

TWENTY THINGS I LIKE TO DO

FOCUS

To increase understanding of self.

LESSON COMPONENTS

Writing | Analysis

MATERIALS

Pencils or pens
Student handout:
Twenty Things I Like to Do

PROCESS

1. Distribute student handout, **Twenty Things I Like to Do**. In the left column of the graph, students are to list 20 things that they really like to do. Encourage them to work quickly, writing the first things that come to mind. They should be writing verbs. You may wish to give some examples such as reading, playing cards, sailing, or shopping. Allow five minutes. It is not necessary for everyone to finish. Stress that no one else will see the lists and they should not be concerned about the order of the items listed.
2. Have students label the 8 columns on the handout with the following symbols.
A/P \$5 Pub 2 F T/NT Date Rank
3. Define the codes for the class and allow students time to complete.
 - In column A/P, put an A for activities that you prefer to do alone, P for those you do with people.
 - In column \$5, check each activity that costs more than \$5.
 - In column Pub, check each activity that you would be willing to declare publicly.
 - In column 2, check each activity that you would have listed two years ago.
 - In column F, check each activity you think some of your family members would have on their list.
 - In column T/NT, put a T if the activity depends on some type of technology, and put an NT if the activity does not require or depend on any type of technology.
 - In column Date, write the month that you last did this activity.
 - In column Rank, rank the top five things you like to do.

Teaching Variations

- Other symbols can be generated. This exercise is not designed to share, but in some cases, groups may wish to do so.
- You may wish to assign the discussion questions as a written assignment or journal writing entry.
- Refer back to this exercise later as a source for reflection and self-growth.

DEBRIEF

- What did you find out about yourself?
- What surprised or pleased you?
- What similarities or differences did you notice between yourself and your family?
- What has changed about you in the past two years? What has stayed the same?
- If you like to do _____ so much, why is it you have not done it for six months?
- Are you a private person, or do you tend to be more social?
- How many of your twenty likes are dependent on technology?

TWENTY THINGS I LIKE TO DO



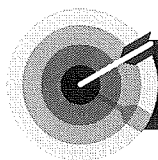
List in the first column of the chart below twenty things that you really like to do. Do it quickly, writing down the first things that come to your mind. This is your private list, and on it you should list things that you really enjoy doing -- that make you feel good, make you feel happy, that are fun. Use verbs (action words) to introduce your items. (Playing football, listening to music, climbing mountains, etc.)

Symbols

Things I Like to Do

| |
|-----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |
| 9. |
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MY LIFE LIST

FOCUS

To develop a list of lifetime goals.

LESSON COMPONENTS

Opening reading | Writing

MATERIALS

Pencil or pen, Paper
Student handout:
John Goddard's Life List

PROCESS

1. Explain to the class that you will be sharing with them an excerpt from an article that was published in Life Magazine in 1986. Following the reading, they will be asked to guess what the lesson for today will be.
2. Read the article excerpt "John Goddard: 108 adventures down, 19 to Go". Then ask the students to speculate on today's lesson, based on the article they just heard.

John Goddard: 108 Adventures Down, 19 to Go by Anne Fadiman

It was a dark and stormy afternoon, just the sort of day when the heroes of John Goddard's favorite adventure stories braved the elements to ford treacherous rivers, scale ice peaks and hack their way through leech-infested jungles. Goddard, a shy and scrawny 15-year-old, was sitting at the kitchen table, hacking his way through his biology homework. From the next room floated the voice of one of his parent's friends: "Boy, I wish I were John's age again. I'd really do things differently."

Something in the sound of that voice—wistful, middle-aged, dripping with the residue of unfulfilled dreams—made Goddard flip his yellow pad to a clean page. At the top of the page he wrote three words: "My Life List."

His skin tingled. His heart raced. He felt exactly as if he were about to ford a treacherous river. "One," he wrote. "Explore the Nile. Two. Explore the Amazon. Three. Explore the Congo."

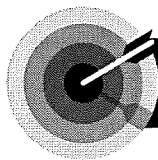
As he wrote down each goal, he pictured himself, John Goddard the World-Renowned Explorer, actually doing it. He climbed Mount Everest (No. 21). He rode an elephant, a camel, an ostrich and a bucking bronco (No. 77). He read the complete works of Shakespeare, Plato and 15 other great writers (No. 111). He milked a poisonous snake (No. 117). He lit a match with a .22 rifle (No. 118). He visited the moon (No. 117). By the time he got to Goal No. 127 ("Live to see the 21st century"), it was long past dinner time and his biology homework was still undone.

The five-hour epiphany during which John Goddard mapped out his entire life took place in a Los Angeles suburb in the winter of 1939. Goddard was not the first woolgathering adolescent to harbor grandiose dreams. Unlike the rest of us, however he did not shelve them when he grew up. He did them. Goddard is now 61, and he has completed 108 of his original 127 goals.

-Article excerpt from Life Magazine, February 1986

3. Explain that John Goddard is still alive in 2018, he has accomplished 109 of his original 127 goals!

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MY LIFE LIST

PROCESS *(continued)*

4. Have students label a paper, "My Life List" then ask them to dream their grandest dreams, and for 5 minutes, without talking, to write down goals – both short term and long term – for their life lists. (Having student not talk to each other for the first 5 minutes of writing creates a serious classroom tone.)
5. After the quiet 5 minutes, allow student to compare lists and talk as they continue to write for 5 more minutes.
6. Distribute the student handout, John Goddard's Life List. Ask them to read it and see if anything John has done inspires them to add to their lists.
7. Through a class discussion, have students share their lists or parts of their lists.

DEBRIEF

- Why is it important to have both short and long-term goals?
- What keeps people from accomplishing their goals? What things help people reach their goals?
- What goal of John Goddard amazed you?
- Did anyone have a similar goal as John Goddard?
- It is okay to not reach goals? Explain your answer.
- What do the following quotes mean to you:

"Better to aim high and miss than aim low and hit."

"If you think you can or can't...you are right."

"Discipline is the bridge between goals and accomplishment."

"What you get by achieving your goals is not as important as what you become by achieving your goals."

JOHN GODDARD'S "LIFE LIST"



John Goddard is most known for his amazing "Life List" of accomplishments. At the age of fifteen John Goddard listed 127 goals he wished to experience or achieve in his lifetime. The list is impressive and audacious, but the results have been truly incredible.

EXPLORE

| No. | Achieved | Goals | Comments |
|-----|-------------------------------------|--------------------------|----------|
| 1 | <input checked="" type="checkbox"/> | Nile River | |
| 2 | <input checked="" type="checkbox"/> | Amazon River | |
| 3 | <input checked="" type="checkbox"/> | Congo River | |
| 4 | <input checked="" type="checkbox"/> | Colorado River | |
| 5 | | Yangtze River, China | |
| 6 | | Nlger River | |
| 7 | | Orinoco River, Venezuela | |
| 8 | <input checked="" type="checkbox"/> | Rio Coco, Nicaragua | |

STUDY PRIMITIVE CULTURES IN

| | | | |
|----|-------------------------------------|-----------------|--|
| 9 | <input checked="" type="checkbox"/> | The Congo | |
| 10 | <input checked="" type="checkbox"/> | New Guinea | |
| 11 | <input checked="" type="checkbox"/> | Brazil | |
| 12 | <input checked="" type="checkbox"/> | Borneo | |
| 13 | <input checked="" type="checkbox"/> | The Sudan | |
| 14 | <input checked="" type="checkbox"/> | Austrailia | |
| 15 | <input checked="" type="checkbox"/> | Kenya | |
| 16 | <input checked="" type="checkbox"/> | The Philippines | |
| 17 | <input checked="" type="checkbox"/> | Tanzania | |
| 18 | <input checked="" type="checkbox"/> | Ethiopia | |
| 19 | <input checked="" type="checkbox"/> | Nigeria | |
| 20 | <input checked="" type="checkbox"/> | Alaska | |

CLIMB

| | | | |
|----|-------------------------------------|--------------------------|--|
| 21 | | Mt. Everest | |
| 22 | | Mt. Aconcagua, Argentina | |
| 23 | | Mt. McKinley | |
| 24 | <input checked="" type="checkbox"/> | Mt. Huascaran, Peru | |
| 25 | <input checked="" type="checkbox"/> | Mt. Kilimanjaro | |
| 26 | <input checked="" type="checkbox"/> | Mt. Ararat, Turkey | |
| 27 | <input checked="" type="checkbox"/> | Mt. Kenya | |
| 28 | | Mt. Cook, New Zealand | |
| 29 | <input checked="" type="checkbox"/> | Mt. Popocatepetl, Mexico | |
| 30 | <input checked="" type="checkbox"/> | The Matternhorn | |
| 31 | <input checked="" type="checkbox"/> | Mt. Rainier | |
| 32 | <input checked="" type="checkbox"/> | Mt. Fuji | |
| 33 | <input checked="" type="checkbox"/> | Mt. Vesuvius | |
| 34 | <input checked="" type="checkbox"/> | Mt. Bromo, Java | |
| 35 | <input checked="" type="checkbox"/> | Grand Tetons | |

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JOHN GODDARD'S "LIFE LIST"



CLIMB

| No. | Achieved | Goals | Comments |
|-----|-------------------------------------|---|---|
| 36 | <input checked="" type="checkbox"/> | Mt. Baldy, California | |
| 37 | | Carry out careers in medicine and exploration | (Studied premed, treats illnesses among primitive tribes) |
| 38 | | Visit every country in the world | (30 to go) |
| 39 | <input checked="" type="checkbox"/> | Study Navajo and Hopi Indians | |
| 40 | <input checked="" type="checkbox"/> | Learn to fly a plane | |
| 41 | <input checked="" type="checkbox"/> | Ride horse in Rose Parade | |

PHOTOGRAPH

| | | | |
|----|-------------------------------------|---|--------------------------------------|
| 42 | <input checked="" type="checkbox"/> | Iguacu Falls, Brazil | |
| 43 | <input checked="" type="checkbox"/> | Victoria Falls, Rhodesia | (Chased by a warthog in the process) |
| 44 | <input checked="" type="checkbox"/> | Sutherland Falls, New Zealand | |
| 45 | <input checked="" type="checkbox"/> | Yosemite Falls | |
| 46 | <input checked="" type="checkbox"/> | Niagara Falls | |
| 47 | <input checked="" type="checkbox"/> | Retrace travels of Marco Polo and Alexander the Great | |

EXPLORE UNDERWATER

| | | | |
|----|-------------------------------------|---|---------------------------------|
| 48 | <input checked="" type="checkbox"/> | Coral reefs of Florida | |
| 49 | <input checked="" type="checkbox"/> | Great Barrier Reef, Australia | (photographed a 300-pound clam) |
| 50 | <input checked="" type="checkbox"/> | Red Sea | |
| 51 | <input checked="" type="checkbox"/> | Fiji Islands | |
| 52 | <input checked="" type="checkbox"/> | The Bahamas | |
| 53 | <input checked="" type="checkbox"/> | Explore Okefenokee Swamp and the Everglades | |

VISIT

| No. | Achieved | Goals | Comments |
|-----|-------------------------------------|---|----------|
| 54 | | North and South Poles | |
| 55 | <input checked="" type="checkbox"/> | Great Wall of China | |
| 56 | <input checked="" type="checkbox"/> | Panama and Suez Canals | |
| 57 | <input checked="" type="checkbox"/> | Easter Island | |
| 58 | <input checked="" type="checkbox"/> | The Galapagos Islands | |
| 59 | <input checked="" type="checkbox"/> | Vatican City | |
| 60 | <input checked="" type="checkbox"/> | The Taj Mahal | |
| 61 | <input checked="" type="checkbox"/> | The Eiffel Tower | |
| 62 | <input checked="" type="checkbox"/> | The Blue Grotto | |
| 63 | <input checked="" type="checkbox"/> | The Tower of London | |
| 64 | <input checked="" type="checkbox"/> | The Leaning Tower of Pisa | |
| 65 | <input checked="" type="checkbox"/> | The Sacred Well of Chichen-Itza, Mexico | |
| 66 | <input checked="" type="checkbox"/> | Climb Ayers Rock in Australia | |
| 67 | | Follow River Jordan from Sea of Galilee to Dead Sea | |

