Name___________________________

School__________________________

Action Steps & Goals:

- How can I help students want to come to school instead of have to come to school?
- How can I help each student achieve academic and social success at school?
- How can I help create a school environment where everyone belongs, everyone feels safe and everyone is free to be themselves?

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

Maya Angelou

All kids need is a little help, a little hope, and someone who believes in them.

Earvin "Magic" Johnson

When I was a boy, I would see scary things in the news; my mother would say to me, “Look for the helpers. You will always find people who are helping”.

Fred "Mr." Rodgers
Student Leaders and The AWSP Leadership Framework

Student leaders are a part of a school's leadership team. Principals foster success by working to achieve excellence in eight defined areas in the Leadership Framework. Student leaders can also be doing positive work in these areas. Though the approaches might be different, the goals are the same: all students in the school achieve academic and social success. With student leaders actively involved, the Leadership Framework becomes the foundation for everything that happens in a school.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>What Principals are asked to do…</th>
<th>AWSL Student Executive Committee Belief Statements</th>
<th>What student leaders can be doing…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Creating a Culture</td>
<td>Influence, establish and sustain a school culture conducive to continuous improvement.</td>
<td>We believe that students and staff thrive in a culture where they feel valued and supported.</td>
<td>Create a place where kids want to come to school instead of have to come to school. Help your principal establish a school climate where kids feel supported, included and are able to develop to their full potential.</td>
</tr>
<tr>
<td>2 Ensuring School Safety</td>
<td>Lead the development of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.</td>
<td>We believe that every student deserves to experience not only physical but emotional safety; this condition, in turn, precipitates belongingness and success.</td>
<td>Stop bullying in its tracks. Stand up for what is right, kind and fair. Help your principal establish a school environment where kids are physically, socially and emotionally safe.</td>
</tr>
<tr>
<td>3 Planning with Data</td>
<td>Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.</td>
<td>We believe that principals are informed best with data collected by student leaders who can articulate the voice of their fellow students.</td>
<td>Become the eyes and ears and heart and soul of your school. Listen, watch, observe and talk to your principal! Help your principal collect and analyze data to improve the effectiveness of the school system.</td>
</tr>
<tr>
<td>4 Aligning Curriculum</td>
<td>Help align curricula to state and local district learning goals and align assessment practices to best instructional practices.</td>
<td>We believe in making it a priority to increase student learning by developing new study strategies and leading by example in the classroom environment.</td>
<td>Make the job of being a teacher easier by being a role model for others in class. Organize meaningful teacher appreciation events.</td>
</tr>
<tr>
<td>5 Improving Instruction</td>
<td>Evaluate staff in effective instruction and assessment practices and assist staff in identifying valid, reliable sources of evidence of effectiveness.</td>
<td>We believe that classroom instruction can be improved through providing feedback for teachers and actively participating in class.</td>
<td>Learn what you are taught. Be kind to the guest teachers. Help your principal establish a school with a positive academic identity.</td>
</tr>
<tr>
<td>6 Managing Resources</td>
<td>Manage human and fiscal resources to accomplish student achievement goals.</td>
<td>We believe that student leaders must establish a relationship with principals in order to properly use ASB funds and to manage resources within the school.</td>
<td>Be responsible with your Associated Student Body funds. Help your principal utilize the scarce human and fiscal resources available to the school to their fullest.</td>
</tr>
<tr>
<td>7 Engaging the Community</td>
<td>Communicate and partner with school community members to promote student learning.</td>
<td>We believe that as student leaders, we have a duty to make our schools active members in their communities.</td>
<td>Don't frighten the adults! Make the community feel proud that you are the future. Help your principal create opportunities for positive interaction between the school and members of the community.</td>
</tr>
<tr>
<td>8 Closing the Gap</td>
<td>Demonstrate a commitment to closing the achievement gap.</td>
<td>We believe that student leaders need to advocate for equitable opportunities to promote the success of all students regardless of circumstance.</td>
<td>Leave no one behind! Graduate with all of your peers. Be a mentor to younger students. Help your principal close the achievement gap between the kids who are graduating and meeting standard and the kids who are not.</td>
</tr>
</tbody>
</table>
S³ Skills: Smile, Shake & Share

“The interest in the study of school climate stems from a major belief that the climate of a school is thought to be linked to student achievement, self-concept, behavior, absenteeism, rate of suspension and future success.”

~Yale University Child Study Center

**S³ Skills: Smile, Shake and Share** The ability to establish positive relationships with others is the beginning step to reaching the highest level of leadership. Learning the S³ Skills of Smile, Shake and Share will serve you well on your leadership journey. By using these skills on a daily basis, you become more understanding and empathetic towards others. Student leaders need to be able to relate to everyone in a school system: students, teachers, administrators, support staff and community members. The S³ Skills can be used in the hallways, at lunch, going to and from school and during class. Anywhere you interact with people, the S³ Skills can instantly make your school a happier, more caring and inviting place for everyone.

**Smile:** Display a kind and caring attitude each day

**Shake:** Connect with all people
- Handshakes, high fives, fist bumps, points of recognition
- Call people by their names
- Introduce yourself
- Develop your unique way of connecting: cooking, cards, gifts, listening...

**Share:** Build positive relationships
- Invite people in to share your “space”
- Discover commonalities: tell people about yourself and ask people questions
- Introduce people to each other

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**S³ Skills Check List:** How many can you practice before the end of the day?

- Wave someone over to join your conversation.
  “Join us!”
- Ask someone his or her opinion.
  “What do you think about...?”
- Take your group over to the person that appears to be interested in the fun.
  “Let’s move over here.”
- Widen your group circle to make room for someone to join it.
  “Everyone step back to let Chris in.”
- Introduce someone to a group or another individual.
  “Hey, you have got to meet...”
- Notice and interact with someone who doesn’t appear to be comfortable in a group setting
- Smile at people
- Learn new names
- Laugh with someone new
- Wave a hello
- Wink at someone
- Slap a High 5
- Bump a fist
- Introduce yourself
- Discover something you have in common
- Hold the door for someone
- Offer someone a seat
- Take time to really listen to someone
**Friend-a-Thon** – Versatile walk and talk activity

“People fail to get along because they fear each other; they fear each other because they don’t know each other; they don’t know each other because they have not communicated with each other.”

–Martin Luther King, Jr.

**Introduction:** Friend-a-Thon is a walking and talking get-acquainted activity. It allows participants in a casual atmosphere to learn things about each other through conversation guided by prompts.

