Square (due before lunch)	School groups			
12:00 P.M.	Lunch, Idea Wall and Free Time	Entire Camp			
12:45 P.M.	BOB	Entire Camp			
1:30 P.M.	TRIAD Rotation <ul style="list-style-type: none"> • Challenge Course - Blue • Roundup Focus - Green • Mentor - Red 	Entire Camp			
3:30 P.M.	Transition Time	Entire Camp			
3:45 P.M.	TRIAD Rotation <ul style="list-style-type: none"> • Challenge Course - Red • Roundup Focus - Blue • Mentor – Green 	Entire Camp			
5:45 P.M.	Transition Time	Entire Camp			
6:00 P.M.	Dinner and Free Time	Entire Camp			
6:45 P.M.	Mountain Madness	JCs			
7:30 P.M.	Transition Time	Entire Camp			
7:45 P.M.	Mentor Group: Idea Wall	Mentor Groups			
8:45 P.M.	Transition Time	Entire Camp			
9:00 P.M.	Chewelah Peak Star Search	JCs			
10:00 P.M.	Lodge Time - Snack – Tuck-in	Entire Camp			
10:10 P.M.	In Dorm – Posting – Song Fest	JCs			
10:45 P.M.	Preparation for Lights Out	J.C.s			
11:00 P.M.	Lights Out - Quiet Time	Entire Camp			



Leadership Styles in Action

Mentor Activity

If it is to be, it is up to us...

Using this style you are aware that we are all in this situation together. Remember these key phrases: Everybody is Somebody and None of Us is as Good as All of Us. As a group, we can make it happen!

If it is to be, it is up to you...

This style may be appropriate when you are able to offer support, but are not able to offer time. All of us in leadership positions occasionally over-extend ourselves. Although a project is important and you support its intent, you may not have the time or resources to contribute. Let the other members of your group use their best style to carry out the project.

If it is to be, it is up to me...

This style is best when the deadline is near and you are the only one with the time, talents, and resources to make it a successful project. People who always assume this style run the risk of always “doing”, and never building, team commitment.

If it is to be, you tell me...

When you want to be involved but you don't know what to do, try this style. Ask what needs to be done and volunteer your special skills to support the group effort.

Planning Grid

Leadership Styles and Situational Leadership
Teaching Activity

DIRECTIONS: In a group of 4, plan a short scenario that includes people assuming each of the leadership styles above. Be prepared to demonstrate these styles to the class.

<p>“If it is to be, it is up to me.”</p>	<p>“If it is to be, you tell me.”</p>
<p>“If it is to be, it is up to you.”</p>	<p>“If it is to be, it is up to us.”</p>



Situational Leadership

Mentor Activity

For each of the situations below select an appropriate leadership style and provide a rationale for your choice...

- A. The scheduled speaker has the flu. The principal tells you that you must have a skit for the Veteran's Day Assembly by fourth period. You must involve at least ten people. He gives you this information during second period.**

Best Style: If it is to be, _____

Rationale:

- B. You are asked to be in a skit for the Homecoming Assembly. This scares you, but you really want to participate. You have no idea what to do.**

Best Style: If it is to be, _____

Rationale:

- C. You are playing on a basketball team in the state championship game. Your squad has six seconds to score the winning basket.**

Best Style: If it is to be, _____

Rationale:

- D. Between classes, sports, club activities, and work, you find yourself over-committed. At the same time, a guest speaker at your school enlightens you to an important social issue that you believe in strongly. At an organizational meeting, volunteers are asked to serve at a variety of levels.**

Best Style: If it is to be, _____

Rationale:

- E. You are in charge of a committee to select an official senior photographer. Students will not be required to go to the photographer you select.**

Best Style: If it is to be, _____

Rationale: _____



NON-VERBAL COMMUNICATION

Actions Speak Louder Than Words!
Mentor Activity

Consider this....WHAT you say is not nearly as important as HOW you say it!

- A dull message delivered by a charismatic person, filled with energy and enthusiasm will be accepted as brilliant.
- An excellent message delivered by someone who is not interested in the topic, will not engage the enthusiasm of its intended audience.

Did you know? Studies show that during interpersonal communication:

- 7% of the message is verbally communicated
- While 93% is non-verbally transmitted

Let's test this out! In groups of 3 or 4, act out the situations given to you by your SC. The only word you may use is "Dude". You have 5-7 minutes to practice, and then you will present your situation to the group.

Observations

Situation	Non-Verbal Behaviors Observed	What is the situation?
1		
2		
3		
4		
5		

To organize these observations, NON-VERBAL behaviors can be classified as one of the following:

1. B_____ L_____
2. E_____ C_____
3. F_____ E_____
4. V_____
5. G_____
6. P_____
7. E_____
8. A_____

All of these elements work with your verbal communication to convey a message.

As an effective leader, you must be a strong communicator. Be sure that your verbal and non-verbal messages are working together to ensure successful communication. Also, pay close attention to what others are really saying to you with their non-verbal communication. Remember that **ACTIONS** do **SPEAK LOUDER THAN WORDS!**



Effective Communication

Mentor Activity

Communication is a two-way process!
(messages sent and messages received)

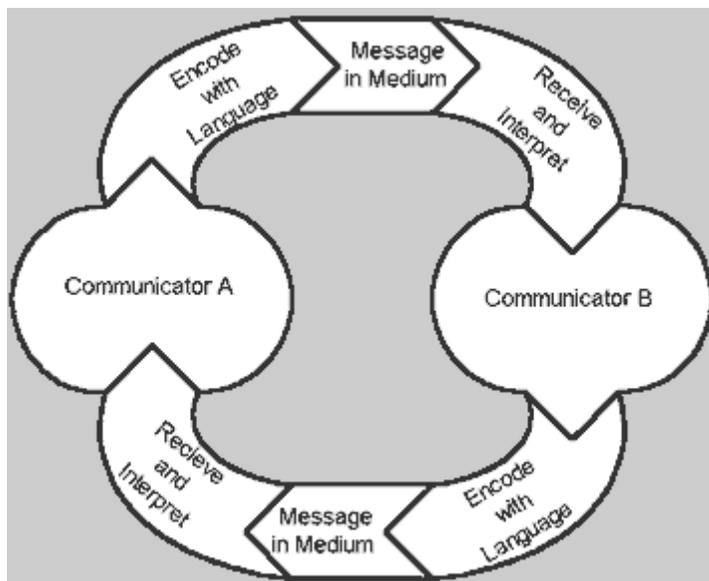
**Successful communication is when the message is received
and understood just how the sender intended it to be!**

How to be a good sender:

1. Make sure you understand what you are talking about
2. Choose clear and concise words
3. Adapt the language of the message to the receiver
4. Do not make assumptions about what the receiver may already know
5. Remove distractions such as noise
6. Make sure your body language is consistent with your message
7. Ask for feedback (check for their understanding)

How to be a good receiver:

1. Pay attention—remove distractions and focus on the message
2. Look interested (eye contact, body language)
3. Listen with an open mind
4. Ask questions
5. Paraphrase what you heard (check for your own understanding)



Transactional Model of Human communication.

House Rules

Mentor Activity

House Rules: (some examples include standing to be recognized, using Parli-pro, starting on time, etc)

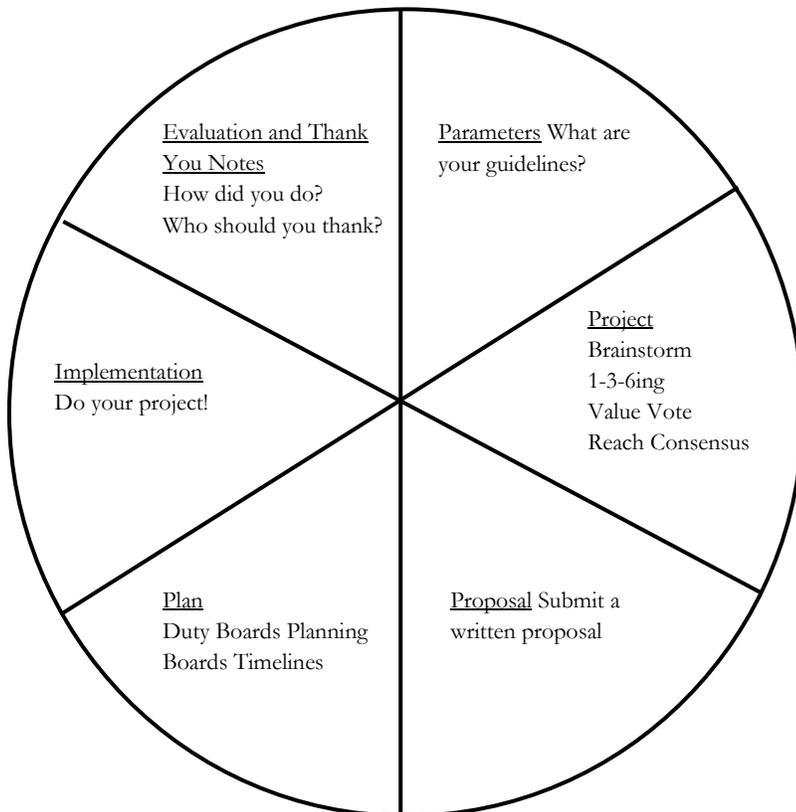
- Is the foundation of effective meetings.
- Are determined by the group at the start of the year.
- Should be limited to 4 to 7 rules so that they are manageable.
- Should be posted at all meetings.

Below, create a list of 4 to 7 rules that could be used for your group meetings.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Project Pie

Mentor Activity



Project Parameters

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



Committee Project Timeline

Mentor Activity

Event: _____ Chair: _____

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
<u>Group Tasks:</u>					
<u>Personal Responsibilities:</u>					





Duty Board

Mentor Activity

Project: _____ Chair: _____

To Do	Doing	Done
Notes or Problems		

Project: _____ Chair: _____

To Do	Doing	Done
Notes or Problems		





Project Evaluation

Mentor Activity

Attach any related information to this report, such as planning sheets, copies of purchase orders, etc.

Project/Activity: _____ Date: _____

Evaluation completed by: _____ Project Chairperson(s): _____

Group Members: _____

Rating

Category	Outstanding	Good	Needs Improvement
How would you rate the planning?			
How would you rate the final project/activity?			
How would the participants rate the project/activity?			

Review

List the things about your project you would do again.
List all the things about your project that should be changed for next year.
Recommendations for next year's committee? What do they need to know?
List everyone you need to thank for their part in the project/activity:





Day Three Notes



ASSOCIATION OF
WASHINGTON
STUDENT LEADERS





Thursday
August 3, 2017
Day 4

Let's Make a Leader

Play the Game

Time	Activity	Notes						
7:30 A.M.	Wake-up	Posting of Colors						
8:00 A.M.	Breakfast and Idea Share to Entire Camp	J.C.s						
9:00 A.M.	Song Fest Practice and Free Time	Song Fest						
9:30 A.M.	Transition Time	Entire Camp						
9:45 A.M.	TRIAD Rotation <ul style="list-style-type: none"> • Challenge Course - Red • Roundup Focus - Blue • Mentor – Green 	Entire Camp						
<table border="1" style="width:100%; text-align:center;"> <tr> <td style="width:33%;"><u>Make a Leader Focus</u></td> <td style="width:33%;"><u>Mentor</u></td> <td style="width:33%;"><u>Challenge Course</u></td> </tr> <tr> <td><u>Theme:</u> Servant Leadership <u>Application:</u> Individual/School Group Share</td> <td>Ethical Leadership Completing School Plan Personal Goal Setting</td> <td>Grass Initiatives Woods Initiatives</td> </tr> </table>			<u>Make a Leader Focus</u>	<u>Mentor</u>	<u>Challenge Course</u>	<u>Theme:</u> Servant Leadership <u>Application:</u> Individual/School Group Share	Ethical Leadership Completing School Plan Personal Goal Setting	Grass Initiatives Woods Initiatives
<u>Make a Leader Focus</u>	<u>Mentor</u>	<u>Challenge Course</u>						
<u>Theme:</u> Servant Leadership <u>Application:</u> Individual/School Group Share	Ethical Leadership Completing School Plan Personal Goal Setting	Grass Initiatives Woods Initiatives						
11:45 A.M.	Transition Time	Entire Camp						
12:00 P.M.	Lunch	Entire Camp						
12:30 P.M.	BOB	Entire Camp						
1:15 P.M.	TRIAD Rotation <ul style="list-style-type: none"> • Challenge Course - Green • Roundup Focus - Red • Mentor – Blue 	Entire Camp						
3:15 P.M.	Transition Time	Entire						
3:30 P.M.	TRIAD Rotation <ul style="list-style-type: none"> • Challenge Course - Blue • Roundup Focus - Green • Mentor - Red 	Entire Camp						
5:30 P.M.	Individual Prep/Transition Time	Entire Camp						
6:00 P.M.	Dinner	Retire the Colors						
7:00 P.M.	Group and Camp Pictures	Entire Camp						
7:30 P.M.	Change Dress and Prepare for Evening	Entire Camp						
8:00 P.M.	Last Chance Song Fest Preparation	Entire Camp						
8:30 P.M.	Transition Time – Meet at the Flag Pole	Entire Camp						
8:45 P.M.	The Perfect Sundae	Bill B., et al.						
9:30 P.M.	Transition Time	Entire Camp						
9:45 P.M.	Camp Song Fest	JCs						
10:45 P.M.	Dorm - Posting	JCs						
11:15 P.M.	Preparation for Lights Out	J.C.s						
11:30 P.M.	Lights Out - Quiet Time	Entire Camp						





Ethical Decision-Making

Mentor Activity

When faced with an ethical dilemma or a tough decision, consult the following checklist:

Is it legal?

- Will I be violating any laws or policies?

Is it balanced?

- Is it fair to all concerned?
- Does it promote win/win situations?

How will it make me feel about myself?

- Will it make me proud? Would I feel good if my family knew?
- Would I feel good if my hometown newspaper published my decision?

Blanchard, K. and Peale, N.Y. The Power of Ethical Decision Management. Page 20. New York: William Morrow Co. 1988.

Ethical Terms

Ethics: The study of right and wrong, usually including the determining and encouraging of what is right.

Value: A tightly held belief upon which a person acts by choice; an enduring belief that one way of behaving is personally or socially preferable to an opposing way of behaving.

Ethical Behavior: Acting responsibly in difficult and/or complex situations with quality character and judgment.

Ethical Dilemma: A situation in which there is a conflict in the minds of people between values, or a conflict between what is right and what is wrong. You have to make a choice.

Kitchener's Five Ethical Principles

Respect Autonomy

One should allow individuals the right to decide how they live their lives, as long as their actions do not interfere with the welfare of others.

Do No Harm

One should avoid inflicting physical or psychological harm on others.

Benefit Others

One should act in ways which will improve and enhance the welfare of others, even when such enhancements may inconvenience or limit the freedom of the person offering the assistance.

Be Just

One should be just in dealing with others by giving equal treatment to all, giving each individual his or her due portion, and observing the Golden Rule.