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JOHN GODDARD'S "LIFE LIST"



SWIM IN

| | | | |
|----|-------------------------------------|---------------------------|--|
| 68 | <input checked="" type="checkbox"/> | Lake Victoria | |
| 69 | <input checked="" type="checkbox"/> | Lake Superior | |
| 70 | <input checked="" type="checkbox"/> | Lake Tanganyika | |
| 71 | <input checked="" type="checkbox"/> | Lake Titicaca, S. America | |
| 72 | <input checked="" type="checkbox"/> | Lake Nicaragua | |

ACCOMPLISH

| | | | |
|-----|-------------------------------------|---|---------------------------------|
| 73 | <input checked="" type="checkbox"/> | Become an Eagle Scout | |
| 74 | <input checked="" type="checkbox"/> | Dive in a submarine | |
| 75 | <input checked="" type="checkbox"/> | Land on and take off from an aircraft carrier | |
| 76 | <input checked="" type="checkbox"/> | Fly in a blimp, balloon and glider | |
| 77 | <input checked="" type="checkbox"/> | Ride an elephant, camel, ostrich and bronco | |
| 78 | <input checked="" type="checkbox"/> | Skin dive to 40 feet and hold breath two and a half minutes underwater | |
| 79 | <input checked="" type="checkbox"/> | Catch a ten-pound lobster and a ten-inch abalone | |
| 80 | <input checked="" type="checkbox"/> | Play flute and violin | |
| 81 | <input checked="" type="checkbox"/> | Type 50 words a minute | |
| 82 | <input checked="" type="checkbox"/> | Make a parachute jump | |
| 83 | <input checked="" type="checkbox"/> | Learn water and snow skiing | |
| 84 | <input checked="" type="checkbox"/> | Go on a church mission | |
| 85 | <input checked="" type="checkbox"/> | Follow the John Muir trail | |
| 86 | <input checked="" type="checkbox"/> | Study native medicines and bring back useful ones | |
| 87 | <input checked="" type="checkbox"/> | Bag camera trophies of elephant, lion, rhino, cheetah, cape buffalo and whale | |
| 88 | <input checked="" type="checkbox"/> | Learn to fence | |
| 89 | <input checked="" type="checkbox"/> | Learn jujitsu | |
| 90 | <input checked="" type="checkbox"/> | Teach a college course | |
| 91 | <input checked="" type="checkbox"/> | Watch a cremation ceremony in Bali | |
| 92 | <input checked="" type="checkbox"/> | Explore depths of the sea | |
| 93 | | Appear in a Tarzan movie | |
| 94 | | Own a horse, chimpanzee, cheetah, ocelot, and coyote | (yet to own a chimp or cheetah) |
| 95 | | Become a ham radio operator | |
| 96 | <input checked="" type="checkbox"/> | Build own telescope | |
| 97 | <input checked="" type="checkbox"/> | Write a book | (About his Nile trip) |
| 98 | <input checked="" type="checkbox"/> | Publish an article in National Geographic Magazine | |
| 99 | <input checked="" type="checkbox"/> | High jump five feet | |
| 100 | <input checked="" type="checkbox"/> | Broad jump 15 feet | |
| 101 | <input checked="" type="checkbox"/> | Run mile in five minutes | |
| 102 | <input checked="" type="checkbox"/> | Weigh 175 pounds stripped | (he still does) |

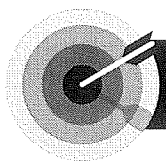
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JOHN GODDARD'S "LIFE LIST"



ACCOMPLISH

| No. | Achieved | Goals | Comments |
|-----|-------------------------------------|--|---|
| 103 | <input checked="" type="checkbox"/> | Perform 200 sit-ups and 20 pull-ups | |
| 104 | <input checked="" type="checkbox"/> | Learn French, Spanish and Arabic | |
| 105 | | Study dragon lizards on Komodo Island | (Boat broke down within 20 miles of island) |
| 106 | <input checked="" type="checkbox"/> | Visit birthplace of Grandfather Sorenson in Denmark | |
| 107 | <input checked="" type="checkbox"/> | Visit birthplace of Grandfather Goddard in England | |
| 108 | <input checked="" type="checkbox"/> | Ship aboard a freighter as a seaman | |
| 109 | | Read the entire Encyclopedia Britannica | (Has read extensive parts in each volume) |
| 110 | <input checked="" type="checkbox"/> | Read the Bible from cover to cover | |
| 111 | <input checked="" type="checkbox"/> | Read the works of Shakespeare, Plato, Aristotle, Dickens, Thoreau, Rousseau, Conrad, Hemingway, Twain, Burroughs, Talmage, Tolstoi, Longfellow, Keats, Poe, Bacon, Whittier, and Emerson | (not every work of each) |
| 112 | <input checked="" type="checkbox"/> | Become familiar with the compositions of Bach, Beethoven, Debussy, Ibert, Mendelssohn, Lalo, Liszt, Rimski-Korsakov, Respighi, Rachmaninoff, Paganini, Stravinsky, Toch, Tschaikovsky, Verdi | |
| 113 | <input checked="" type="checkbox"/> | Become proficient in the use of a plane, motorcycle, tractor, surfboard, rifle, pistol, canoe, microscope, football, basketball, bow and arrow, lariat and boomerang | |
| 114 | <input checked="" type="checkbox"/> | Compose music | |
| 115 | <input checked="" type="checkbox"/> | Play Clair de Lune on the piano | |
| 116 | <input checked="" type="checkbox"/> | Watch fire-walking ceremony | |
| 117 | <input checked="" type="checkbox"/> | Milk a poisonous snake | |
| 118 | <input checked="" type="checkbox"/> | Light a match with .22 rifle | |
| 119 | <input checked="" type="checkbox"/> | Visit a movie studio | |
| 120 | <input checked="" type="checkbox"/> | Climb Cheops' pyramid | |
| 121 | <input checked="" type="checkbox"/> | Become a member of the Explorer's Club and the Adventure's Club | |
| 122 | <input checked="" type="checkbox"/> | Learn to play polo | |
| 123 | <input checked="" type="checkbox"/> | Travel through the Grand Canyon on foot and by boat | |
| 124 | <input checked="" type="checkbox"/> | Circumnavigate the globe | |
| 125 | | Visit the moon | ("Someday, if God wills") |
| 126 | <input checked="" type="checkbox"/> | Marry and have children | (has six children) |
| 127 | <input checked="" type="checkbox"/> | Live to see the 21st century | |



ME COLLAGE

FOCUS

To increase student's self-esteem through an increased understanding of self.

LESSON COMPONENTS

Art project | Sharing

MATERIALS

Assorted magazines (fashion, sport, travel, home, outdoor)

Glue stick– For each group of 3-4 students

For each student:

One piece of 12x18 construction paper

A large envelope or file folder

Scissors

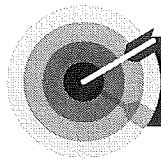
PROCESS

Prior to Class: Create a Me Collage as an example for students.

1. Have students cut from magazines pictures in the following categories:
 - a. Things I like to do
 - b. Objects that represent me
 - c. Goals I have for the future
 - d. Places I have traveled
 - e. Places I would like to travel
 - f. People I admire
 - g. Precepts (phrases and ideas) that guide my life
2. Give each student a large envelope or file folder in which to store their collection.
3. Have students make their collage by gluing the clippings onto a piece of construction paper.
4. Options for Sharing:
 - Post the collages around the room and ask students to guess who the authors are.
 - Have each student share their collage and explain the one item that is the most important to them.
 - Divide the class into groups of 3 to 5 and have them share their collages.
 - Take photos of the collages and turn them into a PowerPoint presentation with music. Students could select the music they want to accompany their collage.

DEBRIEF

- What did you learn about yourself? About others?
- Is there one item that appears on nearly everyone's collage?
- What items do you hope to have on your collage when you graduate from high school?
- How did each person express who they are by how they represented themselves through the art project?
- To you, which collage was artistic? Thoughtful? Interesting? Most like you? Most different from you? Creative? Hopeful? Deepest? Energetic? Organized?



PERSONAL POEM

FOCUS

To help develop an awareness of self through the creation of a poem.

LESSON COMPONENTS

Presentation | Writing | Sharing

MATERIALS

Instruction and sample sheet (can be duplicated for each student or projected)

Variety of stickers to decorate finished poems

Student handouts:

Personal Poem Writing Guide

My Personal Poem

PROCESS

Option Prior to Class: Create your own Personal Poem to share with the group as a model for the writing assignment.

1. Explain to students that they will have the opportunity to create a poem that will highlight many of their personal attributes and things they enjoy.
2. Distribute student handouts, **Personal Poem Writing Guide** and **My Personal Poem**. Share the sample poem with the class (or your share your Personal Poem).
3. Encourage students to be as truthful as possible so that their poem is an authentic representation of themselves.
4. After checking the poem, or using peer-editing, allow the students to decorate their poems with stickers or original artwork.
5. Allow time for students to share their poems in groups of 3-5 or with the entire class.

DEBRIEF

- Is this something you would be proud to display on the classroom wall?
- If you were to have an Open House, would you want your parents to see it?
- Would your poem look the same if you had created it two years ago? What would have been different? What would have been the same?
- What was the most important thing you learned about yourself?
- What was something you learned about others?
- What seemed to be common to all our personal poems?
- What is something you expressed in your poem that feels unique to just you?

PERSONAL POEM WRITING GUIDE



Follow these directions and you will discover that you are a poet. Write only what is indicated on each line.

- Line 1: Your first name only
- Line 2: Four traits (adjectives) which describe you
- Line 3: Fan of (three people or ideas or a combination)
- Line 4: Who feels (three sensations)
- Line 5: Who finds enjoyment in (three items)
- Line 6: Who needs (three items)
- Line 7: Who gives (three items)
- Line 8: Who fears (three items)
- Line 9: Who would like to see (three items)
- Line 10: Who is good at (three items)
- Line 11: Who likes to wear (three colors and/or items)
- Line 12: Resident of (your city, street, or road name)
- Line 13: Your last name only

Example:

Jennifer

Sweet, friendly and outgoing

Fan of chocolate, egg salad sandwiches and French fries

Who feels happy listening to country music, love for all animals, joy when taking care of her nephew

Who finds enjoyment in reading romance novels, riding horses, lying in the warm sun at the park

Who needs love, understanding and a little privacy

Who gives advice to her friends, smiles to strangers, a bad time to her little brother

Who fears being alone, hairy spiders, getting a "C" in science

Who would like to see the world from the top of a very high mountain, food and shelter for the homeless, an "A" in science on her report card

Who is good at Frisbee throwing, drawing stick figures, writing notes to friends

Who likes to wear bright colors, shorts, beads

Resident of Greenbrier

Thomas



TIME MAGAZINE COVER STORY

FOCUS

To enhance self-esteem through identification of skills and talents, and to encourage students to think about the kind of person they want to become.

LESSON COMPONENTS

Art project | Writing | Reflection

MATERIALS

Colored pencils, crayons or fine tipped markers.