**How:**
1. Establish a walking and talking course with cones or markers in a space designed to accommodate the number of people participating (cafeteria, gym, track, classroom, hallway, etc.).
2. The course should have a starting point where participants find a partner by raising their hand. The walking traffic flows in one direction.
3. The goal of the activity is to walk with different person each time you complete one lap.
4. When you find a partner, begin the activity with a handshake and say "hello". Walk the course and find out information about each other. End the time with your partner with another handshake and a "goodbye." Then, raise your hand to find another partner.
5. The purpose of the Friend-a-Thon can change depending on the participants and the conversation prompts.

- Begin each lap with a handshake
- Friend's Name: _____________________
- Friend's Birthday: ___________________
- 3 things we have in common
  __________________________________
  __________________________________
- End the lap with a handshake.  
  *Now, find a new friend!*

- Begin each lap with a handshake
- Friend's Name: _____________________
- Friend's Birthday: ___________________
- 3 things we have in common
  __________________________________
  __________________________________
- End the lap with a handshake.  
  *Now, find a new friend!*

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  __________________________________
- End the lap with a handshake.  
  *Now, find a new friend!*

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- Friend's Name: _____________________
- Friend's Birthday: ___________________
- 3 things we have in common
  __________________________________
  __________________________________
- End the lap with a handshake.  
  *Now, find a new friend!*
Maslow’s Hierarchy of Needs & School Climate

“I regard it as the foremost task of education to insure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self-denial, and, above all, compassion.”

~ Kurt Hahn

School Actualization: Peak experiences that create a deep school pride. A dignified and highly responsive school.

School Esteem: Equates to School Spirit. Students can care about their school only when they feel a part of it. Students desire to improve all parts of the school.

Belongingness: Do all students feel like they belong? Is your school a place where students and staff feel accepted, respected and welcomed? Are multiple groups of students recognized for their achievements in a variety of areas?

Safety Needs: Is your school environment safe: physically, socially, intellectually, emotionally? Do students feel safe regardless of economic status, ethnicity or gender? Is the daily and popular humor at school kind, universal and non-toxic? Do the school traditions highlight what is best in people? What can be done to improve the total safety of your school?

Basic Needs: Are your school facilities modern and up to code? What service projects do you do to support families in need of food, clothing and shelter? What school programs support healthy life-style habbits, victims of trauma and people with substance abuse issues? What new activities might you take on to serve the basic needs of students?

A Project Planning Model (from Hazen HS, Renton)

Student groups are asked to measure each activity proposal against a set of guidelines designed to address the basic question: “Is this the right thing to do?”

Mission Statement
Does the project support our main goal? Could it be changed to do so?

Safety
Will all participants in this activity be safe?

Inclusion
Does this activity provide the opportunity to include all members of the student body? What about faculty members? Other staff? Community members?

Ethics
Does this activity:
• Violate any laws or policies established by the school or community?
• Show respect to all people involved?
• Avoid stereotypes or public embarrassment?
• Promote win-win relationships?
• Measure up as an appropriate activity for a school setting?

Time
Do we have adequate time to properly plan for this activity to insure its success?

Perception
Does this activity promote a positive image of our school?
Sensitivity to Others Continuum

The greatest sin of our time is not the few who have destroyed, but the vast majority who have sat idly by. Nothing in all the world is more dangerous than sincere ignorance and conscientious stupidity.

~Martin Luther King, Jr.

The Sensitivity to Others Continuum highlights the idea that as people we need to heighten our awareness of what is hurting people (our sincere ignorance), and we need to speak up when we know something is wrong (stop conscientious stupidity). It is a difficult challenge. The goal is to always strive towards sensitivity.

— **Reaching Out** You go out of your comfort zone to help others, stop wrongs, get involved, and do the right thing.
  - Accepting and appreciating
  - Taking the time to listing
  - Verbally encouraging others.
  - Becoming “Others-centered” rather than “me-centered.”
  - Seeing people in need and helping
  - Being approachable because you are trustworthy and honorable.

— **Communicating Disapproval** You show disapproval by using words or physically removing yourself from a situation. “If you plan on teasing him in class today, I’m not going to sit by you.”

— **Silent Disapproval** You don’t agree with what is happening, but you feel powerless to do anything, or lack the courage. “I didn’t do anything, I just watched.”

— **Survival** You are unable to do anything to help others because you are just trying to get through the day. You are not feeling emotionally, socially or physically safe.

— **Apathy** You are aware, but unconcerned or indifferent. You don’t care enough about the situation to give it any of your attention.

— **Active Approval** You are the offender or you are supporting the bullying behavior.

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**In Lak Ech**

You are my other me.

If I do harm to you, I do harm to myself;
If I love and respect you, I love and respect myself

*— Luis Valdez*

Let none be discouraged by the belief that there is nothing one man can do about the enormous array of the world’s ills—against misery and ignorance, injustice and violence...Few have the greatness to bend history itself; but each of you can change a small portion of events, and in the total, of all those acts will be written this history of this generation.

*— Robert F. Kennedy*
Confronting Bullying Behavior

**STOP and Name It | DROP the Golden Rule | ROLL out of there!**

“Our lives begin to end the day we become silent about things that matter.”

~ Martin Luther King, Jr.

**Introduction**

All of us, for our own reasons, have at some point shied away from confronting bullying behavior. In the moment, it always seems too difficult to do.

The thing is, people using bullying behavior are operating on a limited script...in other words, they are only prepared for the target to be a target. If we create our own script for such encounters and keep “on script” we can actually stop bullying behavior.

Confronting bullying behavior effectively—whether you are protecting yourself or someone else—operates on three principles:

1. redirection,
2. staying calm and
3. keeping to the script.

Remember, you are not doing anything wrong by confronting bullying behavior. You are getting people out of trouble, not into trouble. You are not only helping the victim of bullying behavior, you are helping the person using bullying behavior too. People who are never called upon to change their bullying behavior continue to use it. Inevitably, bullying behavior leads to loss of friendships, missed opportunities and punishments. The older a person gets, the more severe the punishments.

Everyone has a moral compass that points to respect, dignity and kindness. The person using bullying behavior just has a compass in need of adjustment. They already know what they are doing is wrong, and so does everybody else who is a witness to the behavior. They just need someone to tell them to stop.

**Step 1 = STOP and Name It**

Be a referee and blow the whistle!

Bullying behavior often continues simply because nobody says anything. As a student leader, you have the responsibility, like a referee, to help enforce the rules. With an assertive statement, loudly let everyone know what is happening. Shed light on the inappropriate behavior.