Be Faithful

One should keep promises, tell the truth, be loyal, be trustworthy, and maintain respect and civility in human discourse.

From Kitchener, K.S. (1985). "Ethical Principles and Decisions in Student Affairs." In H.J. Cannon and R.D. Brown (Eds.), Applied Ethics in Student Services (p. 17-20). San Francisco: Jossey-Bass, Inc.



Student Reading #1 - Ethics for Student Leaders

Mentor Activity

Webster's Dictionary defines ethics as: the discipline dealing with what is good and bad, and with moral duty and obligation; further, a set of moral principles or values; a theory or system of moral values; the principles of conduct governing an individual or a group.

The important question here is: What does the word ETHICS mean to you? From the time you were a child, just learning from your family about living, you have often been told not to do something because it was wrong, or to do something because it was the right thing to do. In this manner you have been learning about ETHICS without much thought about a formal definition.

As a student you have been faced with ethical questions you first started school. You may have been asked a question about your conduct and have debated with yourself since about your answer, mainly because you answer might get you in trouble. If you were concerned with right and wrong at the time, your ETHICAL sense overruled your concern for getting into "trouble" and you answered truthfully.

To this day, this same guide, your conscience, helps you to decide what to do in school...how to answer a question...how to be ETHICAL. You are practicing ETHICS. Your commitment too honesty in school...academic honesty...is a measure of how well you are learning ETHICS.

The concept of ETHICS is quite real in high school and in college. This holds true particularly for engineering students. You might ask yourselves why ETHICS is important to an engineering student. Why is ETHICS important to an engineer...or to any one of us?

How would you feel if you could not trust your friend to give you an honest answer to a question? Say you were missing a pencil or a calculator and you asked your friend if he knew what happened to it. If you could not trust his answer, what would your feelings be toward your friend?

In the business world, many of the day-to-day affairs are carried out without much thought for what is right or wrong. This is because many business people have been brought up to make this evaluation almost without the quality of a commodity or product for financial gain, without being detected, for example, that the question of ETHICS arises.

With some people, fear of the law, fear of punishment, fear of disapproval by their friends - all or any of these emotions can influence the application of ETHICS to a situation. There are times when it is a personal struggle to reach a decision. There is a weighing of consequences. The stronger one's conscience, to more quickly a judgment can be made, and usually in favor of what is right.

All levels of education have a high standard of ETHICS. It is quite necessary, because many of the things teachers and students do affect both their own lives and those of the public as well. If a student leader acts unethically and does not provide the highest level of trustworthiness, then the school and her or his fellow students suffer. All of us would be concerned about driving over a bridge built by an engineer who cheated in school as an A.S.B. officer.

We have learned of a number of situations in recent years in which people have acted UNETHICALLY and the results have been very bad for the people who trusted them. Insider trading on the New York Stock Exchange is one example; some major wrongdoers have gone to prison. What we are looking at is wrongdoing by people in public life whom we have been accustomed to trust.

For student leaders, various organizations present examples and set policies that include patterns of ETHICAL behavior. The following bullets may be the beginning of a CODE OF ETHICS OF STUDENT LEADERSHIP. It starts out, "Student Leaders uphold and advance the integrity, honor, and dignity of the Education Profession by:

- consider first the well-being and leadership development of every student in our school
- are honest and conduct ourselves with integrity
- work cooperatively with other students and education professionals
- engage in and promote to our peers lifelong learning, leadership development and global citizenship
- faithfully carry out all duties as specified by governing bodies
- support the school, ASB and league vision for student leadership and leader development
- develop a servant's mentality toward your followers
- leaving a legacy for leadership when they graduate

Student Worksheet - Ethical Leadership

Mentor Activity

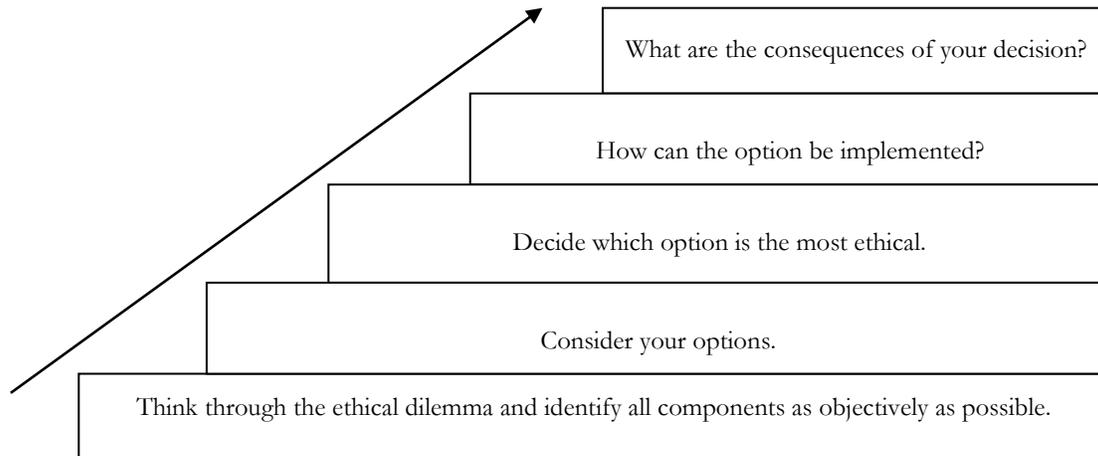
Name: _____ Date: _____

CP Quad: _____ School: _____

1. In your own words, define ethics
2. Give an example of making decisions ethically.
3. Why should student leaders have a code of ethics?
4. Why should you have a code of ethics?

GUIDES TO HELP IN ETHICAL DECISION MAKING

1. The “golden rule”: “Therefore all things whatsoever ye would that men should do to you, do ye even so to them.” To paraphrase, you have heard it said, “Do unto others as you would have them do unto you.”
2. The Rotary Club’s four-way test: Is it truth? Is it fair to all concerned? Will it build good will and better friendships? Will it be beneficial to all concerned?
3. Boatman’s steps to ethical decision making:



Ethical Leadership

Mentor Activity

Title of Activity: ETHICAL LEADERSHIP SCENARIO—Joe’s Story

Time Needed: 45 minutes to one hour

Brief Summary: This activity will give students a basic understanding of ethics and ethical behavior as it applies to not only their personal lives, but also their school and professional endeavors.

Lesson Plan:

1. This is a great activity to do in council or quad.
2. Instruct delegates to listen carefully to the scenario you are about to read, so that they may participate in the discussion that follows.
3. Read “Joe’s Story” aloud.
4. Ask students to take a stand: what is the ethical thing to do? Have them physically move to one side of the room or the other, based upon their decision (i.e., stand on this side of the line if you think that Joe should have called the shot in time.”), There may be more than just two answers, but don’t let kids sit on the fence; they should make a decision, then defend it.
5. Have students explain why they took the position they did (a talking stick works great with a large-group discussion like this).

6. After you have solicited as many explanations as you can, discuss the Ethical Decision Checklist. How does their decision stack up against these criteria? Continue to discuss.
7. What would Joe have done if the decision was left to him? What are the possible ramifications? What would you have done?

Remind students that they are discussing and questioning perceptions, behaviors, and opinions as well as the ethical nature of decisions. We are not judging or attacking the person behind the ideas (it's OK to agree to disagree).

Debrief questions:

1. Are there principles that are absolute?
2. Are some behaviors always wrong while others are always right?
3. Are ethics conditional?
4. Are the principles of ethics static?
5. Are ethics based on perception, personality, person?

Threads/Next Level Questions:

- Why are ethics important?
- How does the topic of ethics apply to you as a leader?

Facilitator Notes/Comments:

If time allows, read the other ethical situation and let students discuss.

Ethical Leadership - Two Stories

Mentor Activity

Maintain Your Integrity

by: Author Unknown, Heart At Work

A while back, there was a story about Reuben Gonzolas, who was in the final match of his first professional racquetball tournament. He was playing the perennial champion for his first shot at a victory on the pro circuit. At match point in the fifth and final game, Gonzolas made a super "kill shot" into the front corner to win the tournament. The referee called it good, and one of the linemen confirmed the shot was a winner.

But after a moment's hesitation, Gonzolas turned and declared that his shot had skipped into the wall, hitting the floor first. As a result, the serve went to his opponent, who went on to win the match.

Reuben Gonzolas walked off the court; everyone was stunned. The next issue of a leading racquetball magazine featured Gonzolas on its cover. The lead editorial searched and questioned for an explanation for the first ever occurrence on the professional racquetball circuit. Who could ever imagine it in any sport or endeavor? Here was a player with everything officially in his favor, with victory in his grasp, who disqualifies himself at match point and loses.

When asked why he did it, Gonzolas replied, "It was the only thing I could do to maintain my integrity."

Take a Stand

by: Denis Waitley, Chicken Soup for the Soul at Work

Jackie Robinson made history when he became the first black baseball player to break into the major leagues by joining the Brooklyn Dodgers. Branch Rickey, owner of the Dodgers at that time, told Robinson, "It'll be tough. You're going to take abuse you never dreamed of. But if you're willing to try, I'll back you all the way."

And Rickey was right. Jackie was abused verbally (not to mention physically by runners coming into second base). Racial slurs from the crowd and members of his own team, as well as from opponents, were standard fare.

One day, Robinson was having it particularly tough. He had booted two ground balls, and the boos were cascading over the diamond. In full view of thousands of spectators, Pee Wee Reese, the team captain and Dodger shortstop, walked over and put his arm around Jackie right in the middle of the game.

"That may have saved my career," Robinson reflected later. "Pee Wee made me feel that I Belonged."

Be sure that the employees on your team feel that they belong.

Empowerment Activities

Mentor Activity

Cross the Line

You can choose to facilitate the activity or participate depending on your comfort level.

- 1. Have everyone line up facing the same direction.** Draw an imaginary line about five feet in front of them.
(If there's no space for this, you can have everyone stand in a circle and step in and out. Or you can have students remain at their desks and stand up/sit down.)
- 2. Explain that you're going to read a series of statements.** If the statement is true for them they should walk across the line, turn around and look at the group, and then walk back to their place.
- 3. Warn them that some questions are personal.** It's perfectly alright if someone isn't comfortable crossing the line and everyone has the option to choose when they cross the line.
- 4. The activity must be done in absolute silence.** There are no judgments of anyone for crossing or not crossing. If you know something is true for someone and they choose not to cross (or vice versa), respect their privacy and don't call them out.
- 5. Remind students of the confidentiality guideline.** *We will talk about the activity at the end, so if something makes you think or you have a question, save it until the end so we can address it.*

What I Stand for . . .

- 1. Delegates trace their foot on a piece of notebook paper and place their name in the upper right corner.**
- 2. Explain to delegates that each of us make decisions every day concerning what we stand for. Sometimes the decisions are conscious and sometimes they are without thought.**
- 3. In the inside of the footprint, delegates should place concepts and ideas that they 'stand for'; that they want to be known to support.**
- 4. On the outside of the footprint, delegates should place concepts and ideas that they do not 'stand for'; that they want to be known to oppose.**
- 5. Remind delegates that they are members and citizens of Washington State, the United States and leaders in their school. They should make commitment in all three areas.**
- 6. After completing delegates should post on wall for a walk and talk activity.**





PERSONAL REFLECTION

Mentor Activity

In Preparation for your letter to your administrator(s)

In the space below write out your personal leadership philosophy in 1-2 sentences:

I believe that leadership means. . .

With your school group write out your collective leadership philosophy for this year:

We believe that leadership means. . .

Three areas that you specifically want to address with your administrator(s):

1.

2.

3.





Letter to Your Administrator

Mentor Activity

Whether you realize it or not, this letter could significantly improve your relationship with your administrator(s) before you even enter the school year. It is your chance to set the tone for the entire year. Remember who your audience is and write so that your message will have the best possible chance of being received.

You've had time to reflect on your identity as a school and your philosophy as a leader. Be sure to have your school poster with you as you script this letter. Pick someone to do the writing and hand them the blank piece of paper.

Write your letter on the Chewelah letterhead (lined paper is available to put behind the letterhead if needed).

Start with an introduction:

Dear Mr./Mrs./Ms. _____:

Introduction:

Introduce yourself as the in-coming officers and express your excitement for the coming year.

Mention at least 2-3 aspects of your school that you appreciate (i.e. size, friendliness, sense of community, school pride, academics, teacher involvement, sport recognition, opportunities for extra-curricular involvement).

For example: "We're excited to be a part of BHS and especially take on this ASB leadership role for this next year. Some things we appreciate about our school specifically are..."

Include a transition:

Example: "As we've had an opportunity to meet together here at leadership camp we've had a chance to go over a few issues and/or projects we'd like to pass by you..."

Possible issues and projects your leadership group discussed this week:

- Setting a specific tone for the year - i.e. at the Kick-Off Assembly
- Making underclassmen feel more welcomed - Freshman Orientation
- Ways to increase School Involvement
- How to work successfully with teachers/staff/administration
- Ways to make the year more Organized, Focused
- Etc...

Closing:

Thank him/her/them for their support. Suggest a time when officers could meet with him/her to go over next year's plans. Have all the officers sign it.

When you've completed your letter hand it to your SC. It will be mailed within the following week.

LETTERS TO SELF

Mentor Activity

Attached are some examples of the Letters-To-Self from last summer's leadership camps that caused heartburn for our local post office. Many letters were also returned from the post office because they had something in them (i.e. pencils, buttons, sand or dirt, etc.) that made the envelopes bulge.

Also attached is a copy of how to properly address an envelope. We are finding that a lot of students today do not know how to do this because they email everything. Please train the staff person that will be helping the students complete their letters in the proper way to address them.

Here is a list of some ideas to share with them:

- Make a large cardboard display of a properly addressed envelope for the students to look at or make copies of the attached example to give to them.
- Do not put anything into the envelope other than their letter or pictures or it will be returned to the camp undeliverable.
- Do not put stickers or other writings on the front of the envelope.
- Make sure to include a return address in the left corner.
- Seal their envelope before turning it in.

Envelope Addressing

It is important to address envelopes correctly. The post office will not deliver incorrectly addressed or decorated envelopes.