Sample issues of Time magazine

Notebook paper

Student handout: **Time Magazine Cover**

PROCESS

1. Ask students: "If you think positively and realistically of all your skills, strengths and good qualities developing fully, what type of person are you capable of becoming, and what type of career might you have in the future?"
2. Explain to students that based on this question they are to develop a future Time Magazine that features them on the cover and contains a companion feature article. Distribute handout, **Time Magazine Cover** and other supplies.
3. In your Time magazine cover drawing and article, include the following points:
 - a. Cover story must be based on good qualities.
 - b. The Time magazine's publication date should reflect the age you want to be when you make the cover.
 - c. Don't worry if you are not an artist. Words and simple graphics can be used to create an effective cover.
 - d. The banner in the lower right corner is for a world or national event that you predict will happen. This does not need to relate to your cover story.
4. Allow students time to work on their personalized magazine covers.
5. Ask students: "How do magazine and newspaper journalists entice people to read their articles?"
6. Have students include the following in their Time cover story article:
 - a. Write your article as a Time reporter. In other words, you will be interviewing yourself as part of the article.
 - b. Work at creating a lead that captures the readers' imagination and acts as a springboard into the article.
 - c. The article should contain the reasons you are being featured in Time, some background and personal information and your plans for the future.
 - d. The article should contain a story about something you learned as a student leader that set you on your path to greatness.
7. Allow time for students to write their articles.
8. Options for Sharing:

Post the covers and stories around the room and allow students to read them through a gallery walk.

Ask students to share in groups of 3-5.

Allow each student to share their cover and article to the class.

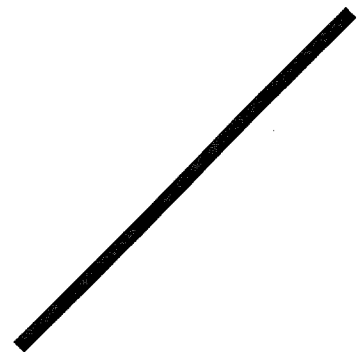
DEBRIEF

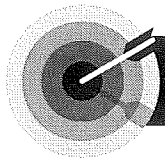
- Was it easy or hard to envision a positive future? Explain your thinking?
- What age range did most students decide to be when they made the cover of Time?
- What did you learn about yourself through the project?
- What did you learn about others through the project?
- Did the world or national events tend to be positive or negative?
- What is a trait about yourself that you are working to improve?
- What is a recent skill or talent you have acquired and hope to continue to develop?



Issue Date:

TIME





MY QUOTE TO OUR QUOTE

FOCUS

To increase self-concept and motivation.

LESSON COMPONENTS

Student presentations | Journal writing | Group bulletin board project

MATERIALS

Supplies for students to create bulletin boards

Student handouts:

My Quote: Part 1

My Quote: Part 2

My Quote: Part 3—Bulletin Board Rubric

PROCESS

Teacher Note: This lesson can extend over a two to three-week time frame depending how you set it up.

1. Ask students, "What are some of your favorite quotes?"
2. Have a few student writers list the quotes on the board as students share.
3. Ask:
 - Why do you think we all seem to carry around quotes in our heads?
 - What quotes on the board seem to offer advice about living our lives?
 - How else could we categorize the quotes on the board?
4. Explain the assignment using the handout **My Quote: Part 1**. Focus on Part 1 of the lesson, but briefly give an overview of Parts 2 and 3.
5. Allow students time to complete **My Quote: Part 1**.
6. Ask each student to present their quotes and read their paragraph explanation of why the quote is relevant. You could also set up a gallery walk where, after each student reads their quote, they hang their handouts around the room for other students to read. Explain to the class that at the end of the presentations, they are to choose three of the quotes to begin work on handout, **My Quote: Part 2**.
7. Allow a specific amount of time outside of class for students to finish **My Quote: Part 2**. Their task is to live out the spirit and meaning of their three quotes or find evidence of the quotes in action by observing others.
8. Divide the class into groups of 3-5. Each group is to pick one quote they want to display on a bulletin board after each person in the group shares their observations from **My Quote: Part 2**.
9. Have each group use the handout, **My Quote Part 3-Bulletin Board Rubric**, to design a bulletin board that presents their selected quote.

DEBRIEF

- Of all the biographies of the authors of the quotes, what ones did you find most interesting?
- What was it like researching a quote by looking for evidence of the spirit of the quote living through your actions or the actions of others?
- How did your group decide what quote to display on a bulletin board?
- Which bulletin board display was your favorite? Why?

MY QUOTE: PART 1



"The wisdom of the wise, and the experience of ages, may be preserved by quotation."

~Isaac D'Israeli

Directions:

Your task is to find a quote that you feel would be a great reminder and guide to all of us as to how we should approach the job of being a student leader. The quote could be motivational, inspirational, skill or concept based or just an interesting quote shedding light on life. You will determine the relevance of the quote to the life of a student leader based on a paragraph explanation.

Quote:

Who said it?

Brief biography of author:

Why I believe this quote is relevant to the life of a student leader.

MY QUOTE: PART 2



Directions:

Your task is to determine the relevance of three of the quotes by attempting to personally live out the spirit and meaning of the quote or find evidence of the quote in action by observing others.

| Quote | How I lived out the spirit of this quote or observed evidence of the quote in action |
|-------|--|
| | |
| | |
| | |

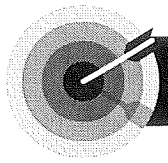
MY QUOTE: PART 3 – BULLETIN BOARD RUBRIC



Directions:

Through a discussion about what you recorded in My Quote: Part 2, pick one quote your team would like to display on a bulletin board around school. As a group, decide why you picked the quote .

| Quote Bulletin Board Rubric | | | | |
|----------------------------------|--|--|--|---|
| Name of Students in Group: _____ | | | | |
| Quote/Author: _____ | | | | |
| Category | 1 - Below | 2 - Approaching | 3 - Meeting | 4 - Exceeding |
| Paper Quality | The paper has 3 or more issues. | The paper has 2 issues. | The paper has 1 issue. | The paper is perfect, no creases, rips, or uneven edges. |
| Borders | Distracts from the display. | Somewhat accents the display yet slightly distracts. | Accents the display and pulls your eye into it. | Superbly accents the display and pulls your eye into it. |
| Spacing | The board is 1/2 empty or items are squished to fit. | Space was not thought out very well. | Items are evenly spaced or the board is filled nicely. | Items are evenly spaced and fill the board nicely. |
| Content | The board has no words. | Reader has to really focus to read. | Fonts are easy to read. You have to stop to read the entire board. | Fonts are easy to read. |
| Positive | The reader is not sure what the purpose of the board is. | The board tells people information. | The quote is motivational but may be difficult for students to understand. | The quote is motivational and understandable to students. |
| Mechanics | There are more than 2 errors in capitalization or punctuation. | There are 2 errors in capitalization or punctuation. | There is 1 error in capitalization or punctuation. | Capitalization, spelling, and punctuation are correct throughout the board. |
| Images | The picture is messy or sloppy, not a finished product. | The picture has pencil marks or smudges. | The picture or clipart does not relate to the quote very well. | Pictures or clipart is relevant to the quote and is kid-friendly. The images are clear and free of pencil marks or smudges. |



PRESSURE PERSON

FOCUS

To increase awareness of internal and external reaction to stress.

LESSON COMPONENTS

Presentation | Writing | Discussion

MATERIALS

Pen or Pencil
Student handout
Pressure Person

PROCESS

1. Distribute student handout, **Pressure Person**. Share your own example to model the activity. Ask students to complete their own by using the following guidelines:
 - a. In the bubbles above Pressure Person, list all the people, events, jobs, chores and other things in your life.
 - b. Inside of Pressure Person, write down how your body reacts to stress internally (e.g. tight chest, headaches, colds).
 - c. Outside of Pressure Person, write down how your body reacts to stress externally (e.g. yelling, quietness, crying).
 - d. In the bubbles below Pressure Person, list all the people, events, jobs, chores and other things that are usually the first to be dropped when you are under stress.
2. In groups of 3-5 students, have members share their Pressure Person.

DEBRIEF

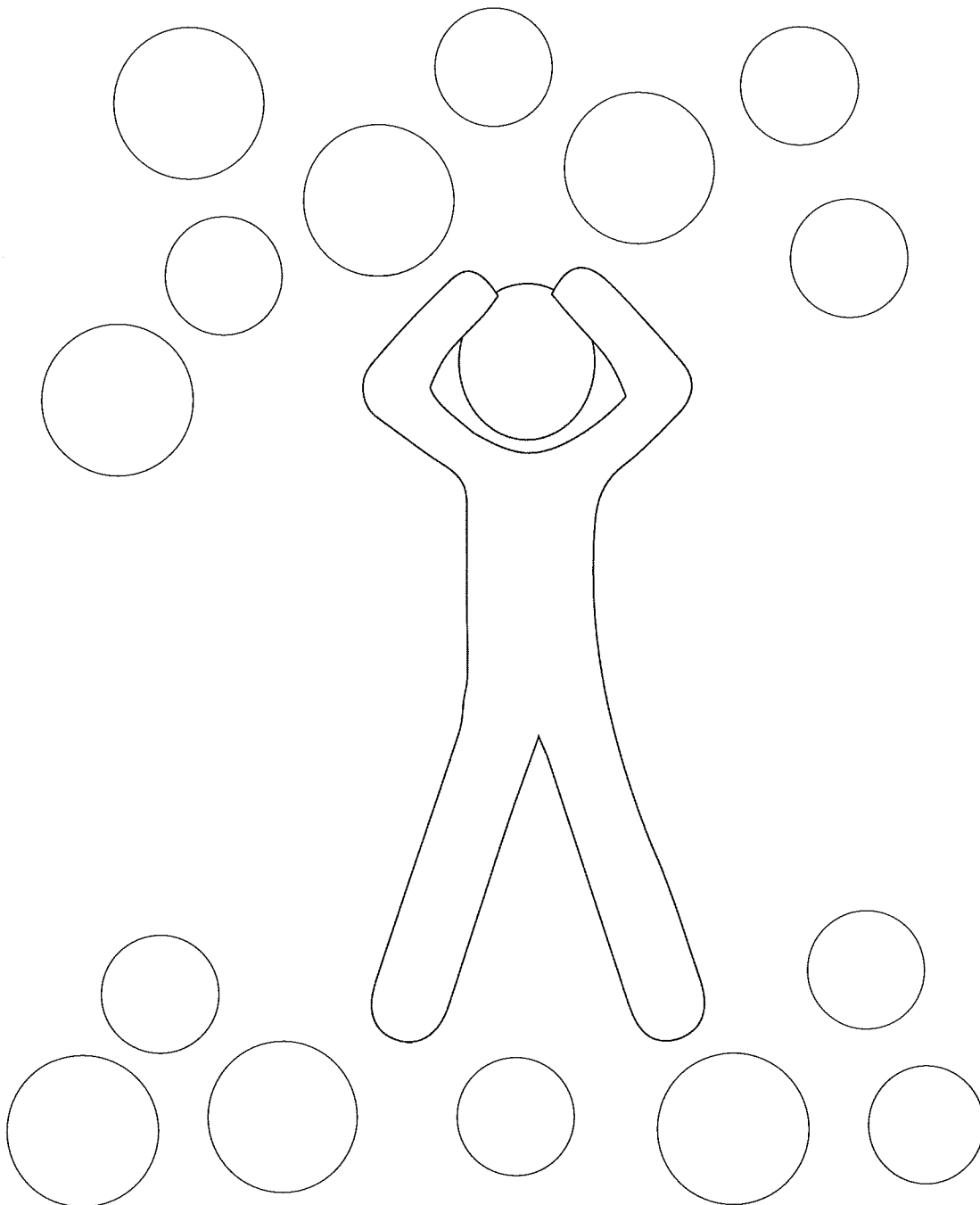
- When you are under stress, what are things people do that are helpful and what are things that people do that are not helpful? In other words, how do you want to be treated when you are under stress?
- What are some positive ways you deal with stress?
- Is stress always bad? How can stress be good?
- What are some favorite “presents” you like to give yourself when you know you have been under stress?
- What are some ways you can limit the negative stress in your life?
- How can you proactively respond to your external and internal signs of stress to keep them at a manageable level?