About 80% of the time, the naming of the inappropriate behavior stops the behavior. Sometimes, people are "experimenting" with bullying behavior or they are just being insensitive. Try any of these lines in your script.

- “Stop!”
- ”You are being mean!”
- ”That is hurtful!”
- ”What you are saying is not true!”
- ”We have school rules about how we can treat each other, and you are breaking them!”
- ”You are hurting his feelings!”
- ”You are not teasing, you are taunting!”

If Step 1 does not stop the bullying behavior, sometimes the behavior gets turned toward you. This usually happens through a verbal attack. If this happens you need to go to Step 2.

Go directly to **STEP 2**
**Step 2 = DROP the Golden Rule**
Calmly state that everyone deserves kindness. Sometimes the person who stands up to defend others gets verbally attacked for speaking up. In this step, it is crucial to stay calm. The goal is to redirect everyone’s attention back to the original bullying behavior, which ultimately was something unkind done to someone. By redirecting to the concept of kindness, you are not directly confronting the person using bullying behavior. You are just stating a fact. Remember, you have done nothing wrong. You are simply concerned about the universal truth that everyone wants to be treated with kindness, respect and dignity. Don't go off script. Don't argue. Don't defend. Don't judge. Just simply state the fact that what happened was not kind. Try one of these lines:

- "Everyone deserves kindness."
- "No one likes to get hurt."
- "Being mean is not the answer."
- "We don't have to like everyone, but we don't have to hurt anyone."
- "Everybody deserves to be safe."
- "The Golden Rule says we should treat others as we would like to be treated."

Remember, you've done nothing wrong. It’s the person using bullying behavior that is wrong, and the last thing he or she wants is the negative attention of the group or the authorities (the rest of the school, school staff, parents, or if it comes to it, the police). Calmly state that you will need to tell an adult. If there is a chair near you, sit down when you say it. Be casual and use non-aggressive body language. It is just a fact beyond your control: nobody has the right to physically harm others. Period. Never. There are all sorts of policies and laws against it. Try one of these lines in your script:

- "Assaulting someone is against the law. I will need to tell an adult."
- "I can call 911."
- "Our principal has told us if we ever feel threatened, we need to tell her."
- "My parents are not going to be happy when I tell them what you are saying."

If they have a comeback at all at this point, they'll usually try to take it back to Step 2 to save face, for which you already have a script that works!

**Step 3 (If needed) = REPAIR**
Sometimes in a bullying situation, it is hard to find the courage to use the Stop, Drop and Roll technique. You can still help "repair" a bullying situation after the fact. Below are a few ideas:

- Comfort the target of the bullying behavior. Let them know they are not alone and what happened to them was wrong and it is not their fault.
- Talk to the person using bullying behavior in private. Encourage them to apologize to the target of the inappropriate behavior.
- Sometimes after a bullying situation, the person using the bullying behavior becomes the target of bullying. They might need support, especially if they have stopped the inappropriate behavior.
- Talk to a trusted adult and explain what happened (or is happening) regarding the situation.
Cyber-bullying

Cyber-bullying is a huge problem. It seems that more and more, bullying behavior occurs in this realm rather than face to face. This is horrendous because the consequences can be so severe: once something is online, even a proven lie, it stays there forever. Do not wait to confront cyber-bullying; act immediately! The stakes are too high. There are three steps to confronting bullying behavior in cyberspace. They follow the same pattern of confronting bullying behavior in person.

**Step 1 = STOP and Name the Problem and DROP the Golden Rule:**
Post a message
Speak up for yourself or others by immediately posting a message on multiple forms of social media.

Part 1 of message - Shed light and name it!
"_________ is not telling the truth about ____________!
"That is a lie!"
"This is wrong!"
"Talk to ___________ in person, not about them online!"
"Leave ___________ alone!"

Part 2 of message - Redirect the attention back to the concept of kindness
"I wish people would just be nice to one another."
"There's always time for kindness."
"We should be nice to one another."
"All of us make mistakes."
"Kindness is important."

**Step 2 = ROLL Out of There: Involve Adults:**
Call for back up
Always SAVE and PRINT screenshots of cyber-bullying and send it to the parents of the person using bullying behavior. (Snail mail works best.) Ask your parents or a trusted adult to help you with this process. They should be involved at this step. It might be appropriate to involve your principal or school counselor too, especially if the bullying behavior is creeping into the school day or it is connected to something that happened at school.

**Tip = The Power of Six**
Find five other friends to stand up to bullying behavior. Use your combined social media network positively.

Six different people working together have a huge online footprint in one school. Remember, people using bullying behavior hate transparency. They do not like it when their poor behavior is exposed. Usually, nobody says anything and other people pile on their bullying behavior because they feel a sense of power online. One message telling people to stop might make them think; six or more will remind them that they are not using bullying behavior in a vacuum and that people will find out what they are doing. And, people don't like what they are doing!
Humor and Assembly Presentations

"A jest's propriety lies in the ear Of him that hears it, never in the tongue Of him that makes it."

~Shakespeare

Humor: How to Use It, Not Abuse It
Humor is a leadership tool that can unite a school when used properly, and divide a school when used inappropriately. One way to make humor work is to think of humor in terms of a stoplight:

- **Green**—Go. Safe humor that highlights human nature, everyday events, silliness, self-deprecation (jokes on you!) and imitations of famous people or spoofs on movies or TV shows.
- **Yellow**—Caution. Depending on the audience and your comic ability, humor about the following topics can be universally appealing to a school audience: relationships, economic conditions, gender roles, politics, professions, drugs and alcohol, toilet humor, institutions and violence.
- **Red**—Stop. Some topics have no place in front of a broad school audience with people of all ages and backgrounds. Topics that should never be joked about in a school presentation are race, religion, sexuality and personal attributes people are born with.

Pre-Performance Humor Checklist
- Identify the targets (“the butts”) of your jokes. Are these truly things to laugh at in your setting?
- What are the ratings of your jokes? (G, PG, PG-13, R, NC-17) Is the rating appropriate for the audience?
- Review your skits (characters, props, dialogue) to make sure they do not perpetuate hurtful stereotypes regarding race, ethnicity, gender, age, religion, sexual orientation, disability or socio-economics.

