

Jefferson City High School Leadership Class

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JCHS Leadership class is a 9 week course open to all students who complete a two page application and 2 teacher recommendations. We teach a 10 part 'curriculum' based on the business ethics book Cowboy Ethics by James Owen. As part of that process students identify a need in the community. Community can be defined as our school, community, national or global issue. Students research the need and then develop a project to address the need. The use of service learning puts students in a position to leadership skills in a real world situation.

Students can earn 3 hours of college credit through Drury University in Springfield, MO. Students are allowed to take the class more than once. If they do, I refer to them as veterans. As a veteran they participate in some of the activities and have different written assignments and presentations (some are attached).

JCHS Leadership Class - Cowboy Ethics - The Code of the West - 10 Principles to Live By

- | | |
|--|-------------------------------------|
| 1) Live Each Day with Courage | 2) Take Pride in Your Work |
| 3) Always Finish What You Start | 4) Do What Has to be Done |
| 5) Be tough, But Fair | 6) When You Make a Promise, Keep It |
| 7) Ride for the Brand | 8) Talk Less and Say More |
| 9) Remember that Some Things Aren't for Sale | 10) Know Where to Draw the Line |

For each of the above beliefs we have activities, a video that highlights the main idea, and a written assignment that students complete. A sample assignment sheet is attached.

1) Live Each Day With Courage

We do a series of ice-breakers. The message is that students need courage to let their guard down and get to know others.

2) Take Pride in Your Work

-Straw Towers or Sugar Cube Building - Divide students into groups of 3-5. Give each groups a box of drinking straws and a roll of tape which they must create the tallest freestanding structure. They can tape it to the floor, but nothing else. You can do the same thing with a box of sugar cubes and a bottle of glue. Groups compete to create the most beautiful structure.

-PRIDE Sheet - one the first or second day of class I hurriedly give these sheet to the students right at the end of class and make them due the next class period. Most are brought back not done very well. We talk about expectations of the class and whether they want that to represent who they are. I give them the opportunity to redo it and bring it back the next class period. (attached)

3) Always Finish what You Start

-Human checkers and slide puzzle - Using a tarp, create an 8x8 grid. Create two teams to play human checkers. Then give each student a number 1-15, randomly spread out on the tarp. They must arrange themselves like an old slide puzzle. You can also use the tarp to create a grid 'minefield' the students must negotiate as a group.

-SMART Goals Sheet - Students complete the smart goal sheet, share and correct with a partner, then share out the the whole group. (attached)

4) Do What Has to be Done

-Public Speaking Rodeo - Students divide into small groups (5-7) and draw random speaking topics from an envelope and must deliver a 1 minute speech on that topic. There are three sets of topics attached. I usually do 2-3 rounds of this. After each student finishes speaking the group must give them feedback. The attached sheets show the things they are looking for. At the end of that class period, all students choose a topic they will address in a two minute speech during the next class period. Using the attached grade sheet, the teacher and 3-4 peers evaluate each speech. (sheets attached)

5) Be Tough, But Fair

-Airplane (attached)
-Award Winner

6) When you make a Promise - Keep It

-Colors of Leadership (attached)

7) Ride for the Brand

-A Brand New Game - Students will have a sheet that asks you to complete a task. When finished you must turn the sheet in and get the next one. Some of these sheets deal with brands, others are problems solving sheets. The scoring will be as follows:

- 1) Correct Answers on the sheets will be worth the points indicated.
- 2) Wrong answers will always be worth -1 points.
- 3) The team that turns the sheet in first each round will get +5 bonus points, the second +3, and the third +1.
- 4) The team that get the most right each round will get +5, second most right +3, and third +1

-Your Personal CD (attached)

8) Talk Less and Say More

-Bean Conversation - Divide students into groups of 4-6. Give each student 3 beans. Give the students a topic to discuss. The topic could be current events, social issues, school issues, teen issues, etc. Find topics that the students will have an opinion on. Each time a student says anything in the discussion they must put a bean in the middle. So that means they can only speak 3 times per topic. That should make them think about what they are going to say. After doing several topics end with the following questions:

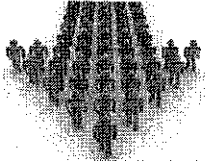
- 1) What are you passionate about? (They answered this question in Belief #4)
- 2) From the Belief #4 Reflection – how did you use your \$100,000?
- 3) What are the biggest needs in our world and why?
- 4) What are the biggest needs in our city and why?
- 5) What are the biggest needs in our school and why?

As you do 3-4-5, have each group come to the board and write a list of needs they discussed.

