

SKILLS FRAMEWORKS

For Legendary Leaders

 **PASSION** FOR **LEADERSHIP**
"REDEFINING STUDENT LEADERSHIP"

A Guide to Leading Others While
Fulfilling Your Passion and Theirs!

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HOW TO USE THIS TOOL...

This is your back pocket guide to...

- Leading teams in your school
- Coaching others towards their passion
- Creating and facilitating workshops/events
- Taking action on your own passion/projects

Framework: A list of skill elements intended to help you remember the general rules of a certain skill.

ICEBREAKERS

Small Group (5-15)

Name: Ex. Fortune Cookie

Notes: circle up and have each person say 1 word until you have created a 5-7 word fortune cookie phrase. When it feels just right everyone say ahhhhhh!

Large Group (16+)

Name: Ex. 10's - Count to 10 as a group without speaking over each other.

Notes: emphasize listening skills

Energizer

Name: Ex. High 5 - A - Thon

Notes: must high 5 as many people as possible in 1 minute...play music!

Reflective

Name: Ex. Roses & Thorns

Notes: allow students 1 minute to think before beginning

ICEBREAKERS

Research, List and Practice your go to icebreakers for the following situations...

Small Group (5-15)

Name:

Notes:

Large Group (16+)

Name:

Notes:

Energizer

Name:

Notes:

Reflective

Name:

Notes:

HOW TO RUN A MEETING

There are three main types of experiences you will have to lead.

Meetings

Good for planning and getting work done. Examples of this are DT with Club meetings, orientations and any committee meetings.

Workshops

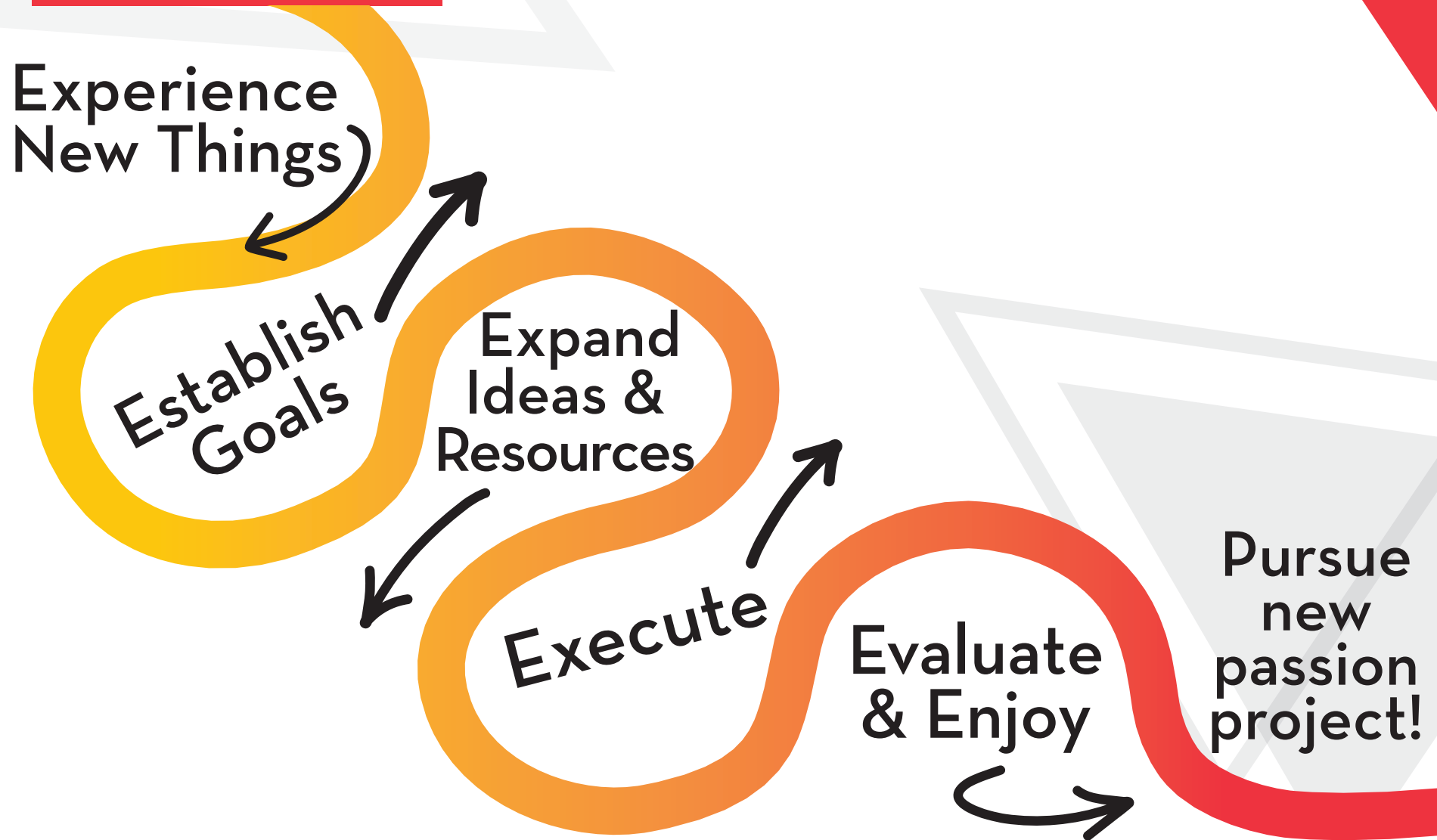
Good for learning and practicing new skills or ideas. Examples: trainings, or classes

