

LEADERSHIP EXPLORATIONS

DESIGNED FOR GRADE LEVELS – 1 TO 2





CURRICULUM WRITTEN BY:

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COURSE NAME: A GREEN EARTH

COURSE DESCRIPTION:

Youth will explore leadership by understanding key terms as well as participating in Get to Know You games and Teambuilding activities. They will read a short story about leadership, develop a mini community action project and create a personal journal on leadership. Throughout their time together they will learn how to build a community by taking turns in various interdependent roles and working together to accomplish shared goals. Finally the group will share what they have learned with their families.

ADDITIONAL PROGRAM RESOURCES:

Teambuilding website: <http://www.jumpstart.com/parents/activities/grade-based-activities/1st-grade-activities>

Get to Know You Games: <http://www.teachervision.fen.com/students/resource/2878.html>

Service Learning Examples for K-2 Students: <http://www.kidsconsortium.org/k2.php>

MN STATE STANDARDS ADDRESSED:

This curriculum addresses multiple 1-2nd grade ELA standards. The goal of the program is to develop an understanding of leadership and its connection with friendship and teambuilding. The youth will create an interdependent community through exploring different ways to be leaders and developing a community action together. Students will practice reading and writing skills. The standards that most closely align with this curriculum are:

Key Ideas and Details, Craft and Structure, Print Concepts, Production and Distribution of Writing and Presentation of Knowledge and Ideas

PROGRAM QUALITY – YOUTH PROGRAM QUALITY ASSESSMENT (YPQA)

St. Paul Public Schools Community Education identifies quality programming as: safe, supportive, interactive and engaging. Simple, specific examples of program-design related goals are below.

Safe Environment (Physical and Psychological)

- Be on time
- Choose healthy foods
- Choose appropriate activities for your space
- Choose age-appropriate & inclusive resources (music, images, etc.)
- Maintain school-day norms (no running, respectful of space)
- Manage classroom behavior for the safety of all
- Follow safety procedures and be prepared for emergencies

Supportive Environment

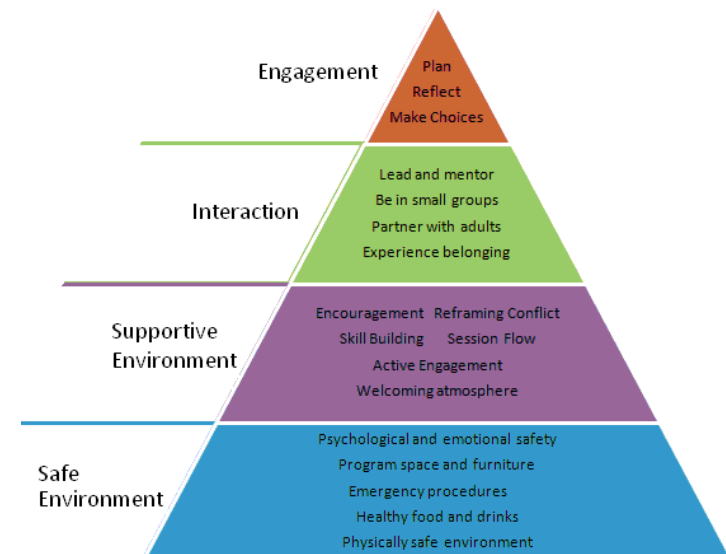
- Be inclusive of different learning styles, cultures, abilities and family structures. Utilize diverse images, games, music, etc.
- Choose encouraging words and develop an encouraging learning environment
- Maintain a professional appearance and wear staff identification
- Use group work, partnering, and aid in building relationships

Interaction

- Youth partner with each other and adults
- Regardless of age - have high expectations for all participants
- Encourage youth choice and self-directed learning opportunities
- Develop a learning environment where youth experience belonging
- Be prepared so you have time for youth choice and adult/youth interaction

Engagement

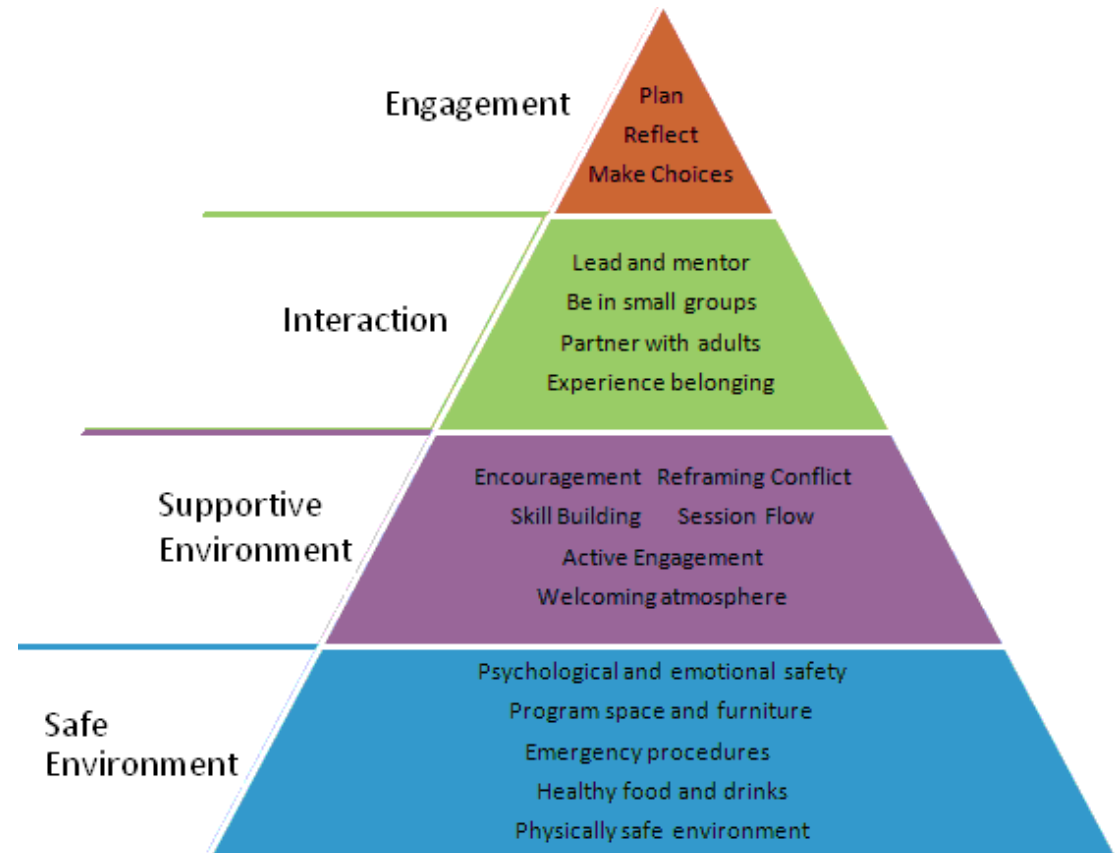
- Activities are hands-on and encourage multiple types of learning
- Include and facilitate youth choice
- Activities are challenging
- Reflection – all classes end with a reflection question and discussion time



PROGRAM QUALITY – INTENTIONAL INCLUSIVITY

Instructors are expected to **intentionally create inclusive environments**. Examples include:

- Use images/books/music, etc that is diverse across age, gender, ability, race, culture, nationality, sexual orientation, etc.
Example: if you are leading a session on the Winter Olympics include athletes/sports from the Paralympics and Special Olympics, athletes from multiple countries, etc.
- Religious holidays are not neutral and should only be used as a relevant instructional tool.
Example: Learning about Dia de los Muertos as a cultural celebration in Spanish class is a relevant instructional tool. Making Christmas ornaments in an art class or doing an Easter egg hunt in dance class are not relevant instruction.
- Use inclusive language when talking about families.
Example: Say “bring this home and show it to someone you love” or “share this with your family” rather than saying, “bring this home to your mom and dad.” Do not make assumptions about family structure.
- Create learning opportunities that draw on multiple learning styles.
- Create flexible plans to find time to draw on the unique passions and abilities of your group of youth.



CURRICULUM QUALITY – WHAT IS GANAG?

GANAG refers to a teaching schema where “a teacher using the ‘Teaching Schema for Master Learners’ designs lesson deliberately so as to prepare students for learning, help them connect new information prior to learning, and cement those ideas or skills. When the schema is used regularly for planning, it becomes automatic to think about teaching to the master learner” (Pollock 64).

Concepts and ideas presented in the following table are extracted from Jane Pollock’s text, *Improving Student Learning One Teacher at a Time*.

<p style="text-align: center;">G Set the Goal/Benchmark/Objective</p>	<p>Instructor (and/or youth) identifies goals/benchmarks for a lesson along with specific daily content objectives. At the end of the day’s session, the instructor and participants can evaluate if they have accomplished their goals and whether to move on or perhaps re-visit concepts if needed.</p>
<p style="text-align: center;">A Access Prior Knowledge</p>	<p>The goal is to provide stimulus that relates in some way to the session content. The instructor plans an activity, question or demonstration to spur connections to previous learning, life experience or knowledge of subject matter.</p>
<p style="text-align: center;">N Acquire New Information</p>	<p>Present new information to youth through a variety of activities – ideally connecting to their senses (i.e. hearing a presentation or a lecture, seeing a video, hands-on cooking, etc.). Additionally, sessions include a combination of declarative and procedural content. Declarative = facts & information. Procedural = skills & processes.</p>
<p style="text-align: center;">A Apply Knowledge</p>	<p>Knowledge gains meaning if you can apply it again in a reliable and accurate way. Youth need hands-on opportunities to explore, test, challenge, and apply content.</p>
<p style="text-align: center;">G Generalize or Summarize</p>	<p>A reflective exit activity that demonstrates youth understanding is essential in providing teaching for mastery learning. Reflection allows youth the time to synthesize their experience/learning within the context of the group. Additionally, this element provides instructors with insight on participant learning and guidance on pacing future sessions.</p>

SESSION LAYOUT – SCOPE AND SEQUENCE

Theme 1: Welcome and Get To Know You Games	Session 1: Welcome, Introductions, Community Standards and Definitions	Session 2: Get to Know You Games	Session 3: Get to Know You Games	Session 4: Teambuilding
Theme 2: Team Building/ Jonnie and Tray	Session 5: Team Building	Session 6: Team Building	Session 7: Jonni and Tray- Chapter 1	Session 8: Jonni and Tray- Chapter 2
Theme 3: Jonni and Tray/ Intro to Service Learning	Session 9: Jonni and Tray- Chapter 3	Session 10: Jonni and Tray- Chapter 4	Session 11: Jonni and Tray- Chapter 5	Session 12: Reflect on Jonni and Tray Introduce Service Learning
Theme 4: Service Learning/ Leadership Exploration Journals	Session 13: Photo Scan	Session 14: Share Findings Brainstorm Mini Project Ideas	Session 15: Complete Mini Projects	Session 16: Leadership Exploration Journals
Theme 5 Leadership Exploration Journals and Sharing Event	Session 17: Leadership Exploration Journals Prep for Sharing Event	Session 18: Sharing Event	Supplementary Session 1: Jonni and Tray Word Search (supplement before session 14)	Supplementary Session 2: Jonni and Tray Word Match (supplement after Word Search)

FACILITATOR NOTES AND TIPS

Developmental Assets (Grades K – 2)

- Short attention spans make "hands-on" activities a must for this grade level. Activities divided into small pieces or steps with physical activity in between work best.
- Very concrete thinkers and do best with activities in which they are both doing and seeing things.
- Have a strong need to feel accepted and have adult approval. Adults should provide lots of praise and encouragement for even small successes.
- Cannot separate themselves from the project or activities and view any evaluation as a reflection on themselves. Therefore, avoid competition or activities that select a single winner or best person.
- Enjoy working in small groups with plenty of adult attention.
- Both boys and girls are usually more concerned with the "doing of a project" rather than the completion and/or comparison of a project. Select activities that can be completed successfully by the child.