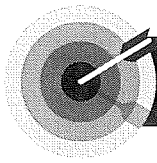
PRESSURE PERSON



Directions:

- In the bubbles above Pressure Person, list all the people, events, jobs, chores and other things in your life.
- Inside of Pressure Person, write down how your body reacts to stress internally (e.g. tight chest, headaches, colds).
- Outside of Pressure Person, write down how your body reacts to stress externally (e.g. yelling, quietness, crying).
- In the bubbles below Pressure Person, list all the people, events, jobs, chores and other things that are usually the first to be dropped when you are under stress.





FEELING WORDS

FOCUS

To explore how to succinctly and authentically describe feelings.

LESSON COMPONENTS

Small group activity | Discussion

MATERIALS

Student handouts:
Expressing My Feelings
Feeling Words

PROCESS

1. Generate a class discussion based on the following questions:
 - In the past week, what has been one of the strongest feelings you have experienced?
 - What are some synonyms for this feeling?
2. Provide students with the handouts, **Expressing My Feelings** and **Feeling Words**. Divide the class into groups of 3-5. Allow time for the small groups to complete the activity as described on the handouts. Use a recent class project for students to evaluate using the Projects and Activities questions if relevant.

DEBRIEF

- What feelings were easy to talk about? Why?
- What feelings were hard to talk about? Why?
- Did you notice any commonalities in the stories?
- How did people react to their feelings in their situations?
- Did these reactions produce positive or negative results? Explain.
- What are positive ways we can cope with negative feelings?

EXPRESSING MY FEELINGS



The **Feeling Words** handout can help people identify a specific feeling they are experiencing or have experienced. Write down one of the feeling words in answer to each of the following questions. Share with your small group the word or words that best describe your answer to each question, explaining your answers more fully if you want.

You can also answer the same question multiple times, based on the time reference of “then” and “now.”

Classroom Success

- How do you feel about your academic achievement?
- How do you feel about your attendance?
- How do you feel about your behavior?
- How do you feel about your involvement in class activities?

School Atmosphere

- How do you feel when you go to school?
- How do you feel when you talk to your teachers?
- How do you feel when you talk to your principal?
- How do you feel today about your school compared to when you first started going to this school?

Family

- How do you feel when you are at home?
- How do you feel about your family responsibilities?
- How do you feel about the level of your family support?
- How do you feel about your family time?

Peers

- How do you feel about your time spent outside of school with your friends?
- How do you feel about your time spent in school with your friends?
- How do you feel about your relationships with students you don't know really well?
- How do you feel about the relationships you have developed in leadership class?

Future Plans

- How do you feel about your future?
- How do you feel about your chances to enroll in your top post-secondary education institutions?
- How do you feel when you think about your ability to afford education or training after high school?
- How do you feel when you think about what your parents expect regarding your future?

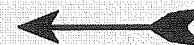
Use of Time

- How do you feel when you think about how you use your free time?
- How do you feel when you think about juggling all of your different time commitments?
- How do you feel about your use of time spent on school and furthering your education?
- How do you feel about the time spent on projects from leadership class?
- How do you feel about time spent in service to others?

Projects and Activities

- How do you feel overall about the project?
- How do you feel about your role in the project?
- How would you feel if you were asked to work on this type of project again?
- How do you think the teachers feel about the project?
- How do you think the majority of the participating students feel about the project?

FEELING WORDS



Circle the **Feeling Words** that most apply to the topic you are considering. Use this exercise in the future as you work to explore feelings and improve your ability to articulate how you are feeling in different settings.

Feelings we experience when our needs are being met:

Accepted, Accountable, Acknowledged, Affectionate, Amazed, Amused, Appreciative, Blissful, Bold, Calm, Centered, Clear headed, Comfortable, Compassionate, Confident, Connected, Considered, Content, Creative, Curious, Daring, Delighted, Dignified, Ecstatic, Elated, Empowered, Encouraged, Energetic, Engaged, Enthralled, Enthusiastic, Exuberant, Fascinated, Fiery, Friendly, Fulfilled, Funny, Giddy, Glad, Grateful, Happy, Healthy, Honored, Hopeful, Interested, Inspired, Intrigued, Invigorated, Involved, Joyful, Jubilant, Kind, Loved, Mellow, Mesmerized, Moved, New, Open hearted, Optimistic, Orderly, Passionate, Peaceful, Powerful, Proud, Qualified, Quiet, Radiant, Ready, Refreshed, Rejuvenated, Relaxed, Renewed, Respected, Responsible, Rested, Restored, Safe, Secure, Serene, Strong, Surprised, Sympathetic, Tender, Tickled, Thankful, Thrilled, Trusting, Trustworthy, Unified, Vibrant, Warm, Welcomed.

Feelings we experience when our needs are not being met:

Afraid, Agitated, Aggravated, Alarmed, Alienated, Angry, Animosity, Annoyed, Apathetic, Appalled, Apprehensive, Artificial, Ashamed, Bitter, Blamed, Bored, Cheated, Cold, Concerned, Contempt, Cranky, Depressed, Despair, Detached, Devastated, Disappointed, Discombobulated, Disconnected, Disconcerted, Discouraged, Disgruntled, Disheartened, Distant, Distracted, Distraught, Distressed, Disturbed, Disgusted, Doubtful, Dread, Edgy, Embarrassed, Enraged, Exasperated, Fake, Fidgety, Flustered, Foreboding, Forlorn, Frantic, Frazzled, Frightened, Frustrated, Furious, Gloomy, Grief, Guilty, Heartbroken, Heavy hearted, Hopeless, Hurt, Incensed, Indifferent, Indignant, Impatient, Irrate, Irked, Irritable, Irritated, Jealous, Jittery, Livid, Lonely, Nervous, Numb, Malicious, Melancholy, Miserable, Mistrustful, Mortified, Outraged, Overwhelmed, Panicked, Petrified, Pitiful, Rattled, Regretful, Remorseful, Resentful, Removed, Restless, Ripped-Off, Sad, Scared, Shocked, Shy, Small, Startled, Suspicious, Tainted, Tense, Terrified, Timid, Troubled, Turbulent, Turmoil, Uncomfortable, Uneasy, Unhappy, Uninterested, Unsettled, Upset, Violated, Wary, Weathered, Withdrawn, Worried.



MAKING DECISIONS

FOCUS

To define the word decision and discuss how students make decisions.

LESSON COMPONENTS

Defining types of decisions | Writing | Reflection

MATERIALS

Student handout:
Making Decisions

PROCESS

1. Ask the class what the word "decision" means to them. After several students have responded, write the definition on the board. The definition of decision for this lesson is "the act of making up one's mind or making a judgment".
2. Ask students, "What decisions have you made already today?" List the responses for the class to see.
3. Ask students, "What decisions are easy to make and what ones are harder to make?" Again, record student responses. Responses can range from, "Should I get out of bed?" or "What should I wear today?" to "Who should I sit with at lunch?" or "Should I skip class because my homework is not done?"
4. Explain that decisions are sometimes hard to make because they challenge our social, emotional, intellectual, physical or spiritual abilities. As a class, create working definitions of these categories.

| | |
|---------------|---------------------------------|
| Social: | being around people |
| Emotional: | dealing with feelings |
| Intellectual: | thinking about something |
| Physical: | using your body |
| Spiritual: | exploring big picture questions |

5. Distribute the handout, **Making Decisions**. Have students write individual answers then share their responses in groups of 3-5 or with the entire class.

DEBRIEF

- Who seemed to have a healthy way of making major decisions? What steps did they use?
- What category (social, emotional, intellectual, physical or spiritual) did most of your recent difficult life decisions fall under?
- What did people seem to learn from making a decision that produced unintended consequences?
- Who is the person you seek advice from the most?
- What decisions do you plan to make as an adult that you do not have to make now?
- What was a decision you made as a young child that you now see as a small decision, but at the time was huge?

continued on next page

MAKING DECISIONS



Decision: the act of making up one's mind or making a judgment.

1. Some decisions are easier to make than others. What has been a difficult decision you have had to make recently? Why was it difficult? What category would you put it in: social, emotional, intellectual, physical or spiritual?
2. Have you made a decision that had undesirable consequences? Explain the decision and the consequence.
3. Have you ever made a decision that you would like to "do over" or "undo"? Explain what you would have done differently in making your decision.
4. Define the steps you take to make a major decision. Do you talk with friends or a mentor? Do you seek parental advice? Act on impulse? Do what "feels" right? Consider the consequences? List the pros and cons?
5. How do you determine if you need to change your decision-making process? Or, do you make all decisions the same way?



WAYS TO LEAD

FOCUS

To explore different ways that you can lead by leading yourself, reaching out to others and teaching others to lead

LESSON COMPONENTS

1-3-6ing for idea generation | Discussion | Goal setting for action

MATERIALS

Note taking supplies for each student (Paper/pencil or other)

3 pieces of butcher paper, 2 markers per group of 6

Student handout:

How Can I Lead?

Ways to Lead

PROCESS

1. Facilitate a 1-3-6ing session based on the following questions:

- When and how have you led yourself to overcome peer pressure?
- When and how have you reached out to involve others in leadership?
- When and how have you taught and empowered others to lead?

ONE: Using the handout, **How Can I Lead?**, ask students to record their individual answers to the three questions.

THREE: Form groups of 3 and ask students to share their lists, listening for commonalities and validating unique answers.

SIX: Combine groups to make a group of 6. Ask the group to record all their answers categorized by question on the pieces of butcher paper. Do not eliminate any answers.

2. Hang up the posters so the entire class can see answers. Have a member from each group present the ideas.
3. Distribute the handout, **Ways to Lead**. Ask students to add any new ideas from their lists to the categories. Explain that the original list was developed by a group of student leaders at a statewide workshop.
4. Working independently, ask students to set two goals in each of the three categories by committing to do two actions in each. Set a timeframe for completion of actions that is appropriate to your situation.
5. Have students return to their original group of three from 1-3-6ing. Give time for each to share their commitments and goals. Announce that this group will serve as their accountability group.
6. Throughout the following weeks, bring accountability groups back together to share progress and obstacles.

DEBRIEF

- What are the specific challenges associated with leading yourself, reaching out to include others and teaching and empowering others to lead?
- What are the rewards associated with leading yourself, reaching out to include others and teaching and empowering others to lead?
- What seems to fit your natural leadership style — leading yourself, reaching out to include others or teaching and empowering others to lead?
- Who in your life has reached out to you? What did they do and how did it affect you?
- Who in your life has empowered you to lead? What did they do and how did it affect you?

HOW CAN I LEAD?



When and how have I led myself to overcome peer pressure?

When and how have I reached out to involve others in leadership?

When and how have I taught and empowered others to lead?

WAYS TO LEAD



Introduction

One of the tools to effective leadership is learning different ways to lead. Just as being a well-rounded person is important, so too is being a well-rounded leader. The challenge for you as a leader is to diversify your leadership style. The more ways you know how to lead, the more needs you can meet. Leadership can be broken down into three main categories: leading yourself, reaching out to others, and empowering (teaching) others to lead.

This checklist will help you become a successful model for leadership in your school and community. Share the checklist with the other student leaders, your adviser, principal, teachers and your family. Discuss how it felt when you practiced one of these ways to lead.