Dramatic Performance Techniques for Assembly Presentations
To combat the poor acoustics in a gym and the limitations of having one or two microphones, try one of these dramatic performance techniques at your next assembly or presentation.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>OFF-STAGE VOICES</td>
<td>The action takes place on stage for the audience to see while the voices are done off stage using the microphones. Don't worry too much about having the actors “mouth” the exact words of the voices off stage, just make sure the audience knows what character is talking. Actors who are “talking” should be moving around the stage using exaggerated motions and moving their mouths. Actors not talking should be still or moving slightly.</td>
</tr>
<tr>
<td>NARRATED RERWORKED FAMILIAR STORY</td>
<td>Audiences find humor in things that they recognize. Revising a familiar story, tale, TV show, movie or poem is a great way to get an audience’s attention and make a skit entertaining. Rewrite Goldilocks to recognize fall sports teams; use Star Wars as a backdrop to ASB card sales. Familiar stories can be adapted to fit almost any theme, and they are easy to outfit with costumes. They also are a low-risk experience for those hesitant to perform in a skit.</td>
</tr>
<tr>
<td>NEW LYRICS TO OLD AN SONG</td>
<td>A clever and fun way to entertain is to write new, original lyrics to an old, familiar tune. The song can accent any of the dramatic performance techniques, or it can stand alone. This technique can be used to facilitate a giant, group sing along!</td>
</tr>
<tr>
<td>HUMAN POWER POINT</td>
<td>Create a Kodak moment by developing a PowerPoint presentation where people on stage are the photos! The actors’ frozen poses, facial expressions and imaginary props will carry the message for each slide. Write a narration for each slide. Shine a light on the actors if possible. To speed up the show, have two groups of actors on either side of the stage alternating slides. Create a “cue” sound the narrator makes to tell the actors when to change slides.</td>
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</tbody>
</table>

LARGE CARDBOARD PROPS: All of the techniques can be enhanced with LARGE CARDBOARD PROPS.
Crowd Involvement: **Energize, Entertain, Educate**

**Spirit Competitions**

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

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

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

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

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

### SPIRIT COMPETITION Checklist

- **Safety:** In what ways might a participant be injured physically, socially or emotionally? Take steps to eliminate the potential for injury or embarrassment.

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

- **Variety of Students:** What social groups are represented? Are new students involved in each spirit competition?

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

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

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

- **No Surprises:** Do the administrators, advisers and participants know your plan? Do you have permission of the participants prior to the activity?
More Crowd Involvement Ideas

One of the best ways to create a positive school climate is to involve a crowd in a silly activity. Being silly is very serious business! Picking the right activity for the right crowd at the right time is an art. The activities that follow can be adapted to involve the crowd at an assembly, a sporting event, during a lunchtime activity, in a meeting or classroom.

FOUR CORNERS
State four related items that will serve as metaphors. Participants choose the item they are most like...not the one they like the most. To choose, participants move to a corner, or if unable to move, face one of four walls. Participants then discuss how metaphorically they are like the item (or they can perform a task).

Tools      Cars
Hammer     Corvette
Pliers     VW Bug
Wrench     4 x 4 truck
Saw        Model T

Boats      Cities
Tug boat    D.C.
Speed boat  Omaha
Yacht      New York
Raft       Hollywood

HAND JIVE
Create signs with different dance moves or hand jive moves. Lead the crowd in the dance step.

Music: Gettin’ Jiggy Wit It, Will Smith
-Clap hands -Swim
-Raise the roof -Jello arms
-Tootsie roll -Cowboy
-Disco point -Stir
-Snaps -Pulp Fiction
-Sprinkler -Lawn mower
-Will Smith -Twist
-Monkey -Pee Wee Herman

CHAIN OF CHAMPS
Participants pair up and play Rock/Paper/Scissors. The non-winner places his/her hands on the shoulders of the winner and starts chanting the winner’s name. Winners keep playing winners to see who can create the longest chain. One person wins the game!

HANDSHAKES
Teach creative handshakes then ask people to shake hands with others.
-Lumberjack -Salmon
-Dog -Paramedic
-Turkey -Side five
-Fist bumps -Ankle grab
-Thumb war -Spooked cat

SHARK SONG
Each verse of the song has a hand motion.

Verse   Motion
Baby Shark   one hand puppet
Mama Shark      both arms straight
Daddy Shark   one arm and leg
Gramma Shark  both hands in fist
Goin’ swimmin’  swimming motion

Row Your Boat Each time through the song, leave off the last word.

My Bonnie Every time you come to a word beginning with a “B”, reverse your position (stand if you are sitting, sit if you are standing).

Bunny Hop First do the Bunny Hop while singing Row Your Boat. Then do it again to the song “U Can’t Touch This.”

LINE UP
Ask participants to organize themselves alphabetically or numerically according to their answer to a question.

Words: Where were you born? What is your middle name? What person do you most respect?

Numbers/Date: When is your birthday? What time does your alarm go off in the morning? Shoe size?

BOOMBA HEY
On cue, one of part of the crowd yells, “Boomba” the other yells, “Hey” The crowd yells louder, softer, faster or slower based on the yell leader.

THAT’S ME
Ask a question. When it applies to participants, they stand up, loudly proclaim, “That’s Me!” then quickly sit down.
- Who’s broken a bone?
- Who read a book last month?
- Who likes ice cream?
- Who is an elected officer?
- Who is wearing tennis shoes?
- Who plays soccer?

CLAP ON...CLAP OFF
Teach creative ways to applaud.
-Ketchup bottle -Clap
-Fireworks -Roller coaster
-Golf -Sprinkler
-Cricket -Cardiac
-Clock -3 & snap
-Z snaps -Mosquito
-Mime -Based on mascot

CEMENT MIXER
Form the group into an inner and outer circle facing each other. Ask a question. Participants talk to the person across from them. Rotate the circles for a new question (i.e.-inner circle move five people to the right.)
- Where would you like to travel?
- What do you like about school?
- What do you want to learn today?
- Who is your role model or hero?
- Where will you be in 10 years?
- What is an issue you care about?
- What or who makes you laugh?
- Who do you need to thank?
Initiate, Generate, Evaluate (IGE): A Project Planning Tool

INITIATE: Get the group going
1. Break the Ice
Establish the right atmosphere for the group. Ask yourself these questions:
• What is the focus of the icebreaker? (e.g. getting acquainted, introducing a topic, teambuilding, energizing the group, setting a tone)
• How much physical space and time is required?
• What supplies are needed?
• Is the level of risk (physical, social, emotional or intellectual) appropriate for participants?

2. Seat the Group
Select a seating arrangement that works best for size and goals of the group. Consider changing the room arrangement as tasks change.
• Theater style for presentations
• Circle for discussions
• U-shape for decision-making
• Small groups for committees and large group discussions

3. Set the Goal
Frame the goals in inspirational terms. Consider:
• What is the purpose of the meeting? (e.g. idea generation, decision making, action planning, presenting information, dialogue)
• How does the task relate to the "big picture" of the group?
• Who should attend the meeting?
• How much time is needed for each item on the agenda?
• How would successful outcomes of the meeting be defined?
• How will the results of the meeting be recorded?