Adapted from http://www.projectlearn.net.org/tutorials/concrete_vs_abstract_thinking.html Andrea Jaskin Baker, AJB Consulting

Role of Older Youth or Volunteers

- This group could be even more successful and well supported with older youth and/or volunteers which create a 1:3 ratio.
- This will allow for more the small group work and provide role models.
- Older youth and volunteers can facilitate additional Get To Know You games, Teambuilding activities, lead small reading groups and work with a specific group of students to complete worksheets, project and journals.
- Anyone volunteering in this program should follow the protocol set for the site/system hosting the group (example: application, interview, background check, orientation, exit interview).
- Youth and Volunteers are expected to participate in all activities.

Welcome and Overview

- Welcome the youth to the group
- Explain the core concepts: Leadership, Friendship, Teambuilding, Service Learning, Sharing with the Community
- Tell them what the flow of each session will be: Hot and Cold Check In, Activity, Leadership Reflection Question
- Tell them what each Theme of the curriculum will be:
 - Welcome and Introductions
 - Get to Know You Games
 - Teambuilding
 - Jonni and Tray Book
 - Mini Community Action Projects
 - Leadership Exploration Journals
 - Sharing Event

FACILITATOR NOTES AND TIPS (CONTINUED)

Daily Leadership Roles

- Check In Leader - This youth will lead the daily Hot and Cold check in
- Activity Leader - This youth will help with the days activities
- Reflection Leader - This youth will lead the daily Leadership Reflection Question
- Rotation of Leadership Roles - Build the rotation of these rolls into the groups attendance list
- Laminated Signs - Create signs that can be worn by the youth (Check In Leader, Activity Leader, Reflection Leader)
- When possible add additional roles - line leader, snack leader, outside line up leader

Hot and Cold Check-In

- Process:
 - Have youth sit in a circle (chairs or floor)
 - Use a talking piece - only the person with the talking piece should be talking
 - Hot = something fun or a highlight from the day
 - Cold = something not so great that happened or a lowlight from the day
 - Youth may not always have a Hot and Cold and is ok to pass
- Reminder: Role of Check In Leader
 - Gather all the youth it the circle
 - Remind of everyone of the process
 - Ask people to be quiet if they do not have the talking piece
 - Lead and complete the check in process

Daily Activity

- Have Back Up Plans...due to age and need to move quickly from one short activity to the next
- Incorporate physical activity where it fits. Have youth stretch, run in place, jumping jacks between activities or to transision to the next place they will be working.
- Reminder: Role of Activity Leader
 - Brief check in the session before to inform them of the activities for the next session
 - Activity Leader can support the facilitator or vise versa, the activity leader should lead as much as they are comfortable doing.
 - Read directions, give out supplies, can decide to work with or facilitate during games/teambuilding or participate with youth and they will lead any reflection

FACILITATOR NOTES AND TIPS (CONTINUED)

Leadership Reflection Questions

- See list of questions that precede the session descriptions in the curriculum
- Follow same format as check-in
- Reminder: Role of Daily Reflection Leader
 - Gather all the youth in the circle
 - Remind everyone of the process
 - Ask people to be quiet if they do not have the talking piece
 - Lead and complete the Leadership Reflection Question process

Importance of building community and establishing expectations:

- This group will start with Get to Know You games and lead into Team Building. This is intentional to create a sense of community and trust
- Youth should feel comfortable with each other, the facilitator and any volunteers in the group before they are asked to read out loud or begin working on a community action project

Setting the tone for effective team building and taking risks

- Intentionally setting a safe environment for taking risks is very important in this group.
- All youth are expected to try new activities.
- The adults or older volunteers will need to role model participation and be actively engaged.

FACILITATOR NOTES AND TIPS (CONTINUED)

Jonni and Tray

- Ideas for reading format:
 - Youth play characters with speaking lines and the facilitator reads longer paragraphs
 - One youth reads each sentence/paragraph, taking turns
 - Facilitator reads, youth follow along
 - Facilitator reads, youth read key words (*Jonni, Tray, Frankie, Friends, Banana, Book, Bus, Classroom, Experiment, Leader*)
 - Print the story on large paper... (poster size/have youth decorate the large pages together...before/after the book is read)
 - If you have particularly active youth, consider having them act out the book with prompts.
- Role of Activity Leader:
 - Hand out books
 - Determine reading format for the day
 - Lead Chapter Reflection Questions
- Time for drawing:
 - Remember to reserve time at the end of each chapter for the youth to color the illustrations.
 - Color pencils will work best for this activity.
- Reflection of book, end of each chapter:
 - At the end of each chapter/day of reading ask reflection questions:
 - What is something new we learned today?
 - Were there any new words in the book today?
 - What do you think will happen next?
 - Depending on the group, these questions could be asked before the drawing begins or while youth are drawing. Try both ways to see what works best for your group dynamics.
- When the group is done reading the book and all the pictures have been colored in, encourage the youth to bring their books home and read them to their families.
- Team Quiz: Break the youth into groups of 2-3, all groups should have a volunteer/older youth in them to help with reading and writing. Give the teams 5-7 minutes to answer the questions and then review the answers as a group.

FACILITATOR NOTES AND TIPS (CONTINUED)

Community Action- Mini Projects

- Community Action is best done with k-2 students through mini projects. Youth will identify and address a problem they see in their community. This is an active way to practice leadership skills and discuss community challenges while applying knowledge and skills learned in Leadership Explorations.
- There could be multiple Mini Projects done by small groups or one project done by the whole group, present this option if need be during brainstorming or voting.
- Note that the project may take longer than scheduled in this curriculum. The facilitator can adjust the length of time needed to complete the journals by selecting certain pages or eliminating the journals all together.
- In prepping a curriculum with community action it can be challenging to anticipate what the youth selected project will be, the preparation that will need to take place or the length of time and resources needed to complete the project.
- The facilitator should help to guide the youth to a manageable project based on time and resources.
- The ultimate goal is for the youth to successfully complete a project.
- The facilitator should be prepared to do some work on the project when group is not in session.
- When completing the project use the Community Action Project Plan
- Sample project ideas: poster campaign, poems or stories, short skit, display all the photos taken by the youth, buttons, stickers
- Sample project:
 - Youth don't like the litter on the playground.
 - They decide to write a short skit (5-7 minutes) to explain to their community why littering is bad and why they should stop
 - Resources: Access to a stage, invite stakeholders, facility engineers, family, other youth...
 - To Do List: write script together, assign roles/auditions, practice, build set, props, costumes, invite families
 - Small Work Groups: Writers (everyone), actors/narrator, set and costume design, invitations/programs
 - Practice, Practice, Practice
 - Perform at the Sharing Event
- Keep in mind this is intended to be a short project ideally something the youth could complete 1-2 sessions.
- Role of the Activity Leader
 - During picture day and packet sharing the activity leader can help guide the discussion and voting
 - Throughout the project the activity leader could be asked to take on specific tasks related to the project and/or lead other youth in their roles or help to work on the project outside of group time.

FACILITATOR NOTES AND TIPS (CONTINUED)

Leadership Reflection Journals

- The intention of the journal is for the youth to practice writing, creative thinking and leadership skills.
- The journal can be seen as a supplement for the length of time the Mini Projects take. Some Mini Project complete within one week, some may take longer.
- If the journals are not completed during the sessions they could be sent home
- Consider having the youth complete at least 1-2 pages of the journal to share at the event (suggestion: My Wish for the World or When I Grow Up...)
- Role of the Activity Leader:
 - Handout journals and supplies
 - Explain the pages to be completed
 - Invite everyone to share a part of their journal
 - Collect journals
 - Keep track of time

Sharing of Leadership Reflection Journals/Mini Projects and Celebration

- This sharing event may be for the journals and/or the mini projects
 - If the journals are omitted completely then the event can be used to solely share about the Mini Projects
 - The format of the event will depend on what the theme of the project is and how it can be shared
- Facilitator Prep for Event:
 - Give families a date at least two weeks in advance (prior to youth created invitation)
 - If possible, invite families for the 30 minutes between Check In and Leadership Reflection Questions, so you can still keep this.
 - Talk to 1-2 youth about being the MC's of the event (or possibly older youth/volunteers)
 - Sample Agenda for sharing event:
 - Welcome
 - Introduce each youth (Share a portion of their journal)
 - Explain the project
 - Thank Families/Friends for coming
 - Is there a budget for light refreshments?

GLOSSARY OF “GET TO KNOW YOU” GAMES

- 1. 3 THINGS IN COMMON** (great for new group)
Each student pairs up with another youth who she doesn't know. They must find three things that they have in common. Then each pair presents their findings to the rest of the group.
- 2. TOSS THE BALL** (requires a ball)
Get in a circle. Toss the ball around and say the name of the person you toss it to.
- 3. NAME MEMORY**
Go around in a circle. 1st person says her name; 2nd person says her name and also says the 1st person's name over again, and so on all the way around the circle. The last person has to repeat everyone's name. As a variation, have each person say her name and what plant she would be, if she could be a plant. This way there is more to remember than simply people's names, which makes it more interesting. or, have everyone say an adjective plus her name, but the adjective must begin with the same letter...for example, Daring David, Ridiculous Rick, Wonderful Wendy, etc.
- 4. BALLOON QUESTIONS**
Prep 10-15 balloons by blowing them up and writing “get to know you” questions on them. Have the group form a circle, explain to them that the balloons in the middle of the circle of various questions on them. When the music starts each youth should find a balloon and a partner, they should then read the question on the balloon and play catch with each other as the both answer the question. When the music starts again (in about 20-30 seconds), the youth will find a different partner and balloon and repeat the process. After the activity, ask each youth to share something new they learned about someone in the group. Suggested questions: What is your favorite sport? What is your favorite thing to do on the weekends? Who is your role model and why? What is your favorite book and why? What animal would you be and why? What is your favorite movie? Favorite book? Where do you want to travel to? What do you want to be when you grow up? How many people live in your house? Can you show me your best dance move? What does being a leader mean to you?
- 5. HAVE YOU EVER?**
Group stands in a circle. Each takes a turn asking a question, "Have you ever____"(filling in the blank). Those who have, answer yes by walking to the center of the circle and slapping a "high five" with whoever else has done the action.
- 6. WHAT YOU DON'T KNOW**
Hand out slips of scratch paper and ask people to write down something about themselves that they think nobody else in the room knows. Then collect the sheets, shuffle them, hand them out again (making sure nobody gets their own). Each person reads out what is on their slip, one by one, and the group tries to guess who wrote it. This really gets people laughing! These tidbits about people tend to be surprising and prompt curiosity and discussion, if you have a large group – make sure you have enough time.

GLOSSARY OF “GET TO KNOW YOU” GAMES (CONTINUED)

1. **INTRO TO THE LEFT**

Group sits in a circle. Each person will introduce the person on the left. Take five minutes (total) to talk to both the person on your left and the person on your right. One by one, each person introduces the person on their left.

2. **2 TRUTHS AND A LIE**

Two Truths and a Lie is a good game to break the chill - especially if the group doesn't know each other well. Each person has to tell two truths about themselves and one lie and the others have to guess which is the lie (all three statements should be believable, yet a bit wacky, so that it's hard to figure out). Each person tells two truths and one un-truth about themselves, then everyone else has to guess which is the un-truth. The key is to make the truths as outrageous as the untruths.

3. **LEADERSHIP INTRODUCTIONS**

Inform youth the session before of this activity, so they have time to prep their introduction and bring anything from home they might need. Explain to the youth that they will be introducing themselves to the rest of the group. Each youth should think of something they would like everyone to know about them, maybe a way or place they are a leader. Give a few examples; helping out at home, playing on a sports team, taking care of an animal, being in a performance or doing something good for the community. Ask them to bring something in from home to share (memento/picture). Tell them they will have two minutes to tell their story and share with the group.