-Service Learning Planning - Once you have the students write their ideas on the board. As a class have them narrow down the ideas into focus ideas. Combine like ideas to create bigger overall ideas. They then divide into focus groups to research the need, create a way to address the need, and present on their ideas. (attached) A list of projects is also attached.

9-10) Remember that Some Things Aren't for Sale & Know Where to Draw the Line

-Ethical Choices Inventory



LEADERSHIP CLASS

JEFFERSON CITY HIGH SCHOOL

Class Expectations

- 1) Come to class (you and your group depend on it).
- 2) Turn in written assignments on time = good grades in Leadership.
- 3) Pitch In – Do not watch others work.
- 4) Be of your word - do what you say you will do.
- 5) Do not do anything that will damage the reputation of this class! Stay out of trouble.
- 6) Learn to be a leader and a follower.
- 7) Be proactive in dealing with situations. Be ahead of the curve.
- 8) Be patient and positive. Leave negativity at the door.
- 9) Listen, take advice, and learn.
- 10) Ask for help. Communicate with classmates and me.
- 11) Be innovative – always be thinking, how can we make this better.
- 12) Be a Team player. Be a person you would want to work with.
- 13) “Being your own person” is not a good reason to be a poor team member.
- 14) Have fun (smile)



Jefferson City High School Leadership Class

Cowboy Leadership

Name _____ Blk _____

Belief #5 – Be Tough but Fair

Student Page

Tough: of a substance or object) Strong enough to withstand adverse conditions or rough or careless handling.

Fair: In accordance with the rules or standards; legitimate. Without cheating or trying to achieve unjust advantage. (Google)

Introduction: Cowboys believed in the 'golden rule'. The code of the West held that a traveler could expect to be housed and fed at another cowboy's home. He may even take supplies to help him on his journey. No payment was needed other than the expectation that he would help someone down the road. Today we call it 'paying it forward'. With that said, the cowboy was willing to fight for what he thought was right. Similar to Teddy Roosevelt's Big Stick Diplomacy. Roosevelt said, "speak softly and carry a big stick." The idea being we should let people know what we want and then be willing to fight for it.

In Class Activity: Nuclear Fall Out, Award Winner, Game Theory, Airplane

Activity Response: Did you get your way in the activities? Why or why not? Would you describe the decisions made as being 'Tough and Fair'? (12 pts)

Video Response: Below I would like you to respond to the video in a complete 5 sentence paragraph. Remember we are focusing on 'BEING TOUGH AND FAIR' this lesson so that should be a part of your response. (12 pts)

Daily Reflection: This reflection should be typed and 200-300 word long.

There are many occupations that make decisions that must be Tough and Fair. Write about how you will be faced in your intended profession. If that doesn't fit your intended profession, pick an occupation or occupations to analyze. A teacher, a principal, The President, a University President, a company CEO, a judge, etc.

JCHS LEADERSHIP CLASS

LEADERSHIP VETERAN ASSIGNMENTS

#1 - Live Each Day with Courage

Log onto the JFK Presidential Museum website and click on the events and awards tab. Click on the Profiles in Courage link. Select one of the winners of the award since 1990. In a 200-300 word essay, explain why the award is given for (in general) and why your person won it (specific to the person).

#2 - Take Pride in You Work

Non profit corporations are established to support some sort of cause. Theoretically they serve the common good and are not looking to profit from their efforts (those points can be debated, but that isn't the point of the assignment). Assuming they are not functioning to make a profit, they are working for the common good. Log on to

<http://topnonprofits.com/lists/best-nonprofits-on-the-web/>

This is a list of 100 non profit websites based on traffic at the site and social media coverage. You will need to write a 200-300 word explanation of how you see a non profit taking pride in their work. Try to pick one that you have some interest in.

#3 - Always Finish What You Start

When I think of this belief I think of amazing feats of endurance. Using the internet I would like you to find a person who has demonstrated an amazing amount of endurance. I will leave it up to you to find an example. Then, you need to type a 200-300 word response to what you read. How did this person exhibit "finishing what they started"? Why did this person attempt to do this? What do you admire most about these efforts? As a leader, what can you learn from this person?

#4 - Do What has to be Done

Soldiers are often faced with situations that they did not choose. They are put in positions where they simply do what has to be done. The soldiers that show the most extreme courage in these situations are awarded the Congressional Medal of Honor, our highest military honor. Log onto the Congressional Medal of Honor Society website (www.CMOHS.org). Put your arrow over recipients and select Living Recipients. Select a living recipient, and in a 200-300 typed paragraph, write about what they did. Analyze the courageousness they showed and how they did what had to be done.