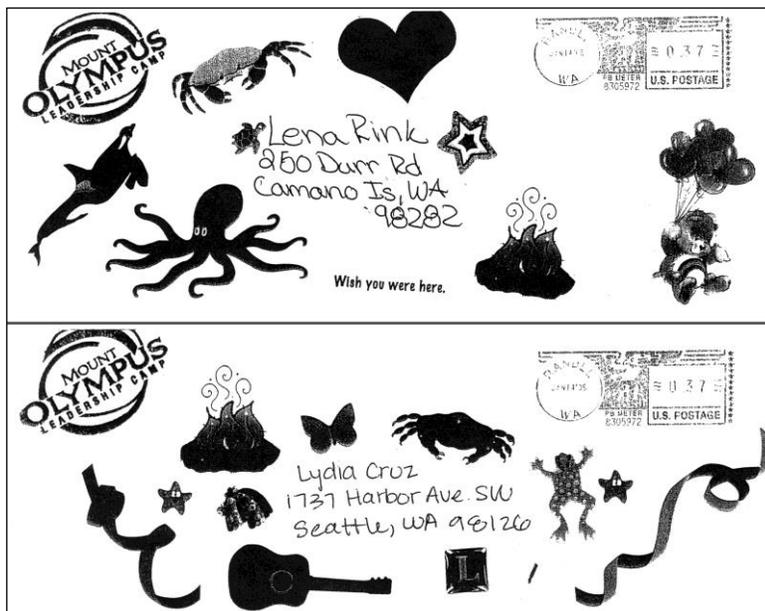
C
O
R
R
E
C
T

Chewelah Peak Learning Center
3215 Flowery Trail Road
Chewelah, WA 99109

stamp

John Doe
105 Cheyenne Ridge
Randle, WA 98377

I
N
C
O
R
R
E
C
T





ASSOCIATION OF
WASHINGTON
STUDENT LEADERS

Day Four Notes



Let's Make a Leader!





Friday
August 4, 2017
Day 5

Let's Make a Leader

Share the Prizes!

Time	Activity	Notes
7:30 A.M.	Wake-up	Posting of the Colors
8:00 A.M.	Breakfast	Entire Camp
8:45 A.M.	TRIAD: Focus Groups <ul style="list-style-type: none"> Analyzing YOUR Bag Camp Evaluation Pat on the Back 	S.C.s and J.C.s
10:00 A.M.	Camp Clean-up	All Hands On Deck
10:45 A.M.	Dorm and Grounds Inspection and Re-clean	Entire Camp
11:00 A.M.	Slide Show, Banner, and Happy Trails.	Lodge
12:00 P.M.	Sack Lunch and <i>Go Share Your Talents!</i>	Entire Camp

Day Five Notes





WAGON WHEEL (WITH HANDSHAKES)

All Camp Activity

Time needed: 30-45 minutes for a group of 15-20

Communication Skills to Emphasize: Listening, Paraphrasing, and Non-verbal Communication

Brief Summary/Rationale:

- This activity is designed to demonstrate the prevalence and importance of non-verbal communication during first impressions as well as the skills of listening and paraphrasing. Delegates are to discuss a set of questions with a variety of other delegates in a set time limit while performing different kinds of handshakes prior to the start of the conversation. They will need to remember not only their own answers but also those of delegates they spoke to and the types of handshakes they received at the beginning of the conversation.
- This is a fun one to use during the first group meeting helps breaks the ice and allows kids to begin learning names quickly. This activity also helps SCs and JCs to start to assess group dynamics, and introduces listening skills such as paraphrasing and questioning and the use of non-verbal communication.
- Initiates the development of an open atmosphere of communication.

Lesson Plan:

- Have delegates pair up with one another. Partners face each other forming an inner and outer circle.
- Take the inner circle aside and give them each a certain handshake to perform (Some ideas are listed below). The inner circle then returns to their places.
- A topic or question is introduced by the SC/JC with an assigned time limit (30, 60, or 90 seconds). Make sure the delegates understand that they will be sharing information they learn with the group. SCs and JCs should try to make a note of some of the answers to avoid awkward silence during debrief.
- Inner circle then performs the handshake as the delegates “greet” each other and partners share allotted time discussing the question/topic.
- After each question/topic, the inner circle rotates to a new partner. A new question/topic and time is assigned, however the handshake stays the same.
- Have delegates introduce themselves after every rotation.
- After four or five rotations have the inner group switch places with the outer group. Take the new inner circle aside and assign them a handshake. Then repeat the process. Keep rotating until all the delegates have had an opportunity to talk to all others.
- If finished answering the assigned questions before the time is up delegates may feel free to keep talking.

Handshake Examples

(This may sound simplistic and/or silly, but the kids get into it and a good discussion follows)

• No pressure (the “dead fish”)	• Too much pressure (the “death grip”)
• Fingertips only (the “dainty”)	• No eye contact
• Intense eye contact	• Combination lean-forward-with forearm-grasp
• The “Close Talker” (for Seinfeld fans)	• Handshake becomes a hearty back pat (manly substitute for a hug)
• The Homey Handshake (complex/secret/cool handshake with lots of crazy variations)	



Example Questions/Topics:

1. What is your favorite summer activity? Why?
2. What special talent do you have or have been told you have?
3. What is your favorite school activity? Why?
4. What is your favorite after-school activity? Why?
5. What is your favorite food?
6. If you could go anywhere for an entire month where would it be?
7. Talk about one thing you like about your school.
8. Talk about someone you really admire.
9. How did you get to camp (car, van, bus)? What was the best part of the trip here?
10. What went through your mind as you prepared for camp?
11. Share an embarrassing thing that happened to you last year?
12. What are one of your personal strengths and one of your personal shortcomings?
13. What is one thing you really like about your family?
14. If your house was burning down and you could only rescue three items from your house (not including people) what would they be and why?
15. What is your favorite room in your home? Why?
16. What do you want to be when you grow up?
17. Describe your best friend(s).
18. Describe an interesting place you have visited.
19. What do you value most in your friendships?
20. What one thing has someone done for you that surprised you (a surprise party, a gift, a visit)?
21. Do like your first name? What would you change it to if you could?
22. What was the best part of last year?
23. Name something you hate to do and tell why you dislike it so much.
24. If you could only have one of the five senses (sight, smell, hearing, touch, taste) for the rest of your life what would you choose and why?
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Facilitators Notes/Comments:

- Complaints about not enough time are common. They can be answered with, “that’s part of the exercise.”
- This is a great exercise as an icebreaker because it promotes discussion, movement and interaction. Questions can be changed to target the audience that is participating.
- Paraphrasing: Your own rendition of essential information and ideas expressed by someone else. Example: “So what you’re saying is...” It’s a valuable skill because...the mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

Resources

The following resources are for you to use when you return to school or during camp - Enjoy!

Leadership

by Richard B. Brooke



Vision Leaders have a crystal clear vision that so contributes to others that people are drawn to support the leader in their quest. The vision is circulated in written form.

Courage Leaders see the risks of their pursuits and lead anyway regardless of what cooperation or consensus they receive from others.

Listen Leaders listen to their supporters, their competitors, and the world to hear what is missing. Leaders listen to others with a commitment that others be heard. This is either a “dean slate” level of listening to clearly hear and feel what is so for the other person, or it is “generated listening” whereby the leader creates an opening for others to be empowered.

Empathy Leaders have empathy: They seek to see things from another’s point of view. They seek to understand how it looks, sounds and feels from someone else’s vantage point.

Learn Leaders are continuously learning new skills, new information, and new technologies, so as to broaden the scope of their opinions and beliefs.

Perform Leaders lead by example. They perform the tasks they ask others to perform. This may be simply for modeling and training purposes, or for leading production depending on what the adventure calls for.

Follow Yes, leaders follow when following is what the adventure calls for in the moment. All true leaders have leaders of their own that may call on them to follow for a time.

Do the Right Thing And finally, leaders do the right thing in regard to the decisions they make that impact other people. Whether it’s a decision about the leader’s own conduct, a policy or a judgment call affecting others; the leader must do what honors and serves others. This is distinguished often from what helps others, yet does not always serve them. Do the Right Thing leadership calls for keen, courageous, and unselfish judgment.

Leadership Continued...



Vision

provides

Motivation

Courage

provides

Inspiration

Listen

provides

Honoring

Empathy

provides

Empowerment

Learn

provides

Training

Perform

provides

Growth

Follow

provides

Humility

**Do the Right
Thing**

provides

**Secure
Relationships**

LEADERSHIP ACTIVITIES

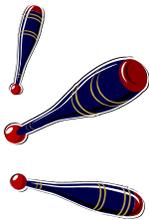
Resources

NAME GAMES

GROUP STRETCH

While standing in a circle, select a member to begin. Person says their name in synchronization with a two motion stretch. The group repeats the name and stretch. In order individuals add to the stretch until all have contributed and the stretching routine includes all member's names and motions.

GROUP JUGGLE (AKA: WARP SPEED)



The group forms a circle standing up. Starting with one object being passed from member to member, when the object is passed the person passing it says the name of the person receiving it. Everyone must receive it and no one can receive it more than once...with the exception of the person who started the passing. The object will eventually come back to them. Keep adding objects and it's also fun to time this to see how quickly a group can do it without dropping an object. You may need a watch for this one.

ADJECTIVE GAME

Group sits in a circle. One begins by giving their name with an adjective that describes him or herself. (i.e. "zany Zelda" or "silly Sam") The next student repeats the adjective and name given and gives his or her own name and adj. This continues all around the circle and the person who starts is the person who finishes.

GET ACQUAINTED

DO YOU KNOW YOUR NEIGHBOR?

Make a circle. Let them talk for about five minutes to meet the person on their right and their left. Have one person stand in the center of the circle. Have the person in the middle go up to a person and ask them, "Do you know your neighbor?" Then the person sitting will introduce the people on either side of them.

THREE FACTS

Each person writes three facts about themselves on a card and passes it in. The group tries to figure out who the card belongs to. Be sure everyone is writing with the same type of pen or pencil.

PARTNER INTRODUCTIONS

The group breaks up into pairs. Each pair has five minutes to "meet" each other and learn enough about each other to give a detailed description to the group. However, we're already basically doing this in our "Wagon Wheel" activity so just tuck this one away in your "toolbox."

FORCED CHOICES (or JESSE'S BUS RIDE)



Sounds a bit harsh - but it's all about your questions. Everyone stands in the middle of the room. The facilitator (you) asks which one of the options best describes them. No one may remain neutral. If they identify with the first choice then move to the right, if they identify with the second choice then they move to the left. Some examples: lion/lamb, cat/dog, night/day, hamburger/hotdog, thinking/asking, costly/free, work/play, argue/agree, competitive/cooperative or my personal favorite (thank you Margie) electric toothbrush/manual toothbrush. Jesse's version is fun if you have to take your group somewhere. Have them get in a line and every so often yell "STOP" and offer the choices..."get off on the right if you're more of a dog person, get off on the left if you're more of a cat person."

I'VE NEVER...

The whole group holds up all ten fingers. One person starts and says, "I've never dyed my hair" for example. All who have dyed their hair must put down one finger. The person last to put down all of their fingers wins.

I LIKE PEOPLE WHO...

One person stands in the middle of the circle while the rest of the group sits around them in chairs. The center person says, "I like people who... are wearing watches" for example. Immediately, those people who are wearing watches must get up and find a new seat, at least two seats away from their original seat. The last person standing in the middle is the one to make the declaration "I like people who..." You may have to set up rules on this one in order to keep it safe, i.e. no running.

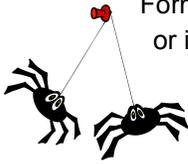
CHENILLE STEM ACTIVITY

I mean really, what can't you do with chenille stems? In this activity give each participant a stem. Have them shape it into a symbol that represents either something about them or a personal goal they may have for the week at camp or for the school year. Allow time for each member to share their symbol with the group.

LIFE LINE

Give each participant a piece of paper and pencil. Split them into pairs. Each member is to make a life line for their partner that begins with their birth date and ends with today's date. Along this timeline students should record memorable events in their partner's life. Record positive events above the line and 'less than positive' events below the line - usually 3-5 events for each (positive and not so positive) is sufficient. Students take turns introducing their partners to the group selecting a few highlights from the Life Line to share.

WEB OF COMMONALITIES



Form the group in a sitting or standing circle. Leader starts by sharing a personal quality or interest, i.e. "I'm left-handed" or "I like to sail." If someone else in the group shares that trait they raise their hand. A ball of yarn is tossed from the leader to that participant to create a symbolic connection. The person with the yarn states another trait and the web continues until all are included. **As long as you have the web, it could be fun to extend the activity by having the group keep something (i.e. a stuffed animal) secure within the web. Processing discussion can focus on: 1. How and why were we successful/unsuccessful at keeping the item safe? 2. How do our connections support a better school climate?

ENERGIZER / TENSION BREAKERS

SLAP GAME

Lay in a circle (be careful with girls that have low-cut tops, address that before you begin this activity) and overlap arms alternating hands around the circle. One person starts by hitting his or her hand once or twice. Once indicates that it goes counter clockwise and twice alternates the direction. If someone hits in the wrong direction or this when it is not their turn then they remove that hand until both hands are out. The winner is the last one or two in the game.

SQUEEZE GAME

The group forms two lines sitting facing each other holding hands. Everyone closes their eyes except for the person at the head of each line. The leader flips a coin and if it is heads then they pass the squeeze down the line and if it is tails then no squeezes are passed down the line. The last person in each line when passed the squeeze grabs the object that is between the two lines. The group that snatches the object wins and the last person in line goes to the front. If the group squeezes on toils then the person from the beginning goes to the end. The object is for the entire group to rotate through the head of the line.

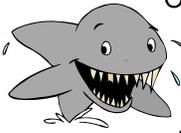
WATERMELON

The group stands in a circle. Each participant holds their left hand open with palm facing up. Each right hand is positioned with index finger pointed in the palm of neighbor's open left hand. Whenever the facilitator says, "WATERMELON" - the open hand tries to grab the index finger of the person on their left and tries to quickly remove their finger from the palm of the person on their right.

WHO-DONE-IT? (The game formerly known as ASSASSIN)

The group forms a tight circle. Everyone holds hands but keeps the clasps behind backs so the hands cannot be seen (hard to explain - ask for demo). The leader tells everyone to close their eyes while they tap one person on the shoulder to be "it." Whoever is chosen then squeezes the person on their right or left a certain number of times. That person then squeezes one less - and the squeezes are passed around the circle until one person gets one squeeze, which means they're out and step out of the circle. People within the circle can guess which player is "it" but if they're wrong they're out.

SHARKS AND MINNOWS



One person is “it” and the rest of the participants start at point A and their goal is to reach point B without getting tagged. Once tagged, you become seaweed, sitting down on the ground. Without moving your buns, you can reach those running by and tag them. If they are tagged, they must also sit and become seaweed. The last one tagged wins.

TRAFFIC JAM

Have everyone get a partner. Decide who is ‘it’ within your pair. Make boundaries for the game. Must always have feet on the floor and walk with the toe of one foot being followed by the heel of the next foot (a bit awkward - but keeps it at a slower, less dangerous pace). Whoever is “it” must spin around 10 times in place so their opponent has time to get away. Once a person is tagged they reverse roles. **An interesting variation is to make both the chaser and the chasee wear goggles simply by forming their hands into circles and peering through them.

ENERGY PASS

This game is similar to imaginary volleyball. However, in this activity you’ll form the group into a circle and you are going to pretend you have a ball of energy. This ball of energy will be passed among the group in any creative way you can come up with. It can be thrown, bounced, kicked...whatever - you just need to get rid of it as quick as you can. It’s an excellent activity for a group that needs a little ‘pick-me-up.’