GLOSSARY OF LEADERSHIP REFLECTION QUESTIONS

1. What have you done to be a leader at home? At school? In your neighborhood?
2. Who is a leader that you look up to? Why?
3. At what age is a person a leader? Why?
4. When you think of leadership what does it smell like? Why?
5. If could change one rule that your family has, what would you change? Why?
6. What animal do you think is the strongest leader why?
7. Are you a good friend? Why do you think so?
8. Would you cheat on a test or in a sport if you knew you would not get caught? Why or why not?
9. What kind of leader will you be when you grow up?
10. Why is it important for a leader to also be able to follow?
11. What is the best gift of leadership?
12. How would you teach a little brother, sister or cousin about leadership?
13. When is it hard to be a leader? Why?
14. What do you do when people don't listen to your ideas?
15. If you could give one gift to every single child in the world, what gift would you give?
16. If you could travel back in time three years and visit your younger self, what advice would you give yourself?
17. What three words do you think most describe your way of leadership?
18. If you could invent something that would make life easier for people, what would you invent?
19. Finish this sentence: I admire people who....
20. If you could make one rule that everyone in the world had to follow, what rule would you make? Why?

SESSION 1	GOAL: WELCOME, OVERVIEW AND LEADERSHIP DEFINITIONS	MATERIALS NEEDED
WELCOME AND INTRODUCTIONS 20 MINUTES	ACCESS PRIOR KNOWLEDGE: Welcome and Overview of the course Introduce daily leadership roles (define roles – see Facilitator note & tips) Hot and Cold Check In (with introductions - see Facilitator note & tips)	<ul style="list-style-type: none"> • Laminated Leader Signs (see addendum) • Daily Leader Definitions (see addendum) • Talking piece
COMMUNITY STANDARDS 15 MINUTES	NEW INFORMATION: Community Standards (see curriculum plan in addendum)	<ul style="list-style-type: none"> • Poster/butcher paper • Markers
LEADERSHIP TEAMS 15 MINUTES	APPLICATION: Leadership Explorations Terms defined - Matching Activity Worksheet	<ul style="list-style-type: none"> • Matching activity worksheet (see addendum) • Terms poster (see addendum) • Pencils
REFLECTION 10 MINUTES	GENERALIZATION: Instructor chooses a Leadership Reflection Question (list precedes session descriptions)	<ul style="list-style-type: none"> • List of questions • Talking piece

Suggestions for making today’s activities more challenging:
Have the youth read the all the definitions out loud and/or have them work on the matching activity alone.

Suggestions for making today’s activities less challenging:
Eliminate the matching activity.

SESSION 2-3	GOAL: GET TO KNOW YOU	MATERIALS NEEDED
CHECK IN 15 MINUTES	ACCESS PRIOR KNOWLEDGE: Hot and Cold Check In	<ul style="list-style-type: none"> • Talking Piece • Laminated Leader Signs
GET TO KNOW YOU GAME 25 MINUTES	NEW INFORMATION: Instructor chooses a Get To Know You game <ul style="list-style-type: none"> • Youth may want to play the game multiple times • Consider having two games prepped for each day 	<ul style="list-style-type: none"> • See Games in Preface
GAME REFLECTION 5 MINUTES	APPLICATION: Reflection and Feedback on game: <ul style="list-style-type: none"> • What did you like/dislike • Who could you teach this game to? • What would you change about the game? 	
REFLECTION 15 MINUTES	GENERALIZATION: Instructor chooses a Leadership Reflection Question	<ul style="list-style-type: none"> • List of questions • Talking piece
Suggestions for making today's activities more challenging: Select the more challenging games		
Suggestions for making today's activities less challenging: Select easier games		

SESSION 4-6	GOAL: TEAMBUILDING ACTIVITIES	MATERIALS NEEDED
CHECK IN 15 MINUTES	ACCESS PRIOR KNOWLEDGE: Hot and Cold Check In	<ul style="list-style-type: none"> • Talking Piece • Laminated Leader Signs
TEAM BUILDING 20 MINUTES	NEW INFORMATION: Select a Teambuilding Activity (see curriculum plan in addendum)	<ul style="list-style-type: none"> • Gather what is needed for the selected activity
TEAM BUILDING REFLECTION 10 MINUTES	APPLICATION: Use activity reflection form your chosen Teambuilding Activity	
REFLECTION 15 MINUTES	GENERALIZATION: Instructor chooses a Leadership Reflection Question	<ul style="list-style-type: none"> • List of questions • Talking piece
<p>Suggestions for making today's activities more challenging: Select more challenging teambuilding activities.</p>		
<p>Suggestions for making today's activities less challenging: Select easier teambuilding activities.</p>		

SESSION 7-11	GOAL: JONNI AND TRAY	MATERIALS NEEDED
CHECK IN 15 MINUTES	ACCESS PRIOR KNOWLEDGE: Hot and Cold Check In	<ul style="list-style-type: none"> • Talking Piece • Laminated Leader Signs
JONNI AND TRAY 15 MINUTES	NEW INFORMATION: Read Jonnie and Tray (one chapter per session) <ul style="list-style-type: none"> • See facilitator's notes for ideas on reading formats 	<ul style="list-style-type: none"> • Copies of the book
REFLECTION AND DRAWING 15 MINUTES	APPLICATION: Reflection and Drawing <ul style="list-style-type: none"> • Reflection questions for the end of each chapter (see addendum) • Color in pages of completed chapter 	<ul style="list-style-type: none"> • Color Pencils
REFLECTION 15 MINUTES	GENERALIZATION: Instructor chooses a Leadership Reflection Question	<ul style="list-style-type: none"> • List of questions • Talking piece

Suggestions for making today's activities more challenging:

Have the youth read silently to themselves and then share what they learned with the group during the reflection

Suggestions for making today's activities less challenging:

The facilitator can read the whole chapter and have the youth draw while the chapter is read.

SESSION 12	GOAL: JONNI AND TRAY REFLECTION AND INTRODUCTION OF COMMUNITY ACTION	MATERIALS NEEDED
CHECK IN 15 MINUTES	ACCESS PRIOR KNOWLEDGE: Hot and Cold Check In	<ul style="list-style-type: none"> • Talking Piece • Laminated Leader Signs
JONNI AND TRAY 15 MINUTES	NEW INFORMATION: Jonnie and Tray Reflection – Team Quiz (see curriculum plan in addendum) Take books home to read with family	<ul style="list-style-type: none"> • Copies of the Quiz • Pencils
INTRODUCTION TO COMMUNITY ACTION PROJECTS 15 MINUTES	APPLICATION: Introduce Community Action projects (see curriculum plan in addendum) Small Groups Share Examples (see addendum)	<ul style="list-style-type: none"> • Printed copies of Community Action Project Examples
REFLECTION 15 MINUTES	GENERALIZATION: Instructor chooses a Leadership Reflection Question	<ul style="list-style-type: none"> • List of questions • Talking piece
Suggestions for making today’s activities more challenging: Youth could complete the quiz on their own.		
Suggestions for making today’s activities less challenging: Eliminate the quiz and spend more time on the skits.		

SESSION 13	GOAL: COMMUNITY ACTIONS - PICTURE DAY	MATERIALS NEEDED
CHECK IN 15 MINUTES	ACCESS PRIOR KNOWLEDGE: Hot and Cold Check In	<ul style="list-style-type: none"> • Talking Piece • Laminated Leader Signs
PICTURE DAY 15 MINUTES	NEW INFORMATION: Picture Day (see curriculum plan in addendum) Picture Day Packet (record descriptions of pictures in packet, do not complete last page- will be finished during the next session) Extend this time and eliminate the game if necessary	<ul style="list-style-type: none"> • 5-10 Camera's (ideally two youth per camera) • Picture Day Packet • Pencils
GROUP GAME 15 MINUTES	APPLICATION: Group Game or brief team building activity (consider this as a backup if youth get done with their pictures quickly)	<ul style="list-style-type: none"> • See Get to Know You Games or Teambuilding write ups
REFLECTION 15 MINUTES	GENERALIZATION: Instructor chooses a Leadership Reflection Question	<ul style="list-style-type: none"> • List of questions • Talking piece

Suggestions for making today's activities more challenging:
Youth could draw picture or journal what they see (like/dislike about their community).

Suggestions for making today's activities less challenging:
Have the youth think about their community and record everything on a two column list (Likes/Dislikes), this could be done alone or as a large group.

SESSION 14	GOAL: COMMUNITY ACTIONS - FINDINGS, BRAINSTORMING, VOTING, PLANNING	MATERIALS NEEDED
CHECK IN 15 MINUTES	ACCESS PRIOR KNOWLEDGE: Hot and Cold Check In	<ul style="list-style-type: none"> • Talking Piece • Laminated Leader Signs
THE BIG PICTURE 15 MINUTES	NEW INFORMATION: The Big Picture (see curriculum plan in addendum) <ul style="list-style-type: none"> • Complete Picture Day Packets • Share with group 	<ul style="list-style-type: none"> • Printed pictures • Worksheets from last week • Pencils
MINI PROJECTS 15 MINUTES	APPLICATION: Brainstorm Mini Project, Vote and Plan (see curriculum plan in addendum)	<ul style="list-style-type: none"> • Butcher paper • Markers • Tape
REFLECTION 15 MINUTES	GENERALIZATION: Instructor chooses a Leadership Reflection Question	<ul style="list-style-type: none"> • List of questions • Talking piece

Suggestions for making today's activities more challenging:
This will depend on what changes were made in the previous session.

Suggestions for making today's activities less challenging:
This will depend on what changes were made in the previous session.

SESSION 15	GOAL: COMMUNITY ACTIONS - MINI PROJECT	MATERIALS NEEDED
CHECK IN 15 MINUTES	ACCESS PRIOR KNOWLEDGE: Hot and Cold Check In	<ul style="list-style-type: none"> • Construction paper • Markers
ACTIVITY TYPE 1 30 MINUTES	NEW INFORMATION & APPLICATION: Determined by Mini Project	<ul style="list-style-type: none"> • Materials needed will depend the project(s) selected. Be prepared for more prep time/additional sessions
REFLECTION 15 MINUTES	GENERALIZATION: Instructor chooses a Leadership Reflection Question	<ul style="list-style-type: none"> • List of questions • Talking piece
<p>Suggestions for making today's activities more challenging: This will depend on what changes were made in the previous session.</p>		
<p>Suggestions for making today's activities less challenging: This will depend on what changes were made in the previous session.</p>		

SESSION 16	GOAL: LEADERSHIP EXPLORATION JOURNALS	MATERIALS NEEDED
CHECK IN 15 MINUTES	ACCESS PRIOR KNOWLEDGE: Hot and Cold Check In	<ul style="list-style-type: none"> • Construction paper • Markers
JOURNALS 25 MINUTES	NEW INFORMATION: Each Youth Completes their Leadership Exploration Journal (consider small working groups with 1:3 ratio)	<ul style="list-style-type: none"> • Copies of Journals • Pencils • Color pencils • Crayons • Stickers
SHARING JOURNALS 10 MINUTES	APPLICATION: Reflection/Feedback: Have youth briefly share one thing from their journals with either their small working group or the entire group. Youth could read the page they like the most, or they could just read one sentence. Explain to the youth that this is a time to practice reading their thoughts out loud.	
REFLECTION 10 MINUTES	GENERALIZATION: Instructor chooses a Leadership Reflection Question	<ul style="list-style-type: none"> • List of questions • Talking piece

Suggestions for making today's activities more challenging:
Have the youth work alone/quietly, raising their hand when they need help.

Suggestions for making today's activities less challenging:
Complete each page slowly, as a large group with everyone following along.

