



STUDENTS TAKING OWNERSHIP | SCHOOLS BEING CHANGED

LEADERSHIP CURRICULUM



Let It Move, Inc. 2018

CONTENTS

Objectives	3
Mission	4
 PART 1: Self-Assessment.....	 7
Session 1: Personality Assessment.....	9
Session 2: Skills Assessment	16
Session 3: Mission Statements	19
 PART 2: Leadership Training.....	 21
Session 4: Leadership Intro	23
Session 5: Leadership Skills	25
Session 6: Case Studies	29
 PART 3: Feedback Systems.....	 33
Session 7: Feedback Systems Intro	35
Session 8: Build Your Feedback System	37
Evaluation Form	41

OBJECTIVES

Own It curriculum enables teachers to provide leadership instruction so that students will:

COMMUNICATION

Student communicates effectively in small and large groups.

Student gives and receives proper peer feedback.

Student practices compassion and empathy with others.

DECISION MAKING

Student demonstrates the ability to set, work on and evaluate progress towards goals.

Student employs ethical decision-making practices.

Student recognizes the impact of individual decisions on the group.

GROUP PROCESS

Student demonstrates an understanding of group dynamics.

Student understands and uses problem solving and conflict resolution strategies appropriate for the group.

Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.

LEADERSHIP

Student identifies and exercises traits of a good leader.

Student identifies leadership styles and evaluates their effectiveness.

Student practices conflict/resolution.

ORGANIZATION & MANAGERIAL SKILLS

Student uses self-organization strategies.

Student practices effective conflict resolution.

Student uses effective meeting skills.

CITIZENSHIP

Student accepts personal responsibility for personal actions and acts in an ethical manner.

Student demonstrates an understanding of community diversity and the individual rights of others.

AREAS OF FOCUS

Intrapersonal

Self-Awareness

Planning

Time Management

Goal Setting

Observation

Evaluation

Decision Making

Problem Solving

Interpersonal

Group Dynamic

Communication

Citizenship

Conflict Resolution

Leadership

MISSION

“The Own It Movement provides character and leadership development to empower students to take ownership of who they are, what they want, and what holds them back.”

OWN IT
— WYDAW YW —

INTRO

As an author and national motivational youth speaker, I see the importance and impact of leadership. Speaking to students around the country, I believe that what matters most in creating successful schools is empowering student leaders. Own It curriculum puts the power and ownership of creating positive relationships into students' hands. When students take ownership, schools change.

I believe leadership is not a position, age, gender, ethnicity, IQ score, or athletic ability. It's a choice. It's the choice to influence a person or group of people towards a specific positive outcome. It's a relationship in which you are guiding people towards a positive purpose.

Think of your favorite coach or teacher. They are your favorite, because they are leaders. They choose to help you get to a better place by not only their intellect, but by their relationship with you. Leaders change our lives, because of their wisdom, skills, and heart. They inspire us to be more. We need more leaders like that.

Own It curriculum focuses on three parts: self-assessment, leadership training, and feedback systems. Students explore personality tests, mission statements, relational energizers, and enlightening activities to strengthen the individual student, collective club, and, ultimately, the entire school.

Feel free to adjust the curriculum as you see best fits your group. Just include the adjustments you've made in the end curriculum evaluation.

Make it fun, make it yours, and make it count! Own It!



Brandon Lee White
Owner
Let It Move, Inc.

PART 1: SELF-ASSESSMENT



SESSION 1 (45-60 Minutes) You can split this session into two sessions.

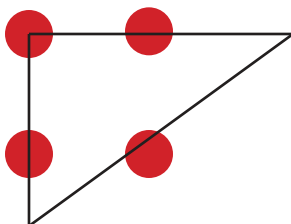
Self-Assessment

In college, I earned a Master's in Business, but I also earned a major in Psychology. Honestly, I think psychology is my favorite. Behavioral psychology, specifically, is so interesting to me, because it focuses on why we act the way we act. And, it helps you understand why people act the way they act, why they can make you mad, or why you might not get along with them. This section helps you explore your own personality.

Understanding your personality helps you:

1. understand strengths and weaknesses
2. understand areas of responsibilities you thrive in the most
3. understand why you struggle or have conflict in certain areas
4. understand and discover passions and interest

Activity: Connect the Dots (5 Minutes)



Have students connect all four dots, starting and stopping on the same dot, using three connected lines without picking up their pen. You can have them do it at their desk or on the board. Note: Above is the answer. Omit this page from their copy, or do the activity first before opening up this page. The point is that we have to think outside of our “box” and relate to other people.