Circles

Good for reflection on what has happened and how to make it better.

1. **Icebreaker**
2. **Updates/Announcements**
3. **Activity-** the intentional learning or action based activity during meeting
4. **Shoutouts**
5. **Ritual-** collective moment of touch, voice and movement

5E'S TO PURSUING PASSION PROJECTS



5E'S EXPLAINED

EXPERIENCE NEW THINGS

Exposure is the birthplace of possibility. How can you know what you want if you aren't willing to see as much as you can? It's important that you seek new experiences and learn new things for the sake of just saying you did it. This way you'll know if you like it or not. Take the time to explore who you are, what you care about, your passions and purpose. Get inspired by the world around you! Before you turn your passions into reality you must know yourself and your world better than ever before.

ESTABLISH GOALS

As you are exposing yourself to different experiences, places, people, clubs, jobs and organizations and educate yourself further on your developing interests you need to distill what you've learned and use those insights to set a clear vision for how you want to impact people and the world around you. What problems do you want to solve? What do you want to create that doesn't exist? What's the difference that you want to make?

EXPAND IDEAS & RESOURCES

Now you know who you are and what you want to do. You have also identified the project you want to take on to get closer to your passions. Now it's time to figure out what steps to take in order to build your passion project. Explore and expand on your ideas for impact. Build a team, set a strategy, make plans, identify resources and prepare to bring your vision to life.

EXECUTE

Get it done by putting the plan in action. Do the work one step at a time. Make your passions come to life in spite of doubt, fear, setbacks and uncertainty that are surely to come. Can you adjust if things change? Are you committed or attached to a certain outcome? Just get the job done.

EVALUATE & ENJOY

You've done it! You have realized your vision, executed your passion project, made your what started in your mind real! Now, celebrate and reflect on what you did. What did you learn about who you are and what you're capable of? What did you learn about the world in the way it works? How could what you created be ever better next time? It's important to celebrate your successes and the successes of your team! So you better do it BIG!

DESIGNING WITH INTENT (WORKSHOPS/EVENTS)

INTENDED OUTCOMES

What is the purpose of this activity?

USE POST ITS

- IDEA #1
- IDEA #2
- IDEA #3
- IDEA #4
- IDEA #5

ACTIVITIES

How will you teach it to them?

USE POST ITS

- IDEA #1
- IDEA #2
- IDEA #3
- IDEA #4
- IDEA #5

OUTPUTS

What tangible artifacts will they leave with?

USE POST ITS

- IDEA #1
- IDEA #2
- IDEA #3
- IDEA #4
- IDEA #5

MEASURING OUTCOMES

How will you measure success?

USE POST ITS

- IDEA #1
- IDEA #2
- IDEA #3
- IDEA #4
- IDEA #5

IMPACT

What resulted? On your team? In your school community?