TEAMWORK GAMES / BRAIN TEASERS

WHAT HAPPENED THIS WEEK

Divide the group into teams of three. Ask each group to plan a skit, tell a story, or act out an event that - and this is where the variation comes in - 1. occurred at school in the preceding spring; 2. fears a freshman might have; 3. something that might happen this week at camp. etc... Feel free to make up your own. Some groups may not be comfortable enough to be in the spotlight like this. The events portrayed can be positive or negative. Allow each group an opportunity to present its masterpiece to the whole group. You may need to schedule some time to debrief these presentations, i.e. how can we, as leaders, make the frosh feel more welcome?

PASS THE CAN



You will need a large (#10) can or container for this activity. (Often the camp or your school’s kitchen will have these) There are three variations in this activity. First have your group sit in a circle. The leader places the can or container on his or her foot and then tells the group to pass the can around the circle using only their feet. If someone fails to complete the pass, the circle must start over. (This step may need to be skipped. I had a gal who wore a skirt this day and so we jumped to the second level.) In the second part, everyone stands and does the same thing — passes the can from foot to foot. The final variation is to have the group remain standing, but spread over a large area. They must pass the can to the same person in all three trials.

BALLOON BOUNCE

Divide group in half (between 6-10 members per group). Distribute one inflated balloon to each group. Instruct the members of each group to hold hands in a circle. Explain the challenge for each group is to bounce the balloon in the air without the players letting go of their hands. If the balloon lands on the ground the players must pick it up and get it bouncing again without letting go of their hands. When players get better at the balloon-bouncing task, give each group another inflated balloon to keep afloat. If time allows, you can give a third balloon for the group to keep in the air.

BALLOON FRENZY



Part 1: Have the group in one large circle. Put between 15-17 balloons in the middle (2-3 more than number of participants) and the goal is for them to keep them all in the air for 60 to 90 seconds. The facilitator's job is to be the time keeper and identify any errant balloons and yell loudly so the participants can pick them up and put them back in.

Part 2: On each balloon write the name of a particular group" within their schools. These are groups they need to consider when planning activities, i.e. athletes, custodial staff, teachers, cheerleaders, administration etc... Again the object is to keep the balloons aloft. Some debrief questions can include:

- Who did we let down? How did it feel?
- Are there groups whose judgment matters more than others? Why?

Part 3: Have a balloon for each member. They are to work together to keep all aloft. Start calling out months of the year and have them leave the circle if their birthday falls in that month. The remaining students keep all aloft. Debrief question: How does this relate to the work of our group?

CAR AUCTION

Introduce activity by explaining that each person is going to become a member of an automotive design team. Divide the group into two subgroups. Instruct one group to design the front half of a car and the other group to design the back half of a car. Give each group a large piece of paper and a variety of felt-tipped markers. Allow participants five to ten minutes to draw their half of the car. The teams may not collaborate. When time is up, have them combine the two halves and brainstorm a sales presentation on the qualities of the car. This can be a fun social warm-up, but it can also be used as a topical warm-up to stress what happens when tasks are not planned.



Bonfire/Camp Songs

Resources

Vista

(Say slowly, group repeats)

Flee...Flee Fly...Flee Fly Flow

Vista

Kumala Kumala Kumala Vista

Oh no no no not the Vista

Eenie Meenie Decemeenie Oh wah Wahnameenie

Exemenie Salameenie Oh Wah Oh Wah

Beat Billy'n o' n goat, do wah'n dot'n dote

SHHHHHH

Vista!

(Repeat Faster)

Baby Shark

(Vertical Clap hands)

Baby Shark, do do, do do, do do do do (2X)

(Vertical Clap Forearms)

Mama Shark, do do...(2X)

(Vertical Clap Whole arms)

Daddy Shark, do do...(2X)

(Vertical Clap Whole arms, with fists)

Grandpa Shark, do do...(2X)

(Swim with arms)

Went for a swim, do do...for a swim, do do

(Shark fin with arms)

Saw a shark, do do...(2X)

(Quickly swim with arms)

I swam faster, do do...swam faster, do do

(Shark arms bite)

Shark attack! do do...shark attack do do

(Bend one arm at elbow)

Lost an arm, do do...(2X)

(Bend one leg at knee)

Lost a leg, do do...(2X)

(Hands praying)

Went to heaven, do do...(2X)

Came back as a BABY SHARK! do do...end



Banana Song

(I don't remember most of the motions, if you know please show/tell me)

Bananas Unite!

Peel banana, peel peel banana (2X)

Shake banana, shake shake banana (2X)

Go bananas! Go, go bananas! (2X)

Snorkelers Unite!

Clean the mask, clean clean the mask (2X)

Swim from shark, swim swim from shark (2X)

Pbbt, pbbt, pbbt, pbbt, p'pbbt (2X)

Mullets Unite!

Wash the mullet, wash, wash the mullet (2X)

Style the mullet, style, style the mullet (2X)

Rock the mullet, rock, rock the mullet (2X)

Leaders Unite!

Leaders ignite, leaders leaders ignite (2X)

Do, not squelch, do, do not squelch (2X)

1, 3-6. 1, 1 3-6 (2X)

MILK

(Spell letters like cheerleaders)

Give me a Big M...medium M...baby M

Give me a Big I...medium I...baby I

Give me a Big L...medium L...baby L

Give me Big K...medium K...baby K

(Clap and step, then milk partner's pinkies)

Don't gimme no pop, no pop, don't gimme no tea, no tea, just gimme some milk, milk, milk, milk, milk, milk.

Fish and Chips

(Rounds)

Fish and Chips and Vinegar, Vinegar, Vinegar, Fish and Chips and Vinegar, pepper pepper pepper salt.

Don't Chuck your muck in my dustpan, my dustpan, my dustpan. Don't chuck your muck in my dustpan, my dustpan's full.

1 bottle o'pop, 2 bottles o'pop, 3 bottles o'pop, 4 bottles o'pop...seven, seven bottles of pop.

German Orchestra Song

(Rounds)

Tympany (Boom), Viola (Vi-viola), Glockenspiel (ding), Bagpipes (Wah)

Row Your Boat

Take off the last word on each round

LARGE GROUP ACTIVITY IDEAS

Resources

Bear-Salmon-Mosquito

Play just like Rock-Paper-Scissors

- Bear (Paws above your head with a big ROAR) Bear eats the Salmon.
- Salmon (Hands above your head making a fin, with your fish tail swimming. Fish lips always help.) Salmon eats the Mosquito.
- Mosquito (Hands in front of you with index fingers pointing and make a buzzing sound.) Mosquito carries malaria and infects the bear.

People are back to back. On the count of three they turn and face each other doing one of the three actions Bear, Salmon or Mosquito.

Use as a mixer. Each person just finds a new partner. Use as a competition. Each person must find a partner that is still alive.

Construction Site

Caution!

The group must find the correct number of people and do the action that corresponds with the term used by the facilitator.

Jack Hammer-Two People

Saw-Three People

Hammer-Four People

Ladder-Eight People

House-Ten People

Caution!

Got Spirit?

Teach the group attention getters to help create unity.

Ketchup Clap	Fireworks Clap
Round of Applause	Clam Clap
Roller Coaster	Clap Golf Clap
Sprinkler Clap	Cricket Clap
3 Claps and a Snap	Cardiac Clap
Z Formation Snap	Clock Clap
We've Got The Beat	Flare Clap
Attitude Check	Mosquito Clap

Four Corners

Facilitator says four items and points to the different corners of the room. Go to the corner item that you are the most like...not what you like the most. When participants get to their corners give them a task to perform or a question to answer.

<u>CONSTRUCTION</u> Hammer Pliers Wrench Saw	<u>SHAPE</u> Square Circle Squiggly Line Triangle
<u>CARS</u> Corvette Volkswagen Bug 4 x 4 Truck Suburban	<u>FOOD</u> Apple Banana Orange Grape
<u>MOVIES</u> October Sky Footloose Star Wars Terminator	<u>BOATS</u> Tug Boat Speed Boat Yacht Sail Boat
<u>VEGGIES</u> Carrot Broccoli Squash Potato	<u>DESSERT</u> Banana Split Apple Pie Brownie Snickers
<u>ANIMATED FILMS</u> Toy Story Bambi Tarzan Monsters Inc.	<u>SUBJECTS</u> Math Art P.E. English

Hot Seats or Line Ups

Have people change seats or line up in a given order to facilitate meeting new people.

- School You Attend
- Exciting Place You Have Been
- City You Were Born
- Favorite Ice Cream
- Person You Most Admire
- ABC By Your Favorite Pet
- Length Of Your Index Finger
- Knee Height
- Favorite Book
- Favorite TV Show
- Favorite Movie
- Favorite Food
- Birthday
- Favorite Holiday

Leadership Boogie

- | | |
|---|----------------|
| • Clap Hands | • Jello Arms |
| • Raise the Roof | • Cowboy |
| • Tootsie Roll | • Stir |
| • Disco Point | • Pulp Fiction |
| • Snaps | • Lawn Mower |
| • Sprinkler | • Twist |
| • Will Smith | • Pee Wee |
| • Monkey | • Herman |
| • Hand Flaps | • Elbow slide |
| • Brady Bunch | • Pepper |
| • Swim | • Grinder |
| • Music--Gettin' Jiggy Wit It or Men in Black-by Will Smith | |

Have signs or shapes with a different dance steps on the back of each. Each -- person with a sign will lead the crowd in a dance step.

Rock-Paper-Scissors Chains

Partners play Rock Paper Scissors. The non-winner places his/her hands on the shoulders of the winner making a chain. The winners keep playing against each other to see who can create the longest chain.

That's Me

People stand and call out 'That's Me' when the statement pertains to them.

- Who's broken a bone...
- Who read a book last month...
- Who likes ice cream...
- Who is an elected officer...
- Who is wearing tennis shoes...
- Who is in band...
- Who is in Choir...
- Who plays soccer...

Cement Mixer or RoundABOUTs

Get the group into a double circle. Ask a question of the group. They must talk to the person across from them. then have one of the circles rotate. (Example: inner circle move two people to your left.)

CROWD INVOLVEMENT

One of the best ways to create a positive school climate is to involve a crowd in a silly activity. Below are some activities to involve people at an assembly, social, sporting event, or anywhere you want to create fun!

Row, Row, Row Your Boat

Sing this familiar tune, except after each time through, leave off the last word...

My Bonnie

Sing this familiar tune, except every time you come to a word that begins with the letter "B" switch positions! If you are sitting, stand up. If you are standing, sit down.

The Shark Song

Motion: Use one hand for a shark mouth like a puppet

Verse:

"Ba..by..Shark"

"Do, Do, Doot, Doot, Do, Doot"

"Baby Shark"

"Do, Do, Doot, Doot, Do, boot "Baby Shark"

"Do, Do, Doot, Doot, Do, boot "Baby Shark!"

(Continue pattern and for all the verses)

Both arms straight as shark mouth

"Ma..ma..Shark"

One arm and one leg form shark mouth

"Da..ddy..Shark"

Both hands in a fist make mouth (hide teeth in your mouth when singing)

"Gram..ma..Shark"

Swimming motion with both arms

"Go..in..Swim'in"

Palms together on head making shark fin

"Saw..a..Shark"

Faster swimming motions

"I..swam..Faster"

Wave arms above head and thrash

"Shark...A..tack"

Put one arm behind back

"Lost..an..Arm"

Pull one leg up and hop to beat

Lost..a..Leg

Both arms straight as shark mouth

"Then..he..ate me"

Palms together on head making shark fin with big, huge grin on your face

"Hap..py..Shark"

FOOD FOR THOUGHT GROUP CHEERS

Go Bananas!

Motion: Right arm goes up.

"Form-banana-form form-banana"

Motion: Left arm goes up.

"Form-banana-form form-banana"

Motion: Right arm goes down.

"Peel-banana-peel peel-banana"

Motion: Left arm goes down.

"Peel-banana-peel peel-banana"

Motion: Wiggle body, move arms

"Go-bananas-go go-bananas!"

Repeat above adding following versus:

"Form/Peel the orange"

Motion: Squeeze arms around self

"Squeeze-the orange-squeeze squeeze-the orange!"

"Form/Peel potato"

Motion: Stomping with feet

"Mash-potato-mash mash-potato"

"Form/Peel the avocado"

Motion: Stirring with hands

"Quac-amole-Quac-Quac-amoiel"

Taco Bell Cheer

This is a call and repeat cheer.

Motion: Slicing the air with hands

"Heeeyyyy...Burrito!" (audience repeats)

Motion: Slicing the air with hands

"Hey, Hey, Hey...Burrito!" (repeat)

Motion: Rum hand on tummy

"Ummm, Ya, Burrito, Ya!" (repeat)

Motion: Arms meet above head like tent

"Taco Bell...Taco Bell"

Motion: Pole hands down, then up

"Guacamole, Cinnamon Twist"

Repeat Quiet. Repeat Really Loud!

Gimme Some Milk

Start with a partner next to you.

"Don't give me no pop...no pop."

"Don't give me no tea...no tea"

"Just give me some yum, yum, yum,

yum, yum, yum, yum, yum. .milk for me"

During the "yums" one person folds their hands together, with fingers still laced pushes palms out allowing both thumbs to hang down like utters.

Here's the fun part.

The other partner milks the "thumb" utters.

One squeeze per "yum". :]

Repeat:

"Don't give me no pop...no pop."

"Don't give me no tea...no tea"

"Just give me some yum, yum, yum,

yum, yum, yum, yum, yum. .MILK for me"

GETTING CROWDS TO MAKE NOISE

- 1) Throw a "Spirit Towel" in the air. When the towel is not touching a person, everyone yells. When someone touches it, everyone stops! Can be passed in the crowd.
- 2) Design a "Spirit Stick" with school colors on each end. When one color is up, the crowd is loud. When the other color is up, all is quiet.
- 3) Make signs to be shown to the crowd to get them to yell.
Example: "Go" and "(Your Mascot)"

Boomba Hey

Two simple words...

"Boomba" and "Hey"

Write them on a sign and have part of the audience be the "Boomba" and the other part of the audience be the "Hey." Flash the signs to give the audience their cues.

Hold the signs high for loud "Boombas" and "Heys." Hold the sound low for soft ones. String a couple "Boombas" in a row. String a couple of "Heys" in a row. Why not have the crowd chant, "Hey," "Boomba." Change the words if "Boomba" "Hey" gets too boring.