#5 Tough But Fair - Google Search - Supreme Court Cases Teens

link: http://www.nytimes.com/learning/teachers/featured_articles/20080915monday.html

Choose one of the 10 cases described on the above website. Explain the case, the decision, and your opinion on the case. In a 200-300 word essay you must show some understanding of how the decision was tough but fair even if you disagree with it.

#6 - When You Make a Promise, Keep It

Using a current news website, newspaper, or magazine find a story about a person or people keeping or breaking a promise. Many stories in the news is about promise not kept. Sometimes you can find stories about people actually keeping promises. In a 200-3300 word essay, summarize the article and discuss how the promises were kept or broken.

#7 - Ride For the Brand

Link: <http://money.cnn.com/magazines/fortune/fortune500/>

Every year Forbes releases a list called the Fortune 500. These are the 500 top American companies. The list is calculated by combining five factors: sales, profits, assets, market value, and employees. The list is made up of companies that you have heard of and others that you have never heard of. Pick one of these companies, go to their website, research the history of company and write a 200-300 word essay about the history of the 'brand'. What made them successful? Why did they grew bigger than their competitors?

#8 - Talk Less and Say More

Link: <http://www.americanrhetoric.com/top100speechesall.html>

We have talked about public speaking numerous times as a part of this class. There are certain speeches that are remembered as 'great' <https://www.google.com/url?q=http%3A%2F%2Fwww.americanrhetoric.com%2Ftop100speechesall.html>. Using the link above, select a great speech and listen to it or read it. Write about what it was about, who made it, why it was made, and why it is considered great. You may have to research beyond the link above.

PRIDE

This is a sheet about yourself. Using words AND pictures make a colorful presentation about yourself using this sheet. How you see yourself, your relationship with your family, and your relationship with your school. The final box you can show your feeling or relationship with your church, workplace, sports team, and/or musical group, etc (you choose). Creatively put your name in the box under the word Pride. Name (5), Use of Words (10), Use of Pictures (10), Neat (10), Colorful (10) – 45 total.

SELF

FAMILY

SCHOOL



SMART GOALS

You will never know if you FINISHED if you don't have a goal.
This sheet will help you with some goal setting. SMART stands for:

Specific – A specific goal has a much greater chance of being accomplished than a general goal. Think who, what, where, when, why.

Measurable – Establish concrete criteria for measuring progress toward the attainment of each goal you set.

Attainable – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. If you don't have the mindset and skills to achieve it, the goal is worthless.

Realistic – a goal must represent an objective toward which you are both *willing* and *able* to work.

Timely – You must state by when you will achieve the goal.

Personal SMART Goal for Leadership Class:	SMART Goal for the school Year:
Short Term SMART Goal for College (post HS ed):	Long Term SMART Goal for College (post HS ed):
SMART Goal for something outside of classwork (job, club, sports, relationship):	A financial SMART Goal:

SPEAKING RODEO

Taken from Speaking Boot Camp

Sandy Kurland - Executive Director of the California Association of Student Leader

- We discuss characteristics of a good speaker.
- Do 2-3 round of 1 minute impromptu speeches.
- The next day each student presents a two minute prepared speech. I grade them and 3-4 students grade them.

POINTS OF EMPHASIS

***Distracting speech pattern**

Umm, ah, you know, like, basically (also any repetitive words or phrases)

Pauses to gather thoughts are OK!

***Use a variety of tones, not monotones**

Get a personality!

***Rate of speech**

Too fast- they can't process

Too slow- they fall asleep

***Eye contact**

Helps you appear confident/in control

Look to different sections of the room

Try to make everyone feel included

***Gestures**

Use to emphasize points

Do not tap your fingers on the table or podium

Do not fiddle with you hair or clothing

Do not chew gum

One Minute Impromptu Topics - Cut into slips in an envelop.

EVENT #1 SPEAKING TOPICS

- The best teacher I've ever had.....
- Old people.....
- My favorite kind of food.....
- Justin Bieber.....
- Clothes I like to wear.....
- The best book I have ever had to read.....
- Cell phones.....
- If I had a million dollars.....
- My family.....

EVENT #2 SPEAKING TOPICS

- My parents.....
- My favorite music to dance to.....
- The best movie ever.....
- Someone in this room.....
- When no one else is around I like to.....
- My best vacation or trip.....
- My favorite sport
- My favorite Disney character is.....

EVENT #3 SPEAKING TOPICS

- My greatest fear.....
- Facebook and Twitter.....
- If I could change one thing about the world.....
- Country music.....
- My pet peeve is.....
- When I got my driver's license.....
- My most embarrassing moment.....
- What I like most about being in leadership.....
- My favorite candy is.....