Leading Yourself: Overcoming Peer Pressure

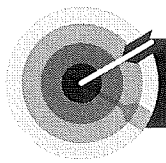
- | | | |
|--|--|--|
| <input type="checkbox"/> Express your feelings to your peer group. | <input type="checkbox"/> Stand up for someone who is being picked on. | <input type="checkbox"/> Stick to doing what you say you value. |
| <input type="checkbox"/> Say "No" to something that is wrong or not healthy for you. | <input type="checkbox"/> Learn something new about yourself. | <input type="checkbox"/> Understand your right to say "No." |
| <input type="checkbox"/> "Step up" and do something out of your comfort zone. | <input type="checkbox"/> Build and strengthen your own values. | <input type="checkbox"/> Trust your gut more, and your friends less. |
| <input type="checkbox"/> Stand up for what is right. | <input type="checkbox"/> Don't panic, don't respond. Think before you act. | <input type="checkbox"/> Don't shy away from confrontation. |
| <input type="checkbox"/> Walk away from something that is wrong. | <input type="checkbox"/> Pick your friends wisely. | <input type="checkbox"/> Stay positive even in negative situations. |
| <input type="checkbox"/> Take a positive risk. | <input type="checkbox"/> Avoid being in the wrong place at the wrong time. | <input type="checkbox"/> Demand that people accept who you are. |

Reaching Out: Involving Others

- | | | |
|--|---|---|
| <input type="checkbox"/> Listen | <input type="checkbox"/> Say a genuine "Hello" to ten people you do not know. | <input type="checkbox"/> Observe who is being left out then invite them in. |
| <input type="checkbox"/> Introduce yourself to a people outside of your own group. | <input type="checkbox"/> Use kind humor. | <input type="checkbox"/> Give compliments. |
| <input type="checkbox"/> Sit with someone you don't know at lunch. | <input type="checkbox"/> Concentrate your energy on being a positive influence on others. | <input type="checkbox"/> Start an activity then ask others to play. |
| <input type="checkbox"/> Invite someone to help you with a project. | <input type="checkbox"/> Share your experiences of being nervous with a hesitant student. | <input type="checkbox"/> Talk to the new students. |
| <input type="checkbox"/> Go out of your way to include others. | <input type="checkbox"/> Help people feel needed and wanted. | <input type="checkbox"/> Purposefully hang out with more than one group. |
| <input type="checkbox"/> Recruit people outside of your social group to help lead. | | <input type="checkbox"/> Smile. |
| | | <input type="checkbox"/> Make other people's ideas happen. |

Passing the Torch: Teaching and Empowering Others to Lead

- | | | |
|---|---|---|
| <input type="checkbox"/> Recruit someone to run for office. | <input type="checkbox"/> Leave a place better than you found it. | <input type="checkbox"/> Stop the cycle of hazing when you are in a position of leadership. |
| <input type="checkbox"/> Train new officers or student leaders. | <input type="checkbox"/> Seek advice on the best approach to teach others. | <input type="checkbox"/> Correct hurtful jokes. |
| <input type="checkbox"/> Organize a notebook of ideas and projects. | <input type="checkbox"/> Lead by example and talk out conflicts. | <input type="checkbox"/> Be kind to everyone. |
| <input type="checkbox"/> Delegate responsibility to another person or group. | <input type="checkbox"/> Plan activities for all the social groups at the school. | <input type="checkbox"/> Have an open mind. |
| <input type="checkbox"/> Leave a "gift" for the future students of your school. | <input type="checkbox"/> Set a positive trend. | <input type="checkbox"/> Set high standards. |
| | | <input type="checkbox"/> Be proactive, not reactive. |



WHEN WORDS WALK...

FOCUS

To explore what leadership words mean and the specific actions and behaviors associated with them.

LESSON COMPONENTS

Group work | Dramatic presentation

MATERIALS

Supplies for Presentations: Poster board, markers, crayons, construction paper, cardboard for props, tempera paints, scissors, glue, etc.

Student handouts:

Directions for Word Commercials (half-sheet per group)

Leadership Words with Quotes

Leadership Words with Actions

PROCESS

1. Ask the students what they think is meant by the metaphor, When Words Walk?
2. Arrange students into groups of 3-5. Through a random process, assign leadership words to each group and then introduce the following assignment along with the handouts, **Word Commercial Directions** (half-sheet per group), **Leadership Words with Quotes** and **Leadership Words with Actions**.

3. Give the following introduction and directions and allow time for groups to work.

Introduction:

The Super Bowl is famous for the advertisements during the game. Companies spend millions of dollars to promote their products. But, what if companies sold "words" to people instead of cars, computers and shampoo? Well, today we are going to find out. Your job is to sell your leadership word to others through a creative advertising campaign.

Directions:

Your task is to develop a two-minute commercial for your leadership word. Below are your guidelines:

- Involve all team members.
 - Utilize visual aids and costumes during your commercial.
 - In your commercial, use the definition of your word, at least two quotes about your word with a brief biography of the authors of the quotes, and three specific actions that illustrate your word in action.
 - Highlight how the school would change if everyone in the school utilized the power of your word.
4. After groups are finished use alphabetical order to determine the order of the commercial presentations.
 5. Note: Lessons that could be taught prior to this lesson to improve the quality of the presentations include: Human Relations lesson *Humor: How to Use It, Not Abuse It*; Organizational Skills lesson *Assembly Skit Techniques* and Storyboarding

DEBRIEF

- Look through the list of words. Find three words you witnessed "walking" during your group's planning process or commercial presentation? Explain.
- Was there a word that your group could have used the benefits of during your group's planning process or commercial presentation? Explain.
- How successful was your commercial?
- Why would someone want to "buy" your word?
- Which commercial was the most humorous?
- Which commercial made you think the most?
- Which commercial was the most dramatic?
- Which commercial had the best visual aids and costumes?
- Of all the words presented, which three do you think are the most important for leaders to follow?

DIRECTIONS FOR WORD COMMERCIALS

The Super Bowl is famous for the advertisements during the game. Companies spend millions of dollars to promote their products. But, what if companies sold “words” to people instead of cars, computers and shampoo? Well, today we are going to find out. Your job is to sell your leadership word to others through a creative advertising campaign.

Directions:

Your task is to develop a two-minute commercial for your leadership word. Below are your guidelines:

- Involve all team members.
- Utilize visual aids and costumes during your commercial.
- In your commercial
 - State the definition of your word.
 - Site at least two quotes about your word and include a brief biography of the authors of the quotes.
 - Explain three specific actions that illustrate your word in action.
- Highlight how the school would change if everyone in the school utilized the power of your word.

DIRECTIONS FOR WORD COMMERCIALS

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 - Explain three specific actions that illustrate your word in action.
- Highlight how the school would change if everyone in the school utilized the power of your word.

LEADERSHIP WORDS WITH QUOTES



ACCEPTANCE

Every divergence deserves to be cherished simply because it widens the bounds of life. Let us be united by everything that divides us.

~Karl Capek

You accept things as they are, not as you wish they were in this moment... The past is history, the future is a mystery, and this moment is a gift. That is why this moment is called the present.

~Deepak Chopra

And then he gave a very long sigh and said, "I wish Pooh were here. It's so much more friendly with two."

~A.A. Milne

The goal really shouldn't be assimilation as much as respect for difference and the survival of difference.

~Tony Kushner

It's a mistake to surround yourself only with people just like you. Throw off that worn comforter — and replace it with a crazy quilt of different and imaginative people. Then watch the ideas erupt!

~Betty Bender

Since when do you have to agree with people to defend them from injustice?

~Lillian Helman

You cannot shake hands with a clenched fist. We, who are clay blended by the Master Potter, come from the kiln of Creation in many hues.

~Golda Meir

How can people say one skin is colored, when each has its own coloration? What should it matter that one bowl is dark and the other pale, if each is of good design and serves its purpose well?

~Polingaysi Qoyawayma

I hope that no more groans of wounded men and women will ever go to the ear of the Great Spirit Chief above, and that all people may be one people.

~Chief Joseph

When you have an environment that is truly inclusive, individuals feel comfortable being themselves. They feel more comfortable sharing ideas, and it's through all these different perspectives that you come up with innovation.

~Lynette Chappell-Williams

ADVOCACY

Never be afraid to raise your voice for honesty and truth and compassion against injustice and lying and greed. If people all over the world... would do this, it would change the earth.

~William Faulkner

Cautious, careful people, always casting about to preserve their reputations... can never effect a reform.

~Susan B. Anthony

No man should think himself a zero, and think he can do nothing about the state of the world.

~Bernard Baruch

Unless we have courage to recognize cruelty for what it is—whether its victim is human or animal—we cannot expect things to be much better in the world.

~Rachel Carson

To see what is right, and not do it, is want of courage, or of principle.

~Confucius

A "No" uttered from the deepest conviction is better than a "Yes" merely uttered to please, or worse, to avoid trouble.

~Mahatma Ghandi

There is always time to make right what is wrong.

~Susan Griffin

I am only one, but still I am one. I cannot do everything, but still I can do something; and because I cannot do everything I will not refuse to do the something that I can do.

~Helen Keller

The probability that we may fail in the struggle ought not to deter us from the support of a cause we believe to be just.

~Abraham Lincoln

LEADERSHIP WORDS WITH QUOTES



APPRECIATION

Unselfish and noble actions are the most radiant pages in the biography of souls.

~David Thomas

Feeling gratitude and not expressing it is like wrapping a present and not giving it.

~William Arthur Ward

Appreciation is a wonderful thing. It makes what is excellent in others belong to us as well.

~Voltaire

The only people with whom you should try to get even are those who have helped you.

~John E. Southard

Gratitude is the memory of the heart.

~Jean Baptiste Massieu

Nobody can do everything, but everyone can do something.

~Max Lucado

We make a living by what we get, but we make a life by what we give.

~Winston Churchill

What we have done for ourselves alone dies with us; what we have done for others and the world remains and is immortal.

~Albert Pike

I've learned that you shouldn't go through life with a catcher's mitt on both hands. You need to be able to throw something back.

~Maya Angelou

There is one word which may serve as a rule of practice for all one's life - reciprocity.

~Confucius

Have you had a kindness shown? Pass it on;

'Twas not given for thee alone, Pass it on;

Let it travel down the years, Let it wipe another's tears,

'Til in Heaven the deed appears, Pass it on.

~Henry Burton

Those who bring sunshine to the lives of others cannot keep it from themselves.

~James Mathew Barrie

COMMITMENT

Just don't give up trying to do what you really want to do. Where there is love and inspiration, I don't think you can go wrong.

~Ella Fitzgerald

If our definition of inclusiveness does not reach beyond the boundaries of our own personal comfort, can we call ourselves truly inclusive?

~Rabbi Brad Hirschfield

When you are right you cannot be too radical; when you are wrong, you cannot be too conservative.

~Dr. Martin Luther King

Choose life! Only that and always! At whatever risk. To let life leak out, to let it wear away by the mere passage of time, to withhold giving and spending it...is to choose nothing.

~Sister Helen Kelly

Show me a person who has never made a mistake and I'll show you somebody who has never achieved much.

~Joan Collins

Whether you think you can or think you can't, you're right.

~Henry Ford

Love people. Use things. Not vice-versa.

Kelly Ann Rothaus

Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.

~Margaret Mead

We, the people, recognize that we have responsibilities as well as rights; that our destinies are bound together; that a freedom which only asks what's in it for me, a freedom without a commitment to others, a freedom without love or charity or duty or patriotism, is unworthy of our founding ideals, and those who died in their defense.

~Barack Obama

Commitment is an act, not a word.

~Jean-Paul Sartre

LEADERSHIP WORDS WITH QUOTES



COMPASSION

Someone's got to go out there and love people and show it.

~Princess Diana

How far you go in life depends on you being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and strong. Because someday in life you will have been all of these.

~George Washington Carver

There are people who take the heart out of you and there are people who put it back.

~Elizabeth David

If you want others to be happy, practice compassion. If you want to be happy, practice compassion.

~Dalai Lama

The care of human life and happiness, and not their destruction, is the first and only object of good government.

~Thomas Jefferson

He is immortal, not because he alone among creatures has an inexhaustible voice, but because he has a soul, a spirit capable of compassion and sacrifice and endurance.

~William Faulkner

I have found the paradox that if I love until it hurts, then there is no hurt, but only more love. Smile at each other, smile at your wife, smile at your husband, smile at your children, smile at each other—it doesn't matter who it is—and that will help you to grow up in greater love for each other.