SESSION 17	GOAL: SHARE LEADERSHIP EXPLORATION JOURNALS (PREP)	MATERIALS NEEDED
<p>CHECK IN 15 MINUTES</p>	<p>ACCESS PRIOR KNOWLEDGE: Hot and Cold Check In</p>	<ul style="list-style-type: none"> • Construction paper • Markers
<p>READING PRACTICE 15 MINUTES</p>	<p>NEW INFORMATION: Remind the youth that they will be sharing their journals with their family and friends.</p> <ul style="list-style-type: none"> • Have each youth decide which page they want to read aloud • Give youth time to practice in small groups 	<ul style="list-style-type: none"> • Journals
<p>CREATE INVITATIONS 15 MINUTES</p>	<p>APPLICATION: Create invitations for families and friends</p> <ul style="list-style-type: none"> • Brainstorm and vote on a name for the event • Each youth makes their own invitation • Consider making a template for youth to decorate • Have a sample invite on large butcher paper. Include date, time, location <p>Optional: Choose two youth MC's for the sharing event (more info in instructor tips)</p>	<ul style="list-style-type: none"> • Construction paper • Pencils • Color pencils • Crayons • Stickers • Large sample invite or template
<p>REFLECTION 15 MINUTES</p>	<p>GENERALIZATION: Instructor chooses a Leadership Reflection Question</p>	<ul style="list-style-type: none"> • List of questions • Talking piece
<p>Suggestions for making today's activities more challenging: Have the youth practice in front of each other.</p>		
<p>Suggestions for making today's activities less challenging: Make a template for the invitations that they youth can decorate.</p>		

SESSION 18	GOAL: SHARE LEADERSHIP EXPLORATIONS (EVENT DAY)	MATERIALS NEEDED
<p style="text-align: center;">CHECK IN 15 MINUTES</p>	<p>ACCESS PRIOR KNOWLEDGE: Hot and Cold Check In</p>	<ul style="list-style-type: none"> • Construction paper • Markers
<p style="text-align: center;">SHARING EVENT 20 MINUTES</p>	<p>NEW INFORMATION: Event with families. Each youth participant shares a page from their journal</p>	<ul style="list-style-type: none"> • Journals • Event Script if you have chosen to create one
<p style="text-align: center;">FAMILY REFLECTION 10 MINUTES</p>	<p>APPLICATION: Reflection with Families:</p> <ul style="list-style-type: none"> • Have you noticed anything different about your child at home recently? • Why do you think it is important to learn about leadership? • How will you help your child continue to practice their leadership skills? <p>Have Youth lead this discussion (different youth then the MC's)</p>	<ul style="list-style-type: none"> • Reflection Questions written out for youth who will lead this part.
<p style="text-align: center;">REFLECTION 15 MINUTES</p>	<p>GENERALIZATION: Instructor chooses Leadership Reflection Question</p> <ul style="list-style-type: none"> • Adult guests could be present for this last leadership question 	<ul style="list-style-type: none"> • List of questions • Talking piece
<p>Suggestions for making today's activities more challenging: Have youth MC the event and lead the family reflection.</p>		
<p>Suggestions for making today's activities less challenging: The facilitator can lead the event.</p>		

SUPPLEMENTAL ACTIVITY 1	GOAL: JONNI AND TRAY WORD FIND	MATERIALS NEEDED
CHECK IN 15 MINUTES	ACCESS PRIOR KNOWLEDGE: Hot and Cold Check In	<ul style="list-style-type: none"> • Construction paper • Markers
JONNI AND TRAY WORD FIND 15 MINUTES	NEW INFORMATION: Jonnie and Tray Word Find - (see in addendum)	<ul style="list-style-type: none"> • Worksheet in addendum
GROUP GAME 15 MINUTES	APPLICATION: Youth vote on and choose a Get To Know You Game you have played before.	
REFLECTION 15 MINUTES	GENERALIZATION: Instructor chooses a Leadership Reflection Question	<ul style="list-style-type: none"> • List of questions • Talking piece
<p>Suggestions for making today's activities more challenging: Have youth work on the Word Find individually.</p>		
<p>Suggestions for making today's activities less challenging: Have youth work on the Word Find in pairs/small groups.</p>		

SUPPLEMENTAL ACTIVITY 2	GOAL: JONNIE AND TRAY WORD MATCH	MATERIALS NEEDED
CHECK IN 15 MINUTES	A CCESS PRIOR KNOWLEDGE: Hot and Cold Check In	<ul style="list-style-type: none"> • Construction paper • Markers
JONNI AND TRAY WORD MATCH 15 MINUTES	N EW INFORMATION: Jonni and Tray Word Match (see in addendum)	<ul style="list-style-type: none"> • Worksheet
GROUP GAME 15 MINUTES	A PPPLICATION: Youth vote on and choose a Get To Know You Game you have played before.	
REFLECTION 15 MINUTES	G ENERALIZATION: Instructor chooses a Leadership Reflection Question	<ul style="list-style-type: none"> • List of questions • Talking piece
<p>Suggestions for making today's activities more challenging: Have youth work on the Word Match individually</p>		
<p>Suggestions for making today's activities less challenging: Have youth work on the Word Match in pairs/small groups</p>		

The following pages include all supporting documents for instructors
Note: Any of these documents could be copied and distributed to youth



**Check In
Leader**

**Activity
Leader**

Reflection

Leader

Leader

CURRICULUM PLAN: COMMUNITY STANDARDS

- Purpose:** Engage youth in the development of community standards for the group
- Time:** 15-20 minutes
- Materials:** Butcher paper, poster board or flip chart and markers
- Planning:** Title your large piece of paper with Leadership Explorations. Draw a large circle in the middle of the paper, the inside of this circle will represent the behaviors or expectations the group members want in the group.
- Procedure:** Explain to the youth they will be creating their community standards, by defining the behaviors they think are appropriate and inappropriate for their group. Have youth come up and write their ideas for behaviors they want in their group inside the circle (i.e. participate, read, have fun, be respectful, learn something new). If youth identify something they don't want to happen in their group, they should write this outside of the circle (i.e. fighting, bullying...). After everyone has had the opportunity to add something to the poster, they are agreed upon invite them to sign their name on the poster.
- Discussion:** Ask everyone if they know what it means to sign your name on something? Have a discussion about how important it is to understand everything you are signing your name to.
- Reflection:** How did it feel to create your own community expectations? Is there anything you think you will have a hard time doing/not doing? What should be the consequence of breaking this contract?

CURRICULUM PLAN: HOT AND COLD CHECK IN AND LEADERSHIP REFLECTION QUESTIONS

Purpose: To have consistent opening and closing activities, creating routine and setting clear expectations for participation.

Time:

- Hot and Cold = 15 Minutes
- Leadership Reflection Questions = 15 Minutes

Materials:

- Talking Piece
- Leadership Reflection Questions

Procedure:

Both the Hot and Cold and the Reflection Questions are done in the same format. Youth and adults will create a circle (chairs or floor). The Check In/Leadership Reflection Leader will lead the process. Determine who will go first then pass the talking piece around the circle until everyone has had a chance to share. Remind the group that only the person with the talking piece should be taking.

CURRICULUM PLAN: LEADERSHIP TERMS AND MATCHING ACTIVITY

Purpose: Introduce youth to leadership terms they will hear throughout the group

Time: 15 Minutes

Materials: Butcher paper with Terms and Definition, matching worksheet and pencils

Planning: Review the terms and definitions; create a large poster with the terms and definitions on it. Make copies of the matching worksheet.

Procedure: Review the poster Leadership Terms poster with the youth. Make sure they are clear on key concepts and how the word relates to the definition. Help them to make correlations between the term and definitions, finding clues they can remember.

After the large group has reviewed the poster, remove the poster from sight. Break the group into small groups (with an adult volunteer or older youth in each group, if possible). Have the small groups complete the matching activity.

Bring the large group together, review the answers of the matching sheet and celebrate what everyone has learned!

Discussion: Ask youth to define each term in their own words (1 youth per term)

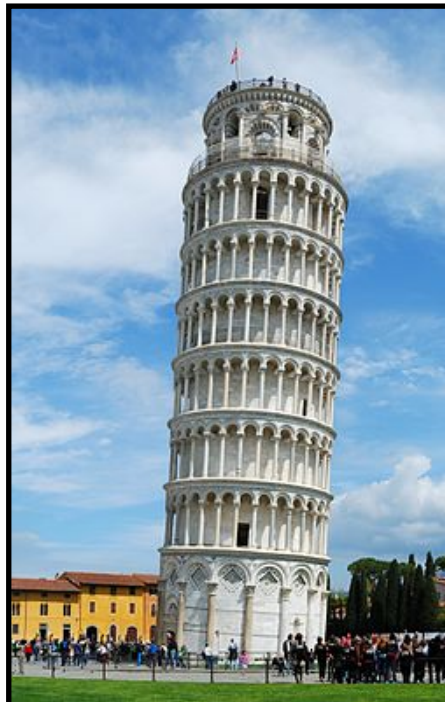
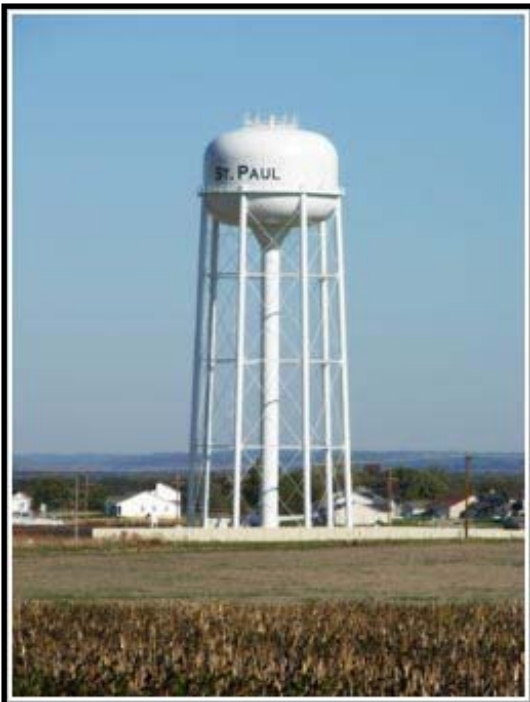
Reflection: Which words did you already know? Where have you heard them? What words were new to you? Where/when can you use these words outside of group?