Activity: Last Name (5 Minutes)

Ask students the question, “What’s the most common last name?” Most students will say, “Smith.” The answer is “Chang,” because the asian population is largest in the world; therefore, since their most common last name is Chang, Change is the most common last name. If you live in the U.S.A. you probably think Smith, because you’re thinking inside your box.

There are many personality tests you can take such as Meyers-Briggs and DISC. Below, is a simplified Own It personality test that offers a general understanding of your interests, strengths, weaknesses, and opportunities. This can help you become a more effective leader by helping you get outside of your “box” and relate to others.



Own It Personality Test (5-10 Minutes)

INSTRUCTIONS:

- This is a self-assessment test to be taken individually.
- No one has to share his/her results; however, it's encouraged.

Step 1: Rank the personalities in order 1-4, with 1 being what you associate with the most and 4 being what you associate with the least. Circle 3 strengths that you associate with the most.

_____ The "Strong-Willed"

- Gets things done, wants to give his/her best, and loves accomplishing goals.
- Strengths: Efficient, Effective, Competitive, Disciplined

_____ The "Woohoo!"

- Enjoys having fun as a group, engaging others, and making sure work is fun.
- Strengths: Sociable, Engaging, Positive, Energetic, Fun

_____ The "Is Everyone OK?"

- Cares about others' well-being, making sure the group is ok, and resolving conflict.
- Strengths: Listening, Encouraging, Empathizing, Loyal

_____ The "Deep Thinker"

- Enjoys understanding the big picture, being creative, and reflecting on deeper issues.
- Strengths: Reflective, Creative, Analytical, Logical, Problem-Solving

Step 2: Rank your personalities in order starting with the one you associate with the most. To the right of each personality, list your three strengths from the previous page.

1. _____: _____, _____, _____

2. _____: _____, _____, _____

3. _____: _____, _____, _____

4. _____: _____, _____, _____

Activity: Guess Your Teacher's Personality (2 Minutes)

The STUCO teacher or Own It leader is to decide the order of his/her own personality. For example, it may be 4.) Deep Thinker, 1.) Strong-Willed, 2.) Woohoo!, and 3.) Is Everyone OK?

The first student to raise his/her hand and guess the correct order wins. The teacher can tell the students if they got any of them right. For example, "You got the first one right."

Activity: Personality Poll (2 Minutes)

Poll students by asking which is their top personality. See if you have an even mix of top personalities. Discuss what that says about leadership and what that means as a group.

Activity: Personality Poster (15 minutes)

Separate into groups based on top personalities, and have groups create posters that list the strengths and opportunities of their top personality as it relates to leadership. Have each group present and answer any questions.

Activity: Personality Stretches (5-10 Minutes)

It's important for us to know our strengths and weaknesses within our personality. Sometimes, we need to improve our weaknesses, but other times we need to simply accept our weaknesses. Have each group briefly discuss their personality and choose a stretch from the list or create one.

PERSONALITY STRETCHES

STRONG-WILLED PERSON:

1. If you focus too much on achievements, try to focus on your qualities. For example, it's more important to focus on a good work ethic than to focus on exact results.
2. If you have trouble relaxing and enjoying your free time, think of free time as an efficient use of your time, because we need mental rest and enjoyment to recover.
3. If you have a tendency to be too domineering, remember that you will always achieve more and have a greater following if you win "over" people with fairness and respect rather than to simply run "through" people with dominance.

WOOHOO! PERSON:

1. If you find yourself putting off responsibility remember that if you put it off too long it will turn into something worse, which is no fun at all.
2. If you have difficulty being serious or being alone, ask yourself, "What am I afraid of? What do I not like about this? Why?" These type of questions help you discover hidden reasons and learn to overcome them.
3. If you have a tendency to dominate the social setting, remember that if you exclude people they will feel intimidated and not want to contribute.

ARE YOU OK? PERSON:

1. If you find yourself avoiding conflict, remember that covering up conflict creates conflict for later.
2. If you have trouble speaking up, start with someone you trust and practice opening up to him/her first.
3. If you find yourself frustrated by others lack of empathy, try to be empathetic with the fact that some people have different levels of empathy.

THE DEEP THINKER PERSON:

1. If you find yourself over-thinking things, ask yourself, "What can I put into action now that will help me resolve what I'm overthinking?" Sometimes, mental roadblocks require physical action.
2. If you have trouble relating to others, start with someone who is somewhat like you, and push yourself to "be in the moment" rather than "in your head."
3. If you have trouble expressing your thoughts and feelings, write them out or draw them the night before. You can even say them aloud when you're alone. This practice will help in the real situation.