NOONTIME ACTIVITIES CLASS COMPETITIONS SPIRIT FOR ASSEMBLIES

If you don't have Bob Burton's book Spirit Works: Turn it On! send for it TODAY! This book contains over 100 ideas for noontime activities, class competitions, spirit for assemblies, and more...To order a Spirit Works book contact:
Bob Burton
1549 Banyan Drive
Fallbrook, CA 92028
619-728-1825
\$10.00 per book plus \$2.00 shipping



Swap Shop

Resources

DANCE THEMES

- Midnight in Paris
- Cinderella's Ball
- Drops of Jupiter
- Hanging by a Moment
- Born in the U.S.A
- Night at the Grammy's/Oscar's
- Night Under the Stars
- Fiesta
- Mardi Gras
- Winter Wonderland
- A View From Heaven's Gate
- Once Upon A Time
- A Walk From Time
- Famous Couples/Duo's
- Rock Stars
- Jamaican Me Crazy
- Sunset in Hollywood
- Fishing in the Dark
- Jungle Fever
- As Time Goes By
- All That Glitters
- Hawaiian
- An Evening in Paradise
- This Magic Moment
- Blacklight Dance
- Grease
- Under The Sea
- Viva Las Vegas
- Rain Drops on Roses
- Rock da Boat
- Cupid's Cloud
- Dances With Wolves
- Austin Powers
- Look Into My Eyes
- Sleepless in Seattle
- Super Heroes
- James Bond
- Wild Wild West
- Matrix
- MASH
- Decades Dance
- Deserted Island "Lost With You"
- She Blinded Me With Science
- Twin Tolo
- Under Construction
- Around the World
- Boogie Nights
- Moulin Rouge
- Secret Garden
- Night of the Dancing Dragon (oriental theme)
- Dr. Seuss
- Arabian Nights
- Caesar's Palace
- Toga
- Sock Hop
- Half a World Away
- Fantasia
- Take it to the Extreme
- Fire and Ice
- Club Dance (studio '03)
- Busting Out With (mascot) Pride!
- Light Up the Sky
- New York New York
- Star Wars
- Thug Passion
- Bella Sera (beautiful night)
- A Weekend in Whistler
- Atlantis
- Tunnel of Love
- Love Boat
- Friday the 13th
- Down The Nile
- Out of This World
- Snowed in

SPIRIT WEEK

- Incognito (disguise day)
- Inside Out
- School Pride/Color
- Ripple
- PJ
- Hick
- Fake an Injury Day
- Nerd
- Twin
- Sport
- Hawaiian
- Dress Like
- Mom/Dad



- Plaid
- Dress Like Your Fav. Teacher
- Toga
- Backwards
- Dress Up
- Crazy Hair
- Hat
- Celebrity
- Bling Bling
- Western
- Animal
- College Team
- Safety First
- Rock Star
- Decades
- Clown
- Patriotic
- Disney
- Tin Foil
- Camping
- Rambo/Camo
- Jungle
- Tacky Tourist
- Hero
- Cartoon
- Politician
- Mullet
- Body Part (clean)
- Underwater
- Prison
- Greek
- Flotation Device
- Class Color
- Occupation
- Extreme Sports
- Clash
- Scrubs
- Pirate
- Rainbow
- Struck By Lightning
- Shower Cap
- Superhero
- Flip—Flop
- Wacky
- Blue Jean
- Crazy Accessory
- Favorite color
- Bundle Up Day
- Sweats Day
- Fun in the Sun
- Hall Theme/Decorate the Doors
- Arctic Day
- Roadkill Day
- Around the World
- Shaving the balloon
- Fish for hot dogs in Jello
- Fish in the bowl relay race
- Battle of the genders
- Mr./Mrs. ____ HS pageant
- T-shirt launching
- Coronation
- Videos
- Every line in the national anthem sung in a different language
- Guest speakers
- Introduce new teachers
- Eat gross food
- Games based on TV shows
- Sports assemblies
- Fine arts
- Academic
- A dance assembly
- Obstacle course
- Cheerleaders teach cheers
- Teacher recognition
- Bands (local or school)
- Wayne's World skit or just skits in general

ASSEMBLIES

- Licking the peanut butter (?)
- Car bashing
- Bonfire
- Slide shows
- A dale auction
- A fashion show



WASHINGTON STUDENT LEADERSHIP



Washington State Leadership Resource Guide

Whether you are attending CheerLeadership Camp at Central Washington University or a high school or middle level camp at Cispus or Chewelah Peak Learning Centers, you are **“Living the Legacy”** of a group of principals who believed in the power of student leaders. In the summer of 1956, a group of 122 high school students gathered at Camp Seabeck on Puget Sound to attend a statewide, principal-sponsored, summer leadership workshop. Now over fifty years later more than 3,000 students will participate in leadership training sponsored by Washington Student Leadership!

Each summer over 400 dedicated teachers, administrators, coaches, business professionals, and college students give a week of their lives to provide you with this experience. Their dedication to keeping the leadership legacy alive is seen through their commitment to you—the delegates of 2009. We thank them for the skills and passion they bring to the program.

The vision of school principals in 1956 created what has grown into the most comprehensive principal-sponsored student leadership program in the country. Principals today still believe that positive student leaders make a difference in the success of a school

Finally, thanks to you the delegates. By choosing to further your leadership skills you are shaping the future for yourself, your school and your community. As you experience camp this week I challenge you to consider your own leadership legacy. What difference will you make in your school this year? How will you positively impact the climate and culture of your school? What lifetime leadership legacy will you leave?

Best wishes for a successful camp and a great year. If I can be of help to you on your leadership journey please contact me.

Susan Fortin, Director
Washington Student Leadership
2142 Cispus Road, Randle, WA 98377
phone: 360.497.5323 e-mail: susanf@awsp.org



Table of Contents

WASHINGTON STATE LEADERSHIP RESOURCE GUIDE

Group Process

Icebreakers and Energizers.....	66
Strategies for Generating Ideas (Brainstorming, 1-3-6ing).....	67
Decision-Making Strategies.....	68
Stages of Group Development.....	69
Group Roles.....	70
How to Avoid or Resolve Conflicts.....	71

Communication, Public Speaking, and Assembly Planning

Listening Skills.....	72
Public Speaking.....	73
Tips for Microphone Use.....	74
Flag Presentation.....	75
Humor Awareness.....	76
Guidelines for Great Assemblies.....	77
Assembly Planning.....	78
Successful Spirit Competitions.....	79

Meeting Skills

How to Facilitate A Group.....	80
Effective Meetings.....	81
Parliamentary Procedure - Sample Motions.....	82-83

Planning and Evaluation

Project Planning Tools.....	84
More Project Planning Tools.....	85
Evaluation.....	86

Promoting an Idea

Promotion and Publicity.....	87
Signs.....	88

A Few Extras

Community Service.....	89
Public School Chain of Command.....	90
Crowd Involvement.....	91-92
Leadership Quotes.....	93
Leadership Roster.....	94

ICEBREAKERS AND ENERGIZERS

When selecting **icebreakers**, **energizers**, or **get-acquainted activities**, ask yourself the following questions:

- What are my goals?
- How large is my group?
- What is my facility?
- What supplies will be needed?
- Is the level of activity and risk appropriate for the group?

TEN ICEBREAKING IDEAS

Fact or Fiction: (Low Activity-Low Risk) In turn, each person states their name and one thing about them. They could be telling the truth or the story could be a lie. Group members write each name and "true" or "false" following, based on their perception of the story. After all the stories are told, the actual "truth" is revealed.

Name Toss With Ball: (Medium Activity-Medium Risk) One member tosses a ball to another member in the group and states the name of that person as they throw. After all in the group are fairly sure of names, add an extra twist by having the tosser state the name of the person who the receiver must toss to.

Group Juggle: (Medium Activity-Medium Risk) Form a pattern where all members receive the ball once. Continue tossing balls in the same pattern, adding more objects until the group is "juggling."

Billfold Scavenger Hunt: (Low Activity-Medium Risk) People find items from their wallet or bag that fit each of four categories: Most worthless item, most priceless item, most revealing item, most memorable item. Items are shared with sub-group members.

Life Line: (Low Activity-Medium Risk) Divide into groups of two and make sure that each person has a paper and pencil. Participants create a "Life Line in Progress" for their partner. The line starts with the partner's birth date and continues through today's date. Along this timeline, students record memorable events in their partner's life. Positive events are recorded above the line and less-than-positive events are recorded below the line. Students take turns introducing their partner to the group by selecting a few highlights from the "Life Line" to share.

Lap Sit: (High Activity-High Risk) If a stated attribute applies to a member, they move in the direction indicated by the facilitator. If someone else is in the chair, they sit on their lap. For example, if wearing green, move three to the right.

"I Have Friends Who...": (high Activity-Medium Risk) With one less chair than participants, a person standing in the center declares, "I have friends who...(e.g. were born in another state.) All members for whom the quality applies must move to a new chair. The person in the center tries to regain a chair by calling out the attribute.

Shuffle Your Buns: (High Activity-High Risk) In a tight circle with chairs touching, the participants try to keep "it" from sitting in the open chair. This is accomplished by shuffling to keep the position of the open chair in flux. "It" begins by standing in the circle.

Interviews with Symbols: (Medium Activity-Medium Risk) Group members are interviewed by another member of the sub-group. Interviewers form a symbol from a pipe cleaner that represents a quality possessed by the member they interviewed. As an option, symbols could be drawn on nametags.

Grab Bag: (Low Activity-Medium Risk) Each member draws something from a bag of miscellaneous items. In turn, each individual explains to the group how they are like the item drawn, i.e. "I'm like a rubber band in that I'm flexible").

STRATEGIES FOR GENERATING IDEAS

Brainstorming

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

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

Tips for Success

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

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

1-3-6ing

- | | | |
|---------------|---|--|
| Step 1 | ONE | On your own |
| | This is individual brainstorming. All participants write down their ideas on the topic. Be as creative and crazy as you can. At this point, don't worry about the "workability" of each idea. | |
| Step 2 | THREE | With two others near you |
| | Combine your lists. Do not eliminate any ideas. | |
| Step 3 | SIX | Join with another group of three |
| | Share your lists. Prioritize by selecting the top five to ten ideas from your combined lists. Put these top ideas on butcher paper. Post your list. | |
| Step 4 | IDEA SHARING | Share lists with the other groups |
| | A reporter shares the list of ideas with the entire group. Ideas are clarified if necessary. Duplicate ideas are eliminated. | |
| Step 5 | VALUE VOTING | Members vote for their favorite ideas |
| | Adhesive dots or gummed stars work well for voting. Three to five votes per person allows them to weigh their choices. | |
| Step 6 | TAKE ACTION | Make the project happen! |
| | Rank order the results of the group vote. Select committees and begin project planning. For project planning tips, refer to pages 21-23 in this planner. | |

DECISION-MAKING STRATEGIES

FIST TO FIVE ... A quick technique used to assess the feelings of the group.

- **STRATEGY:** State the topic under discussion and then on the count of 3, group members raise their hand to show their decision as follows:
 - Fist: "No way, I'll fight the idea."
 - 1 finger: "I don't like the idea."
 - 2 fingers: "I'm neutral."
 - 3 fingers: "The idea is OK."
 - 4 fingers: "I really like the idea."
 - 5 fingers: "I'm wildly enthusiastic about the idea and will promote it."

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

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

MAJORITY VOTING...A democratic approach to seeking a solution.

- **STRATEGY:** Vote is taken by paper ballot, raising of hands, standing, voice vote (greater volume), or by machine. One vote per member.
- **ADVANTAGES:** Commonly accepted. It can take place in any situation. It takes little time.
- **DISADVANTAGES:** Tends to divide groups. It can create definite "winners" and "losers" and may alienate "losers." Those who lost the vote may not support the decision. If the vote is close, a recount is often necessary.

VALUE VOTING...Allows all participants to vote on many ideas.

- **STRATEGY:** Each person has a designated number of votes (3-5), to be cast as s/he chooses. Often used as the final decision-making step in 1-3-6ing.
- **ADVANTAGES:** High degree of ownership. Allows for more than one choice. Highlights other positive ideas for future reference.
- **DISADVANTAGES:** Time consuming. Requires voting materials (butcher paper, adhesive dots or stars).

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

- **STRATEGY:** The group discusses the issue to reach a decision which all can accept, one which is best for the group rather than best for the individual. Compromise may be needed, but in true consensus voting is not used. If it is impossible to reach a decision by consensus, you should have an alternative decision-making strategy ready.
- **ADVANTAGES:** High degree of group satisfaction and commitment to the decision.
- **DISADVANTAGES:** Time consuming. Requires effort from everyone.

CHANCE STRATEGIES...For low-level decisions between two alternatives that are equally appealing to the group.

- **STRATEGY:** Rolling dice, cutting a deck of cards, flipping a coin, etc.
- **ADVANTAGES:** Quick and easy. Fun. Equal opportunity for either side to win.
- **DISADVANTAGES:** May seem silly. May not be taken seriously. Not for decisions that need careful consideration and input from members.

STAGES OF GROUP DEVELOPMENT

As a group works together, it usually goes through predictable stages. Understanding this and having strategies to deal with the results are factors in the success of a group.

<p style="text-align: center;">Stage 1</p> <p style="text-align: center;">FORMING</p> <p style="text-align: center;"><i>Welcome Aboard</i></p> <p style="text-align: center;"><i>Define Mission</i></p> <p style="text-align: center;"><i>Orientation</i></p>	<p><i>CLIMATE:</i> Cautious. Low conflict. Feelings suppressed</p> <p><i>GOALS:</i> Low. Vague.</p> <p><i>LISTENING/SHARING:</i> Intense listening. Little sharing.</p> <p><i>DECISION MAKING:</i> Dominated by active members.</p> <p><i>REACTION TO LEADERSHIP:</i> Accepted or tested by members.</p> <p>What are we going to do now??</p>
<p style="text-align: center;">Stage 2</p> <p style="text-align: center;">STORMING</p> <p style="text-align: center;"><i>Clarifying</i></p> <p style="text-align: center;"><i>Challenging</i></p> <p style="text-align: center;"><i>Testing Boundaries</i></p>	<p><i>CLIMATE:</i> Sub-groupings. Often disagreements between groups.</p> <p><i>GOALS:</i> Misperceptions. Fighting over goals.</p> <p><i>LISTENING/SHARING:</i> Similarities within sub-groups not as great as perceived.</p> <p><i>DECISION MAKING:</i> Dominated by loudest.</p> <p><i>REACTION TO LEADERSHIP:</i> Power struggles.</p> <p>Who made you the boss??</p>
<p style="text-align: center;">Stage 3</p> <p style="text-align: center;">NORMING</p> <p style="text-align: center;"><i>Support and Involvement</i></p> <p style="text-align: center;"><i>Focus</i></p> <p style="text-align: center;"><i>Resolving Differences</i></p>	<p><i>CLIMATE:</i> Opening up feelings. Straightforward confrontations.</p> <p><i>GOALS:</i> Agreed upon by most. "Working it through."</p> <p><i>LISTENING/SHARING:</i> Better acceptance of different viewpoints.</p> <p><i>DECISION MAKING:</i> Often by leader based on group input.</p> <p><i>REACTION TO LEADERSHIP:</i> General support. Individual differences acknowledged.</p> <p>Can't we do this together??</p>
<p style="text-align: center;">Stage 4</p> <p style="text-align: center;">PERFORMING</p> <p style="text-align: center;"><i>Pride</i></p> <p style="text-align: center;"><i>Celebrating Success</i></p> <p style="text-align: center;"><i>Ownership</i></p>	<p><i>CLIMATE:</i> Open expression. Shared responsibility.</p> <p><i>GOALS:</i> Commitment to goals and purpose.</p> <p><i>LISTENING/SHARING:</i> Rapid and direct</p> <p><i>DECISION MAKING:</i> Consensus. "Whatever it takes."</p> <p><i>REACTION TO LEADERSHIP:</i> Leadership shared based on expertise.</p> <p>What great things can we do now that we are a team?</p>



GROUP ROLES

People in groups take on many different roles. As leaders be aware of these roles and how they can affect group process.