THE RODEO FINALS:

TWO MINUTE SPEECH TOPICS

1. If you were a wizard....
2. When are you happiest?....
3. You are the director of a new TV series, explain it!
4. Talk us through your cooking
5. Best thing to do on a rainy day
6. Harry Potter vs. Twilight.....
7. Something we would be surprised to know about you....
8. Snail mail vs. email....
9. Who is your favorite movie star or singer and why?
10. If you met Walt Disney what would you ask him?
11. If you could spend the day doing a photo shoot with any celebrity who would it be?....
12. If you could learn anything, it would be.....
13. If you could meet one famous person in history who would it be and why?
14. If you were President for one day what would you do?
15. Why did barbie break up with ken?
16. Most embarrassing moment?
17. What is your greatest fear
18. Road trip....Where would you go?
19. Rain or snow....
20. Best thing to do when you're bored...
21. If you could live in any decade, what would it be and why?
22. One magical power you would most like to have.....
23. When are you the happiest?
24. If you could change one thing in the world what would it be?
25. If you could be an animal for one day what would you be?
26. If you could live on any continent which one would it be and why?
27. Early bird or night owl?
28. You were just asked to write the lyrics to a new song what are they?
29. What is your guilty pleasure...
30. The number of licks it takes to reach the center of a lollipop.
31. One thing we would not know about you by looking at you.....
32. If you could have any fortune in a fortune cookie, what would it say and why?
33. Who is your role model and why?
34. Where do you see yourself in 10 years?
35. What are the simple things in life that bring you joy
36. What song is the sound track to your life?
37. When you are picking a college what is the most important?
38. To make schools better what should we do?
39. What spot represents America to you?
40. What do you think the best way to end poverty in the US?

Speaking Rodeo Grade Sheet

Name of Presenter _____

- 4 - Showed this MOST OF THE TIME
- 3 - Showed this FREQUENTLY
- 2 - Showed this SOME OF THE TIME
- 1 - Showed this ALMOST NEVER

No use of <u>Distracting Speech</u>	4	3	2	1				
Uses a <u>Variety of Tones</u>	4	3	2	1				
Uses various <u>Rates of Speech</u>	4	3	2	1				
Uses good <u>Eye Contact</u>	4	3	2	1				
Uses <u>Positive Gestures</u>	4	3	2	1				
Uses <u>Appropriate Volume</u>	4	3	2	1				
Creates a <u>Clear Topic</u>	4	3	2	1				
Uses a <u>Strong Beginning and End</u>	4	3	2	1				
Is <u>Prepared</u> to speak	8	7	6	5	4	3	2	1

TOTAL _____ / 40

Airplane

You are on a plane flying over the Pacific Ocean when the captain who is flying comes over the intercom to explain that there has been a problem with the airplane and emergency procedures must be taken. In order to maintain flight, the combined weight of those on board must be less than 1400 pounds. Currently those aboard weight approximately 2400 pounds. As a second officer you must determine who will stay and who will go from the airline in order to keep from the the entire group from perishing. The following is a quick bio of each person along with their weight in pounds.

- (185) A 28 year old marine married with one child
- (320) A 30 year old scientist with a formula that will allow vegetation to grow in desert areas void of water
- (120) A 19 year old stripper who is awaiting child
- (130) A 24 year old middle school teacher with three children
- (190) A 40 year old CEO of a major software company and is unmarried
- (260) A 45 year old person who is unemployed and has a family of 6
- (220) A 18 year old headed to college
- (115) A 75 year old with 18 grandchildren and 20 great-grandchildren
- (150) A 35 year old minister
- (300) A 51 year old millionaire who heads the Center for Cancer Research of North America
- (110) A 26 year old who is HIV positive
- (160) A 44 year old Senator from Minnesota
- (190) A 26 year old professional basketball player

You must mark those who are to remain aboard and those who will have to fend for themselves in the ocean. While the choice is not an easy one, if you do not make it, everyone on the plane will die. Assume that no one is volunteering to do.

COLORS OF LEADERSHIP

WHAT COLOR IS YOUR PERSONALITY?

Instructions: This questionnaire describes forty different personality traits, grouped together into four sets of ten statements each. Read each statement and circle the number that most naturally describes how often that personality trait applies to you. Add the values of the circled numbers for each set of ten traits. Enter the total for those ten traits only in the appropriate score space provided at the bottom of each side of the page. Your highest trait total score is your core personality color. Knowing your "core color" is a key to a better understanding of yourself and others.