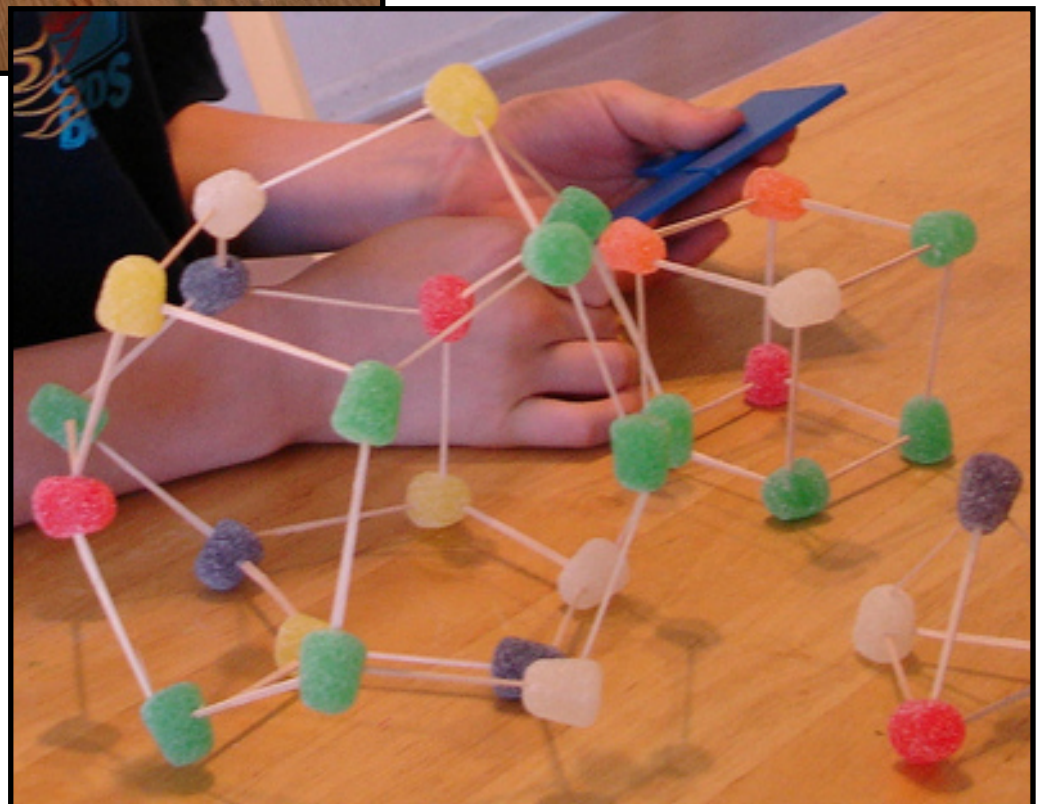
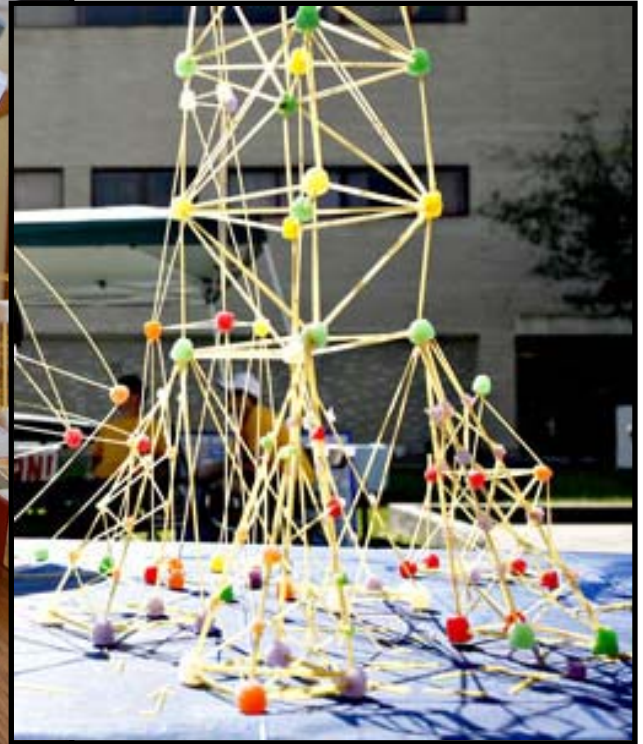
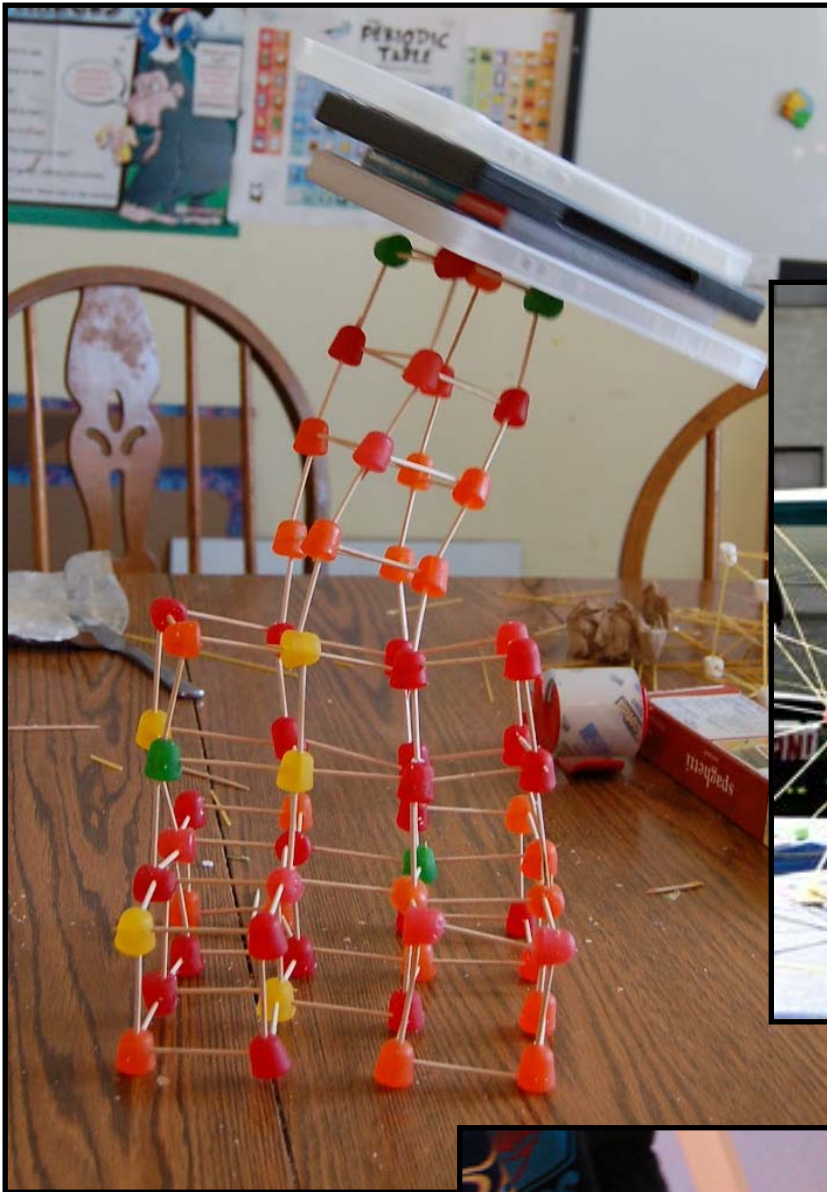
LEADERSHIP EXPLORATIONS TERMS

Leader	Someone who works well with groups of people and accomplishes their goals. They are respectful, brave and speak their mind.
Leadership	How someone shows they are a leader. Someone might say, "I saw Tonya show her leadership today when she helped her group figure out the math problem."
Exploration	Searching for something you have never seen or understood before. People who are willing to explore and try new things are considered leaders and positive risk takers.
Participation	When you try all the activities, challenges and games. Leaders participate even when they are nervous or have never tried before. Teammates encourage their friends to try.
Teamwork	When two or more people work together to complete a shared goal. Teams work best together when they are respectful, find out what each other are good at, talk about what they are trying to do and make plan.
Reflection	Thinking back on something you completed. Asking yourself what you learned? What was hard or easy about the task? How you could use what you learned again in the future, at home or in a different situation?
Feedback	Giving your opinion about something. Feeling safe and confident to tell people what you think, what you would prefer or ideas you may have to make something better.

CURRICULUM PLAN: TEAMBUILDING - GUM DROP TOWERS

- Purpose:** Practice working with a team to accomplish a common goal
- Time:** 20 minutes for the activity, 10 minutes for discussion and reflection
- Materials:** 1 box of gum drops and one small box of spaghetti for each pair of youth.
Roll of paper towels or wax paper (to place on the table as the base of the tower). Copies of examples of towers/gum drop towers. A ruler to measure the towers, if needed.
- Planning:** At this point the facilitator may know the youth well enough to make pre-determined pairs for this activity. Consider group dynamics and try to partner the youth with people they have not been interacting with.
- Procedure:** Pair the youth up. Explain to the youth they will be working together to create a gum drop tower. Ask them if they know what a towers is or if they have ever seen one? Show a few pictures of actual towers and gum drop towers.
- Explain to the youth they are building a freestanding tower that is strong, tall and/or unique. The discussion after the activity will include an assessment of these and how the pair worked together (what roles they took on).
- Each pair will have one box of gum drops and one box of spaghetti. Hand out the materials and tell the youth not to open them yet. The pair will have 2 minutes to make a plan, after that they can open the materials up and build for 5 minutes. Then have them stop, and for two minutes have the pairs discuss their tower: What do you like about your tower? What do you want to change?
- Give the pairs 5 more minutes to make adjustments to their towers. Then say “hands off”, you could have them actually sit on their hands.
- Discussion:** Now have each group explain their tower and talk about how they worked together. Are all the towers still standing? Which one looks stronger/sturdier then the rest? Can we tell which one is the tallest? Measure if needed.
Which one is the most unique? Which pair tried a different approach to their tower? Which one is most like a piece of art?
- Reflection:** How was it working with you partner? What roles did you both take? What was your job? Why did you like this activity? Why not?





CURRICULUM PLAN: TEAMBUILDING - LINE UPS

- Purpose:** Work as a large group to accomplish a shared goal while practicing skills in non-verbal communication and creative problem solving. Youth will take on leadership and organizational roles and make decisions.
- Time:** 20 Minutes for the activity, 10 minutes for reflection
- Materials:** Blind folds/bandanas, to cover mouths if youth need a reminder to be quiet or no mouthing their words
- Planning:** If possible tape a line down on the floor, or draw a line with chalk outside, this will encourage the youth to stay in line and line up straight. Review the suggested line up and remove anything that would not work for your group (maybe they are all too close in height...or all have the same color hair...or they are in the same color uniform shirt).
- Procedure:** Explain to the youth they will not be talking during most of this activity. They will be practicing communicating with each other without using words, which is called non-verbal communication. For each activity they will end up standing on the line, show them the line and ask them to stand during the rest of the instructions.
- Tell the youth that you will give them an order to line up in and it is their job to create that order. They will work together, without talking to make a line.
- Give them a practice run. Tell them they can no longer talk. Instruct them to line up by height. Don't say shortest to tallest, just tell them by height and see how they organize it.
- Once they have all gotten a place in line, congratulate them for accomplishing the goal. Ask them to briefly explain how they did it.
- Follow the same format with these other categories of line ups: age/grade, color of shirt/hair/shoes, shoe size, number of people they live with, favorite time of year/season, alphabetically by first/middle/last name, favorite subject in school/physical activity
- Discussion:** How did you act things out? How could you tell what other people were trying to say? Which line ups were hard/easy? Why? Where did you see leadership?
- Reflection:** How could you use non-verbal communication outside of this group? Why is it important to be able to communicate without talking? What are other ways we could have lined up?

CURRICULUM PLAN: TEAMBUILDING - HOT CHOCOLATE RIVER

- Purpose:** Work as a team to solve a problem and practice communication skills
- Time:** 20 minutes for the activity, 10 minutes for discussion and reflection
- Materials:** 2 ropes and 10-15 carpet squares or paper plates
- Planning:** Find an area large enough for this activity; make sure the ropes fit in the space with enough room for the youth to gather on either end.
- Procedure:** Lay two ropes on the ground parallel to each other, about 20 feet apart. Have the youth line up on one side of the rope, and tell them that they are looking at a giant hot chocolate river. They must get their entire team across the hot chocolate river, but it is too hot to swim across and too deep to walk across. Also explain they cannot walk around the river, since it does not end just because the ropes do.
- The only way to get across is by using the large, fluffy marshmallows that you provide (carpet squares or paper plates).
- Give the youth about eight or nine carpet squares/plates. Reserve a few squares/plates and give out additional ones if they youth get stuck after a few tries.
- Tell the group that this challenge isn't about physical abilities, but rather it is about communication. Unfortunately, the current in the river is so strong that it actually sweeps the marshmallows away if someone is not holding them down (with a hand, foot, or other safe appendage). Also, the marshmallows swell up once they are placed in the river, and they become too heavy to move again, so they must remain where they are placed.
- Have the whole group start over if; a marshmallow is swept away, if someone tries to move a marshmallow or if someone falls in the river. Occasionally if the youth get stuck, give them time to stop and just talk about what is happening? What is working? Who is giving great encouragement? Who is working great together and could help someone else?
- This seems like a simple exercise, but kids can have a lot of trouble with it. It will take a good 10 minutes for them to begin to communicate with each other, and you will probably need another set of eyes to make sure that all the marshmallows are being “anchored down.” The volunteers should participate in the entire activity to support active discussion and help to suggest ideas as needed.
- Discussion:** What was that like? What did you see happening? Who helped you out the most? How did it feel to accomplish this goal and get your whole team to safety?
- Reflection:** When did you feel successful during this activity? How could you tell? What would you change about this activity? Why?