Productive Roles

Task Initiator - Helps keep the group members on task and making progress.

Summarizer - Summarizes, restates and pulls together information.

Encourager - Encourages and accepts group members; is responsive to others.

Opinion Seeker - Asks others' opinions; seeks both information and feelings.

Non-Productive Roles

Blocker - Interferes with group progress. Often takes negative positions, argues unduly, and is pessimistic.

Dominator - Tries to lead the group; monopolizes.

Withdrawer - Is indifferent or aloof. Daydreams, doodles, read, talks, etc.

Distractor - Draws attention from the group and task at hand.

Suggestions for working with non-productive group behavior

Blocker

- Try to determine if there is a hidden agenda and deal with that first.
- Talk to the person individually and ask to keep negative remarks to themselves.
- Get them to your side with praise and positive strokes.
- Ask them to explain why the idea won't work. Ask for alternatives.

Dominator

- Call for others opinions. Point out, "We've heard from ____, let's hear from ____."
- Give the person a specific responsibility, i.e. ask the person to help get other involved.
- Talk to the person one-on-one in a positive way.

Withdrawer

- Direct a question to the person requiring more than a "yes" or "no" answer.
- Ask their opinion, "I'm curious about how you felt about that, Sam?"
- Provide positive verbal and non-verbal so they know you appreciate them.
- Get to know names, skills, experiences, and draw them into the group.
- Designate responsibilities to them--note taker, time watcher, etc.

Distractor

- Suggest comments be limited to the subject at hand. Point out timeline if critical.
- Ask a specific question about the subject being discussed or give a specific task.
- Offer remarks or questions to bring the group back on task:
 - I'm lost. Why are we discussing this point?
 - What, specifically, are we trying to accomplish?
 - How is this relevant?
 - We have only five more minutes for this topic/meeting.
 - We have a full agenda today.
 - We are running short of time; can you sum it up quickly?
 - We are getting off track; let's keep it to the subject at hand.

Discuss the distractor with an advisor and solicit help.

Send the distractor on an errand, or, **as a last resort**, eliminate the distractor from the group.

HOW TO AVOID OR RESOLVE CONFLICTS

CONFLICT AVOIDANCE

1. Set aside personal differences and conflicts.
2. Keep the group goal(s) uppermost in mind.
3. Put yourself in the other's position and think of three good reasons for that point of view.
4. Make everything you say or do positive.
5. It is OK to disagree with ideas but not with people.

CONFLICT RESOLUTION

1. Identify and state the problem/conflict.
2. Express your concern/feelings with "I" statements, not "you" statements.
3. Listen to understand--never interrupt.
4. Check that you understand by briefly repeating what you heard in your own words.
5. It is OK to laugh with each other, not at each other.
6. Final resolution is achieved when:
 - a. apologies are exchanged, and/or
 - b. reconciliation occurs, and/or
 - c. everyone reaches a solution they can "live with," and
 - d. the solution allows for the group to proceed (carry on).

CREATIVE CONFLICT RESOLUTION

A Process for Seeing the Other Side

1. STUDY YOUR POSITION

Discuss and plan with your partner what you wish to say and how you will present it. Present your position in a way that will ensure the opposing side will learn and understand the information.

2. PRESENT YOUR POSITION

Present as a pair. Be forceful and persuasive. Listen carefully and learn the opposing position. Take notes and ask for clarification on anything that is unclear.

3. DISCUSS THE ISSUE

Argue forcefully and persuasively, presenting as many facts as you can to support your position. Listen critically to the opposing position and ask for facts that will support their point of view. Make sure you understand the facts that support both points of view.

4. REVERSE POSITIONS

As a pair, present the opposing point of view, as if you were they. Add any new facts, if you know them. Be as sincere and forceful as you can.



LISTENING STRATEGIES

Ten Guidelines for Good Listening

1. *Stop Talking*
You cannot listen if you are talking.
2. *Put the Talker at Ease*
Help them feel that they are free to talk.
Create a permissive environment.
3. *Show that you want to Listen*
Look and act interested.
Listen to understand rather than to oppose.
4. *Remove distractions*
Don't doodle, tap or shuffle papers.
Will it be quieter if you shut the door?
5. *Be Patient*
Allow plenty of time. Do not interrupt.
Don't start for the door or walk away.
Listen to HEAR - - not to REPLY
6. *Empathize*
Try to put yourself in their place so you can see their point of view.
7. *Hold your Temper*
An angry person gets the wrong meaning from words.
8. *Go Easy on Argument and Criticism*
Both put a person on the defensive.
Do not argue; even if you win, you lose.
9. *Ask Questions*
This encourages and shows you are listening.
10. *Stop Talking!*
This is the first and last because all other guidelines depend on it.
You just can't do a good job of listening when you are talking!

We were given two ears but only one tongue. This is a gentle reminder that we should listen more than we talk.

The SOFTEN Model for Effective Listening

Improve your leadership skills by applying these non-verbal tips for effective listening.

S = SMILE or SERIOUS whichever is most appropriate.

O = OPEN POSTURE facing the person who is talking.

F = FORWARD LEAN slightly toward the speaker.

T = TIME allowed for the speaker to talk without interruption.

E = EYE CONTACT should be made without staring

N = NOD occasionally to show acknowledgment.

PUBLIC SPEAKING

Planning your speech:

- Have a message and a topic. People want to hear a sincere message, not just a bunch of fancy words.
- Start off with a focus of attention. For example, a statistic, a controversial statement, a story, question, or current event.
- Make an outline of what you're going to discuss, and then focus on your key points and form stories and analogies around each key point.
- Relate your speech to your audience. Use real-life experiences.
- Include appropriate humor...it gives people a release.
- Get people involved; ask questions, give them short exercises to do together.
- Thank your audience for their time and attention.

Before you begin:

- Be prepared. Know exactly what you are going to say. It's hard to ad lib when you're nervous.
- Check the area you will be speaking in for size, acoustics, and sound system.
- Practice with a tape recorder or mirror. Check for distracting mannerisms, both verbal ("um," "uh," "you know," "OK" and non-verbal (coughing, scratching your face, shifting from foot to foot, giggling, and clearing your throat).
- Time your speech. Public speaking should be slower than normal. Remember, sound needs to travel in a large room. Enunciate your words carefully.

Delivering your speech:

- Take a few deep breaths before you begin or before you step in front of the crowd.
- Casual, not stiff posture sends a positive message to your audience.
- Have a glass of water handy. Your mouth will most likely get dry if you are nervous, and pausing to take a drink of water is a good idea.
- It's OK to pause and collect your thoughts. Try not to rush through your message.
- Use facial expressions and the tone of your voice to help deliver your message non-verbally.
- Eye contact with your audience is important. Focus on several friendly faces. Let your eyes roam the room slowly.
- Consciously lower the pitch of your voice. A high, squeaky pitch is very distracting.

To build your self-confidence:

- It's great that you are up in front of a crowd! Most people do not have the self-confidence to speak in front of a group!
- Sincerity and enthusiasm can overcome lack of skill and public speaking experience. The audience is pulling for you. They want you to succeed.
- Evaluate your performance when you've completed or ask for some constructive criticisms from people that are your advocates.

If disaster strikes:

- If you lose your train of thought or something unpredictable happens, take a deep breath, smile, and continue.
- Pauses are OK. Refer to your notes.
- Admit any momentary lapses. Your audience will respond favorably to honesty.
- If something embarrassing has happened that the entire audience is aware of, acknowledge it, correct it, and MOVE ON. You may want to make a small joke, then MOVE ON.
- React to adverse circumstances--but don't overreact. Forget it.

TIPS FOR MICROPHONE USE

- I. **You never get a second chance to make a first impression!**
 - A. How important is a first impression?
 1. Overall appearance
 2. Poise and self-confidence
 - B. How will your first impression motivate the audience to want to listen?

- II. **Getting organized is the first sign of successful planning.**
 - A. Be prepared
 1. Know the order of the agenda.
 2. Arrange equipment in advance.
 - B. Know your stuff
 1. Write your script well in advance so changes or improvements may be made easily.
 2. Practice your presentation.
 - a. Use a live microphone whenever possible.
 - b. Record your presentation at rehearsal to see/hear what the audience will see/hear.
 - C. Confidence level is high when you:
 1. Have a good self image (appearance)
 2. Are well prepared
 3. Have practiced your speech several times

- III. **The most common errors of public speaking are easy to remedy. It is important to avoid the following:**
 - A. Beginning with "OK" or "Um" or using "you know" or "like" as a pause.
 - B. Directing your comments to only one section of the audience.
 - C. "Winging" your presentation (and everyone will know it!).
 - D. Repeating yourself.
 - E. Reading your script instead of talking to the audience.

- IV. **The tips for working with a microphone are easy.**
 - A. Remember that the microphone picks up everything you say when you hold it properly.
 - B. Hold the microphone fairly close to your mouth and speak straight into it. Holding the microphone allows for more freedom of movement, but makes it difficult to hold onto note cards.
 - C. Speak slowly and distinctly so everyone can hear. The sound covers a large territory as it spreads over the P.A. system and words can easily lose their sharpness.
 - D. It is important to speak slightly louder than normal. Using a microphone does not mean it will amplify our normal speaking voice enough to reach everyone in the audience.
 - E. If at all possible, practice with a microphone before you actually have to use it. Have someone check to see if you are speaking loudly, slowly, and distinctly.



FLAG PRESENTATION

As a leader in your school, you may be responsible for honoring our country's flag at pep assemblies, athletic competitions, and other activities. As a cheerleader, ASB officer, or other member of the school's leadership team, you should know the rules and courtesies associated with flag use. Whether presenting the colors or supporting the group in your school that is performing that task, here are some important things to remember.

Customs and Courtesies to the U.S. Flag and National Anthem

1. The flag and national anthem are symbols of the people, their land, and institutions. When you salute these symbols, you are saluting the nation. Flags and national anthems of other nations are shown the same respect as our own.
2. When the national anthem is played outdoors, stand at attention, face the flag (if the flag is not visible, face the music), and place your right hand over your heart. A male removes his hat.
3. If you are at an outdoor event and a U.S. flag is escorted past you, stand at attention and face the front.
4. When ceremonies occur indoors and the national anthem is played, face the flag and take the position of attention. If the flag is not visible, take the position of attention and face the music or the front.

During the Pledge of Allegiance

Stand at attention, face the flag, and place your right hand over your heart. Say the pledge in a measured, courteous manner.

Singing of the National Anthem

Stand at attention and sing the anthem. If there is a color guard, remain standing until the retreat of the flag.

A Few Ideas For Honoring The Flag

A student or staff soloist sings *The Star Spangled Banner*, *America the Beautiful*, *God Bless America*, or another patriotic song.

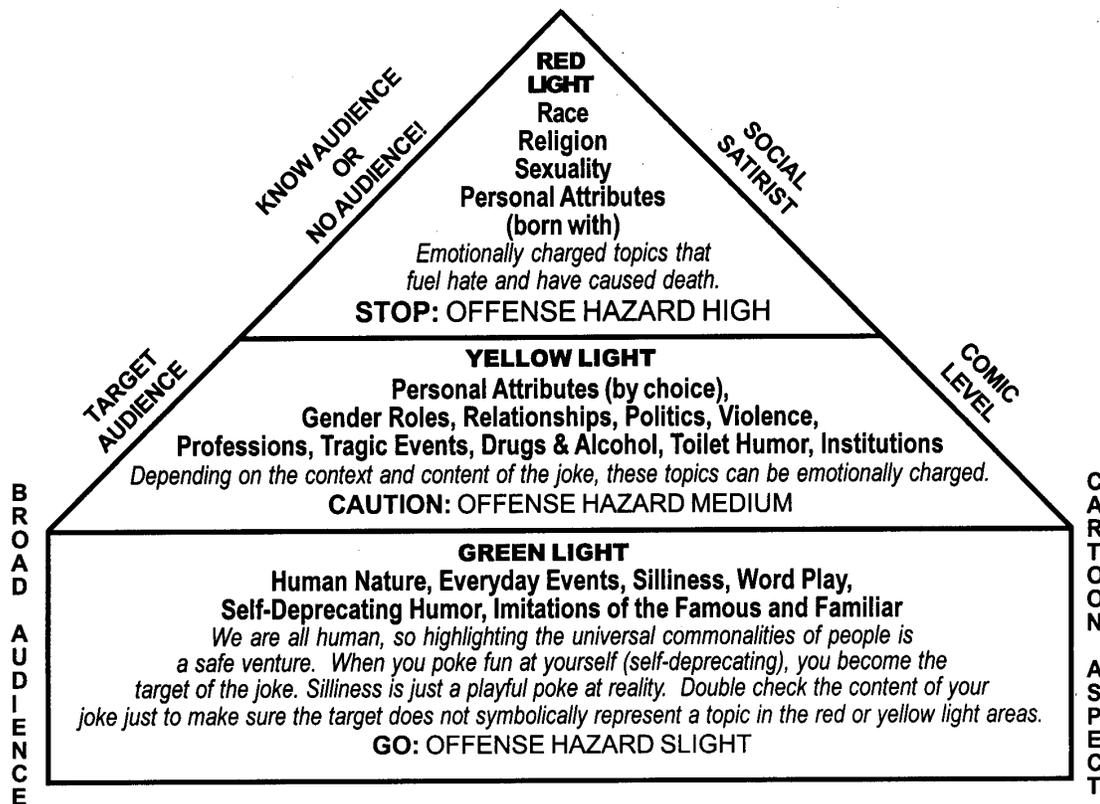
A solo trumpet, a saxophone quartet, a solo guitar, or a mix of instruments and voices plays National Anthem.

An elementary school choir or parent choir sings a patriotic song.

A famous guest from the community sings the national anthem or leads the pledge. An alumni currently serving in the military could do the same.

HUMOR AWARENESS

When telling a joke, consider two things: your **audience** and your **comic ability**. If your comic sophistication is that of a social satirist—utilizing humor for edification—you probably can joke about topics at the top of the triangle and not offend. You might even be able to change a person’s attitude by showing them the irony of a point of view. Most of us fall well short of being a professional humorist; so sticking to jokes in the “green light” area of the triangle is the best bet. When attempting jokes for a diverse school audience, staying in the lower part of the triangle is especially important because of the broad nature of a school population. All ages, ethnic groups, races, religious affiliations, and personal attributes are represented. It is impossible to truly “know” this group of people like you would your family members. A school audience expects to be informed or entertained, but not offended. In the middle of the triangle are topics in the “yellow light” area. It is possible with some thought at the comic level to present a joke to a target audience—a small, specific group of people with a common interest or bond—without offending.