USE POST ITS

- IDEA #1
- IDEA #2
- IDEA #3
- IDEA #4
- IDEA #5

DESIGNING WITH INTENT (WORKSHOPS/EVENTS)

INTENDED
OUTCOMES

What is the
purpose of this
activity?

ACTIVITIES

How will you
teach it to them?

OUTPUTS

What tangible
artifacts will
they leave with?

MEASURING
OUTCOMES

How will you
measure
success?

IMPACT

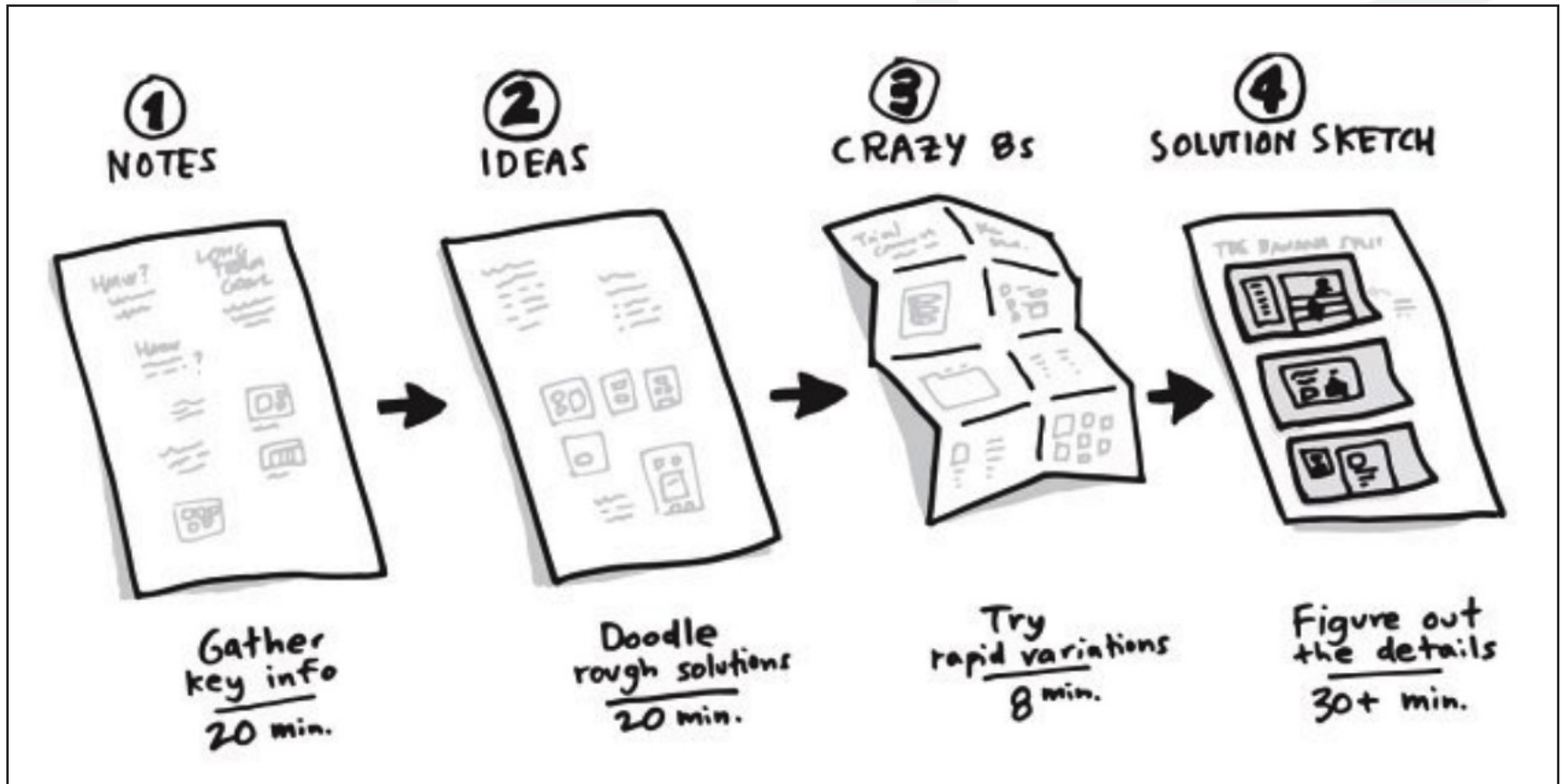
What resulted? On
your team? In your
school community?