IF SHORT ON TIME, STOP HERE AND START NEXT LESSON ON NEXT PAGE

The Dark Side of Personalities (10 Minutes)

Identify your dark personalities. Respect people's privacy with wanting or not wanting to share. Allow for questions and comments.



THE EXPLODER: Short tempered, easily offended, defensive, lacks self-control and lacks empathy. Explodes when they don't get their way or when they feel disrespected.



THE COMPLAINER: Negative, avoids responsibility, can be lazy, entitled, self-centered. Complains when things get difficult. Can also be a blamer.



THE SCHEMER: Witty, manipulative, dishonest, deceiving. Schemes for their own personal gain at the expense of others. Says one thing but does another. Spreads rumors.



THE PEOPLE-PLEASER: Unhealthy desire to be liked, because they are afraid of being disliked. They will be different things to different people to be liked by everyone, but it usually ends up with people not respecting them and not knowing who they are.



THE BRAGGER: Cares only about their own achievements and good qualities. They are self-absorbed, and they usually have hidden insecurities.



THE DISTANCER: Retreats to their thoughts/feeling and pushes others away. Shuts down and lacks trust.

Avoid "calling out" any of the dark personalities in public, because it will create more defensiveness.

KEEP IN MIND: We're a combination of personality types, which can adjust over time. Be careful not to over-stereotype yourself or others. Plus, be careful not to judge one personality as better than another.



Exploder: They want to feel heard and respected, so give them that. It doesn't mean to have to agree with them or do what they say. When we get angry, the part of our brain that is logical shuts down, so if we ask questions and listen. The brain will have time to reboot.

Key Questions: Ask for specifics. "Give me an example. When did that happen? What exactly did they say or do? What do you want to happen now?" Make them feel understood by clarifying. "I want to understand where you're coming from. Are you saying that...?"

Complainer: They want results, but they usually don't want to help provide them. If they're going to complain make them accountable to be part of the solution.

Key Questions: "I hear that you don't like how this person is doing this. Do you want to come with me to talk with that person so we can figure this out?" "I hear that you don't like how we're doing this. What would you suggest we do differently?"

Schemer: They are flat out sneaky, and they usually put their interests before others. Hold them accountable with a private conversation instead of a public scolding.

Key Questions: Be specific. "I saw that you did/said _____ on this particular day, and I was disappointed because it seems like you were trying to _____, and I don't think of you as that kind of person. Did I misunderstand this?" Even if they lie to you, they will respect you for how you addressed it and might encourage them to change.

People-Pleaser: They want to be liked, they dislike conflict, and they usually lack self-esteem. These people are usually not mean. Although their actions damage relationships, they are also victims of their own doing. Let them know you like them for them and encourage them to be themselves.

Response: "I wanted to talk to you about something, because I'm your friend. I'm worried that you aren't being yourself. I saw you say/do _____ and that doesn't seem like you. I just want you to know that you can always be yourself around me."

Bragger: They want to feel Important. They may or may not know that they're doing it. Respond to them the same way as you would a Schemer. Be careful. Only confront them if it's truly necessary, because it could cause more harm than good. Regardless, always be gentle and respectful.

Distancer: They don't like conflict, which is why they run from it. These people are usually not mean. Although their actions damage relationships, they are also victims of their own doing. Let them know you care and respect their privacy.

Response: "You don't have to talk to me if you don't want to. I'm not trying to force you. I just wanted to let you know that I care, and I don't like to see how this has such a negative effect on you. What did they say/do? What happened? If you don't want to talk, I understand. I just wanted to be here for you..."

Optional Activity: The Personality Skit (5-10 Minutes)

Using the “dark personalities,” assign an actor/actress to each personality so that there are 4 participants total. Have the group think of a setting and conflict.

Example: “The four actors are friends in a fast food restaurant when the following takes place: One actor cuts in line, one actor’s food is cold, one actor spits in another actor’s food, etc. Encourage each actor to emphasize his/her “dark personality.” Have someone, such as the teacher, yell, “Pause!” in the middle of conflict to get crowd reaction as to what can be said or done to help resolve the conflict and to respond to a particular “dark personality.”

Takeaway:

- 1.
- 2.
- 3.



HOMEWORK: Read Chapters 1 & 7 of “*Don’t Be A Lamesauce.*”