Pre-Performance Humor Checklist

- ✓ Identify the actual or symbolic targets ("the butts") of your jokes. Are these truly things to laugh at in your setting?
- ✓ What are the ratings of your jokes? (G--PG--PG-13--R--X)
- ✓ Is the rating appropriate for the setting and audience?
- ✓ Review your skits (characters, props, dialogue) to make sure they do not perpetuate hurtful stereotypes regarding race, ethnicity, gender, age religion, sexual orientation, disability, socio-economic condition, etc.?



GUIDELINES FOR GREAT ASSEMBLIES

1. CHOOSE AN MC (Master of Ceremonies)

Pick someone with solid microphone techniques, someone with the ability to stall, speed up or cover a miscue, and most importantly, pick someone who can ask for the audience's attention and get it. The MC keeps things moving and knows what happens next.

2. PLAN TO THE LAST DETAIL

The work just begins after the agenda has been set. Here are a few questions to think about: Who will set up the bleachers and microphones? Are there signs to be posted? Where will props be located? How will the stage design (where people enter, exit, and present) look? How will people know their cues? Who will be using what microphones? Planning for the "little things" keeps an assembly on time.

3. CRITIQUE YOUR MATERIAL FOR APPROPRIATENESS

Consider what you are saying through your words and actions. Is your material appropriate for a school assembly? Is it free from negative stereotyping? Check your material by using the information on page 13.

4. REHEARSE, REHEARSE, REHEARSE

5. INVOLVE THE AUDIENCE

Get the audience to DO something, don't just have them sit and watch. A few suggestions: a vote, sing-a-long, wear special clothing to the assembly, the Wave, make a sound or say a word on a specific cue. Be creative. The possibilities are endless. Try to avoid the standard cheers and class competitions; the audience is yearning for something more.

6. CREATE A SURPRISE ELEMENT

Make your assemblies big and bold. Having a surprise element at each assembly will help you do this. Surprise elements include: a giant prop, a special guest appearance, music, spotlights, sound effects, drum roles, flash reports, noise from behind a curtain, mysterious sounds.

7. BE MELODRAMATIC

Remember, you are playing to a huge audience; nothing subtle will be seen or understood. Lines need to be said loud and slow, body motions need to be exaggerated, jokes spelled out. Anything can work; just make sure you accent it.

8. USE A VARIETY OF PEOPLE

The more people you have doing something in the assembly, the more successful the assembly. Remember, people support what they help create. Seek and find people representative of your school's population and get them in front of the audience. Parts can be as simple as holding signs to as complex as a comedy routine. Think of yourself as a talent scout and go find your stars.

9. BUILD EXCITEMENT FOR THE ASSEMBLY

Promote the assembly through coming-attraction-type announcements: signs, invitations, ask a riddle that will be solved at the assembly. Make people WANT to go to the assembly.

10. ENJOY THE PROCESS, AS WELL AS THE PRODUCT

An assembly lasts about 30 minutes, planning for an assembly takes 2-3 weeks. Make sure to enjoy the process because in the end, it is ultimately what matters.



ASSEMBLY PLANNING

Planning a Pep Assembly in One Hour (or during Leadership Class)

1. What's our purpose? Do we have a theme? (5 minutes)
2. Brainstorm items we want to include. (5 minutes)
3. Break into the following committees to sort and select: (10 minutes)
 - Opening/Closing Faculty Involvement
 - Sports Recognition Surprise Element
 - Class Competition Promotion Skit
 - Cheers (To be determined by Cheerleaders)
4. After 10 minutes of planning, reports are made to the class or group for approval. Agenda decisions are made. (15 minutes)
5. Tentative agenda is written on the board as follows:

Event	On Microphone	Time
<i>Attitude Check</i>	<i>Sue Smith</i>	<i>3:00 minutes</i>

 - A. Plan for cuts and additions based on time (Star items to be cut/Use parenthesis for extra items)
 - B. Allow time for audience to get in and out of auditorium.
6. Type agenda on official assembly form and submit to administration for approval. Put copies in faculty boxes so they know what's happening.
7. Publicize the assembly. (Announcements, posters, etc.)
8. Rehearse and time the assembly at least the day before.
9. Gather the props needed for the skits the day before.
(Banner with assembly theme at entry grabs attention.)
10. Conduct an evaluation the day following the assembly. Keep a copy of the agenda and evaluation in your assembly file. For evaluation techniques see page 23 of this guide.

Sample Assembly Planning Form			
Date _____		MC _____	
Theme _____			
Time	Event	On Microphone	Approved

Props needed: _____
 Set-up Committee: _____
 Clean-up Committee: _____
 Final Administrative Approval: _____



SUCCESSFUL SPIRIT COMPETITIONS

Successful spirit competitions can energize a crowd. Follow these tips to ensure that spirit competitions are organized, safe and fun!

PARTICIPANTS

When organizing a competition look for creative ways to select participants. You will lose the audience quickly if competitions are always held using the same team captains and student officers. Try these combinations to promote good sportsmanship and healthy, fun competition. Selecting students to participate in a spirit raising activity is also a good way to give recognition.

Siblings or twins	Cousins	Foreign exchange students
Players' parents	Team Captains	New students
Club presidents	School secretaries	Administrators
Cast members in a play	Random students	Academic achievers

Another technique is to have teachers nominate students demonstrating school spirit at games, assemblies and at school to participate in competitions.

TEAMS

When organizing groups or teams for competitions, look for fun people to participate. This serves in a small way to recognize groups in school as well as provides new faces for assemblies.

Yearbook vs. Newspaper	Team managers vs. Coaches
Cooks vs. Custodians	Honor Society vs. Key Club
Class Officers vs. Club Officers	Choir vs. Band

SPIRIT COMPETITION Checklist

Safety

In what ways might a participant be injured? Take steps to eliminate the potential injury.

Risk

Is it a high risk or low risk activity? What type of risk will participants be taking: social, emotional, intellectual or physical?
Are the appropriate students participating?

Variety of Students

What social groups are represented? Are new students involved in each spirit competition?

Simple

Can the participants accomplish the task without any prior practice or understanding or does it require rehearsal or explanation for participants prior to the event?
Can the rules be clearly communicated to the participants, judges, and spectators?
Is the event fair and easy to judge?

Brief

How long will the event take? Have you timed it in rehearsal? Will it fit the time allotted?

Tasteful

Is it appropriate for the audience? Is it in good taste and without stereotypical or put-down humor?

No Surprises

Do the administration, advisers, and participants know your plan? Do you have permission of the participants prior to the activity?



HOW TO FACILITATE A GROUP

- 1. State the purpose of the meeting.**
- 2. Encourage involvement of every member.**
 - Set discussion and group rules so that everyone is heard.
 - Recognize and use individual group member's abilities
 - Build positive communications; be aware of verbal and non-verbal cues.
 - Focus on self-esteem, use igniter phrases. Let group members know that you appreciate their positive contributions.
- 3. Remain neutral and sensitive to all ideas.**
- 4. Guide group toward its goal**
 - Keep the group moving
 - Check to be sure that individuals are agreeing
 - Suggest compromise
 - Paraphrase
 - Comment on the group's process
- 5. Recognize limitations of the group**
 - Table issues as necessary
 - Establish sub-committees when appropriate
- 6. Delegate**
 - Remember: Your role is to involve every member.



EFFECTIVE MEETINGS

Types of Meetings

Consider the following types of meetings. By determining your meeting purpose ahead of time, you will more successfully meet your goals.

Informational:

To generate ideas, gather information, or give out information.

Decision Making:

To make a decision by majority or consensus.

Action Planning

To develop a plan for implementing a decision

Standard Agenda Format

1. Call to Order
2. Flag Salute
3. Roll Call
4. Reading of Minutes
5. Treasurer's Report
6. Officer's Reports
7. Committee Reports
 - Standing
 - Special
8. Unfinished Business
9. New Business
10. Announcements
11. Adjournment

Prior to the Meeting: Actions to Ensure Meeting Success

Action	Purpose
Set Objectives	<ul style="list-style-type: none"> ○ Determine purpose of meeting ○ Identify what a successful outcome would be ○ Determine who should attend
Develop Agenda	<ul style="list-style-type: none"> ○ Build agenda using minutes of the last meeting ○ Distribute agendas in advance for member preparation
Suggest Ground Rules	<ul style="list-style-type: none"> ○ Identify undesirable group behavior ○ Correct group weaknesses ○ Encourage desired behavior ○ Consider creating a code of cooperation for meetings
Room Arrangement	<ul style="list-style-type: none"> ○ Set up as needed to accomplish meeting objectives ○ Consider appropriate seating: theater, horseshoe, circle

If business will be conducted utilizing Parliamentary Procedure, refer to the following pages for assistance.



PARLIAMENTARY PROCEDURE

Sample Motions

Make a **MAIN MOTION**

Brings up a plan or idea for discussion and action. It may pass or fail, or other motions may apply.

- "Mr. / Madame Chairman, I move we have a dance."
- Needs a second
- The Chair restates the motion and calls for discussion.
- Discussion continues.
- Vote is taken, or

Make an **AMENDMENT**

Changes the main motion by adding or deleting information.

- "Mr. / Madame Chairman, I move to amend the motion by adding the words 'next Friday from 9 p.m. to midnight.'"
- Needs a second.
- The Chair restates the amendment and calls for discussion.
- Discussion continues on the amendment, not the main motion.
- Vote is taken, or

Move to **REFER TO COMMITTEE**

Refers the issue to a committee for further action. Motion should include committee size, method of selection, and timeline for reporting.

- "Mr. / Madame Chairman, I move re refer this matter to a committee of three, appointed by the Chair, to report back at our next meeting."
- Needs a second.
- The Chair restates the motion to refer and opens discussion on the merits of committee study.
- Discussion continues on the referral issue.
- Vote is taken, or

Move to **POSTPONE OR LAY ON THE TABLE**

Delays the discussion and decision until a later date.

- "Mr. / Madame Chairman, I move we table (or postpone) this motion."
- Needs a second.
- Discussion is allowed if the motion was to postpone, move directly to a vote if the motion was to table.

At any time during the meeting a member may

Rise to a **QUESTION OF PRIVILEGE**

Allows for personal requests.

- "Mr. / Madame Chairman, I rise to a Question of Privilege."
- Question is stated.
- The Chair immediately rules on the request.
- The Chair's decision may be overruled by an appeal and vote of the entire group.
- Return to discussion, or

Move to **ADJOURN**

Officially closes the meeting.

- "Mr. / Madame Chairman I move we adjourn."
- Second required.
- The Chair restates the motion.
- Discussion is not allowed.
- Vote taken.

PARLIAMENTARY PROCEDURE MOTION CHART

To Do This	You Say This	Interrupt ?	Second ?	Debate ?	Amend ?	Vote ?
Introduce business	"I move to.."	N	Y	Y	Y	Simple Majority
Change motion	"I move to amend the motion."	N	Y	Y	Y	Simple Majority
Study closer	"I move to refer to committee."	N	Y	Y	Y	Simple Majority
Postpone discussion until later	"I move we postpone discussion until..."	N	Y	Y	Y	Simple Majority
Stop discussion	"I move to close debate."	N	Y	N	N	2/3
Suspend	"I move to table the motion."	N	Y	Y	N	Simple Majority
Special request	"I rise to a question of privilege."	Y	N	N	N	None
Protest	"I rise to a point of order."	Y	N	N	N	None
Vote on Chair's ruling	"I appeal the decision of the chair."	Y	N	N	N	Simple Majority
Verify voice vote	"I call for a division."	Y	N	N	N	None
Request information	"I rise to a point of information."	Y	N	N	N	None
Close meeting	"I move we adjourn."	N	Y	N	N	Simple Majority



PROJECT PLANNING TOOLS

Planning Boards

A Step-by-Step Process

1. Determine the topic/activity for the project.
2. Brainstorm all of the possible “headers” (categories) that the project might involve.
3. Write each “header” on a separate Post-It note and place the headers across the top of your planning board. (It works well to use butcher paper, chalkboard or whiteboard as your planning board surface.)
4. Develop “subbers” for each “header”, making sure that each “subber” contains the following information:
 - the task
 - who is responsible
 - completion date
5. Consider dividing the group into committees (one for each header) and have them develop their own subbers. Planning Boards can further be developed for individual committees.
6. Place all completed “subbers” on the Planning Board. Subbers may be placed in chronological or priority order.

Planning Boards provide a great visual representation of an entire project. Everyone can see at a glance just what “condition” the project is in at any given point.

<i>Header</i>	<i>Header</i>	<i>Header</i>	<i>Header</i>	<i>Header</i>
ASSEMBLY	LUNCH	PUBLICITY	SUPPLIES	FACILITY
<i>Subber</i>	<i>Subber</i>	<i>Subber</i>	<i>Subber</i>	<i>Subber</i>
<i>Skit on school policies Kelisia 8/24</i>	<i>Determine menu with kitchen staff Gary 8/17</i>	<i>Change Readerboard Jason 8/17</i>	<i>Purchase paper products for lunch Juan 8/25</i>	<i>Set-up and workers from registration Brienne 8/25</i>
<i>Icebreaker for group Garrett/Amanda 8/24</i>	<i>Secure 4 adults to help with BBQ Sunny 8/17</i>	<i>Article for local newspaper Kisha 8/17</i>	<i>Orientation packets for students Chris 8/17</i>	<i>Assembly Set-up Kim 8/25</i>
<i>Officer Intro Skit Rachel 8/24</i>	<i>Locate and Clean BBQ's Theanne 8/25</i>		<i>Welcome/Theme Banner Jason 8/25</i>	<i>Directional signs for hallways Rueben 8/23</i>
	<i>Lunch Entertainment Simone 8/19</i>		<i>Nametags and Pens Kate 8/25</i>	

PROJECT PLANNING TOOLS

THE 11 W's OF PROJECT PLANNING

1. **WHAT** are you planning to do?
2. **WHY** do you want to do this project?
3. **WHEN & WHERE** will the activity take place?
4. **WHO** will benefit from the project?
5. **WHAT** staff member(s) will need to approve?
6. **WHAT** funds are needed?
7. **WHEN** will the basic planning be done?
8. **WHAT** committees are necessary?
9. **WHAT** kind of publicity is needed?
10. **WHO** deserves a special thank-you?
11. **WAS** the project worthwhile?

DUTY BOARDS

Create a duty board using tag board and markers. Identify the items to be done for the project and write each item on a Post-It note. On each note also include the name of the person responsible and the date for completion, if appropriate. Move the Post-It notes across the board as the project progresses. This is an effective and visual project management strategy. Use this tool in conjunction with Planning Boards.

To Do	Doing	Done
Notes		Problems

EVALUATION

Evaluation during the process (if needed):

- At least one member must call for a “time out”.
- A facilitator is appointed by the group.
- The facilitator reviews the reason for the time out.
- All criticism/difficulties must be in “I-statements”.
- The group discusses the various options for solving the concern.
- A decision is reached by consensus or majority vote.
- Implement the solutions for the remaining planning time.

Evaluation after the event:

- Everyone involved in the project should be involved in the evaluation.
- On a whiteboard, overhead or butcher paper list the “**Hits**” (things that went well with the project or process) and “**Misses**” (things you would change with the project or process).
- Identify solutions for each “**Miss**”.