~Mother Teresa

We who lived in concentration camps can remember the men who walked through the huts comforting others, giving away their last piece of bread. They may have been few in number, but they offer sufficient proof that everything can be taken from a man but one thing: the last of the human freedoms—to choose one's attitude in any given set of circumstances, to choose one's own way.

~Viktor Frankl

COMPROMISE

If the future is to remain open and free, we need people who can tolerate the unknown, who will not need the support of completely worked-out systems or traditional blueprints from the past.

~Margaret Mead

My dog and cat have taught me a great lesson in life... shed a lot.

~Susan Carlson

Change your opinions, keep to your principles; change your leaves, keep intact your roots.

~Victor Hugo

A large portion of success is derived from flexibility. It is all very well to have principles, rules of behavior concerning right and wrong. But it is quite as essential to know when to forget as when to use them.

~Alice Foote MacDougall

I describe family values as responsibility towards others, increase of tolerance, compromise, support, flexibility. And essentially the things I call the silent song of life—the continuous process of mutual accommodation without which life is impossible.

~Salvador Minuchin

It is change, continuing change, inevitable change, that is the dominant factor in society today. No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be.... This, in turn, means that our statesmen, our businessmen, our everyman must take on a science fictional way of thinking.

~Isaac Asimov

People talk about the middle of the road as though it were unacceptable. Actually, all human problems, excepting morals, come into the gray areas. Things are not all black and white. There have to be compromises. The middle of the road is all of the usable surface. The extremes, right and left, are in the gutters.

~Dwight D. Eisenhower

In the long run even a dog will compromise with the cat.

~Hungarian Proverb

No society, certainly not a large and heterogeneous one, can fail in time to explode if it is deprived of the arts of compromise, if it knows no ways of muddling through. No good society can be unprincipled; and no viable society can be principle-ridden.

~Alexander M. Bickel

LEADERSHIP WORDS WITH QUOTES



COOPERATION

If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner.

~Nelson Mandela

Better bend than break.

~Scottish Proverb

When angry, count ten before you speak; if very angry, a hundred.

~Thomas Jefferson

Mind of separation, mind of domination, these have birthed genocide of Native peoples throughout the world: the Inquisition and the Nazi Holocaust in Europe, the destruction of lands, cultures and peoples in Asia, and the invention of weaponry with power to kill all people on Earth twenty times over. In the Tsalagi teachings, such great sufferings are seen as unnecessary. They are the result of pride, the idea that one is better or more important than another. In reality, in the circle of right relationship, there is no above and no below, no in or out all are together in the sacred circle.

~Dhyani Ywahoo

Coming together is a beginning; keeping together is

COURAGE

You can't be brave if you've only had good things happen to you.

~Mary Tyler Moore

Heroism, I believe, is a trait that does not know race, color, creed, sex, or sexual orientation.

~Diane Feinstein

Life shrinks or expands in proportion to one's courage.

~Anais Nin

Success won't just come to you. It has to be met at least halfway.

~Frank Tiger

This country was not built by people who relied on somebody else to take care of them. It was built by people who relied on themselves, who dared to shape their own lives, who had enough courage to blaze new trails-- enough confidence in themselves to take the necessary risks.

~J. Ollie Edmunds

progress; working together is success.

~Henry Ford

The people on our planet are not standing in line single file. Look closely. Everyone is really standing in a circle, holding hands. Whatever you give to the person standing next to you, it eventually comes back to you.

~Cecilia Ahern

A compromise is the art of dividing a cake in such a way that everyone believes he has the biggest piece.

~Ludwig Erhard

We must be willing to learn the lesson that cooperation may imply compromise, but if it brings a world advance it is a gain for each individual nation.

~Eleanor Roosevelt

When we are no longer able to change a situation, we are challenged to change ourselves.

~Viktor Frankl

Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.

~Winston S. Churchill

Don't be afraid to take a big step if one is indicated. You can't cross a chasm in two small jumps.

~David Lloyd George

Set the course of your lives by the three stars-- sincerity, courage, unselfishness. From these flow a host of other virtues... He who follows them and does not seek success, will attain the highest type of success, that which lies in the esteem of those among whom he dwells.

~Dr. Monroe E. Deutsch

It is better to protest than to accept injustice.

~Rosa Parks

Be courageous. It's one of the only places left uncrowded.

~Anita Roddick

LEADERSHIP WORDS WITH QUOTES



DETERMINATION

We must overcome the notion that we must be regular...it robs you of the chance to be extraordinary and leads you to the mediocre.

~Uta Hagen

If things do not turn out as we wish, we should wish for them as they turn out.

~Aristotle

Always dream and shoot higher than you know you can do. Don't bother just to be better than your contemporaries or predecessors. Try to be better than yourself.

~William Faulkner

"Woman," said a prejudiced man, "I don't care no more 'bout what you say than a flea bite." "Mebbe so," replied Sojourner, "but the lord willin', I'll keep you scratchin'."

~Sojourner Truth

Some people look upon any setback as the end. They're always looking for the benediction rather than the invocation... But you can't quit. That isn't the way our country was built.

~Hubert Horatio Humphrey

Be resolved and the thing is done.

~Chinese proverb

When you get into a tight place and it seems that you can't go on, hold on—for that's just the place and time the tide will turn.

~Harriet Beecher Stowe

You may have a fresh start any moment you choose, for this thing that we call "failure" is not the falling down, but the staying down.

~Mary Pickford

Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience and the passion to reach for the stars to change the world.

~Harriet Tubman

I am a great believer in luck, and I find the harder I work the more I have of it.

~Stephen Leacock

HUMILITY

Great people never make bad use of their superiority; they see it, and feel it and are not less modest. The more they have, the more they know their own deficiencies.

~Jean-Jacques Rousseau

There is an inborn alarm system in the spirit of people that turns on when rulers of government assume self-idolatry.

~Dr. D.E. King

Humility is the most difficult of all virtues to achieve; nothing dies harder than the desire to think well of oneself.

~T.S. Eliot

It is said that it is far more difficult to hold and maintain leadership than it is to attain it. Success is a ruthless competitor for it flatters and nourishes our weaknesses and lulls us into complacency. We bask in the sunshine of accomplishment and lose the spirit of humility which helps us visualize all the factors which have contributed to our success. We are apt to forget that we are only one of a team, that in unity there is strength, and that we are strong only as long as each unit in our organization functions with precision.

~Samuel Tilden

I have three precious things which I hold fast and prize. The first is gentleness; the second is frugality; the third is humility, which keeps me from putting myself before others. Be gentle and you can be bold; be frugal and you can be liberal; avoid putting yourself before others and you can become a leader.

~Lao-Tzu

The only wisdom we can hope to acquire is the wisdom of humility: humility is endless.

~T.S. Eliot

To test a person's modesty do not investigate if they ignore applause, find out if they abide criticism.

~Franz Grillparzer

You have a good many little gifts and virtues, but there is no need of parading them, for conceit spoils the finest genius. There is not much danger that real talent or goodness will be overlooked long, and the great charm of all power is modesty.

~Louisa May Alcott

Civilization is the process in which one gradually increases the number of people included in the term 'we' or 'us' and at the same time decreases those labeled 'you' or 'them' until that category has no one left in it.

~Howard Winters

LEADERSHIP WORDS WITH QUOTES



INITIATIVE

You can have the results you say you want, or you can have all the reasons why you can't have them. But you can't have both. Reasons or results. You get to choose.
~Susan Carlson

Details often kill initiative, but there have been few successful people who weren't good at details. Don't ignore the details. Lick them.
~William Given, Jr

I can give you a six-word formula for success: "Think things through--then follow through."
~Edward Rickenbacker

Success is often just an idea away.
~Frank Tyger

Dost thou love Life? Then do not squander time; for that's the stuff life is made of.
~Benjamin Franklin

Initiative is to success what a lighted match is to a candle.
~Orlando A. Battista

To get anywhere, strike out for somewhere, or you'll get nowhere.
~Martha Lupton

The key to whatever success I have today is: Don't ask. Do.
~Vikki Carr

Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves – and be free.
~Cesar Chavez

If one has fear, there can be no initiative in the creative sense of the word. To have initiative in this sense is to do something original - to do it spontaneously, naturally, without being guided, forced, controlled. It is to do something which you love to do.
~Jiddu Krishnamurti

Success depends in a very large measure upon individual initiative and exertion, and cannot be achieved except by a dint of hard work.
~Anna Pavlova

INTEGRITY

One must not conceal any part of what one has recognized to be true.
~Albert Einstein

One must live the way one thinks or end up thinking the way one has lived.
~Paul Bourget

Integrity is that first step to true greatness. Men love to praise, but are slow to practice it.
~Charles Simmons

For of those to whom much is given, much is required. And when at some future date the high court of history sits in judgment on each of us, recording whether in our brief span of service we fulfilled our responsibilities to the state, our success or failure, in whatever office we hold, will be measured by the answers to four questions: First, were we truly men of courage...Second, were we truly men of judgment...Third, were we truly men of integrity... Finally, were we truly men of dedication?
~John F. Kennedy

This above all-- to thine own self be true. And it must follow, as the night day
Thou canst not then be false to any man.
~William Shakespeare

I do the very best I know how – the very best I can; and mean to keep doing so until the end. If the end brings me out all right, what is said against me won't amount to anything. If the end brings me out wrong, ten angels swearing I was right would make no difference.
~Abraham Lincoln

It is one thing to show a man that he is in error, and another to put him in possession of truth.
~John Locke

Who you are speaks so loudly I can't hear what you're saying.
~Ralph Waldo Emerson

Our fathers gave us so many laws, which they had learned from their fathers. These laws were good. They told us to treat all people as they treated us; that we should never be the first to break a bargain; that it was a disgrace to tell a lie; that we should speak only the truth... We were taught to believe that the Great Spirit sees and hears everything, and that he never forgets; that hereafter he will give every man a spirit-home according to his deserts.
~Chief Joseph

A single lie destroys a whole reputation of integrity.
~Baltasar Gracian

LEADERSHIP WORDS WITH QUOTES



KINDNESS

Be kind whenever possible. It is always possible.

~Tenzin Gyatso

It's nice to be important, but it's more important to be nice.

~John Templeton

Never look down on anybody unless you're helping him up.

~Jesse Jackson

Don't be yourself – be someone a little nicer.

~Mignon McLaughlin

During my second year of nursing school our professor gave us a quiz. I breezed through the questions until I read the last one: "What is the first name of the woman who cleans the school?" Surely this was a joke. I had seen the cleaning woman several times, but how would I know her name? I handed in my paper, leaving the last question blank. Before the class ended, one student asked if the last question would count toward our grade. "Absolutely," the professor said. "In your careers, you will meet many people. All are significant. They deserve your attention and care, even if all you do is smile and say hello." I've never forgotten that lesson. I also learned her name was Dorothy.

~JoAnn C. Jones

Wherever there is a human being, there is an opportunity for a kindness.

~Seneca

How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and strong. Because someday in your life you will have been all of these.

~George Washington Carver

You can't live a perfect day without doing something for someone who will never be able to repay you.

~John Wooden

Three things in human life are important. The first is to be kind. The second is to be kind. And the third is to be kind.

~Henry James

The kindest word in all the world is the unkind word, unsaid.

~Tiny Buddha

Always be a little kinder than necessary.

~James M. Barrie

OPTIMISM

Everything can be taken from a man but one thing, the last of human freedoms - to choose one's own attitude in any given set of circumstances, to choose one's own way.

~Viktor Frankl

Hope is the thing with feathers, that perches on the soul, and sings the tune without the words and never stops at all.

~Emily Dickinson

Someone has well said, "Success is a journey, not a destination." Happiness is to be found along the way, not at the end of the road, for then the journey is over and it is too late.

~Robert D. Updegraff

When the world laughs at you, laugh back. It's just as funny as you are.