IDEA BRAINSTORM

CREATIVE PROJECTS

1. Determine Themes/Driving Question of what is being created!
2. Split into 3-5 teams. This activity can be completed by every member in the group if you have time or you can complete it as a group to move faster.
3. Crazy 4's or 8's - Model on next page.
4. Everyone in each group shares their top idea. Vote on 1
5. Add the best of others to the selected 1.

SAMPLE FLOW FOR CRAZY 4'S OR 8'S



THE PROJECT PROPOSAL

EVERY PROJECT PROPOSAL SHOULD HAVE THE FOLLOWING PARTS:

- What am I/We proposing?
- Why is this important or needed?
- Who is being impacted or benefited because of this happening?
- What is the plan/agenda? Date, Time, Location, Support Needed, Potential Challenges
- What do we need from the person's hearing the proposal?
- What is the lasting impact that it could have on our school?

SAMPLE PROPOSAL

NO COMMUNITY STANDS ALONE:

What Am I Proposing?

N.C.S.A. is a campaign to reach out to students and make them aware of the services and programs we have at BCA to help with any mental health issues or conflicts.

Why Is It Important?

It is very important to provide a safe space in our school and make it known that we are here to listen and support anyone. Having someone to go to about confidential issues is necessary and students may not know when or where to go. So, N.C.S.A. is here to spread the word and increase students knowledge about the opportunities they have.

How Are We Going To Do It? What Do We Need From You?

This awesomeness fair will be going on for a week in our school and it will be happening in the month of May with the support of guidance counselors in our school to be available and reach out for any students in need of help and for Mr. White to let this happen and for some dream team members to be available to give out promotions throughout the week. (i.e. stickers, announcements, & hanging up posters).

What Is The Outcome?

This project will leave our school with a lasting message of acceptance and open ears that are hearing their voices and making our school ultimately safer and more of an open community.

THE PROJECT PITCH

EVERY PROJECT PITCH SHOULD HAVE THE FOLLOWING PARTS:

- Overview
- Goals/Purpose
- Plan/Challenges
- Budget
- Recommendations

POST PITCH, ADD:

- Team Responsibilities
- Resources/Materials Needed

SAMPLE PROJECT PITCH SLIDES



Budget

Pom-poms - 100 pompoms, will work with Ms. Sims

Snacks - \$100 snacks for the week

Speaker fees - TBD

Gender flags - 100 gender flags for \$90

Gender pronouns stickers - 400 stickers \$100 or sticker labels \$30

24 T-shirts for Student Government/Stripes of Love - \$175

What can the school support?

General Schedule

February 12th - 15th

Monday 2/12 - Intro to the Week and Motivational Speaker Shantae J. Edwards in Auditorium

Tuesday 2/13 - Identity/Homophobia Workshops by Project Reach (select classes)/ Harassment/Consent/LGBTQ+ Student/Staff Experience Panel - Rm 106 - 5th, 6th and 7th Period

Wednesday 2/14 - Student Government Workshop with 7 Seas Classes - Rm. 106, Library, Science Lab - 6th Period

Thursday 2/15 - Parade - End of 6th
Art Gay-lery - Lunch Periods/After School Rm. 106

Potential Challenges

- Not everyone would be able to be comfortable with their sexuality, this could give them a chance to be comfortable and express themselves freely.
- People who are unaware of the LGBTQ+ community and are not really fond of them will be able to get educated and possibly change their mindset.
- Parents and students who don't want to participate in the workshops.
- Lack of support from peers
- Working out the student schedule for workshop attendance

Program Goals

Goals:

- Educate students on the LGBTQ+ community
- Provide a comfortable environment and freedom of expression for students to get a better understanding of sexuality and gender orientation.
- Promote, educate and celebrate awareness through workshops, showcases, speakers, panels and a parade.
- Stripes Of Love plans to continue to do things throughout the year to spread awareness and knowledge.

Recommendations/Notes

We will take any questions/feedback now!