	Never	Seldom	Sometimes	Often	Most of the time	Always
1. I thrive on action and adventure.	0	1	2	3	4	5
2. I seldom plan ahead. I dislike too much structure in my life.	0	1	2	3	4	5
3. I am naturally impulsive. I prefer to be spontaneous.	0	1	2	3	4	5
4. I welcome change and like variety.	0	1	2	3	4	5
5. I naturally like to take risks.	0	1	2	3	4	5
6. I am competitive by nature. I go all out to win.	0	1	2	3	4	5
7. I seek to create excitement in my life.	0	1	2	3	4	5
8. I believe the purpose of life is to be enjoyed.	0	1	2	3	4	5
9. I am naturally playful. I have a good sense of humor.	0	1	2	3	4	5
10. I value physical skillfulness more than intelligence and/or sensitivity.	0	1	2	3	4	5
O						Total Score _____

1. I am driven to understand things and events using logic and analysis.	0	1	2	3	4	5
2. I need to be valued for my knowledge and expertise.	0	1	2	3	4	5
3. I am good at developing strategies to solve problems.	0	1	2	3	4	5
4. I seek to develop competence in myself and others. I value intelligence.	0	1	2	3	4	5
5. I believe the purpose in life is to be successful at whatever one does.	0	1	2	3	4	5
6. I am an abstract thinker. I live in a world of ideas. I enjoy thinking.	0	1	2	3	4	5
7. If asked for my opinion, I am likely to offer constructive criticism.	0	1	2	3	4	5
8. I like to think about how things work - "cause and effect" relationships.	0	1	2	3	4	5
9. My head rules my heart. Logic is more important than feelings.	0	1	2	3	4	5
10. Others often see me as cool and unemotional. I dislike being emotional.	0	1	2	3	4	5
G						Total Score _____

WHAT COLOR IS YOUR PERSONALITY?

(For instructions - see previous page)

	Never	Seldom	Sometimes	Often	Most of the time	Always
1. I am naturally organized. I need order and structure in my life.	0	1	2	3	4	5
2. I need to be valued for being responsible, hard working, and dedicated.	0	1	2	3	4	5
3. I naturally respect authority and follow the rules.	0	1	2	3	4	5
4. I seek to develop responsibility and good behavior in myself and others.	0	1	2	3	4	5
5. I believe the purpose of life is to work hard and do what is right.	0	1	2	3	4	5
6. I am a practical person. I have a strong need for security.	0	1	2	3	4	5
7. I cherish the traditions of home and family and try to uphold them.	0	1	2	3	4	5
8. I like to make lists and follow them so I can get a lot of things done.	0	1	2	3	4	5
9. I have a strong sense of right and wrong.	0	1	2	3	4	5
10. I usually plan ahead. I like stability and predictability in my life.	0	1	2	3	4	5

S

Total Score _____

1. I seek to create harmony and cooperation among people. I hate conflict.	0	1	2	3	4	5
2. Relationships are the central focus of my life.	0	1	2	3	4	5
3. I naturally care about others' feelings and want them to care about mine.	0	1	2	3	4	5
4. I need to feel important and significant to those I care about.	0	1	2	3	4	5
5. I believe life must be meaningful. I try to make a difference in the world.	0	1	2	3	4	5
6. Harmony is essential in order for me to be productive and happy in life.	0	1	2	3	4	5
7. I need authenticity and honesty in my relationships.	0	1	2	3	4	5
8. I like to be seen as different and unique. I desire to express my true self.	0	1	2	3	4	5
9. I am a true romantic. I enjoy being affectionate and loving in my behavior.	0	1	2	3	4	5
10. I seek to develop the potential in others so they can be their best.	0	1	2	3	4	5

T

Total Score _____



COLORS OF LEADERSHIP

WHAT COLOR IS YOUR PERSONALITY?

COLOR SUMMARIES

ORANGE

Expects quick action
Assumes flexibility
Works in the here and now
Flexible approach
Welcomes a change
Institutes change quickly
Expects people to “make it fun”

GREEN

Expects intelligence and competence
Assumes task relevancy
Seeks ways to improve system
A visionary
Analytical approach
Encourages change for improvement
Constantly “in process” of change
Expects people to follow through

TEAL

Expects others to express views
Assumes a “family spirit”
Works to develop others’ potential
Democratic unstructured approach
Encourages change by human potential
Provides time for development of a sense
of security during change
Expects people to develop their potential

SILVER

Expects punctuality, order, and loyalty
Assumes there is a “right” way to do
things
Seldom questions tradition
Is rules oriented
Detailed/thorough approach
Threatened by change if not proven
“right”
Prolonged time to initiate any change
Expects people to play their roles

Jefferson City High School Leadership Class

YOUR PERSONAL CD

FOR NON VETERANS

Music is a powerful influence on our lives. It can create emotions in all of us. We also have a strong connections between music and certain areas of our lives. You are going to create your own CD about your life. This will be shared with the rest of the class in a short presentation.