Hits		Misses			
Product	Process	Product	Solution	Process	Solution

EVALUATION and ETHICS

Consider this "Ethics Check" as you evaluate your leadership decisions and actions.

1. Is it legal?

Will I be violating either civil or criminal law, an established policy or the trust of the group?

2. Is it balanced?

Is it fair to all concerned in the short-term as well as the long-term?

Does it promote win-win relationships?

3. How will it make me feel about myself?

Will it make me proud?

Would I feel good if my decision were published in the newspaper?

Would I feel good if my family knew about it?



PROMOTION AND PUBLICITY

You can have the best event in the world...but it will not be a success unless people know about it. Use the tips below to ensure that your hard work in planning translates into high participation.

ADVERTISING BASICS

GRAB PEOPLE'S ATTENTION

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

PLAN AHEAD

- Who is the audience?
- How will you advertise: Posters? Flyers? Announcements? Gimmicks?
- What quantity will you need? Where will they be placed?
- When will you need to finish the design work? What's the printer's deadline?
- When will you put the advertisement up? When will you take it down?
- Do you need to get permission?

INCLUDE ESSENTIAL INFORMATION

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

What is the event? **Why** are you having it? **When** will it take place? **Where** is the location?

PAY ATTENTION TO DETAIL

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

GIMMICKS

- Have a third dimension by creating the illusion of the poster jumping towards you.
- Utilize different materials for signs such plastic tarp, burlap, cotton, or parchment.
- With permission, write on car and building windows with water-soluble products.
- Try using a theme (travel, circus, nature, nautical, etc.) to tie your advertising together.
- Think beyond the basics:
 - ◇ Place advertising stickers on cans or bottles in the vending machine.
 - ◇ Create a business card that advertises an event. Copy on perforated business cards.
 - ◇ Hand-deliver personal invitations.
 - ◇ Write a message on a masking tape or blue painters tape and stick in on the ground or wall.
 - ◇ Tie a message on a helium balloon's string that hangs two feet above eye level.
 - ◇ Put your advertisement in a fortune cookie.

TECHNOLOGY

Stencils: Use your computer to make stencils. Select a special font and make each letter of the alphabet as big as possible. Select *outline* as the lettering style—this will save on your printer ink. Print each letter of the alphabet as a page. Cut out and transfer to tag board.

Poster Machines: Some schools have commercial poster-making machines that will produce banners or increase an 8" x 11" paper to a much larger size. This works well for graphics. Also available are machines that produce letters and shapes by making a die cut.

Artwork: Make an overhead transparency on a copy machine of artwork or clipart then use an overhead projector to size it on your poster.



COMMUNITY SERVICE

To do for the world more than the world does for you – that is success”

Henry Ford

WHY SERVE?

- To strengthen leadership skills
- To feel good about helping others
- To explore career interests
- To improve relations between the school and the community and between adults and students
- To address real needs in the community
- To meet new people and form new friendships
- To learn and grow in skills and knowledge

FOUR STEPS TO SERVICE LEARNING

Preparation: *With guidance from your student leadership adviser:*

- 1) Identify a need
- 2) Acquire important information
- 3) Develop a plan
- 4) Collaborate with appropriate community members

Action: *Take action to provide a meaningful service.*

Reflection: *After the service project is finished...*

- Record the difference that was made
- Discuss your thoughts and feelings
- Evaluate the plan for future improvements

Demonstration: *All projects should be shared with others by:*

- Reporting to other students, faculty, and/or community members.
- Informing the local school or community newspaper to spread the word.

IDEAS FOR SERVICE PROJECTS

In the Community, you can . . .

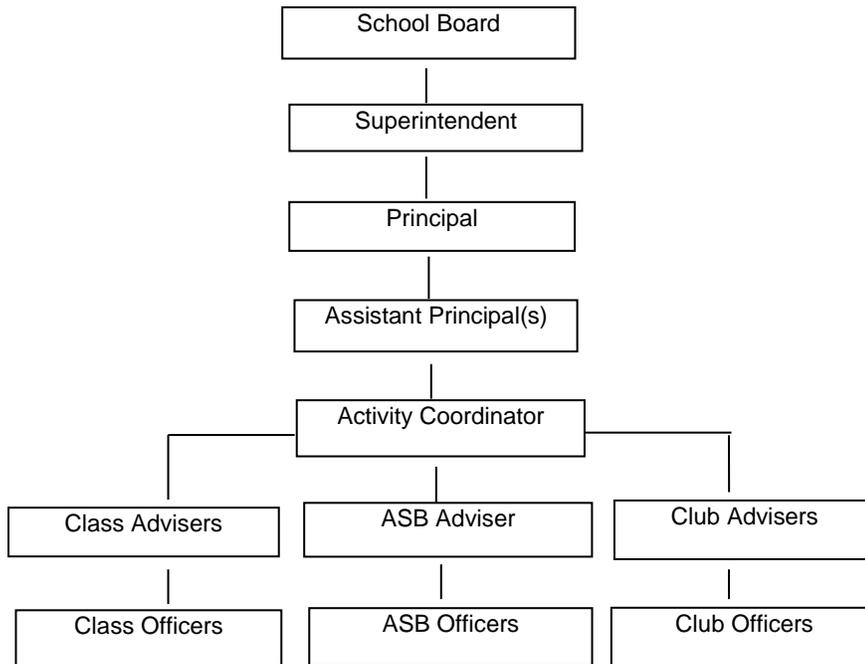
- | | |
|--|---|
| Collect food for a food bank | Teach youth camps |
| Adopt a grandparent, school, or classroom | Help at a health fair |
| Organize a community clean up | Sponsor a child for the holidays |
| Teach elementary after-school enrichment activities. | Coach youth sports |
| Help and entertain at community events | Decorate the town for homecoming |
| Cheer on the runners and walkers at walk against cancer | Host a foreign exchange student for a day |
| Participate in local community parades/events | Perform at excellence in education night |
| Help at a grand opening: Papa John's Pizza, Les Schwab Tires, and other new businesses | |

At School, you can . . .

- Organize a campus pride day
- Perform skits at assemblies
- Make posters and bulletin boards for all sports or activity groups
- Host luncheon for sports team or other clubs in your high school
- Have an ice cream party to thank organizations in the school
- Help with freshmen orientation, open house, academic planning night, award banquets, coronation, and assemblies
- Create a sportsmanship program

PUBLIC SCHOOL CHAIN OF COMMAND

Understanding the chain of command will help you communicate more effectively while working toward your goals. When the chain of command is not followed properly, you may risk alienating people with power. This traditional chain of command may not reflect schools with site-based councils. Talk to your principal or adviser about the chain of command in your school.



AREAS OF STUDENT RESPONSIBILITY

Discuss these issues with your principal or advisor to determine the level of authority and responsibility for student leaders in your school

No Authority Administrators only	Complete Responsibility With Adviser	Shared Responsibility With Administration and Staff
1. Grades 2. Hiring/Firing 3. Discipline 4. School Buses 5. Lunchroom 6. Vacations 7. Length of School Day 8. District Policies 9. Credit Requirements 10. District Finances	1. Projects 2. Student Input 3. Chartering Clubs 4. Evaluation of Projects 5. ASB Meetings 6. Elections 7. Constitutional Revision 8. Goals 9. Publicity	1. Assemblies 2. Sportsmanship 3. School Climate 4. Activity Calendar 5. Service Projects 6. Code of Conduct 7. Fund Raising 8. Inter-High 9. Athletic Expenditures 10. ASB Budget 11. ASB Record keeping



CROWD INVOLVEMENT

During appropriate times at games and assemblies, you will want to involve the crowd as active participants. Don't encourage behavior at an assembly that cannot be carried over to a game. Take these suggestions and use them to fit your needs and your philosophy.

Hand Jive

The crowd follows the movements led by cheerleaders or others. The crowd can stand, sit, and sway as they participate. If small enough, invite entire classes (or small groups) to the gym floor to perform for the audience. If large enough, have opposing bleachers perform for each other.

Sample Hand Jives:

Sprinkler	Tootsie Roll	Washing Machine	Raise the Roof	Pee Wee Herman
Pepper Grinder	Jell-o Arms	Cowboy	Hand Flaps	Stir
Two Snaps	Will Smith	Twist	Disco Point	Lawn Mower
Pulp Fiction	Elbow Slide	Swim	Monkey	Brady Bunch

Crowd Response Cheers

Use cheers that require the audience to spell out a word or to respond to parts of a cheer. Remember to check with your administration to determine if signs or placards are legal to use at games. If not, use as a teaching tool during the assembly. In the spirit of good sportsmanship, avoid cheers that encourage a response from the visiting team.

Games

Make up easy games in which the audience can participate. Have the audience volley beach balls, play "Name that Tune", or send items along rows of bleachers for a race.

Skits

Give the audience (or specific members/sections of the audience) parts in a skit. On cue, all females respond or all sophomores growl, etc. It will take 30 seconds to teach them what you want them to do, but it's a great way to have them involved.

Fun Songs

Use crazy, old, or silly songs and have the audience sing-a-long. Tie them in with your theme if possible (i.e. "YMCA," "Hokey Pokey," "Itsy Bitsy Spider").

Fact or Fiction

Pose various statements to the audience that might be true or false. The crowd guesses by standing if they think it's true and sitting if they think it's false. Use fun things to stump the crowd. Ask the staff to participate by providing statements about themselves that may be true or false.

Boomba Hey

One part of the crowd yells, "Boomba," the other yells, "Hey," on cue. The crowd yells louder, softer, faster or slower on cue.

Finish the Line

Assembly leaders start the audience off with a line from a well-known commercial or movie. The crowd attempts to finish the statement or song. "Here's a story, of a lovely lady..."



MORE CROWD INVOLVEMENT

Balloon Bop

Have the group keep a balloon or balloons in the air with a body part. Call out different parts of the body to keep the crowd on its toes.

That's Me!

Students stand up and yell, "That's me!" in response to questions posed to the audience.

Story With Sound Effects

The crowd is instructed to make specific noises when they hear specific words. A story is read which includes the cue words. This is effective when a narrator is used for a skit.

Spirit Towel

Throw a "Spirit Towel" in the air. When the towel is not touching a person, everyone yells. When someone touches it, everyone stops. The towel can be passed around in the crowd.

Spirit Stick

Design a "Spirit Stick" with school colors on each end. When one color is up, the crowd is loud. When the other color is up, all is quiet.

Stomp/Clap Pattern

Teach the crowd a foot stomping and hand-clapping pattern. Utilize drummers in the band to help with extra sound effects.

Signs

Make signs to be shown to the crowd to get them to yell, for example: "Go" and "(Your Mascot)"

Got Spirit Claps

Change the type of clap the audience uses to show enthusiasm. Examples include:

<i>Ketchup clap</i>	<i>Sprinkler clap</i>	<i>3 claps & a snap</i>	<i>Golf clap</i>
<i>Clam clap</i>	<i>Mosquito clap</i>	<i>Z formation snap</i>	<i>Fireworks clap</i>
<i>Round of Applause</i>	<i>Mime clap</i>	<i>Clock clap</i>	<i>Rocking boat clap</i>

Handshakes

Ask the crowd to greet the people around them using one of the following special handshakes:

<i>Salmon Handshake</i>	<i>Loggers Handshake</i>	<i>Cardiac Handshake</i>	<i>Coffee Handshake</i>
<i>Dog Handshake</i>	<i>Cat Handshake</i>	<i>Create a handshake based on your mascot!</i>	

My Bonnie

Sing this familiar tune, except every time you come to a word that begins with the letter "B," switch positions. If you are sitting, stand up. If you are standing, sit down. For added fun, start the females sitting and the males standing.

LEADERSHIP QUOTES

- "It is not fair to ask of others what you are not willing to do yourself." *Eleanor Roosevelt*
- "Have a vision. Remain kind. Don't take counsel of your fears." *Colin Powell*
- "There is no 'better' or 'worse,' only different. That difference has to be respected whether it's skin color, way of life or ideas."
Kote Kotah, Chumash Native American
- "I am only one; but still I am one. I cannot do everything, but still I can do something; I will not refuse to do the something I can do." *Helen Keller*
- "Both tears and sweat are salty, but render a different result. Tears will get you sympathy, sweat will get you change."
Jesse Jackson
- "Loneliness is the most terrible poverty." *Mother Teresa*
- "The ultimate victory in competition is derived from the inner satisfaction of knowing that you have done your best and that you have gotten the most out of what you had to give." *Howard Cosell.*
- "The journey of a thousand miles begins with one step. *Lao Tzu*
- "Character isn't inherited. One builds it daily by the way one thinks and acts, thought-by-thought, action-by-action. If one lets fear or hate or anger take possession of the mind, they become self-forged chains." *Helen Gahagan Douglas.*
- "I never notice what has been done. I only see what remains to be done." *Marie Curie*
- "Sometimes we stare so long at a door that is closing that we see too late the one that is open." *Alexander Graham Bell*
- "There are two ways of exerting one's strength: one is pushing down, the other is pulling up." *Booker T. Washington*
- "Success can make you go one of two ways. It can make you a prima donna, or it can smooth the edges, take away the insecurities, let the nice things come out." *Barbara Walters*
- "Do not follow where the path may lead, go instead where there is no path and leave a trail." *Unknown*
- "Yesterday is a canceled check; tomorrow is a promissory note; today is the only cash you have--so spend it wisely." *Kay Lyons*
- "Our greatest glory is not in never failing, but in rising every time we fall." *Confucius*
- "The victory of success is half won when one gains the habit of work." *Sarah Bolton*
- "Give all the credit away." *John Wooden*
- "If you're too busy to help those around you succeed, you're too busy." *Unknown*
- "Far away there in the sunshine are my highest aspirations. I may not reach them, but I can look up and see their beauty, believe in them, and try to follow where they lead." *Louisa May Alcott*
- "Either we're pulling together or we're pulling apart." *Unknown*
- "Life will always be to a large extent what we ourselves make it." *Samuel Smiles*

Add Your Own

-
-
-
-
-
-
-
-



LEADERSHIP ROSTER

Names and numbers of officers and other resource people.

Name: _____	Name: _____
Position: _____	Position: _____
Phone: _____	Phone: _____
E-mail: _____	E-mail: _____
Notes: _____	Notes: _____
Name: _____	Name: _____
Position: _____	Position: _____
Phone: _____	Phone: _____
E-mail: _____	E-mail: _____
Notes: _____	Notes: _____
Name: _____	Name: _____
Position: _____	Position: _____
Phone: _____	Phone: _____
E-mail: _____	E-mail: _____
Notes: _____	Notes: _____
Name: _____	Name: _____
Position: _____	Position: _____
Phone: _____	Phone: _____
E-mail: _____	E-mail: _____
Notes: _____	Notes: _____
Name: _____	Name: _____
Position: _____	Position: _____
Phone: _____	Phone: _____
E-mail: _____	E-mail: _____
Notes: _____	Notes: _____