

MODULE

2

Intro to LEADership

We all live here together and we need to look out for one another

- Elizabeth Goreham

Introduction

When we introduced the CORE Curriculum for this upcoming year, we talked about how the modules are going to be based on *civic engagement*. Essentially, that means being a leader by helping others in your community. We wanted this module to serve as an introduction to our basis of LEAD.

Student Objectives:

1. Students will learn more about their own leadership style and how it fits in with civic engagement and community.
2. Students will be able to define leadership and civic engagement, identify the Six Pathways of Leadership and the Top Pathways that fit their leadership personality, and understand the concept of community.

Agenda

1. Bonding/Icebreaker time (25-30 min)
2. Defining Leadership (5 min)
3. Civic Engagement 101 (5 min)
4. The Six Pathways (10 min)
5. Community (10 min)
6. Charades (10 min)

Facilitation Notes

- Make sure that you start with an energetic bonding session in the beginning to allow for the class to get to know each other better. This is the first module that students will have to interact with their peers and you, so make sure it is not lecture based and is interactive instead.

Facilitator Guide

Bonding (30 min)

Here are some potential ideas:

- **Storytime!**
- Gather your students in a circle and give each student a picture of an animal, object, place, ... You could also give each student a certain emoji, such as a snail, a church, skis, a dancer, a baby, and so on.
- Now, start a story by creating an introduction of your own. The next student goes further on the previous storyline and adds an extra narrative with the picture they're holding. This process continues until you reach the last student. Together, you created a very complex and creative story. Every student took part in the story. This game is ideal for promoting communication, as well as creative collaboration.
- Source: <https://www.bookwidgets.com/blog/2019/10/15-fun-team-building-activities-and-trust-games-for-the-classroom>
- **Inside-Outside Circle**
- It can sometimes be difficult for students to open up to one another, but this kinesthetic activity is designed to get students moving and talking.
- Instruct students to form a circle within a circle—aim for an equal number of students for each circle. Students in the inside circle turn and face those in the outside circle. Facilitators can predetermine topics or allow students to talk about whatever they desire. The partnered students share their thoughts and converse for 30 seconds. Then, ask the inside circle to rotate and repeat the exercise.
- These short exchanges involve everyone and can be used to dig deeper into a lesson or simply as a means of getting to know each other.
- Source: <https://www.milkeneducatorawards.org/connections/articles/view/10-team-building-activities-for-the-first-week-of-school>
- **Hot Potato**
- Everyone gathers in a circle and one person starts with a ball. While the music is playing you must pass the ball to the person next to you. When the music stops, the person who has the ball must share a fact about themselves and remove themselves from the circle. The game will continue until one person is left.
- **Complete the Drawing Pictionary**
- One person starts with a piece of paper and draws a part of a face, then they pass that paper to the next person. Then that next person adds on to that drawing. Game continues until everyone has drawn and there will be a funny picture at the end!
- **Hot Seat**
- Determine one student to be in the hot seat for 1 minute
- They will then be asked questions (however appropriate or inappropriate is determined by what the facilitator thinks the class can handle)
- Repeat procedure for whole class (including you if you so desire)
- Facilitator Notes: Things can get out of hand relatively quickly, make sure to call out questions that you think are inappropriate for the classroom
- **Group Pictionary**
- Give one piece of paper to a student and give them a word to draw. The objective of the game is to draw as much as possible in the 5 seconds that the student has the piece of paper before they pass it onto the next person. ONLY the first person with the paper will know the word, and everyone else doesn't know the word. When the paper reaches everyone, have the rest of the class try to guess what the word was.
- Facilitator Notes: Things can get out of hand relatively quickly, make sure to call

- out pictures/gestures that you think are inappropriate for the classroom
- **Feeling Pictionary**
- Have students stand in a line with each student behind the other with the first students in line facing a whiteboard
- Give the student at the end of the line a picture to draw. The student will then draw the picture on the back of the student in front of them, and that student will draw the picture on the student in front of them and so forth.
- Have the student at the front of the line draw the picture on the whiteboard. When the drawing is finished, compare it to the original picture.
- Facilitator Notes: Keep in mind COVID restrictions. If some students are uncomfortable with drawing on people's back, then another icebreaker would probably be more appropriate.

Defining Leadership - Review (10 min)

Directions:

Explain to the students what leadership is using the information from the CORE Crash Course provided below. **DON'T READ THROUGH THIS.**

Facilitator note: The purpose is only to REITERATE what leadership is to refresh it in their minds, not to go in depth into it - that is done in module 1.

Resources:

1. Leadership: Theory and Practice. Peter G. Northouse.

Discuss making your own definition for the students:

- Simply ask students what their own definition of leadership is, and ask them to share to the class, and ask discussion questions after a couple people share
- **Time Capsule**
- Have students write their own definition of leadership on a slip of paper, keep that slip of paper somewhere safe to give to them on their last class of the semester
- Why might different people see leadership differently?
- Is leadership a personality trait? Why or why not?
- What role do surroundings have on how a leader acts?