- 1) Create A COVER- Using a 11 x 11 piece of card stock paper you are going to create a cover that represents your life. These should be neat, creative, and (probably) colorful.
- 2) Create an ALBUM Title - This should be representative of who you are. This should be on your cover and on your typed explanation sheet.
- 3) Create a BAND Name - This should be representative of who you are. This should be on your cover and on your typed explanation sheet.
- 4) SONGS! Below is a playlist of songs that you need to add to your CD. On the back of your album you will need to list (type) each of these songs by name and artist and why you chose it.
 - 1) Your Theme Song?
 - 2) Your Philosophy Song?
 - 3) Your Comfort Song?
 - 4) Your What you do Well Song?
 - 5) Your Family Song?
 - 6) Your Goals Song?
 - 7) Your Friends Song?
 - 8) Your 'Get Fared Up' Song?
 - 9) Your Chillin' Song
 - 10) @ least one more song of your choice. Feel free to have more.
- 5) THE FINE PRINT - there is always fine print on all published material that you never read. These people are critical in the production of the CD. You will need to include the fine print below. This should be in your typed material on the back of you CD.

Your Producer - The person that will organize and coordinate all the things that makes your CD great.

Your Agent - The best that represents you and will 'go to bat' for you if you need it.

5 more 'Credits' - 5 acknowledgments of people that you would like to thank for helping you be you.

5 Characteristics that make you/the CD great - The characteristics about yourself that have made you a success.

OVER---->

What you need to Turn In?

1) A COVER with you band name and album name included.

2) A TYPED EXPLANATION of the following things: (this information should be taped to the back of your cover)

-Album Name & explanation

-Band Name & explanation

-Song Explanations - Name of the Song, the artist, and why you chose that for each category.

-Fine Print - following the directions above, write about the people & characteristics and explain why you chose each of them.

3) Presentation - You will present your CD starting _____.

-Show and explain your cover, title, and band name.

-Using your phone, ipod, or a YouTube playlist of **5 (only 5 please)** of the songs that you would like to share with the class. We will hook up to the stereo and play a little portion of the song and then you can explain why you chose it. If you are playing the song as part of your presentation - make sure they are school appropriate. You should talk about all your songs but only play part of 5.

-Explain who your producer and agent are and why.

JCHS LEADERSHIP CLASS PRESENTATION

For Veterans

LEADER BASEBALL CARD

Your assignment will be to research and national/international leader, dead or alive, and create a Baseball Card about that person.

The FRONT of the card will include:

- 1) Their name
- 2) A logo that represents them (like the team logo on a real card)
- 3) A hand drawn picture of the person. You may 'contract' with another person to do the drawing for you. Make sure you give that person credit somehow on your card.

The BACK of the card will need to be arranged in boxes of information. NOT in paragraphs and NOT in a list. The BACK of the card will include:

- 1) Name
- 2) Date of Birth / Death
- 3) Information about their early life (home life / early education)
- 4) Information about their formal education (college and beyond)
- 5) Five statements about specific challenges they faced and how they responded.
- 6) Information about their 5 biggest achievements.
- 7) A quote BY your person or ABOUT your person.
- 8) A timeline including 10 major events in his/her life (excluding birth and death)
- 9) A statement about what color of leadership they are and why.
- 10) Three questions you would ask them if you had the opportunity.

Use 11x17 cardstock paper.

Be prepared to present your card to the rest of the class.

-You need a short slide show using Google Slides to show pictures of your person. Please share those with me at chad.rizner@jcschools.us.

-Please find a short video clip about your person (or your person talking) that you may include in your presentation.

Tell your topic to Rizner ASAP so we don't double up.



Jefferson City High School Leadership Class

Cowboy Ethics – The Code of the West Service Learning Group Presentation

You have been assigned to a group that will research a topic of 'need' in our community. You will research the need and develop a project to address this need.

You will then present your project in a PowerPoint to the rest of the class. You should try to sell your project through your PowerPoint. Your PowerPoint needs to include the parts listed below:

- 1) Title Slide (Think of a catchy name)
- 2) The Need – Why did you choose this need and why does your group see it as important.
- 3) Research Data – You should have several slides showing things you have learned from your research. We should see specific detail (statistics, data, quotes, etc.) about your topic. This can come from your internet research and/or your contact with outside people.
- 4) The Project Itself
 - The Project – What is your idea, how did you come to this project?
 - Timeframe – Suggest actual date of when certain parts of your project should be completed. Be aware of the school calendar during 1st term. We know these dates will be tentative.
 - People – Who will be involve and why. (just the class, other students, advisories, community members, etc)
 - Community Partners – Are there organizations or businesses that we can/will partner with to help our project. Did you talk to these groups during your research.
 - Finances – What costs will be associated with your project. Do you have an idea where the money can come from?
 - Challenges - What are the biggest challenges to this event being a success? How will your group deal with these challenges?
- 5) Conclusion – leave the class with something to think about. Sell your idea.

