

MODULE

1

Friday Funday

"A genuine leader is not a searcher of consensus but a molder of consensus."

- Rev. Martin Luther King, Jr.

Agenda

Large Group

1. Board Introductions
2. LEAD Overview

Classroom

3. Facilitator Introduction
4. What is LEAD
5. Why LEAD?
6. Activities

Student Objectives:

1. Students will be able to understand the fundamental elements of the LEAD program and its purpose.
2. Students will begin to develop public speaking skills and comfortability.
3. Students will begin to understand their personal definition of leadership and leadership in a larger context.

Large Group Script: Welcome to LEAD! (25 min + 5 min Transition)

- [Script](#)

Facilitator Notes:

- We recommend playing a name game of some sort to help students get to know each other, and help the facilitator make the class feel more personalized.
- Watch the time when doing the inline -- don't spend too long on any 1 subject

Classroom (50 min)

Quick Rundown of LEAD (5 min)

Introduce yourself to students and review the information below to help acclimate students to the LEAD program

- **Facilitator information**
 - Name, pronouns, grade, hall, and a few interests of yours (who are YOU)
 - Elective you will be facilitating
 - Why you chose to join the team/why you enjoy LEAD

- **Mission**
 - The mission of Leadership Education and Development is to foster social awareness and equip students with the resources to enhance their understanding of the inner works of leadership.

- **What is LEAD?**
 - LEAD modules run almost every Wednesday night, unless extenuating circumstances deem otherwise.
 - Classrooms represent a safe-zone; While statements/actions that are harmful to yourself or others will be reported (to maintain safety), no other information shared in LEAD will be talked about without your consent. Share your honest ideas!
 - The LEAD program aims to equip students with the skills they need to thrive at IMSA (public speaking, networking, interviewing, etc.)
 - Facilitators are peers and friends, don't think of them as teachers. We are always willing to talk, listen, or answer questions.
 - Ask students to raise any questions they may have about the LEAD program, their responsibilities, the facilitators, etc.
 - Lastly, have fun! With exceptional facilitators, exceptional students, and a whole lotta passion, LEAD will be something to remember.
 - Mention LEAD's end goals (Electives) and SLX
 - With the conclusion of LEAD for the school year, all LEAD students are required to participate in the Student Leadership Exchange
 - During SLX, you'll be pursuing a project of some kind depending on whichever elective you choose to partake in
 - EnAct
 - Activism Related Project
 - SocEnt
 - Social Entrepreneurship Related Project
 - IMPact
 - Data Journalism and Activism related Project

- **Why LEAD?**
 - Opportunity to take what you are passionate about and run with it
 - We want to give you the leadership skills and resources to let you create something you care about and contribute to your community, whether that's on a large scale or small
 - Relevant to SIR, clubs, presentations, networking, anything and

everything at IMSA.

Notes for activities: Choose 2 or 3 to do with your class based on their energy and your facilitation skills! If you have extra time, try to do it all.

Activity: [1] Human Knot (5 min)

Purpose: Bonding and problem solving through movement and teamwork

Materials: None

Directions: Students stand in a circle in the middle of the room. Each student raises their right hand and grabs the right hand of someone not standing directly next to them. Repeat with the left hand. The students must then untangle themselves until no one's arms are crossed and they are standing in a fully connected circle. Students cannot let go of each other's hands during the activity.

Discussion: What were some issues you faced and how did you overcome them? How did you guys go about 'untangling' the group? How did you guys communicate through the game?

Activity: [2] Fun Fact Pictionary(10 min)

Purpose: Learn more about other students in the class

Materials: Whiteboard/paper, dry erase markers/pencils

Directions: Students draw fun facts about themselves (such as interests, hobbies, etc) and class has to guess what their classmates' fun fact is.

Discussion: How were you able to convey your fun fact? Did anyone have a fact that was unexpected?

Activity: [3] 20 Questions- IMSA Specific (10 min)

Purpose: Learn more about IMSA/IMSA culture

Materials: Possible prizes for the winners?

Directions: Have facilitators pick something IMSA-specific (but still general enough that incoming sophs would be able to recognize) and give the class 20 questions to be able to discern what that object is. Different styles of presentation are possible, for example: Kahoot.

Discussion:

Possible Topics: Clash, LEAD, Lexington, Nav, TV Pit, Culture Shows etc.

Is there anything about IMSA that you'd like to know more about?

Activity [4]: Two Truths and a Lie (10 min)

Purpose: Bonding

Directions: Two truths and a lie: Facilitators split up groups into teams. The groups are then asked two truths and a lie about IMSA. This could be a way that students get to know each other, and use their collaboration as well as their leadership skills.

Discussion: What was the biggest challenge you faced when presenting/thinking of your two truths and a lie? Was it easier/harder than you expected?

Activity[5]: Leadership In-Line (15 min)

Directions:

Once students are ready, designate a side of the room as "I agree with this statement" and designate the other side of the room as "I disagree with this statement." Put

students in the middle of the room at the beginning of each question. Then, read the following statements one by one. Instruct students who agree/disagree with the statement to go to the according side of the room. Students who don't agree nor disagree can stay in the middle. Then, ask students from various points on the spectrum to explain their reasoning (play Devil's Advocate for some more fun). Make sure to recenter the students at the end of each question. **This activity runs a high-risk for tangents, so make sure students remain focused on the essentials.**

Discussion:

1. A leader must have followers.
2. The first follower is a leader.
3. Leaders can be anonymous.
4. Leaders must have power.
5. Ethics: It is better to help 5 strangers who are really struggling in a class study for their test than to help your 1 friend.
6. Leadership is an innate quality.
7. To be a leader one must succeed.
8. A leader has to lead by example.
9. People should only come to IMSA if they are a leader.
10. Leaders mainly represent one part of their identity.
11. A good leader has to be a good public speaker.
12. Solving local problems (such as recycling at IMSA) are more important than trying to solve larger problems (such as climate change)

Fun Questions:

1. Pepsi products are better than Coke products.
2. I like LEAD more than NAV!
3. Pineapples belong on pizza.
4. Spotify is better than apple music.
5. I prefer Star Wars to Harry Potter.
6. Doors vs Wheels (which is more)
7. Happiness vs Money

Transition Questions

1. What is the distinction between leaders and followers?
2. Does an effective leader have to be fighting for a good cause?
 - a. The definition of good can be very subjective in this case so be open to all types of arguments with this question
3. How does one's morals and ethics affect their leadership?
4. What defines a leader's success?
 - a. For example, would you look at tangible change, data, changes in mindset, etc?
5. How can we dictate what is "more important" as leaders?
 - a. Morals, success, etc.

Conclusion:

- Overview what LEAD is one last time before your students leave!
- Answer any questions about the program.
- Open up questions not just about LEAD, but also IMSA, our previous years, etc.
- Emphasize that you're excited to get to know the new sophomores over the next school year!

- “You get out what you put in”
- LEAD and LEAD facilitators are here for them, come to us for advice, overall we are their friends! :)