4. Talk the Talk: Communication Strategies
Choose the right communication strategy based on the size of your group and the purpose of the meeting.

SOFTEN Listening
The SOFTEN technique works for listening in a large group & person to person settings.

S = SMILE or SERIOUS whichever is most appropriate based on the topic.
O = OPEN POSTURE supporting the speaker by facing forward, no facing sideways or backwards or crossing arms.
F = FORWARD LEAN slightly towards the speaker.
T = TIME should be allowed to talk without interruptions.
E = EYE CONTACT should be made without staring.
N = NOD occasionally to show understanding and acknowledgement.

Talking Stick Only the person holding the talking stick (ruler, stuffed animal, pen, etc.) may speak. The speaker then passes the item to another person.

Everybody Says Everyone has a chance to share their thoughts without interruptions or questions. No one can talk twice until everyone has talked once. This strategy helps quieter members be heard.

The Pros and Cons If you are "pro", you support the idea; a "con" is against the idea. Speakers offer their opinions alternating between the "pro" and "con" perspectives.

Controlled by Chair A person is selected to "chair" the meeting. Participants may talk only after being recognized by the chair. Parliamentary Procedure uses this technique.

Dialogue The goal of dialogue is to reach a shared understanding rather than make a decision. Speakers honestly share their best thinking; listeners reflect and build on what they heard.

GENERATE: Develop Ideas & Plans
5. Think the Thoughts: Idea Generation
Brainstorming: Gain lots of ideas quickly
• Set a time limit and use 2-3 recorders to keep up with ideas.
• Avoid put-downs and evaluative comments; quantity is the goal.
• Warm up the brain first with a fun, 30-second idea flurry based on new uses for a spoon? roll of tape? marker?, etc.
1-3-6-ing: Gather ideas from all group members
One: On your own, write down ideas on the topic.
Three: With two others near you combine lists and generate more ideas.
Six: Join with another group of three and prioritize by selecting the top 5-10 ideas from the two lists. Write the top ideas on a poster.
Share: Present all the ideas with a reporter from each group of six presenting the ideas to the entire group. Ideas are clarified and duplicate ideas are eliminated.
Vote: Choose your favorite idea by using a decision-making technique to pick the best idea.

6. Voice the Choice: Decision Making Techniques

Fist to Five An efficient ranking technique to determine what individuals think and feel about simple or complex ideas. The scale descriptors can be changed.
Gradients of Agreement/Number of Fingers
5 = Endorsement I like it, support it and will work on it!
4 = Agree with minor point of contention Basically, I like it.
3 = Consent I can live with it.
2 = Formal disagreement I can't support this; I have key concerns.
1 = Unqualified opposition I'm against this.
Fist = Protest No way, I'll fight this!

Thumb Up, Down or Sideways A quick way to get a "yes" or "no" or "maybe" from people.

Value Voting Everyone receives three to five votes depending on the number of choices. Participants can cast votes in any combination. Two methods can be used: Show of Fingers—participants use their fingers to show the number of votes they would like to use on each item; Sticky Dots—participants have 3 to 5 sticky dots to place on the idea(s) they support.

Chance Strategies When the stakes are not too high or the group has two equally appealing ideas, use rock-paper-scissors, a coin flip, or drawing the high card to make a decision. Chance strategies are readily accepted by most group members.

Consensus The group reaches a decision which all can "live with" or accept. Compromise may be needed as well as a lot of time.

7. Walk the Walk: Create Action Plans
Duty Board Write down each thing to be done and who is responsible for it on a Post-It™. Move the Post-It™ across the board as the project progresses. Track problems and leave notes for people.

The 11 W's
WHAT are you planning to do?
WHY do you want to do this project?
WHERE & WHEN will the activity take place?
WHO will benefit from the project?
WHAT staff member(s) need to approve the project?
WHAT funds are needed?
WHEN will the basic planning be done?
WHAT committees are necessary?
WHAT kind of publicity is needed?

EVALUATE: How did you do?

8. Grade the Team: Evaluation Methods

Look Around
The Process: What were the "Wows" and "Oops" during the planning phase? How did the team work together?
The Product: What were the "Wows" and "Oops" during the event? What did the participants think?

Look Inside Consider these ethical questions regarding the product and process:
• Was it legal?
• Was it balanced?
• How did it make me feel about myself?

Look Ahead Set at least one goal to improve both the process and the product.

Before the Project Create a rubric to define what a successful project would look like, sound like and feel like?

During the Planning Process
• One member of the group calls a “time out.”
• Appoint a facilitator.
• Share concerns and difficulties.
• Generate solutions to problems.
• Implement solutions and monitor success of the modifications.
Officer Responsibility: *I'm Elected! What Do I Do Now?*

Being a student leader is a rewarding, yet difficult job. You will be held to a higher standard, you will be tested and you may have to stand up for what is right rather than what is popular. You also will also gain skills and see your school experience from a different perspective. You will gain lifelong friends and you will accomplish things that will make you and your family and friends proud.

**Expectations from Others** What do the following groups "expect" from you now that you are a student leader?

- Peers
- Parents
- Fellow Officers
- Teachers
- School support staff
- Administrators
- Community members
- Advisers
- Yourself

**General Responsibility of Student Leaders**

<table>
<thead>
<tr>
<th>All Officers:</th>
<th>You can also define your responsibilities by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work as a team</td>
<td>• Talking to your student leadership adviser</td>
</tr>
<tr>
<td>• Encourage membership, attendance and participation</td>
<td>• Asking what the person in your position did last year</td>
</tr>
<tr>
<td>• Know the ASB constitution and bylaws</td>
<td>• Finding out what students in your position do at other schools</td>
</tr>
<tr>
<td>• Accept responsibility</td>
<td>• Reading your job role in the ASB Constitution and bylaws</td>
</tr>
<tr>
<td>• Lead by example</td>
<td>• Deciding what you want to do and do it!</td>
</tr>
<tr>
<td>• Promote positive relationships with students, staff and community</td>
<td></td>
</tr>
</tbody>
</table>

**Specific Job Responsibilities**

**Presidents** represent an organization by serving as a role model and spokesperson by:

- Developing the agenda for and facilitating meetings
- Speaking for the student body at teacher, school district or community meetings
- Leading the officer team
- Coordinating the work of committees
- Keeping members informed
- Helping with the program of yearly activities