- Recommendation 1 - Connect with other student councils/LGBTQ+ Groups
- Recommendation 2 - Create calendar for each individual day plan
- Recommendation 3 - Sign up for workshop and classes to not push onto students
- Recommendation 4 - Present to staff
- Recommendation 5 - Reading Resources

TO DO LIST

EVERY TO DO LIST SHOULD CONTAIN THE FOLLOWING PARTS:

- Amount of time until event or goal
- Tasks
- Who/m is assigned to complete the task
- Date of when task will be completed


TO DO LIST

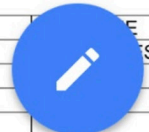
aka THE WORK

aka GET STUFF DONE

aka CHECKLIST

aka ACCOUNTABILITIES LIST

Programming/Event Checklist			
			
Name of Event: Fashion Show Committee:			
Student Government			
Date: 6/8/2018			
Location: Auditorium		Time: 4th- 6th	
Period			
Date Contract Received:			
✓	Task	Assigned to:	To be completed by:
General Logistics			
<input type="checkbox"/>	Have we received an official approval from Mr. White		DONE
<input type="checkbox"/>	Check with school calendar for availability of dates		DONE
<input type="checkbox"/>	Contact outside performer and offer fee: Date/time of conversation		DONE
<input type="checkbox"/>	Reserve facility/space needed for events		DONE
<input type="checkbox"/>	Evaluate space for decorations possibilities		DONE
<input type="checkbox"/>	Arrange production if needed - What are your tech needs? Screen, Projector, Lights, Videos, Computer, Music Speak to Mejia, Lamarr or G/Jay		DONE
One Week Before Event			
<input type="checkbox"/>	Flier/Needs	Jaelle	DONE
<input type="checkbox"/>	May 31, June 4, 5, and 6th	Group	DONE
<input type="checkbox"/>	June 6th - Teacher practice over lunch	Jaelle	DONE
<input type="checkbox"/>	Dances/Playlist	Fiona	DONE
<input type="checkbox"/>	Check with Mejia/J/G for sound and DJ booth	Lamarr	DONE
<input type="checkbox"/>	Reserve room on first floor for makeup and changing	White	DONE
<input type="checkbox"/>	Buy remaining clothes Tuesday	Group	DONE
<input type="checkbox"/>	Pick Goodbye songs for Sims and Sims - Certificates	Fiona/Jaelle	DONE
<input type="checkbox"/>	Check on Tux rentals	Lamarr	DONE
<input type="checkbox"/>	Photobooth - Can Ms. Salazar help with this?	Yaz/Ashten	NO
<input type="checkbox"/>	Volunteers - Running back of house - Amada/Natalie/Aminata/ Patricia		DONE
<input type="checkbox"/>	Make Up - Eli Ramirez and Host - Zhylana Ortiz	Jaelle	DONE
<input type="checkbox"/>	Gift bags for models/performers - Candy/thank you's/Glasses	Lamarr	IN PROCESS
<input type="checkbox"/>	Photo club - need to keep their phones - Briana, Evelyn, Lizbeth, Beky,	jaelle	DONE
<input type="checkbox"/>	19 Models Esti, Fiona, Ashten, Jaelle, Yazmeily, Henry, Darnae, Henisis, Clarence, Briana, Alec, Neilon Ashley, Tully, Prock, Mejia, Sarno,H, Asemota	JUST FYI	
<input type="checkbox"/>	Order Smoke machines	Lamarr	could not find
<input type="checkbox"/>	Giveaways - Sunglasses	Lamarr	DONE
<input type="checkbox"/>	talk to Zhylana about hosting		IN PROCESS
<input type="checkbox"/>	list of students who will miss class/and keep their phones		IN PROCESS
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			



MAKE IT HAPPEN

Resources to help you move forward!

RESOURCES TO MAKE IT HAPPEN

MARKETING

postermymwall.com
canva.com
stickermule.com
wackybuttons.com
vistaprint.com
ooshirts.com

BUILDING WEBSITES

godaddy.com
splashthat.com
wordpress.com
squarespace.com

PUBLISHING/ MUSIC

lulu.com
createspace.com
soundcloud.com

VIDEO/ EDITING

TikTok (app)
InShot (app)
vimeo.com
youtube.com

SALES/ FUNDRAISING

Cash App
square card reader
paypal card reader
venmo - cash exchange
gofundme.com
kickstarter.com

COLD EMAILS / CALLS

(Reaching out to people you don't know!)