~Thomasina Horton

One thing I learned the hard way was that it doesn't pay to get discouraged. Keeping busy and making optimism a way of life can restore your faith in yourself.

~Lucille Ball

If one is lucky, a solitary fantasy can totally transform one million realities.

~Maya Angelou

Laughter in the face of adversity is probably the finest sound there is. In fact, a good time to laugh is any time you can.

~Linda Ellerbee

There are two ways of exerting one's strength: One is pushing down and the other is pulling up.

~Booker T. Washington

The ladder of success doesn't care who climbs it.

~Frank Tyger

To honor and respect means to think of the land and the water and plants and animals who live here as having a right equal to our own to be here. We are not the supreme and all-knowing beings, living at the top of the pinnacle of evolution, but in fact we are members of the sacred hoop of life, along with the trees and rocks, the coyotes and the eagles and fish and toads, that each fulfills its purpose. They each perform their given task in the sacred hoop, and we have one, too.

~Wolf Song, Abenaki Native Tribe

LEADERSHIP WORDS WITH QUOTES



RESPECT

Even if someone doesn't treat you with the respect you deserve, you can give them the respect they don't.

~Sharon Martin

It is about respect – respect for everybody. In our understanding, the Creator made everything. That's all we're told. He made everything. And since he made everything, then you must respect everything. That's simple. And so as I look upon you, I know the Creator made you; I know that you're equal. You're equal in every way to us. And I respect you because you are a manifestation of the Creation.

~Oren Lyons

Every single person in here and on this stage today still uses the understanding that there is a Caucasian race, that there is an Asian race, that there is an African race, and an indigenous race. Well, I'm here to tell you, you should never have invited me if you didn't want to learn one thing today. And that's that there's only one race, and that's the human race. Period.

~Edward James Olmos

Treat all men alike. Give them all the same law. Give them all an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people shall have equal rights upon it. You might as well expect the rivers to run backward as that any man should be contented penned up and denied liberty to go where he pleases.

~Chief Joseph

When you talk, you repeat what you already know; when you listen, you often learn something.

~Jared Sparks

That you may retain your self-respect, it is better to displease the people by doing what you know is right, than to temporarily please them by doing what you know is wrong.

~William J.H. Boetcker

I speak to everyone in the same way, whether he is the garbage man or the president of the university.

~Albert Einstein

It does not matter how long you are spending on the earth, how much money you have gathered or how much attention you have received. It is the amount of positive vibration you have radiated in life that matters.

~Amit Ray

It's okay to disagree with the thoughts or opinions expressed by other people. That doesn't give you the right to deny any sense they might make. Nor does it give you a right to accuse someone of poorly expressing their beliefs just because you don't like what they are saying. Learn to recognize good writing when you read it, even if it means overcoming your pride and opening your mind beyond what is comfortable.

~Ashly Lorenzana

A person's a person, no matter how small.

~Dr. Seuss

RESPONSIBILITY

You can't escape the responsibility of tomorrow by evading it today.

~Abraham Lincoln

Power flows to the man who knows how. Responsibilities gravitate to the person who can shoulder them.

~Elbert Hubbard

Life has no meaning except in terms of responsibility.

~Reinhold Niebuhr

When a man decides to do something, he must go all the way, but he must take responsibility for what he does. He must know first why he is doing it and then must proceed with his actions with no doubts or remorse.

~Carlos Castaneda

If we sit idly by while one group of people is discriminated against, then we risk that each of us, whatever group we belong to, may be next.

~Barbara Roberts

Parents can only give good advice or put them on the right paths, but the final forming of a person's character lies in their own hands.

~Anne Frank

A man was chief only as long as he did the will of the people. If he got to be too chiefly, he'd go to sleep one night and wake up the next morning to find that he was chief all to himself. The tribe would move away in the night, and they didn't wait four years to do it, either.

~Sun Bear

If you hang out with chickens, you're going to cluck and if you hang out with eagles, you're going to fly.

~Steve Maraboli

Never point a finger where you never lent a hand.

~Robert Brault

LEADERSHIP WORDS WITH QUOTES



SENSITIVITY

Our definition of success is unorthodox. We claim that any man who is honest, fair, tolerant, kindly, charitable of others and well behaved is a success, no matter what his station in life.

~Jay E. House

It is appalling that there have to be movements organized to give human beings the right to be human beings in the eyes of other human beings.

~Glenda Jackson

In the beginning they came for the Jews and I didn't speak up because I wasn't a Jew. Then they came for the Communists and I didn't speak up because I wasn't a Communist. Then they came for the Catholics and I didn't speak up because I wasn't a Catholic. Then they came for me and there was no one left to speak up.

~Reverend Martin Niemöller

You can't understand another person until you walk a few miles in their moccasins.

~Native American proverb

With compassion, we see benevolently our own human condition and the condition of our fellow beings. We drop prejudice. We withhold judgment.

~Christina Baldwin

As novices, we think we're entirely responsible for the way people treat us. I have long since learned that we are responsible only for the way we treat people.

~Rose Lane

No Man is an Island

No man is an island, entire of itself; Every man is a piece of the continent, A part of the main.

If a clod be washed away by the sea, Europe is the lesser;

as well as if a promontory were,

As well as if a manor of thy friends, or of thine own were;

Any man's death diminishes me, Because I am involved in mankind;

And therefore never send to know for whom the bell tolls,

It tolls for thee.

~John Donne

The rainstorm and the river are my brothers;

The heron and the otter are my friends;

And we are all connected to each other

In a circle, in a hoop that never ends...

For whether we are white or copper-skinned,

we need to sing with all the voices of the mountain,

Need to paint with all the colors of the wind.

~From Disney's Pocahontas

Learning to love one another, to nurture one another would not be just a revolutionary act, but the revolutionary act.

~Marlon Riggs

Some of the most important things in life aren't things.

~Linda Ellerbee

LEADERSHIP WORDS WITH QUOTES



WISDOM

A candle lights others and consumes itself.
~Giovanni Ruffini

It may serve as a comfort to us, in all our calamities and afflictions, that he that loses anything and gets wisdom by it is a gainer by the loss.
~Roger L'Estrange

True wisdom is to know what is best worth knowing, and to do what is best worth doing.
~Edward Poerter Humphrey

Wisdom is oft times nearer when we stoop than when we soar.
~William Wordsworth

Wisdom and planning, with the help of my friends, these are my tools in achieving my ends.
~Ashanti Tribal Ballard

Wisdom consists of the anticipation of consequences.
~Norman Cousins

A man who has committed a mistake and does not correct it is committing another mistake.
~Confucious

Never mistake knowledge for wisdom. One helps you make a living; the other helps you make a life.
~Sandra Carey

"Where did you go to, if I may ask?" said Thorin to Gandalf as they rode along. "To look ahead," said he. "And what brought you back in the nick of time?" "Looking behind," said he.
~J.R.R. Tolkien

The beginning of wisdom is found in doubting; by doubting we come to the question, and by seeking we may come upon the truth.
~Pierre Abelard

The true meaning of life is to plant trees, under whose shade you do not expect to sit.
~Nelson Henderson

NOTES:

LEADERSHIP WORDS WITH ACTIONS



This list was compiled by middle level students

Acceptance a disposition to tolerate or accept people or situations

Actions:

- greeting someone by smiling and saying "Hi" when they walk in the door
- inviting someone sitting by themselves to sit with you and your friends
- recognizing everyone's ideas as possibilities
- keeping your comments about other people's differences to yourself
- being a buddy to a new student for a week or two until they get on track

Advocacy the doctrine or practice of vigorous action or involvement as a means of achieving goals

Actions:

- getting involved in issues you care about
- making thorough plans for projects and assignments
- keeping up-to-date about events and issues in your school, community, country and world
- making informed choices
- doing something instead of just complaining about it

Appreciation recognition and enjoyment of the good qualities of someone or something

Actions:

- remembering to send "thank you" cards
- reminding yourself about the good things in your life
- looking on the bright side of things
- feeling joy and noticing the positive traits in others
- smiling

Commitment the trait of sincere and steadfast fixity of purpose

Actions:

- keeping your promises to other classmates
- finishing all work given to you
- giving your best in school even when you are tired
- coming to school on time every day
- staying in at lunch to finish work
- finishing all activities in PE

Compassion the humane quality of understanding the suffering of others and wanting to do something about it

Actions:

- giving part of your lunch to someone who doesn't have one
- offering to help someone study if they are struggling with the material
- greeting the new kid and making them feel welcome
- comforting people who are crying or whose feelings are hurt
- standing up for the kid who is being teased

Compromise responsive to change; adaptable, giving a little and gaining a little

Actions:

- making room in your schedule for a new project
- being patient with other people's faults
- being willing to take on new jobs if someone else can't get their part done
- agreeing to do something in a group even if it is not your first choice
- listening to everyone's ideas

Cooperation joint operation or action; working together

Actions:

- making an effort to participate with all members of a group
- giving input in a group
- listening to everyone's ideas
- reaching a compromise when facing difficulties
- following instructions

Courage the state or quality of mind or spirit that enables one to face danger or fear with self-possession, confidence and resolution

Actions:

- standing up for the unpopular or unaccepted kids
- being an optimist in bad situations
- trying new things
- saying no to your friends when asked to do something you know is wrong
- sharing a new idea when the class is stumped by raising your hand

Determination firmness of purpose; resolve

Actions:

- working without talking for the entire period to get the assignment done
- staying after school to catch up
- working without complaining or taking unnecessary breaks
- continuing to work on projects when others don't seem to care
- continuing a sport even though you're sore

LEADERSHIP WORDS WITH ACTIONS



Humility a lack of false pride; a lack of pretentiousness; simplicity

Actions:

- keeping your good grades or test scores to yourself, to ensure that no one's feelings are hurt
- having enough courtesy to not brag about what people have that others might not have
- being generous enough to give to those who are in need when you have an excessive amount of something
- keeping your side of the conversation short and to the point
- giving others equal opportunities to do something you might want to do
- giving other people's ideas a chance, not just assuming that yours are best

Initiative the power or ability to begin or to follow through energetically with a plan or task; enterprise and determination

Actions:

- finishing an assignment now, not tomorrow
- staying on topic
- asking for help when you don't know
- sharing a new idea when the group is stumped by raising your hand
- taking charge when something is hard

Integrity steadfast adherence to a strict moral or ethical code

Actions:

- avoiding gossip
- recognizing everyone's ideas as possibilities
- returning everything you borrow in better condition than you received it
- standing up for your beliefs, regardless of the popular choice
- doing what is right when no one is watching
- taking the blame for your mistakes

Kindness the quality of being friendly, generous, and considerate

Actions:

- holding the door open for others
- thinking before you say something rude to another
- raising your hand in class before speaking and interrupting the teacher
- keeping a locker clean when you have a locker buddy
- calmly telling a student to stop when they're teasing someone

Optimism a tendency to expect the best possible outcome or dwell on the most hopeful aspects of a situation

Actions:

- being confident that you will do well on a test, not freaking out
- looking on the bright side of a long assignment
- encouraging others to keep going and to do well on a test or in a race
- learning from your mistakes and fixing them for next time
- resisting the influence of negative comments

Respect willingness to show consideration or appreciation

Actions:

- returning everything you borrow in better condition than you received it
- keeping comments to yourself when someone is talking
- cleaning up after yourself
- allowing people to share their ideas
- clapping for everyone after presentations

Responsibility the force that binds you to your obligations and the courses of action demanded by that force

Actions:

- doing what is right, not easy
- cleaning up your mess after eating so the people who will be eating after you don't have to
- doing something the first time without needing to be asked again and again
- getting all your work in on time
- keeping your word

Sensitivity the ability to respond to affective (emotional) changes in your interpersonal environment

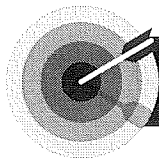
Actions:

- giving everyone's ideas a chance
- comforting those who are upset
- not laughing at someone's mistakes
- helping someone when they're hurt
- making people feel comfortable in uncomfortable situations

Wisdom the quality or state of being wise; knowledge of what is true or right coupled with just judgment as to action; sagacity, discernment or insight

Actions:

- knowing when to keep your mouth shut
- having empathy for others
- making informed choices
- recognizing the value of older people's experiences
- learning from the past, both your personal past and the historical past



STUDENT LEADER ACTION LIST

FOCUS

To create a list of positive actions for student leaders to aspire to and a list of negative actions to avoid.