**Vice-Presidents** know the President’s responsibilities and are in charge of the yearly program of activities by:

- Assuring that committee chairs are ready to report at meetings
- Supervising standing and special committees
- Keeping a resource file
- Acting as the Sergeant at Arms (responsible for all the logistics of a meeting) in the absence of that office

**Secretaries** maintain and organize the files of the organization by:

- Preparing, reading and recording minutes of all meetings
- Keeping a file of all correspondence
- Assisting in the preparation of the agenda
- Helping prepare materials for other officers and committee chairs
- Keeping the school constitution on file
- Reading communications at meetings
Treasurers are responsible for keeping an accurate financial record of all revenues and expenditures by:
- Overseeing fundraisers
- Developing the budget and presenting it for adoption
- Knowing the state laws governing ASB monies
- Preparing a financial report for each meeting
- Signing all purchase orders for ASB expenditures

Representatives speak for and represent ideas from other students by:
- Reporting the results of meetings
- Serving on committees
- Suggesting ideas
- Seeking input from students
- Stimulating interest in the organization with personal enthusiasm

Sergeant at Arms cares for the meeting room, equipment and supplies by:
- Keeping the meeting room comfortable
- Assisting with special features and refreshments
- Distributing the agenda and other papers
- Attending the door and welcoming visitors
- Maintaining order in the meeting
- Settling any disputes regarding parliamentary procedure

Historians are responsible for documenting and preserving the history of an organization by:
- Maintaining a scrapbook of the yearly activities and events
- Collecting memorabilia
- Organizing and updating alumni records
- Helping in the planning of yearly activities
- Taking photos and recording attendance at events
- Documenting efforts and accomplishments during the year

Publicity Chairs are responsible for communicating with the public and projecting a positive image for the organization by:
- Writing press releases to the media
- Maintaining and updating bulletin boards
- Developing new methods of promotion using current technology
- Publicizing meetings and events
- Helping with the planning of yearly activities

Activity Coordinators are responsible for implementing events and activities for an organization by:
- Researching and suggesting activities
- Coordinating school assemblies
- Serving as a resource and consultant to student clubs and organizations planning activities and events
- Planning special activities and events approved by the student council or student leadership team
- Helping with the planning of yearly activities
Icebreakers and Energizers for Meetings

When selecting activities for a meeting, ask yourself the following questions:

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

Fact or Fiction: (Low Activity-Low Risk) Each person states their name and one thing about themselves. They could be telling the truth or the story could be a lie. Based on their perception of the story, group members decide if it is true or false. After all the stories are told, the actual “truth” is revealed.

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

“"I Have Friends Who...”: (high Activity-Medium Risk) With one less chair than participants, a person standing in the center declares, "I have friends who...(e.g. were born in another state.) All members for whom the quality applies must move to a new chair. The person in the center tries to regain a chair by calling out the attribute. The game can also be played in rows. The leader states “I have a friend who...” then all members for whom the quality applies must stand and find a new seat.

Commonalities:
Form the participants into groups of three to five or whatever number best fits your needs. Give each group a piece of paper and pen. The task is for each group to identify and write down as many things as they have in common. To challenge them, ask the groups to discover things they have in common that you would not notice just by looking at them. Have each group share their lists after a specific amount of time.

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

Snowball Fight:
On a piece of paper, each member of the group writes down a question they would like the other members of the group to answer. After writing down the question, people crumple up their paper into a ball. On the command of “snowball fight!” group members start tossing the papers at each other. On the “Stop” command, people pick up the “snowball” closest to them. During a group sharing session, group members answer the question on their snowballs.

Data Processing
The group lines-up or forms a circle based on a question or characteristic. The purpose of the activity can change depending on the questions you ask. Low risk, get acquainted questions (favorites, birthdays, alphabetically by name) accent group familiarity. High risk questions, such as line-up alphabetically by the one word that describes your relationship with your parents, can be used to introduce a lesson on interpersonal communication. If you are starting a brainstorming lesson on fundraisers, the group can line up based on the dollar amount they hope to raise. For large groups, have them line up in small group clusters of similar letters or answers. This will keep the activity moving and not bog the group down attempting to achieve alphabetical or numerical accuracy.
**Explain Your Ideas**  \( \text{A Great Idea} + \text{Why?} + \text{Plan} = \text{SUCCESS} \)

“Everybody can be great...because anybody can serve. You don’t have to have a college degree to serve. You don’t have to make your subject and verb agree to serve. You only need a heart full of grace. A soul generated by love.”

—*Martin Luther King, Jr*

Clearly explaining your idea to others increases your chance of success. Use the guide below to prepare to sell your idea to other students, your adviser, the teaching staff and your school's administration team.

What is an idea, event or project you want to organize? __________________________________________

<table>
<thead>
<tr>
<th><strong>Why?</strong> Why do you want to do this project?</th>
<th><strong>You</strong> What strengths, talents and resources do you bring to the project?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support</strong> What resources or support do you need from others to do this project?</th>
<th><strong>Outcomes</strong> How can the project help to: Create a Culture, Ensure Safety, Close the Gap or Engage the Community?</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
Feeling Words Processing Technique

Introduction The Feeling Words Processing Technique is versatile. It can be used to highlight feelings before, during or after an experience. Choose a question (or questions) that allow participants to identify their feelings. Then create a safe atmosphere for students to share their insights.

Sample Questions
- What were you feeling before the event? during the event? after the event? Explain.
- What word best describes how you feel about your role in the event?
- Compare and contrast how you felt during the planning process to the feelings you had during the event.
- How do you think _______ was/were feeling when ________ occurred? Explain.
- Identify what you are feeling right now. What past experience has given you a similar feeling?
- When thinking about the concept of ________, how do you feel about your actions?
- It has been two weeks since we last talked about ________, what are your feelings now?

Feelings we experience when our needs are being met

Feelings we experience when our needs are not being met
Leadership Styles: Process and Product

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” ~John Quincy Adams

Introduction: Below is a far-from-perfect survey to help you identify your natural leadership style along with your leadership strengths and weaknesses. There are four basic leadership styles: the director (eagle), the thinker (owl), the energizer (parrot) and the harmonizer (dove). Each of these styles fall under two broad categories known as the process and the product. Every project a leader approaches has two ingredients: the interaction among the people involved (process) and the job or task to be completed (product).

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

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

For each line, use each of the ranking numbers once. Rank both the strengths and weakness. When completed, add the total number of points in each column.