SAMPLE EMAIL

COLD EMAILS SHOULD CONTAIN THE FOLLOWING:

- Establish rapport
- Make them feel special!
- Inspire them!
- Make the Ask!

Dear Denice Frohman,

We are the Student Government from Bronx Collegiate Academy and we are planning to do a week long project to raise awareness for LGBTQ/Sexuality and gender issues. Our purpose for this awareness is to have our fellow students be enlightened about their sexuality and who to go to in order to feel safe in discussing these important special ideas.

Being that you are a stand poet, we figured that it would be beneficial to our school community if you were to attend sometime during the week of January 9th - 12th and share one of your poems with us.

We would very much appreciate if you will get back to us at your earliest convenience with your availability. One of the questions we have it, do you normally have a fee and if so, how much would it be? Thank you for your time and consideration!

Sincerely,

The BCA Student Government





DONATION / SPONSORSHIP & MEDIA RELATIONS

SAMPLE DONATION LETTER

DONATION LETTERS SHOULD ALWAYS HAVE THESE PARTS:

- Who you are
- What you need
- Why you need it
- How they will benefit from helping?
- Gratitude

If someone says no you must move on to the next person!



February 20, 2020

_____ partners with Juan Rodrigues Cabrillo High School and The Greener Good Farmer's Market to host a Health Fair following Cabrillo's Fun Run on **Saturday, May 9, 2020 from 9am-1pm** in Admiral Kidd Park across the street from Cabrillo. The event is supported by the Long Beach Neighborhood Foundation and 7th District Council.

_____ is a non-profit founded in 2019 by Dr. Mehmet Oz and his wife, Lisa, which implements an innovative in-school modeling inspiring teens to make healthier choices for themselves and other families. This 2020-2021 academic year, there are HealthCorps programs in 66 high schools in 14 states and the District of Colombia. The California Endowment funds Cabrillo's HealthCorps Coordinator to promote lifestyle wellness and advocate for a healthier environment both on campus and in the community.

The goals of the Health Fair event are to:

- Develop high school student leaders to plan and manage the event.
- Promote healthier behaviors to students, staff and families.
- Provide resources and health services available through local organizations.

We would like to invite you to participate by making a product or service donation to make this event a success. This is a wonderful opportunity for your organization to market products and services that encourage the community to access care and adopt healthier behaviors. We're in need of:

- Breakfast for volunteers and booth vendors.
- Lunch for volunteers, booth vendors and all attendees.
- Beverages for volunteers, booth vendors and all attendees.
- Office and party supplies for event design and organization.
- Gift items to raffle off serving as incentives for donations to participate.

We are expecting 700+ attendees including students and staff with their families as well as community members from the Long Beach area. This event will be marketed in a variety of ways including flyers, press release, social media and various websites. HealthCorps, Cabrillo High School, The Greener Good and Long Beach Neighborhood Foundation have popular Facebook pages to promote the event. Your company will be recognized in the event program if you choose to participate in this great cause.

Please join us in our efforts to promote awareness and engage in action. We would like to keep in contact with you the upcoming weeks and discuss ways in which we can collaborate to make this event a success.

HOW TO WRITE A PRESS RELEASE

EVERY PRESS RELEASE SHOULD CONTAIN:

- For Immediate Release
- Main Heading
- Summary of Event/Project
- Contact Info for follow up

SAMPLE PRESS RELEASE

Bronx Collegiate Academy
240 East 172nd St.
888-888-8888
lamarr.womble@thefutureproject.org

For Immediate Release

Bronx Collegiate Academy Gives Back to Change Lives

Bronx, NY: Bronx students supporting one life at a time. Bronx Collegiate Academy students ran a student led and student executed school project to help the victims of the Puerto Rico hurricane. Over the last month and a half, students at BCA have collected food, batteries, water and other items that are in need for the relief efforts. The project was sparked by a 5th period psychology class that was tasked to create a project to give back to the community by their teacher. Students held a bake sale with the money raised to be used to create specific care packages for teachers/staff that have family effected. 3 months after the disaster Puerto Rico is still in need and these students have been working hard to support this cause while gaining valuable leadership skills to help change the lives of others for the better.