LESSON COMPONENTS

Individual reflection and writing | Small group work | Committee to publish results

MATERIALS

Student handouts:

A Student Leader Action List

Group Student Leader Action List

Sample Student Leader Action List

PROCESS

1. Ask students to read the introduction of the **Student Leader Action List** as you read it. The definition of a student leader comes from the work of the Association of Washington Student Leaders. They wanted to provide schools and student leaders a guideline to strive toward excellence.
2. Introduce the categories to the students on the handout and, as a class, determine one example for each. It is also possible to give individuals or groups a copy of the handout **Sample: A Student Leader Action List** to increase their success. Also read the hint at the bottom of the page to help students think about specific actions in the broadest sense. Ask students as individuals to take 10 minutes and write as many examples as they can of positive and negative actions for each category.
3. Divide the class into groups of 3-5. Assign a recorder to each group and provide them with a copy of the handout **Group Student Leader Action List**. Ask the small groups to combine their individual work by removing duplications and having discussions about the specific categories into which actions should be placed. (i.e.-the same action gets placed in two different categories, so a discussion within the group will determine into which category it best fits).
4. Appoint a member of each of the small groups to be a part of the committee that combines all the lists into one list. Provide this group with another copy of the Group Student Leader Action List.
5. Have the committee present the final version of the Student Leader Action List to the class.
6. Challenge students to track their progress over a week or month by recording specific situations where they either avoided doing one of the negative action or performed one of the positive actions. This tracking can be turned into a written reflection assignment or used for group discussion.

DEBRIEF

- What words seemed to come up over and over as you brainstormed positive actions?
- What words seemed to come up over and over as you brainstormed negative actions.
- What category do you think, or have you found to be, the easiest for you to aspire toward the positive actions and avoid the negative actions.
- With which phrase in the definition of a student leader do you most connect? Why?
- How hard was it to classify actions under the specific categories? Explain.

The only difference between a good idea and a good idea that works, is that someone actually took the good idea and put it into action. You can apply this concept to student leaders as well. The only difference between a student leader and a student leader who does great things, is that one of the leaders decided to act. By creating a student leader action list based on specific behaviors, you are halfway to becoming a student leader who does great things. The list will be based on a definition of student leaders developed by the Association of Washington Student Leaders.

Student leaders strive to nurture and empower all students to make a difference in their schools, communities and world. A student leader displays integrity, cooperation and respect toward self and others.

| TRAIT | Actions that make a POSITIVE difference. | Actions that make a NEGATIVE difference. |
|---|--|--|
| Integrity: sticking to a strict moral or ethical code; what you do when nobody is looking. | | |
| Cooperation: acting together for a purpose; willingness to help and be a part of a team. | | |
| Respect for Self : actions and attitudes showing appreciation & value toward self. | | |
| Respect for Others: actions and attitudes showing appreciation & value toward others. | | |
| Empowering Others: giving away power; enabling others to lead; building people up; instilling confidence in others. | | |

HELPFUL HINTS:

Student leaders are role models 24/7: What actions can you take coming and leaving school, in the hallways, at lunch, in classrooms, attending events as a participant, leading and organizing events, in the locker room, while playing a sport, while being a fan, at home with friends or in the community?

Student leaders interact with everyone.

How can you act toward other students, teachers, community members, younger kids and older kids?

A STUDENT LEADER ACTION LIST



GROUP STUDENT LEADER ACTION LIST



Student leaders strive to nurture and empower all students to make a difference in their schools, communities and world. A student leader displays integrity, cooperation and respect toward self and others.

Definition of a Student Leader, AWSL Board 2007

| TRAIT | Actions that make a POSITIVE difference. | Actions that make a NEGATIVE difference. |
|--|--|--|
| Integrity: sticking to a strict moral or ethical code; what you do when nobody is looking. | | |
| Cooperation: acting together for a purpose; willingness to help and be a part of a team. | | |

GROUP STUDENT LEADER ACTION LIST



| TRAIT | Actions that make a POSITIVE difference. | Actions that make a NEGATIVE difference. |
|---|--|--|
| Respect for Self: actions and attitudes showing appreciation & value toward self. | | |
| Respect for Others: actions and attitudes showing appreciation & value toward others. | | |
| Empowering Others: giving away power; enabling others to lead; building people up; instilling confidence in others. | | |

SAMPLE STUDENT LEADER ACTION LIST



Student leaders strive to nurture and empower all students to make a difference in their schools, communities and world. A student leader displays integrity, cooperation and respect toward self and others.

Definition of a Student Leader, AWSL Executive Board

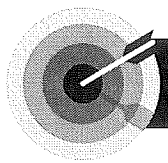
This list was generated by middle level students during the Middle Level Regional Conference

| TRAIT | Actions that make a POSITIVE difference. | Actions that make a NEGATIVE difference. |
|---|---|---|
| Integrity sticking to a strict moral or ethical code; what you do when nobody is looking. | <ul style="list-style-type: none"> • Cleaning up after yourself • Recognizing ideas as possible • Saying "hi" to people • Following words with actions • Stepping out of your comfort zone • Encouraging people to try things • Using your confidence to help others • Helping people work out their differences • Doing something without being told • Changing something for the better • Helping everyone AND anyone out • Not letting the same problem happen twice | <ul style="list-style-type: none"> • Being mean and bullying • Not taking the blame for your mistakes • Ignoring someone who needs help • Breaking promises • Excluding others • Encouraging bad behavior • Giving up quickly • Letting groups change you • Judging someone by looks • Needing to be asked more than once • Creating drama • Abusing your power |
| Cooperation: acting together for a purpose; willingness to help and be a part of a team. | <ul style="list-style-type: none"> • Listening to each other • Giving your best effort • Following instructions, directions, rules • Being open minded • Helping someone who is stuck • Accepting your teammates • Applying ideas • Thinking before you speak • Showing curiosity • Talking something over with your group • Not faking like you are paying attention | <ul style="list-style-type: none"> • Bossing people around • Showing no effort and not caring • Not finishing work • Excluding people, only working with friends • Complaining • Interrupting a speaker • Avoiding tasks • Being too independent • Ganging up on someone in the group • Coming late and unprepared • Thinking too much about your ideas • Arguing in a harmful and mean way |

SAMPLE STUDENT LEADER ACTION LIST



| TRAIT | Actions that make a POSITIVE difference. | | Actions that make a NEGATIVE difference. |
|--|---|---|--|
| Respect for self actions and attitudes showing appreciation & value toward self. | <ul style="list-style-type: none"> Trying something you thought you could not do Eating healthy and exercising Being safe Smiling Changing yourself in positive ways Setting high standards Rewarding yourself | <ul style="list-style-type: none"> Pushing yourself to achieve and working hard Not being too hard on yourself Being who you want to be Trusting yourself more and friends less Staying confident | <ul style="list-style-type: none"> Staying up late so you can't give your full effort Being careless Telling yourself you are not worth it Not sticking to your values Lowering your standards Giving up Slouching |
| Respect for others actions and attitudes showing appreciation & value toward others. | <ul style="list-style-type: none"> Standing up for the kid who gets teased Sitting with someone new at lunch Encouraging people Learning to respect the views of others Being kind even when it is really hard Inviting people to things Apologizing when you are in the | <ul style="list-style-type: none"> wrong Supporting the beliefs and ideas of others Showing an attitude of appreciation Trusting people Calmly disagreeing Showing up to cheer people on | <ul style="list-style-type: none"> Laughing at people Not accepting others for who they are Getting mad and doing things uncalled for Criticizing Alloofness Yelling, bullying, teasing and ignoring |
| Empowering others giving away power; enabling others to lead; building people up; instilling confidence in others. | <ul style="list-style-type: none"> Giving up positions and roles to others Staying calm and positive Sharing experiences with nervousness with someone who is nervous Complimenting others Letting everyone be heard Believing in others Telling a joke that is not at anyone's expense Giving advice and helping someone achieve a goal Jumping out of your shell and helping others to do this too Organizing clubs for other people A simple smile Being polite and introducing yourself Noticing the good that people do and telling them about it | <ul style="list-style-type: none"> Making people feel important Making someone the leader of the pack Saying helpful things Comforting others Explaining to others how good being a leader can be Bribery (but in a good way) Backing up and giving the spotlight to someone else Making people feel needed Helping someone persevere Giving someone a thumbs up Just taking a piece of the conversation Changing your perspective about people | <ul style="list-style-type: none"> Using put downs for humor Correcting people in a mean way Not showing people how to work through a problem Blaming people when things don't go right Not believing others Leaving people to handle their own problems Avoiding others different from you Not letting someone be a part of the group Making people feel bad and eliminating their self-confidence Having an "all about me" attitude Using mean words, looks or actions Only planning activities you like Not intervening in negative situations |



LEADERSHIP TRIANGLE

FOCUS

To provide a framework for evaluation regarding student learning.

LESSON COMPONENTS

Reflection | Written essay | Personal sharing

MATERIALS

Student handouts:
Leadership Triangle Guide

PROCESS

NOTE: This lesson as outlined can serve as a formal assessment through a five-paragraph writing assignment. As an informal assessment it could be presented without the writing assignment, substituting small group discussion for reflection.

1. Distribute the handout **Leadership Triangle Guide**. Ask students to think about the questions that describe each part of the triangle. Encourage them to write down a few self-reflection notes on their My Leadership Triangle handout.
2. Assign a five-paragraph essay to include:
 - a. Introduction discussing what they thought leadership class would be
 - b. Reflection on "Know Yourself"
 - c. Reflection on "Know Your School"
 - d. Reflection on "Know Leadership"
 - e. Conclusion discussing benefits of the class or growth areas needed for remainder of the term.
3. Have students re-read their essays silently and underline one key reflection in each paragraph. Divide class into groups of 3-5 to share and discuss their reflections.
4. As a class or in groups of 3-5, debrief with the questions below.

Option: Students could present their learning in alternate forms. Examples might include art collage, public presentation or artifacts.

DEBRIEF

- Did you learn more about yourself, your school or leadership during this class?
- What commonalities did you have with other people in the classroom?
- What is something that stood out as unique learning just for you after listing to the reflections of others?
- Identify goals for improvement in each area of the Leadership Triangle
- What learning are you most proud of?
- Were your learning experiences enjoyable or were some uncomfortable or challenging? Explain.

LEADERSHIP TRIANGLE GUIDE



Know Yourself:

How do you react to stress when things are not going as planned?
How do you react to enjoyment when things are going well?
What is your natural leadership style?
What three words best describe you?
How do you react when there is a conflict?
How well do you take care of your self-care needs?
How do you deal with criticism and praise?
On a scale of 1-10, how many positive risks did you take?
How well do you listen to others? To yourself?

Know Your School:

What three words best describe your school?
What is something that makes you proud of your school?
What is something your school could do to improve?
What does your school look like, feel like and sound like?
Describe the different social groups that make up your school?
How connected are each of these social groups to your school?
Can you describe five examples of people feeling like they belong at school?
Can you describe five examples of people taking pride in our school?
Can you describe five examples of people feeling like they don't belong at our school?

Know Leadership:

What do you know about conducting effective meetings?
What are the steps in planning a project?
What needs do all people have when in a group?
What strategies promote respect and acceptance of others?
How do you honor differences?
What have you learned about delegation?
What does it mean to respect established procedures and the chain of command?
What is the key ingredient to effective communication?