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

STRENGTHS:

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

WEAKNESSES

<table>
<thead>
<tr>
<th>Line</th>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Wants credit</td>
<td>Workaholic</td>
<td>Withdrawn</td>
<td>Worrier</td>
</tr>
<tr>
<td>12</td>
<td>Show-off</td>
<td>Stubborn</td>
<td>Skeptical</td>
<td>Slow to act</td>
</tr>
<tr>
<td>13</td>
<td>Angered easily</td>
<td>Argues a lot</td>
<td>Alone (standoffish)</td>
<td>Oversensitive</td>
</tr>
<tr>
<td>14</td>
<td>Interrupts</td>
<td>Impatient</td>
<td>Insecure</td>
<td>Indecisive</td>
</tr>
<tr>
<td>15</td>
<td>Undisciplined</td>
<td>Unsympathetic</td>
<td>Unforgiving</td>
<td>Non-confrontational</td>
</tr>
</tbody>
</table>

Totals

Survey Results: Although each person is a combination of each of the traits, the highest number in a column determines your main leadership style. If you have a tie, read the descriptions on the next page and determine which one sounds more like you. Although you will have a “natural” style, each of the leadership styles can be learned.
Description of Leadership Styles

PROCESS LEADERS focus on how things are being done. They are concerned about the people doing the tasks and they want to make sure everyone feels comfortable.

A ENERGIZER: The Parrot  PLAYFUL...FLEXIBLE...FAST  “Let’s have FUN!”

**Strengths:** Parrots are energizers and are great idea generators. Their optimistic personalities inspire and entertain others. They can talk to almost anyone about almost anything and frequently talk with their hands and use sound effects. They enjoy the spotlight and are willing to try something new.

**Weaknesses:** Parrots zest for life makes them appear to lack seriousness. They can also be viewed as a show-off and pull the group off task. They fear loss of approval and are irritated by inflexibility and routine.

**Support:** Laugh at their jokes (when appropriate) and crazy ideas. Let THEM do most of the talking.

D HARMONIZER: The Dove  PEACEMAKER...LISTENER...PATIENT  “Let’s all get along!”

**Strengths:** Doves are harmonizers and peacekeepers. They are the nicest people you will ever meet. They give and share easily. They are dependable and understanding. They work great behind the scenes.

**Weaknesses:** Sometimes the Doves excellent listening can turn into too much worrying. They can appear to be oversensitive and they don't like to be alone. They fear confrontation and sudden change and are irritated by insensitivity.

**Support:** Listen to their feelings. Take time to get to know them and build their trust.

PRODUCT LEADERS focus on what things need to get done. They are concerned about completing the tasks and they want to make sure everyone has a job to do.

B DIRECTOR: The EAGLE  STRONG...DECISIVE...COMPETITIVE  “Let’s get the job done!”

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

**Weaknesses:** Eagles can be perceived as too bossy and can be impatient with those who do not think like them. They fear loss of control and are irritated by inefficiency and indecision. Their drive can make them appear insensitive.

**Support:** Understand their goals and objectives. Get to the point when talking to them.

C THINKER: The Owl  DETAILED...FOCUSED...PERFECTIONIST  “Let’s do it right!”

**Strengths:** Owls are thinkers. They like details and organizing how things will be done. They are the ones who will follow through on the projects and make sure every detail is done correctly. Their desire for quality make them a great asset on any team. They are thoughtful, analytical and quiet.

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

**Support:** Appreciate their organized, thoughtful approach and be accurate and precise when talking to them.
Teambuilding

“Leadership is more tribal than scientific, more of a weaving of relationships than an amassing of information.”

Max De Pree, Leadership is an Art

“…within a group of twelve people, there are at least 144 possible combinations of relationships...When one person changes, each of the 144 plus relationships is affected.”

Harrison Snow, The Power of Team Building

Situational Leadership: There is no one universal way to lead a group. Each situation will dictate to a leader the best approach to take. Knowing different approaches to leadership will help you choose the right way to lead. When deciding which approach to take, a leader needs to look at two things: the tasks and the relationships.

Tasks: How much information does the team need from the leader to complete the tasks.
Relationships: How much time does the team need from the leader to develop team chemistry?

If it is to be, it is up to me
If it is to be, it is up to you
If it is to be, you tell me!
If it is to be, it is up to us.

Examples & Experiences

Stages of a Group: All groups cycle through a common set of stages – forming, storming, norming and performing. Sometimes these stages last a long time, sometimes a short time and sometimes groups get stuck in one of the stages.

FORMING stage characteristics (Key need: safety)
- Individuals are moderately eager; expectations are high.
- Anxiety: Where do I fit in? What's expected of me?
- Group members have enthusiasm and commitment, but little knowledge of the tasks or their interaction/relationships with each other, so they need direction.

STORMING stage characteristics (Key need: belonging)
- Group begins to feel a discrepancy between hopes and reality.
- Anger: What are we doing? How can we get along? Who made you King?
- Relationships are challenged, strained. Competition for power and attention.

NORMING stage characteristics (Key need: self-esteem)
- Discrepancies between expectations and reality begin to be resolved.
- Confidence: How can I help? What do you need? How are we doing?
- The group develops its own language to express respect, support and trust.

PERFORMING stage characteristics (Key need: self-actualization and production)
- Excitement about participating in the group is present.
- Collaboration: Thanks for the support? Wow...look at what we did! What's next?
- The group is performing at high levels
Character Dares

Introduction: You build muscle by using your muscles. You gain smarts by thinking smart. And, you can become a person of character by challenging yourself to be a person of character. Pick a character dare from each category you are willing to attempt in the next month.

Create a Culture Culture is both what you do and do not do. To create an awesome school climate at your school, you need to do positive things and avoid doing negative things. Remember, all eyes are looking at you. If other students see you being kind, showing respect and standing up for what is right, they will follow your lead.

- **Trash Monster** Go through your entire school or after lunch finding and collecting all the trash. Once it is collected and put in a trash can, let out a roar or alternative monster sound. That part's important.
- **Selfless Sweets** Bring treats (like cookies, candy, donuts, or kale chips) for the group you sit with at lunch. Or, better yet, ask your lunch buddies to help you deliver the treats to other tables!
- **Here We Go** Gift a pencil or a pen or a piece of paper or a piece of candy to a classmate. If they ask why, look at them very seriously and say, “Because you win.” Or just tell them it's because you like sharing
- **Every Bit Counts** Count how many positive interactions you can make in the hallway today between classes. Include smiles, high fives, hellos, compliments, and moonwalking attempts— in that order.
- **The Organizer Ovation** Write a thank you note to whoever organized an event you attended this week— include specifics about what you enjoyed.
- **We're New Here** With a group of friends, go to an activity or game you normally wouldn't go to and cheer enthusiastically (when appropriate). Face paint is optional.
- **Whatta Character** Think about a person in your life who you think has great character. Write a story about who that person is and what they have done to build their character or demonstrate good character to you or the people around them. Share the story with others.