On Friday, December 8th at 8:30am, BCA students will be getting all of the items donated picked up by Pastor Ramon Concepcion of Agape Church, who is organizing a group of volunteers to take our donation along with a large donation from their church community they have collected directly to Puerto Rico after the new year. The most valuable part of this could be sending some of the BCA student leaders down with the donations to support this effort first hand. That is the next step as we close out the project.

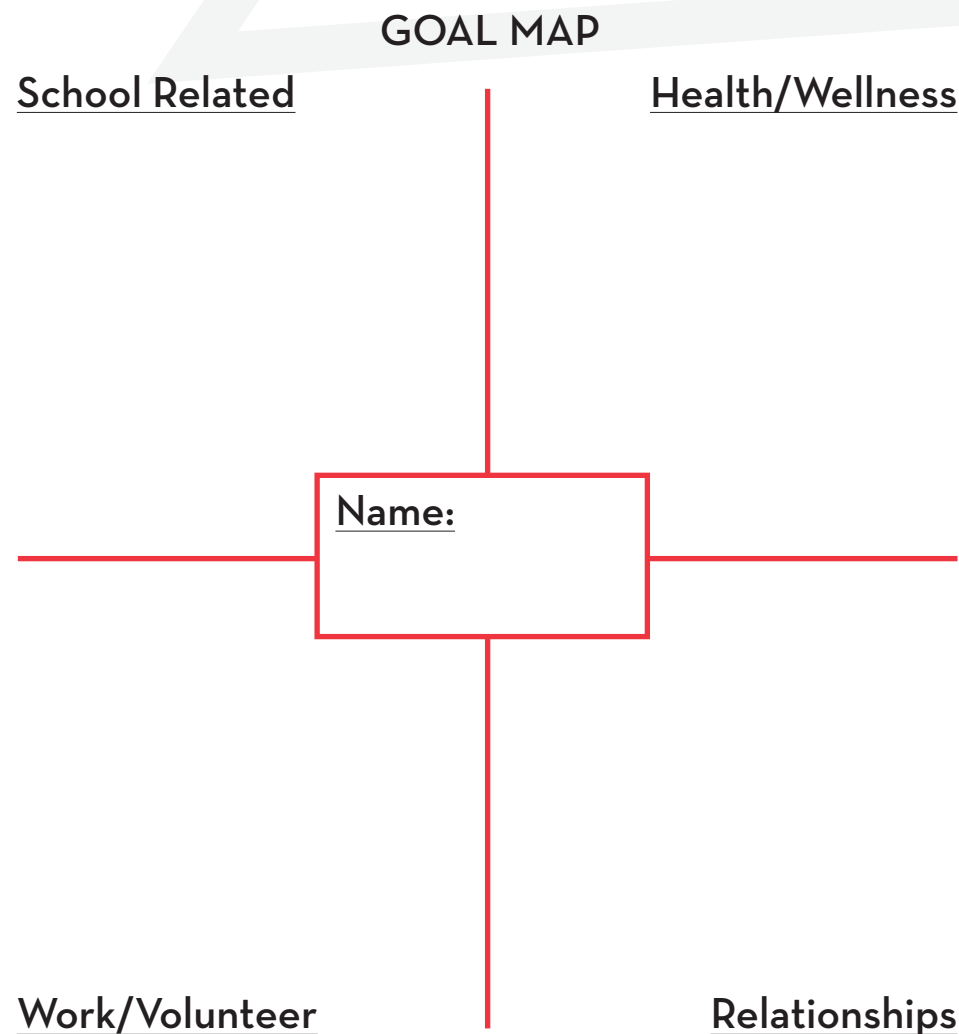
About BCA: We are a small high school in the Taft Educational Complex, comitted to preparing students for the rigor of college and becoming emerging community leaders. Though our mantra, “Believe, Conquer, Achieve”, we work closely with students to help them reach their goals and find success both in high school and beyond.