CURRICULUM PLAN: TEAMBUILDING - HUMAN KNOT

- Purpose:** Work as a team to get out of a tough situation.
- Time:** 20 minute for the activity, 10 minutes for discussion and reflection
- Materials:** Bandanas can be used to prevent people from pulling on each other hands too hard.
- Planning:** This activity can be done in groups with as little as 3 people. The facilitator could predetermine the small groups or could have the groups start small for a few practice rounds and then combine into larger groups until they are all back together. The more people the more complex this activity becomes.
- Procedure:** Have the youth make tight a circle standing shoulder to shoulder. Have each person reach into the center of the circle and grab a hand of a person standing across the circle - each person must hold hands with 2 different people and they cannot hold the hands of the person right next to them.
- Try to untangle so everyone in the group is holding hands regularly in a circle. You cannot let go of any ones hand during the activity. Some people may end up with their backs facing into the circle. Advise youth to be careful and not to pull on each other hands, they should make sure they are constantly in communication with each other, particularly the people they are holding hands with.
- If the group determines they are stuck and the facilitator cannot coach them to a resolution, the team can agree to start over.
- Discussion:** What did you see happening during this activity? When did you get upset? What happened if one of your group members got upset? When did you feel good? Did you hear people encouraging eachother?
- Reflection:** What did this activity teach you about yourself? What would you do differently next time you do this activity? Did this activity remind you of anything?

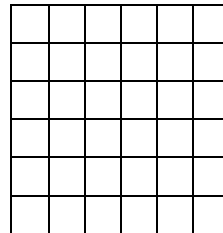
CURRICULUM PLAN: TEAMBUILDING - MAZE GAME

Purpose: Youth will gain an understanding of taking a risk and being willing to make a mistake on purpose for the benefit and learning of their whole team.

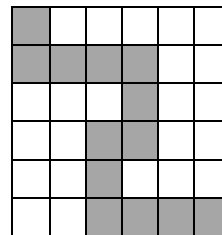
Time: 20 minutes for the activity, 10 minutes for discussion and reflection.

Materials: Tarp with Game Board taped on (or create with chalk on outside sidewalk) and a written replica of the maze. Small replicas of the game board on printer paper and pencil.

Sample of what a tarp/board would look like:



Sample of a maze to be created by the instructor:



Planning: Stick masking tape tarp in the form of a grid, this represents The Maze. The blocks should be 9 X 6 and each block should be more or less 30cm by 30cm (12 Inches X 12 Inches) big enough for one person to step into). Draw 2-4 replicas of the maze on separate sheets of paper. On the replicas on the paper, mark certain blocks as the magic path. The magic path should form a route through the maze. One side of the maze should be the starting point and the other side the end point. Position yourself on the “end” part of the maze, because you will have to monitor their steps.

Ask the activity leader if they would like to participate with the group or help with the finish line and create the magic path.

Procedure: Have participants gather around the maze so you can explain the objective and ground rules.

Number the participants off and ask them to remember their number.

Explain to the youth that some squares are in the magic path and that they have to find the route through the maze by trial and error. Person number one starts by stepping on one of the six squares at the entrance of the maze. If it beeps (a sound you make every time you see them stepping on an un-marked square – remember, you have a replica of the maze with the marked route in your hands), person number one needs to step out of the maze. Then person number 2

chooses another square. If it beeps again, they have to move out. If it doesn't beep, it means that the square is in the magic path and they can progress to the next square. And so everyone gets a chance until they reach a beeping square and then move out of the maze. When someone moves out of the maze after they have stepped on a beeping square, they have to retrace their steps exactly as they came in. They are not allowed to just step of the maze on the side. When the team gets to the last person, they start at person number 1 again. There can only be one person on the maze at any given time

Movement on the maze is only from one adjacent square to another (i.e. forward, backward and sideways). No jumping squares like in checkers.

The team can talk while they strategize while no one is on the board, but once someone has started on the board - no more talking.

They can't mark any squares or route with physical objects like pens and so on. Nobody is allowed to write down the route as they carry on... i.e. no pens and paper. Everyone needs to take accountability for remembering the squares.

Position yourself at the one end of the maze. You can sit on a chair at the other end. Have the replica of the maze with the route available. Be very strict with the no talking once someone has started on the maze, but allow them to talk between turns if they want to.

Once they have found the magic path, every youth should take their turn to cross the maze and get to the finish.

Discussion: What did you learn? How did you feel when you stepped on a beeping square? How did you support each other? How did you make a plan?

Reflection: Who did you see being a leader? What skills were they using? What would you change about this activity?

JONNI AND TRAY- CHAPTER REFLECTION QUESTIONS

- Chapter 1: What was the name of the chapter? When did you hear the term leader? What did you learn about Jonni and Tray? Do the kids in the book do anything we do? What do you think will happen next in the book?
- Chapter 2: What was the name of the chapter? What were the main things going on in this chapter? Why do Jonni and Tray like to sit by the window? What is the name of the new character we met during this chapter? What do you think will happen in the next chapter?
- Chapter 3: What was the name of the chapter? How was Jonni a leader in this chapter? How did Jonni's leadership help Frankie? What do you think will happen in the next chapter?
- Chapter 4: What was the name of the chapter? What happened between Jonni and Tray? How did they fix their problem? Who was a leader and why? What will happen in the next chapter?
- Chapter 5: What was the name of this chapter? What was important about the book that Jonnie and Tray were reading? How did Jonni and Tray's leadership help Frankie? What did Frankie say to Jonni and Tray? Which character in the book can you relate to the most? Why? What do you think will happen to Jonni, Tray and Frankie next?

CURRICULUM PLAN- INTRODUCTION TO COMMUNITY ACTION

Purpose: Youth will receive a brief age appropriate introduction to Community Action by learning about example projects done by students their own age.

Time: 15 minutes

Materials: Copies of each example Community Action project story

Planning: Make the copies and predetermine groups to save time

Procedure: Explain to the youth that throughout the group they have gotten to know each other, practiced building leadership skills together and learned what it means to help out.

Tell them they are going to start looking at their community and think about what they could do to help it be better by using their leadership skills.

Next week they will be taking pictures of things they like and dislike about their community and use the pictures to decide on a Community Action Project.

Youth-lead Community Action takes place when a group of people/students/youth work together to help or to make a difference in their school/neighborhood/community.

Tell the youth they will be broken into small groups and read about a Community Action Project done by youth their age.

Then the groups will do a short skit to share the story their read with the whole group. Give the groups 5 minutes to read and create their short (less than 1 minute skit)

Have groups perform, the idea here is that all the youth will learn each Community Action project story in active and creative way.

Discussion: Did you notice anything similar about the projects? Which project was your favorite or one you would like to work on?

Reflection: Have you ever helped with a community action project before? Why do you think taking action on things we care about is important?

CURRICULUM PLAN – YOUTH & COMMUNITY ACTION STORIES

All Stories were taken from <http://www.kidsconsortium.org/k2.php>

Playground Shade

During the first weeks of school, kindergarten students commented that playground equipment was too hot to play on. In their classes, they discussed why the playground was so hot and realized that it had little shade. The students explored various ways to address this problem and decided to plant trees on the playground. In their action project, the students worked with 10 community organizations and businesses, including the Union School Parents Group, Montpelier Tree Commission, and Elmore Roots Nursery.

The project fit was incorporated into their science unit about Fall/harvest/trees. In class, the kindergarteners learned more about trees from their teachers and books that were read to them. The students discovered that trees not only provide shade from the sun but that they also provide oxygen for people and animals to breathe. They then worked with school officials and a local nursery to determine what types of trees would thrive, how many trees were needed, and where best to plant them.

With the help of their teachers and community partners, the students obtained three red maple trees and planted them on the playground. The students especially loved this hands-on part of the project—digging holes and spreading mulch. Wanting to share their enthusiasm with the whole school, the students made a presentation about their project at a school-wide assembly. The impact of the project will grow along with the trees that now help shade the playground and provide a cool space for students to play.

Adopting Trees

In their study of living organisms, kindergarten and first grade students learned to identify different tree species on the nature trail behind their school. The students wanted to share what they had learned with other students and community members so they met with staff from Portland Trails (the local land trust) to learn about community needs related to environmental awareness. Portland Trails staff indicated that not many people in the community know about or appreciate all the different trees in Portland. The students decided to address this problem in an action project, working with Portland Trails and local and state forestry experts.

The students began by learning more about types of trees from direct observation of different trees along the nature trail. They also learned about the characteristics of various living and non-living things, and how organisms depend on their environment to survive. Their teachers related the project to other parts of their curriculum as well, such as understanding physical properties of objects (color, shape, size, etc.), and knowing that systems are made up of smaller parts.

After learning about neighborhood trees, the students considered how they could raise awareness and appreciation of the community's trees. The students ultimately decided to “adopt” trees on the nature trail and place informative plaques beneath them. Each student adopted his or her own tree and worked with the teachers to create an informational plaque for that tree. With help from area high school students and parents, the students mounted their plaques. Now everyone who uses the nature trail can read the plaques and learn more about the different types of trees.

Learning French

When parents at Winthrop Grade School completed a survey on changes they would like to see at the school, a large number of them wanted students to learn a foreign language. In response, basic French was offered the following year in one first/second-grade multiage classroom. When the students learning French discovered that their peers didn't have the same opportunity, they were upset and decided to launch a service-learning project focused on teaching others French.

The students started their project by brainstorming what they wanted to learn/share. In addition to the basic language, they wanted to learn about the holidays, traditions and cultures of French-speaking countries. Their teacher taught them the basic language, and brought in guest speakers from French-speaking countries who could share their expertise on various traditions and cultures (i.e., what it was like to live in France or grow up on the Ivory Coast of Africa).

When they had learned basic French and had a good understanding of the cultures and traditions of French-speaking countries, the students discussed how they could share their knowledge with others. The students decided to share what they had learned with the school's other first/second multiage classroom. With the aid of their teacher, they prepared weekly lessons and hosted Movie Tuesdays where both classes watched French films together. They also prepared a skit for the school's Africa Night, incorporating what they had learned about French-speaking countries in Africa. The skit allowed them to share their knowledge and enthusiasm about French culture with the entire school community.

Kids Guide to Montpelier

During a class field trip to the Capitol Region Visitor Center in Montpelier, Vermont, second graders discovered that there was no tourist information specifically for children. When they returned to school, the students talked with their teacher about doing something to help visitors find about the fun things for children and families to do in Montpelier. The students then checked with the Capitol Region Visitor Center to make sure having resources oriented toward children would be helpful. The students decided, as a service-learning project, to work with the Capitol Region Visitor Center, the Vermont Department of Tourism and local libraries to create a Kid's Guide to Montpelier.

For the guide, the students decided to make posters of local attractions and activities and assemble them into a book. The class surveyed students at their school and made several field trips to local attractions to help determine which should be included in the guide. Getting help from their peers, the students wrote the content and drew the pictures for the posters. The students also designed a front cover and wrote an introduction page. Once they had created all the pieces, they took their work to a local print shop that copied and bound the guide.

Students then presented their guide to the Capitol Region Visitor Center and local libraries for tourist use. The students' guide is extremely popular and helpful to visitors to the Center. According to the Center's director, "The students worked on the idea for months and came up with a selection of attractions that they illustrated with crayons. It is colorful, informative, and very well written. Tourists have been looking through the pages and commenting on how useful it is."

CURRICULUM PLAN- PICTURE DAY

Purpose: Youth look at their community through the lens of a camera, exploring what they like and dislike about the things they see.

Time: 15-30 minutes

Materials: Cameras (1 for every pair of youth), Picture Day packets for each youth and pencils.

Planning: Make sure all the cameras work, are charged and have memory cards! Label cameras with numbers to easily identify and find each youth's pictures.

Procedure: Tell the youth that today they are photographers and detectives. They will be working with a partner to find things they like and dislike about their community. Ask a few youth to give some examples of what they think they might see when they go outside/in the hallways?

Give each youth a packet. Review the Picture Day packet and answer any questions the youth have and any expectations/rules they have for being outside of the classroom.

Give each pair (ideally with an older youth or volunteer) their own camera and let them start taking pictures. It is the facilitator's job to make sure all youth are safe and accounted for during this time. If there are not enough volunteers to be with each group, keep all the youth in the same area (start in the hallway, then lunch room, then in front/in back of the building, then on the playground...travel together)

Each youth will take a total of 4 pictures - 2 of things they like, 2 of things they dislike.

As they take the pictures the youth should record what the picture was of in their packet, under where they will be taping the picture. See Picture Day Packet.

The youth will get copies of their pictures during the next session to add to their journals.