Ensure Safety The adults at your school—from the principal to the bus drivers— take care of your physical safety at school. They plan drills for emergencies, they make sure all the buildings meet safety codes and they know the health needs of each and every student. As student leaders, you have a great influence on the social and emotional safety of the students in a school. Small acts of kindness and inclusion go a long way in ensuring school is a safe place for every student.

- **Hallway Highfives** Get a group of friends to join you in a busy hallway or at the school entrance doors and make a high-five tunnel. Greet as many people as you can by their name!
- **It Must Be A Sign** Make a poster telling the people of your school that they are awesome and hold it up as buses pull in.
- **Howdy, Stranger!** Get to your next class as fast as possible. Use the remaining time in passing period to talk to a student sitting in your classroom who you may not have talked to before or don’t know that well.
- **Love Ninja** Write positive letters to students based on your observations. Place them in the student's locker or in an envelope addressed to the student for the office to deliver. You never know who may need some words of encouragement, especially from a ninja.
- **Awkward Amigos** Invite someone new to go to an event with you that you might not normally go with, or if you see someone in the commons or hallways alone before school starts, introduce yourself and start a conversation with them.
- **Most Valuable Participant** Give someone a compliment for their effort in planning or participating in an event.
Close the Gap  Schools can be stressful and demanding places for both students and staff. A decrease in stress leads to higher motivation and better work, which in turn leads to student success. There is a simple thing student leaders can do to help decrease stress around a school: help. Help other students, help your teachers and help your support staff!

- Better Than An Apple  Write a note to one of your teachers today thanking them for their help and put it on their desk. Be specific on how they helped you.
- Musical Chairs  Make sure all of the chairs in the classroom are pushed in and in the right place at the end of every class. Leave every room you walk out of better when it was when you entered.
- Life Line  After being presented with a challenging assignment in a class that you understand, offer "life lines" to other students. Explain you are available in the evenings and before and after school to help them with the assignment if they ask.
- Neat Freak  Following an extracurricular activity, offer to sweep, vacuum, collect garbage, etc. in the area of the activity.
- Extra-Thankful  Thank a teacher or adviser who you know puts in a lot of additional effort to help with a club or activity. Volunteer to help them one day after school.
- Students Unite  Organize a library night where students arrive at a specific time to help each other with assignments. You might even be able to utilize your school's library in the evenings.

Final Dare...Character is made up of different traits: kindness, respect, honesty, forgiveness, commitment, humility, selflessness and patience. Out of the eight character traits share which one is going to be the hardest for you to practice and why?

Digital Dares  What would happen in schools across Washington if student leaders decided to take the Character Dare concept into Cyberspace? What positive Digital Dares can you think of that would make interacting in Cyberspace better? Wouldn't it be awesome if every student not only had a positive face to face experience at school, but a positive screen to screen experience in cyberspace.

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<th>Create a Culture</th>
<th>Ensure Safety</th>
<th>Close the Gap</th>
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In appreciation...The Character Dare concepts are adapted from the work of the AWSL Mt. Adams High School Leadership camp staff and motivational speaker Houston Kraft. Visit Houston Kraft's website (www.houstonkraft.com) to download a free app called Character Strong. This app is a daily character "workout" designed for students by students.
I Could Help Anyone by Vincent Perez, AWSL Latino Outreach Coordinator

My mother left Santa Ana, California when I was in the 4th grade. In the fall of 1985 she took me, my brother, and two sisters north. We arrived in Kennewick, Washington in late October. By Thanksgiving she had found work cleaning apartments. During her first week, she walked 5 miles to work because she couldn't afford a dime for bus fair. She walked back too.

My family slept in the living room during our first snowy winter because we couldn't afford heat. However, we did have our first ever fire place. I was responsible for keeping the fire hot throughout the night. I cherished the responsibility. I still love poking a fire to stir the embers, rejuvenate its warmth, and ignite fresh wood. I would add small logs throughout the night and I was happy with the peace in our home and my mother's courage.

My father was an angry, abusive man. I witnessed his destruction many times as a child. Once, my brother and I jumped out of our bedroom window to call the police at a neighbor's house. My father's rage did not stop. It took 11 years of terror before my mother finally escaped his wrath. We fled north two states. I always knew that if my father found us, he would hurt my mother in a very bad way, maybe even kill her. Even though our struggles now revolved around money and getting enough food to eat, we were happy and safe. It was wonderful to be free from the tension of a violent home.

That Christmas we had very little money. A small miracle came in the form of good people who saw a family in need. My mother's co-workers rallied to give us one of my most memorable Christmas celebrations. Food and toys were collected and brought to us by a man we didn't know. He also put up a tree! My siblings and I danced and jumped with excitement as the man brought in package after package. My mother cried. I was extremely surprised by the giving capacity of this stranger. If we could receive help from a man who didn't know us, then that meant, I could help anyone.

By spring we were nearly on our feet. My siblings and I did well in school. We took on responsibilities at home such as cooking and cleaning, and we cared for my little sister. And even though my mother was working full-time, and took a second job, we were still struggling financially. One Saturday, my siblings and I decided to have a garage sale. We would sell our toys!

I had a hard time giving up a Transformer that I loved dearly, but my brother convinced me it was the right thing to do. We would lighten the burden on our mother's shoulders. Neighbor kids purchased our low cost, prized possessions instantly. We took our earnings, walked to the grocery store, and bought bread, milk, and dinners for the weekend. My mother still talks about that day. When she returned home that evening, she knew that we understood the importance of giving and sacrifice. I think she knew what kind of people her children would become.

Eventually my mother worked her way up the ladder of the apartment rental industry and managed 9 separate apartment complexes. Meanwhile, I began to emerge as a student leader and became very interested in service work. I found that church was the best way to give. In high school, our youth group gathered food baskets and delivered them for Thanksgiving and Christmas. I always find joy in giving food. I also love to cook for people.

My brother, sister, and I continue to live out lives of giving and service. We have all found positions in the social service field and education. My brother served in the US Airforce. My sister earned her Master's in Social Work degree. I have learned that I love to be with groups of people who gather together to serve others. When I serve other people and causes outside of myself I become the best and most me. I hope you find other people and groups that help you become the best and most you.