GOAL MAPS & COACHING

The Goal Map for Coaching

HOW TO USE:

1. Coachee puts their name in the middle.
2. Have them spend 10 minutes adding 3-5 goals in each section.
3. Then have 3 ten second elimination rounds to have them narrow down to their top 3 goals.
4. Use the remaining goal/s as the starting point for their coaching session.



School Related

Health/Wellness

Name:

Work/Volunteer

Relationships

COACHING

4 COACHING QUESTIONS:

1. Inquiry

What do you want to do?

2. Reflection

Why do you want to do it? What's the purpose?

3. Discussion

How do you want to do it? What are the steps?

4. Request

Actions/commitments your coachee agreed to complete at the coaches request towards their goals with a date of completion

MANAGING DISAGREEMENTS, CONFLICTS, DECISIONS AND NEGOTIATIONS

WHO DO YOU WANT TO BE?

EMPATHETIC:

To feel and understand another person's wants, needs and experiences

EGOCENTRIC:

Thinking only of oneself, without regard for the feelings or desires or others; self concerned

OTHERS CENTERED:

Understanding that your job is to serve and ensure that those who followed you feel supported and taken care of. Furthermore, you are ensuring they have everything they need to be successful.

EMPATHY

SOUNDS LIKE...

Responding with,

- “Yes,” and not “Yes, but”
- “I could have changed how I...”
- “Ok, I hear you.”
- “How can I see it from your perspective?”

THINKS LIKE...

Leading with,

- This and That, not This or That
- Their success is not your loss
- Platinum Rule- treat people how they asked to be treated.
- Golden Rule- treat people how you want to be treated.

5 QUESTIONS TO ASK

IN DECISIONS/NEGOTIATIONS:

(Because sometimes, you just have to choose with or without support!)

1. What is the impact on me, the team and the community?
2. What are my values and the values of our team or organization?
3. What does this person or people want/need?
4. How are they feeling really? (Emotionally)
5. How can I share open, honestly and vulnerably that impacts results?

WIN WIN WIN THEORY

	WIN	LOSE
I	✓	
YOU	✓	
THEY	✓	
WE	✓	

	WIN	LOSE
I		✓
YOU		✓
THEY	✓	
WE		✓

Win, Win, Win
Theory for Decisions
& Negotiating

	WIN	LOSE
I	✓	
YOU		✓
THEY	✓	
WE		✓

	WIN	LOSE
I		✓
YOU	✓	
THEY		✓
WE		✓

WORKBOOK/FLASHCARD ACTIVITIES

Around the World with Skill Elements: Individual

One student stands next to another student and the teacher holds up a Skill or Skill Element flashcard. The first student to correctly identify what skill element belongs to the correct skill moves on until they lose. Whoever beats that student now moves on until they lose. Continue until the whole class has had an opportunity to play. For beginners, let students use the Skills Frameworks Workbook to find answers during each 1 on 1 faceoff. For fun, play for \$1 per correct answer!

Empathy Skill or Execution Skill + Matching: Small Groups

In small groups, have students lay out all of the skills flashcards across the top of the table, take the remaining skill element flashcards and spread them mixed together on the surface below the row of skills flashcards. Give groups 5 minutes to match as many skill elements flashcards to skill flashcards as they can by placing them below the skill flashcard it belongs to.

In order to win, groups must correctly identify the skill as an empathy skill or execution skill and correctly match the most skill elements flashcards to the skill flashcards in the time given. This is a race! This game can also happen in rounds per individual skill. Every correct answer is worth 1 point.

Skill Implementation Practice Rotation: Small or Large Groups

This activity is really good for a student retreat or project work day. Each skill in the Skills Frameworks is intended to walk students through the steps of creating a passion project. Beginning with Designing with Intent all the way to Donations and Sponsorship Letters. For every skill that is pertinent to the project you are building assign a group of students based on their interest in that skill to begin practicing creating their own individual version of the skill they chose to work on or as a group begin creating the version of the skill that you will actually use in executing on the project.

P4L'S PASSION PLEDGE

I pledge from this day forward that I will live life to the fullest, treat people with respect, take advantage of all of my opportunities, make it my mission to find my passion, keep it real and know my next steps to accomplish my goals and live my dreams.

Signature

Date

 **PASSION** FOR **LEADERSHIP**
"REDEFINING STUDENT LEADERSHIP"