Discussion: Was it easier to find things you liked or that you didn't like? Why? What did you and your partner talk about while you were looking for things to photograph?

Reflection: What do you think you would find if you did this activity at home? At the park? Next time you go for a walk what kind of things will you look for? Did this activity help you think of a Service Learning Project you would like to do? Or did it remind you of a project we learned about in our last session?

CURRICULUM PLAN - THE BIG PICTURE

Purpose: Youth will complete Picture Day Packets and Share their findings with the group

Time: 15 Minutes

Materials: Packets, pictures, scissors, glue/tape

Planning: Get 2 copies of each picture printed, the 2nd copy is for back up if needed.

Procedure: Have the youth sit at tables individually and pass out their printed pictures. Instruct them to glue/tape the pictures in the right places in their packets

Then have the youth complete the final page of the packet. Adults/volunteers should be circling the room and offering help to all the youth.

When all the youth have completed their packets, create a circle and share packets. Youth should be brief and focus on the last page.

Discussion: Did we hear about anything more than once? What was it? Were there any themes? What are some of the things people liked in their community? What do people want to change?

Reflection: What did you learn about your community from this activity? What would you change/keep the same about this activity?

COMMUNITY ACTION PROJECT PLAN

Using 3 large pieces of paper (or one long strip of butcher paper) create 9 columns. Title each column in the order of the planning areas below.

You are creating a Service Learning Project Plan poster that is large enough for all the youth to see

Problem Identified:

Goal:

Project:

Timeline:

Resources:

Small Working Groups:

Materials:

Additional Project Specific needs:

Notes:

CURRICULUM PLAN- BRAINSTORM, VOTE AND PLAN

Purpose: Youth will brainstorm possible mini project ideas and vote.

Time: 15 minutes

Materials: 2 large paper/poster board/butcher paper (labeled 'Mini Service Learning Project Brainstorm' and 'Service Learning Project Plan) and markers

Planning: Be prepared for an issue with the voting if youth are split or very passionate about a certain project. There can be multiple mini projects.

This session will determine what the rest of the program will look like, what the scope of the project will be, resources that might be needed and how long the project might take.

Remember to keep the youth expectations realistic, so they are able to successfully complete the project before the end of group/sharing day, but be respectful – asking follow up questions so they can figure out if something is do-able. Do not just tell them they can't do it.

Remember it will be around this time that the facilitator should be giving the date/time of the Sharing Event to the families.

Procedure: Hang a piece of large paper for brainstorming up where all the youth can see. Also have the enlarged copy of the Community Action Project Plan

Explain that brainstorming is a way to collect a lot of different ideas at once, there are no bad ideas and everyone should participate/use their voice.

Ask the youth to give ideas on service learning projects. Tell them to think about the pictures they took and the ideas they recorded in their packets.

Collect as many ideas as possible, prompt the youth with more questions as needed.

After a list has been generated, see if any ideas are similar and group them together (with the permission of the youth).

If the list is more than 5-6 ideas, try to narrow it down some before the voting begins.

Announce the ideas up for voting and remind the youth they will be working over the next 1-3 sessions to complete their Community Action Project.

Make sure all the youth fully understand each proposed idea/project and that they understand what it means to vote.

Have all the youth put their heads down on the table and vote once for their choice. If the vote reveals one clear winner, move forward with that. If it doesn't, have a discussion with the group.

Depending on the scope of the project, the group may be able use the Community Action Project Plan to decide what the project will be with a short discussion and have a project plan determined by the end of this session. However the group may need more time. Facilitate what is needed for the project/group from this point out.

Discussion: Why are you excited to do this project? What are you nervous about?

Reflection: Do you think other people in our community are concerned about this problem as well? What do you think other people are already doing to create an answer? Who are you going to talk to about this project? What are you going to tell them or ask them?

The following pages include all printed supplementary youth participant materials.



LEADERSHIP EXPLORATIONS WORKSHEET – MATCH IT UP

Directions: Draw a line from the term to the correct definition

Leader	Thinking back on something you completed. Asking yourself: What did I learn? What was hard or easy about the task? How you could use what you learned again in the future, at home or in a different situation?
Leadership	When two or more people work together to complete a shared goal. Teams work best together when they are respectful, find out what each other are good at, talk about what they are trying to do and make plan.
Exploration	How someone shows they are a leader. Someone might say, “I saw Tonya show her leadership today when she helped her group figure out the math problem.”
Participation	Someone who works well with groups of people and accomplishes their goals. They are respectful, brave and speak their mind.
Teamwork	When you try all the activities, challenges and games. Leaders participate even when they are nervous or have never tried before. Teammates encourage their friends to try.
Reflection	Giving your opinion about something. Feeling safe and confident to tell people what you think, what you would prefer or ideas you may have to make something better.
Feedback	Searching for something you have never seen or understood before. People who are willing to explore and try new things are considered leaders and positive risk takers.

JONNI AND TRAY- TEAM QUIZ

Directions: As a team decide on the best answer for each question

1. What sport does Tray play?
 - a. Basketball
 - b. Tennis
 - c. Soccer
 - d. Football

2. What are the names of Jonni and Tray's teachers?
 - a. Mrs. Jones and Mr. Anderson
 - b. Mrs. Williams and Mr. Adams
 - c. Mr. Thompson and Mrs. Smith
 - d. Mr. Erikson and Mr. Reynolds

3. What was their school lunch?
 - a. Taco Salad Bar and Bananas
 - b. Cheese Pizza and carrots
 - c. Chicken Drum Stick and Apples
 - d. Spaghetti and Meatballs

4. What did Jonni and Tray do together every day?
 - a. Waited for the bus in the morning
 - b. Ate lunch together at the table by the window
 - c. Rode the bus home together
 - d. All of the above

5. What activities did the students try on Experiments Day?
 - a. Ice cream and solar oven
 - b. Food coloring and magnets
 - c. Play dough and gum
 - d. All of the above

6. How did Tray and Jonni practice their leadership?
 - a. By being team players
 - b. They were welcoming and helpful to a new student
 - c. Jonni and Tray talked about their feelings and fixed their problem
 - d. All of the above

7. Who said, "Ok, I want to be a leader, too. I was just sad because I thought you forgot about me"?
 - a. Jonni
 - b. Frankie
 - c. Tray
 - d. Mrs. Williams

JONNI AND TRAY- WORD FIND

L A U J Z D B D M T Y J X X O
E H V I S A T O D N O A D M B
A R H V N V O F I E V P R T M
D L Y A P R N V M M Z N I T S
E L N Z S C H D F I W Q G Z L
R A X S T O R K F R A N K I E
Y M A P S C A I A E I A U Q M
R L Z V V C Q P M P K E E M O
C M J C M H D G S X Z H N Q N
K X Q H J C G D F E W F N D I
O T S E N G M R Z X P I E C S
O U Z P M G S F L G H V Z W Y
B R A Y J X E F M I N N O J R
S K T U Z D J P R R B B Y J X
Z B U N Q X Y I S K O J E I X

Find the Words below in the word search. Words may be forwards, backwards, diagonal and straight up or down.

BANANA
BOOK
BUS
CLASSROOM
EXPERIMENT

FRANKIE
FRIENDS
JONNI
LEADER
TRAY

JONNI AND TRAY- WORD FIND ANSWER KEY

L A U J Z D B D M T Y J X X O
E H V I S A T O D N O A D M B
A R H V N V O F I E V P R T M
D L Y A P R N V M M Z N I T S
E L N Z S C H D F I W Q G Z L
R A X S T O R K F R A N K I E
Y M A P S C A I A E I A U Q M
R L Z V V C Q P M P K E E M O
C M J C M H D G S X Z H N Q N
K X Q H J C G D F E W F N D I
O T S E N G M R Z X P I E C S
O U Z P M G S F L G H V Z W Y
B R A Y J X E F M I N N O J R
S K T U Z D J P R R B B Y J X
Z B U N Q X Y I S K O J E I X

JONNI AND TRAY- WORD MATCH & DRAW



Frankie



Banana

Bus



Jonni



Classroom

Tray



Experiment

Friends



Book



Draw a picture to represent the word that is left without a picture:

MY LEADERSHIP JOURNAL

My Name:

Today's Date:

Let Me Introduce Myself

Full Name:

Birthday:

The city and neighborhood I live in:

People I live with:

On the weekends I like to:

In the summer my family:

When I Grow Up

When I grow up I want to become a

To do this, I will need to

I would like to live in

I will spend my money on

I will save my money for

I am will go on a trip to

My Wish for the World

I wish everyone in the world would

Because I think _____ is important.

If everyone would just _____

then we would all be _____.

I will make _____

so the whole world can _____.

Uniquely Me

I am different than everyone in the world
because _____

_____.

I am really good at _____

_____.

I could teach you by _____.

I learned how to _____
by _____.

No one else can ever be me because I

_____.

My Favorites!

Month of the year:

Day of the week:

Time of the day:

Song:

Movie:

Book:

Snack:

Place to go:

Toy to play with:

Way to help people:

Sport:

Class/subject in school:

Board game to play:

The Leader Inside Me

Write Your Name vertically down this page. Write something about yourself that makes you a leader starting with each letter of your name. See example at the bottom of the page.

Example: Amaya

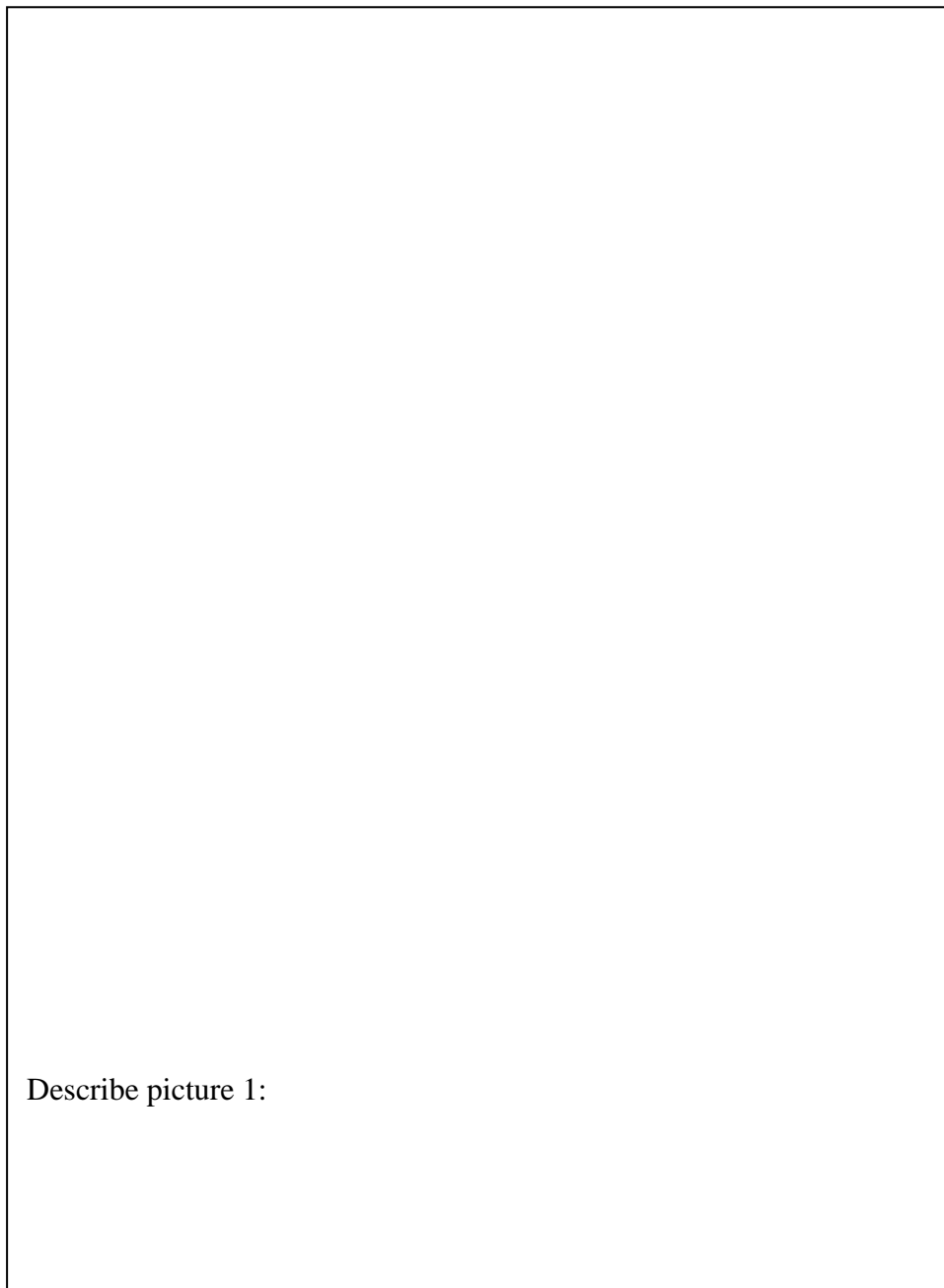
A	Active In School
M	Makes Friends
A	Always Helping
Y	Youth Leader
A	Adventurous