CORE Crash Course (CCC):

Northouse and LEAD define leadership as "A process whereby an individual influences a group of individuals to achieve a common goal," but what does this mean? Leadership is hard to define because there are so many different definitions and examples of what leaders actually are. **Stress that even though this is the way that Northouse defines it, everyone's own personal definition for what leadership means is much more important than a common definition. Also stress that leadership as it is taught in LEAD will be focused more on civic engagement, or impacting one's community, although that is not the only avenue for leadership.**

Community (10 min) - Discussion

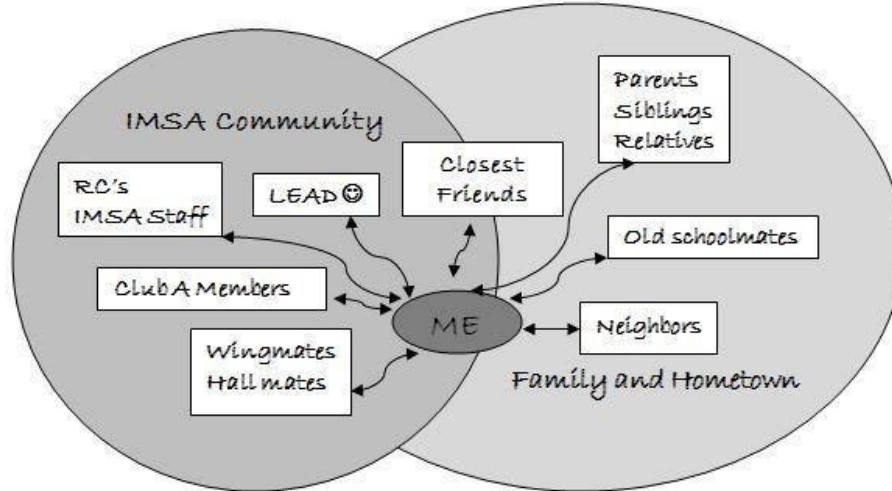
Purpose:

To define community and its importance.

To ask students how they want to get involved in their communities

Sources:

Facilitator Note: Be mindful of time during this section because the discussion could be lengthy.



Discussion Questions (Facilitator Note: you might need to choose 2 out of the 3 questions because of time):

1. Involvement in the community::
 - a. Ask the students to share how they want to be involved at IMSA in the future.
 - b. Share what clubs/co-curriculars they are interested in.
 - c. Do they want to make their own club? Why or why not?
 - d. Do they want to run for a board position? Why or why not?
 - e. Do they want to run for Student Council? Why or why not?
2. Is it possible to be a part of a community and still feel alone or singled out? Why or why not?
3. How does the community you grow up in effect your personal values?

The Six Pathways (10 min)

Purpose:

To introduce six methods of civic engagement to students.

Sources:

1. <https://haas.stanford.edu/about/our-approach/pathways-public-service-and-civic-engagement>
2. <http://www.sanergy.com/>

Lecture Notes:

Before explaining pathways, make sure to preface that these pathways are all ways to impact one's own community.

1. Community Engaged Learning and Research
 - a. "Connecting coursework and academic research to community-identified concerns to enrich knowledge and inform action on social issues."
 - b. Understanding the relationship between research/data and problems in communities to identify necessary courses of action to solve social issues.
 - c. Example: Using data to identify communities with high dropout and crime rates and then building a plan to combat the issue. It would not make sense to try to solve those problems in a community where 90% of students graduate and crime is very rare. You want to utilize research to help communities with their *specific* needs.
2. Community Organizing and Activism
 - a. "Involving, educating, and mobilizing individual or collective action to influence

- or persuade others.”
- b. Using the information you know and spreading it throughout your community through a group effort
 - c. Example: Volunteering your time to raise awareness about mental health or even creating a union or group to push for rights.
 - d. Art can be an unconventional form of activism that relies on spreading awareness through forms of media such as painting, photography, sculpture, etc.
3. Direct Service
 - a. “Working to address the immediate needs of individuals or a community, often involving contact with the people or places being served”
 - b. Helping others through direct contact with the people/places receiving that help
 - c. Example: Tutoring immigrant elementary school students in English
 - d. Unconventional example: Creating music to directly impact the listeners (making them happier, allowing them to connect with the music, etc.)
 4. Philanthropy
 - a. “Donating or using private funds or charitable contributions from individuals or institutions to contribute to the public good”
 - b. Example: Bill Gates donating a billion dollars to a nonprofit organization which provides vaccines to poor countries.
 5. Policy and Governance
 - a. “Participating in political processes, policymaking, and public governance”
 - b. Actively engaging in political events such as elections and influencing policymaking through activism.
 - c. Example: Forming an interest group and writing a letter to a legislator to influence their vote on a particular bill.
 6. Social Entrepreneurship and Corporate Social Responsibility
 - a. “Using ethical business or private sector approaches to create or expand market-oriented responses to social or environmental problems”
 - b. Solving social/environment problems through business practices that prioritize the needs of a community over profit.
 - c. Example: [Sanergy](#) is a company that is building sanitation centers and turning waste into fertilizer and renewable energy in Kenya.

Discussion Questions:

1. Which pathway do you think is the most impactful?
2. Which pathway do you employ and connect with the most? Why is that the pathway you partake in (i.e. access, benefits, etc)?

Activities:

Charades

Purpose:

To gain a deeper understanding of the Six Pathways.

Materials:

1. Pieces of paper with each Pathway written on it
2. Bowl/hat/container

Directions:

- Students will split off into two or three groups (depending on the size of the

class).

- Two students at a time will go up to the front of the class. One student will choose a prompt and show the second student.
- The two students will try to act out the Pathway on the prompt while their team guesses. Allow for 30-45 seconds of guessing before stopping the students. At that point, the opposing team will have a chance to make one guess and steal the point if they get it correct.

Facilitator Notes:

- Be mindful of noise levels and excitement, we don't want to create too much of a competitive atmosphere as it is the first module.