OVER→

2013-2014 Leadership Class Project Summaries

Volunteered 70 Days at the JCPS Preschool

Helped with the JCHS Freshman and Sophomore Transition Camp Days

Sponsored a Movie Night that raised \$300 for Samaritan Center

Cancer Awareness Week that raised \$400 for St. Judes Children's Hospital

Mr. Sexy Legs competition which raised \$150 for the local Boys and Girls Club

Sold suckers for Camo Knights that raised \$300 for Marine Parents

Rock In Prevention programs at Belair, West, and Thorpe Gordon Elementary Schools

Coordinating Special Programs with Southwest early Childhood Center

Creating a video that highlights positive examples of character at JCHS

Promoting involvement and spirit at Simonsen Ninth Grade Center

Worked with Jefferson City Animal Shelter to produce a poster and video highlighting the shelter

Planned a Cabin Fever Carnival for local youth involving clubs and sports teams at JCHS

Partnered with Helias High School in a dodgeball tournament to raise \$1000 for Special Olympics Missouri

Sponsored an effort to (successfully) tape a faculty member to the wall using duct tape. This raised \$450
for the Samaritan Center

Jays go on a Picnic - Offered students the opportunity to eat lunch outside for \$1. Donated money to the Southwest
Early Childhood Center

Serenade A Pig - Collected money for a teacher to serenade a pig in an assembly. Money donated to plant a tree
with the JC Parks and Rec

Priority Parking - Created a parking spot close to the building that was raffled off to students.

Donated 4,600 beads to Beads of Courage – Made in JCHS sophomore and junior advisories

2014-2015 Leadership Class Project Summaries

Volunteered 70 Days at the JCPS Preschool

Playground Behavior at East School - Work with the administration at East School to work with 2nd and 3rd graders
on appropriate playground behavior

School Involvement Video - Filmed and produced a video to highlight different types of involvement at JCHS

Nursing Home Participation - Worked with Adams Street Place to interact with their residence on ~12 different days

JCHS Camelbacks - Sold JCHS Camelback Water bottles. These were sold to raise money to instal two water bottle
fillers on top of a drinking fountain at JCHS

Poverty in Jefferson City Video - Research, filmed and produced a video about poverty, and help for the poor, in
Jefferson City

Donated 4,000 beads to Beads of Courage – Made in JCHS sophomore and junior advisories

Student Staff Basketball Game - planned and promoted an event that raised \$900 for the buddy pack program in JC.

Priority Parking - sold tickets to win a parking spot close to the building.

Project Happiness - created activities at lunch to promote happiness at JCHS. Included a huge quote board and
gifts for teachers.

5 Days of Christmas - created lunchtime activities for the 5 days heading into Christmas Break. These included fun
games, competitions and dancing.

Sand Dodgeball Tournament for the Pine Ridge Reservation

Transition from elementary to Middle



Jefferson City High School Leadership Class

LOCAL LEADERS PROJECT

We have talked a lot in this class about good and bad qualities of leaders as we moved through the Cowboy Ethics. I hope you have thought about your leadership style and decisions along the way. This project will allow you to find a leader in the community and evaluate and learn from them. Please read the following instructions carefully and then complete the assignment.

I would like you to think about leadership in an area that you and your partner are interested in. You will then research community and national/international leaders in that area. Government, business, medicine, religion, education, athletics, and military are possible areas.

Complete the following Process:

- 1) You and your partner will need to discuss an area/field that you are both interested in and that you want to learn more about.
- 2) Identify 2 living (inter)national leaders in your area. You must be a good researcher. Who are the current leaders in that field.
- 3) Identify 5 of the 10 beliefs in the Code of the West that most affect the leaders in your field.
- 4) Consider issues that leaders in your field must deal with.
- 5) Identify a leader in our community in your field of interest.

Complete the following tasks:

- 1) **National Leader Descriptions** – You will need to complete a detailed description of each of your two leaders. Provide information about the position(s), achievements, and challenges they have faced. I challenge you to find people who you don't know who are considered leaders in these fields. These should be the movers and shakers in your field today. (1 page body, dbl spaced, 1 in margin, 12 font)
- 2) **Current Events** - Find 1 current (within the last 2 months or so) newspaper/news website articles that deal with issues in your field. Complete a 1 page writing summarizing the story (who, what, why, where, when, why it was newsworthy....) and stating your opinion on the situation/event. Each member in the group will complete one of these. (1 page body, dbl spaced, 1 in margin, 12 font)
- 3) **Code of the West Statements** – Type a paragraph explaining each of the 5 Code of the West beliefs that have the biggest influence on your field. Explain why you choose these beliefs and what types of situations do they come up in the field. (usually 1-1 1/2 pages)
- 4) **Community Leader Interview**
 - 1) Identify a local leader in your field of interest.
 - 2) Clear your choice with Rizner (You MUST do this)
- This needs to be a person you have no connection with.
 - 3) Call this person's office and arrange a meeting time with them during Leadership Class or after school.
 - 4) Prepare 10 questions that you will possibly ask in your interview. We will have a day in class that we will analyze the questions. Consider the ideas taught in The Code of the West and issues discovered through your research in constructing your questions.
 - 5) Conduct the Interview. You must be dressed appropriately and be prepared to lead the conversation in the meeting. Remember, you called this meeting, they did not.
- 5) **Interview Reflection Paper** – You will write a 1+ page paper reflecting on your interview. This should include a section on the process of setting up and conducting the interview as well as a section on the thing you learned from his/her answers.
- 6) **Presentation** – You will present a 4-5 minute presentation on what you learned through the above process. This should include a slides presentation that covers your national leaders, current events, Code of the West statements, and your interview. Please share your slides with Rizner – chad.rizner@jcschools.us.
- 7) **Thank You Card** - You will need to write a thank you card to mail or deliver to your interviewees place of business.



Jefferson City High School Leadership Class

LOCAL LEADERS Info Sheet

Student Names: _____

Block: _____

Local Leaders Name: _____

Position: _____

Phone #: _____

Why did you pick this person to represent a local leader? _____



Jefferson City High School Leadership Class

Habitudes Book Review & Lesson Presentation For Veterans

Dr. Tim Elmore is a speaker and author of books on leadership. His most popular book is entitled Generation iY: Our Last Chance to Save our Future. He created Growing Leaders, an organization that advises teachers, administrators, church leaders, and parents how to teach and reach today's students. He has produced a series of books called Habitudes that are designed to teach leadership skills to young people today.

You and your small group will be assigned one of these books to read together, discuss, analyze, and ultimately teach to the rest of the Leadership Class. There will be a written component to this assignment along with creating a lesson to convey the message(s) of your book to the rest of class. You will need to work together to complete the reading of the book and understand what is being presented.

Written Assignments:

In each book there are 13 'Images' and ideas presented. You will need to divide these Images/Ideas as evenly as possible within your group. I want each member of the group to be responsible for the completion of some of these sheets. You may choose to part of these individually and parts as a group. However, I would like each group member to write the responses on an equal number of assignment sheets.

Lesson Presentation:

Using the ideas presented in your books you will present a one class period lesson to illustrate the concepts from your book. Each lesson needs the following components:

- 1) A Handout - You will create a sheet(s) that students will complete as you move through your lesson. Consider the sheets I use for the Code of the West lessons as a guide. Using ideas from your self assessment sections of your book would be great to include on the handout. You might also want to include a response to the video
- 2) A Discussion - Each lesson should have information presented and a point(s) of discussion. Feel free to use questions used in the Reflect and Respond sections of your book.
- 3) Images - Obviously you will need Slides that use Images to get your point across. You will read about the use of Images on the first day with your book.
- 4) A video - Find a short (5-10 minute) that you can use to illustrate your idea(s)
- 5) An Activity - This is a hands-on activity that you will ask the class to participate in. Use the suggestions presented in the Exercise sections of your book.

Remember this is meant to be a summary lesson on the ideas presented in your whole book. Not the teaching of one image/idea. Please use ideas, discussion points, and exercises from throughout the book in your lesson for the class.



Jefferson City High School Leadership Class

Habitudes Book Review For Veterans

Student Name _____ Block _____

Book # _____ Image # _____ Image Name _____

Summarize the main idea(s) of the Image/Lesson:

Summarize your Group's opinion of the main idea(s):

Good Reflect and Respond Question(s) AND your Answer:

Q: _____

A: _____

Q: _____

A: _____

Good Self Assessment Topic(s) AND your response:

Q: _____

A: _____

Q: _____

A: _____

Description and opinion of the Exercise Presented:

Exercise: _____

Opinion: _____