LEADERSHIP EXPLORATIONS PICTURE DAY PACKET

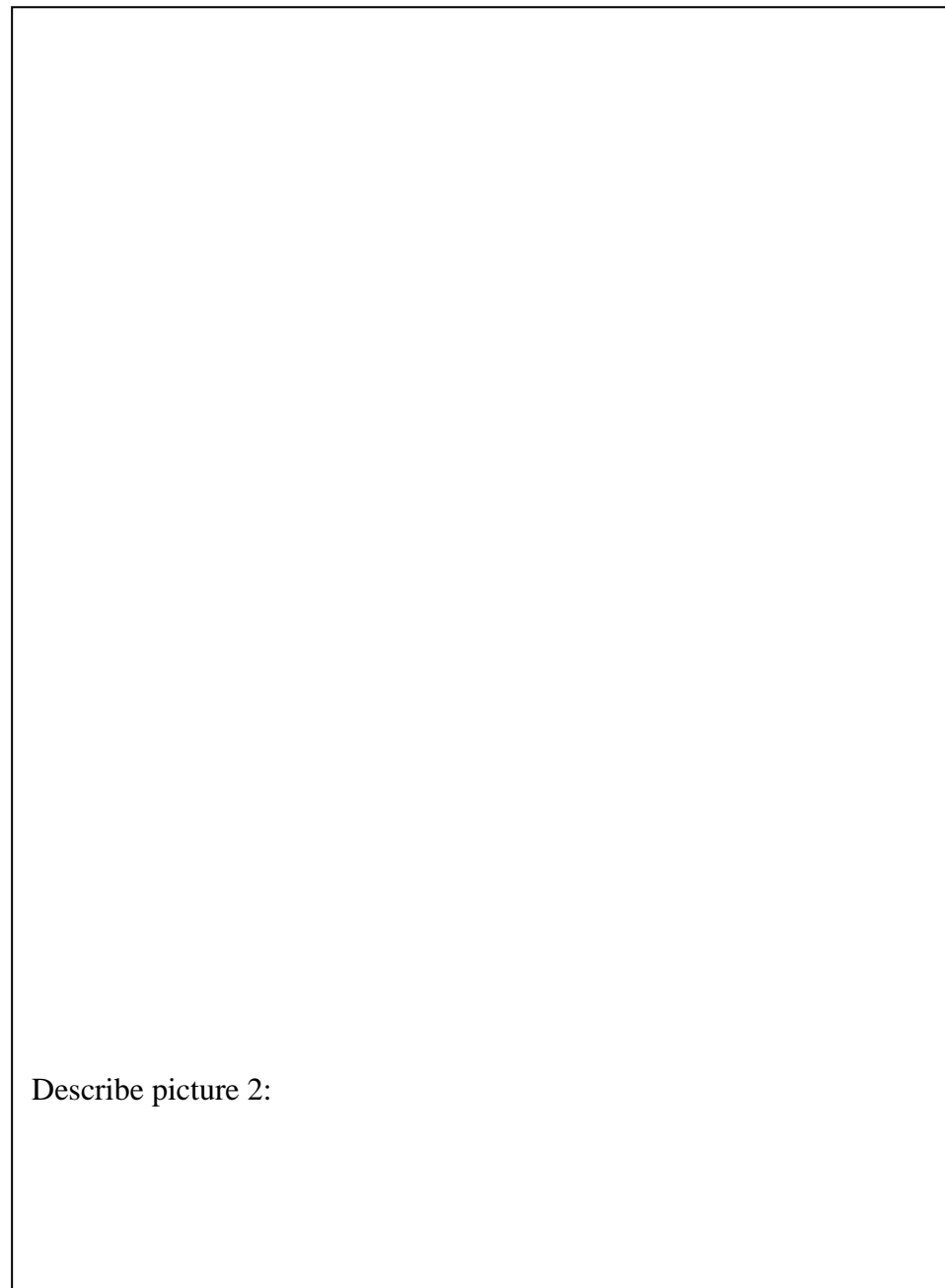
My Name:

Camera Number:

In my community I found two things I really like....

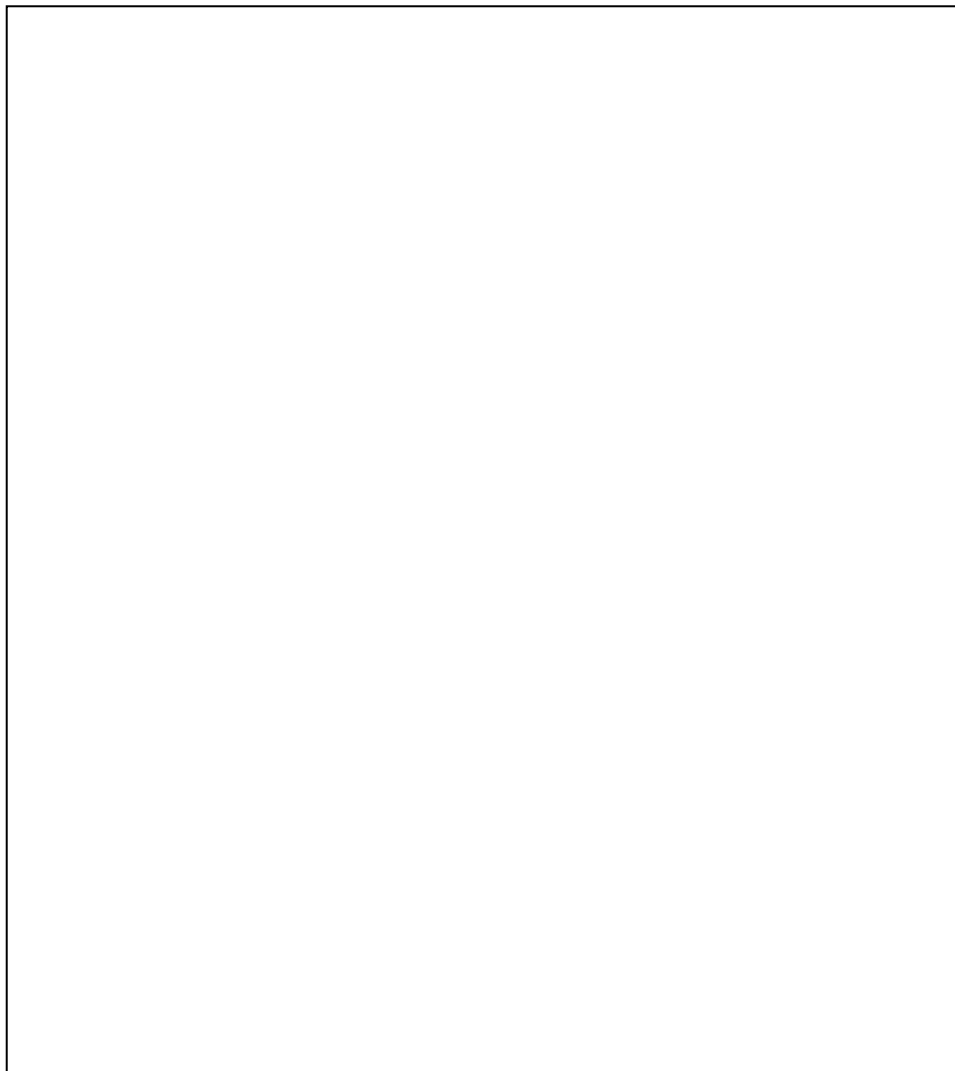


Describe picture 1:

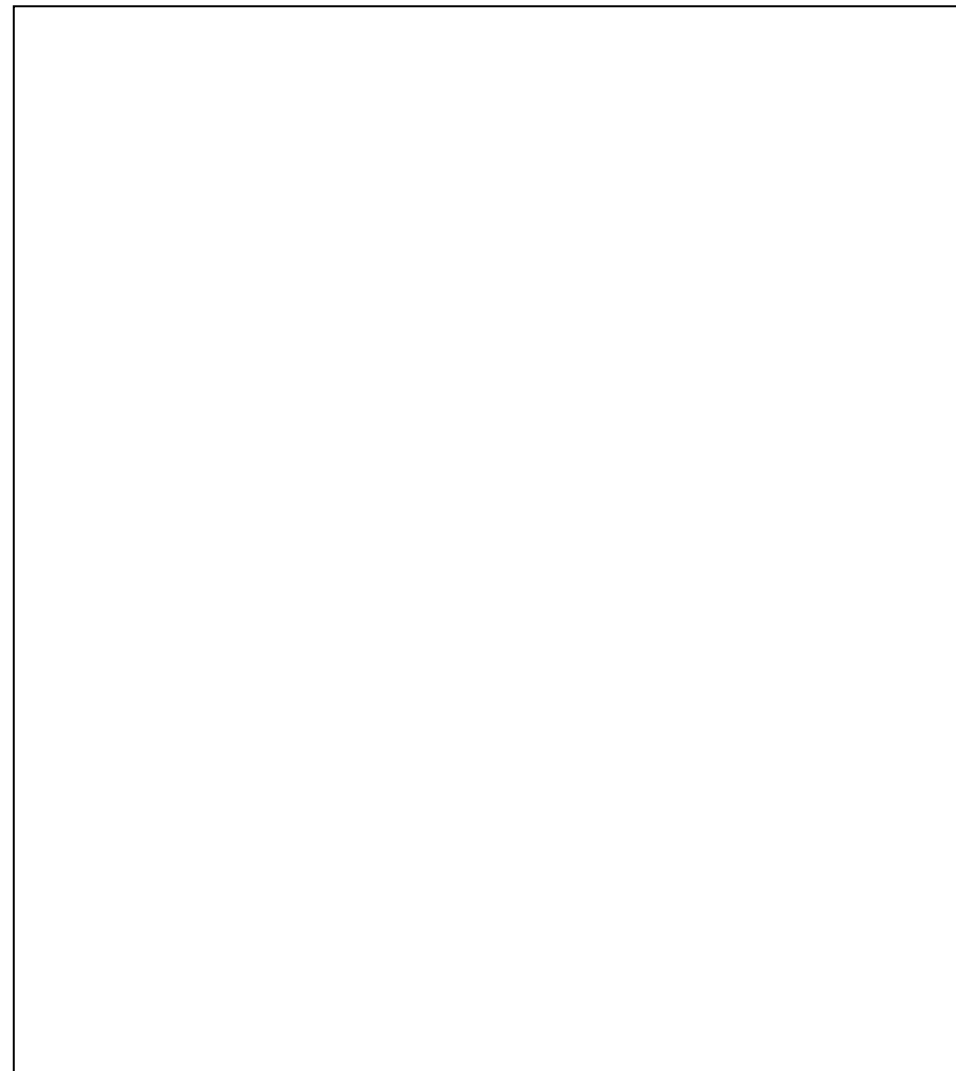


Describe picture 2:

In my community I found two things I did not like....



Describe picture 1:



Describe picture 2:

The reason I did not like the things in these pictures:

I think we could fix these problems by:

