

Leadership Class Curriculum

Life Learning Academy Project-Based Curriculum

Project Title: Leadership Class Curriculum

Project Design Team and/or Instructors: Craig Miller, Mark Phillips,
Rob Simon

Project Background:

Life Learning Academy (LLA) is organized on a self-governance model. Experienced students are selected to serve on the Student Council, the school's disciplinary body. When students break the rules, or behave in ways that run counter to the values of the school (by withdrawing, lashing out verbally, being unsupportive of other students, or bringing gang colors to school), then the students meet with their peers on the council to discuss the issue. Over the course of months (or years) new students slowly begin to see the value in connecting with and building up the school community. They are drawn in, not only because the staff are committed and obviously care about them, but because their peers care and want them to join in making the school a place that can change lives. Students tell stories of their journeys from near total school failure, violence, and apathy to an experience and practice of living in a supportive community which they are responsible for creating and maintaining every day.

LLA's commitment to student governance is demonstrated by the fact that our students are involved in many aspects of school programming, such as designing new curriculum, selecting school uniforms, preparing school meals, providing tutoring and peer counseling, and running Student Council, which plays a critical role in determining school policies and student discipline. The success of this model is evidenced by the fact that we have never had a fight at our school. This is remarkable considering the violent histories of many of our students. Students influence peer behavior, they are held accountable by their peers, and they do not tolerate any form of violence.

Project Overview:

Though the students selected for Student Council have demonstrated individual strengths that make them potential school leaders, a specific Leadership Class is essential to support their own personal growth and leadership development. This course has been designed and implemented through collaboration between Life Learning staff and San Francisco State University Graduate School of Education Professor Mark Phillips. The course curriculum focuses on teenagers and leadership and provides opportunities for students to practice what they have learned. The course has three key components: a series of leadership trainings workshops; weekly student council advising meetings to address internal Life Learning student dynamics; and team building and growth opportunities for students to apply and model their leadership training to youth and groups outside of Life Learning. Through all three components, the students reflect on their personal growth as leaders and their responsibility to the school community.

Objectives:

1. To increase Council members leadership skills enabling them to become effective peer leaders at Life Learning.
2. Students will gain an understanding of how to diffuse charged situations before they get out of control or violent.
3. To increase the sense of community and shared responsibility between members of the Council.
4. To provide students with the encouragement and opportunity to impart their leadership knowledge and skills to other students outside LLA and work with other schools to implement LLA's student governance model.
5. Students will be able to identify and analyze positive leadership skills illustrated in the medium of film.

Selecting and Identifying School Leaders:

New Student Council members are selected at the beginning of each school year. All students must be at LLA for at least one year before they will be considered for Student Council. To be considered for Student Council, students must show a commitment to the school community which is demonstrated by making progress toward changing the behaviors that previously led to school failure. In short, students must be following all school rules, have excellent attendance, and show academic progress. Over the course of the school year the Principal and Vice Principal identify students who have an innate ability to demonstrate personal strength during periods of discomfort or personal challenges. This strength will often be seen in a willingness to work through conflicts with peers, volunteer for school events/activities, work collaboratively with peers on school projects, and develop strong, open lines of communication with the adults at the school. All potential Student Council members meet individually with the Principal and Vice Principal first to assess their own desire to be a council member. Students must voluntarily join Student Council. Any student who expresses that they do not want the added responsibility is not asked to be on council.

Orientation and Training:

Training of new Student Council members occurs in stages. First, after being selected as potential council members students must complete a month-long training period which includes having no disciplinary write ups from staff, perfect attendance, and no uniform violations. Also, as "council members in training" they begin to shadow experienced council members as they conduct the daily student counsel disciplinary sessions and conduct as-needed peer mediation. In addition to the formal training by their peers and staff the new council members must demonstrate that they can be accountable to the expectations and responsibilities of being a role model at school; students who successfully complete the month-long

training period then officially join Student Council. New Student Council members continue to receive more role-play training during weekly advising sessions. Furthermore, the Vice Principal provides ongoing training and feedback to new (and old) council members during the debriefing that occurs after each daily council session.

Roles and Responsibilities:

Student Council Meetings

Student governance at LLA is designed to promote accountability and leadership within the student body and in the community. While the Principal, Headmaster and Dean are primarily responsible for ensuring that parents, students, staff and the community have a voice in the operations of LLA, student leaders, with the guidance and support of LLA staff, are responsible for daily student governance and peer guidance.

Throughout the school day, LLA staff report to the Principal on how students act and behave in their academic and vocational classes. Students who violate school policies and regulations may be “written up”. At the end of each day, these notes are gathered, read, and if deemed necessary by the Principal, are logged into the Student Council binder. This binder is then passed on to the assigned Student Council members for that day. Each afternoon, two Student Council members along with one veteran staff member meet to discuss the students’ infractions.

These meetings, which last 5-20 minutes, are designed to create a space for open dialogue between the council members and the students who have violated LLA rules and/or policies. The council members facilitate this open dialogue and encourage two-way conversation. All students referred to Student Council are invited to openly and frankly discuss their infractions in order to voice their concerns and feelings. Council members then discuss positive strategies for success with the referred student, while thoroughly explaining why their behavior is unacceptable. It is the goal of Student Council for referred students to better understand the impact and consequences of their behavior and recognize strategies for success.

When the discussion concludes, the Student Council members, with the advice of the staff member, assign a consequence to the student for his or her infraction. Oftentimes students are given a “warning” which is used to encourage positive change. If the referred student’s violation is too serious to warrant a warning, the student is given “contract.” Contract consists of afternoon duties of one hour, managed by LLA staff, that improves the school environment. Examples of contract may include: washing dishes and pots in the school kitchen, vacuuming the classrooms, cleaning bathrooms, or washing windows.

Contract is used by LLA to reinforce the conversations held in Council. Since Life Learning Academy is modeled on the Delancey Street system, one of the core guiding principles of LLA is “Reciprocal Restitution.” Reciprocal Restitution requires that those who break rules must engage in behavior and action that “make good” on their infraction. Additionally, Reciprocal Restitution requires that the larger community accept these actions as “fixing” the problem.

Student Council is designed to help the entire student body become positive members of their community. By supporting students to discuss their concerns and behavior, Student Council encourages students to become part of the governance process. Instead of scolding students for inappropriate behavior, LLA's Student Council system provides an opportunity for students to engage in personal growth. Referral to Student Council, coupled with "contract," completes the circle of LLA's practice of Reciprocal Restitution.

Advising

The entire Student Council meets once a week for Advising which is approximately one hour in length. The purpose of these meetings is two-fold: one, to provide additional training opportunities for new council members; and two, for the students to have an opportunity to discuss confidential internal school issues with the Principal and Vice Principal.

Formal training topics include how to give tours to visitors to Life Learning, role-playing difficult or informative council sessions from the prior week, and practicing presentation skills. (See Appendix A for examples of role-plays used for training new council members.) Topics covered in the training for giving student-led LLA tours include personal introductions and narratives, history of the school, describing LLA classes and rules, facility tour route.

The vast majority of these sessions provide an opportunity for group counseling sessions facilitated by the Principal and Vice Principal. As stated above, the purpose is for the council members to have an open dialogue about the internal issues and potential student conflicts they identify. Furthermore, the council members have an opportunity to hold each other accountable by addressing their actions as council members.

Leaders in Film Class

The Leaders in Film class provides students with the opportunity to reflect on themselves and their lives via characters in films about teenagers. This class is structured like a college seminar. The council members meet for 2-hour workshops after regular school hours where they either view an entire film and then participate in a discussion about the film, or participate in leadership building activities. The initial class sessions introduce students to the topic of leadership. Students are given Leadership Guidelines that outline key qualities of leaders. The students then conduct values-clarification exercises (see Appendix B for lesson plans for these activities).

The class is taught by Professor Mark Phillips from the Education Department at San Francisco State University and Craig Miller, Vice Principal of Life Learning.

The primary objectives of the class include supporting students in learning to recognize leaders on screen, observing how leaders act at home and in public, and talking about how the characters in the films demonstrate leadership. For example, a film used in the course is *Raising Victor Vargas*, the story of a Latino teenager who struggles to assume the responsibilities and the role of the adult in his home. Many of Life Learning's students face similar life circumstances and gain valuable insights about themselves while discussing their reactions to the film's characters. The films thus become a portal for the students to talk openly about the many challenges they face in their lives. Furthermore, cultural diversity reflected in the films exposes the students to the experiences of young people living in different communities but facing similar life demands.

Community Service Project

A key component of Life Learning's mission is to give students an opportunity to "give back" to their community. For example, while at school, returning students mentor new students to help them make the transition to the Life Learning community. Peer academic tutoring occurs on a daily basis after school. In addition, the council members helped design and implement a community service project that reached beyond the school community to serve those families most in need on Treasure Island. As part of the Organic Opportunities program (an LLA project that oversees our mini-organic farm on site, markets its products to TI residents, and provides technical assistance for creating school-based gardens), LLA students reached out and improved the lives of individual Treasure Island residents. LLA secured sponsorships to provide free organic produce boxes for low-income residents through the GlobalGiving website. Over the course of the year, students donated more than 50 boxes of produce to low-income Treasure Island families. This project and our approach to community service is designed to help students to understand how they can be agents of change not only at LLA but also for the larger community.

Boys Challenge Hike

As a team-building component of the leadership curriculum, a group of the council boys were presented with the opportunity to participate in a physical fitness challenge. In the process of training for the final fitness challenge they learned about individual leadership and group cohesion necessary for successful group completion of the event. The students who participated were given the opportunity to develop leadership skills by taking responsibility for aspects of the planning of the challenge event.

For the event, a group of boys trained after school for a fitness challenge hike on the Ohlone Wilderness Trail at Lake Del Valle Regional Park in Northern California. The group camped at the park after the hike and hiked out the next day. Students trained in partners for the three months leading up to the hike. The group had to complete two fitness tests to qualify to go on the trip. The first fitness test was a timed run/walk with backpacks containing around 30 pounds of weight. No one passed this test on the first try, which provided a wake-up call for the students and also 'weeded out' those who were not truly interested in the event.

In the second fitness test, students walked/ran the same route but without weight this time. They were required to finish in less than 30 minutes and all but one student was able to do so. The final student re-took the test the following day and passed. The group was generally excited about it, especially after having failed the first test. The final test again included weighted backpacks and the only rule was that everyone had to pass or no one passed. This was designed to ready the group for the real hike and emphasize the teamwork necessary to hike in the wilderness. The group passed the test, and boys even took turns carrying the pack of the slowest group member.

In preparation for the hike, the group divided into teams to organize the food, the itinerary, the fitness training and the gear. This provided each student with an opportunity to take leadership and be responsible for a critical aspect of the trip.

The trip was a huge success. The hike was more difficult than the teachers had anticipated. The trail was steep, the weather hot, and many students initially doubted their ability to

complete the hike. However, all students successfully completed the challenge, and they were excited about their accomplishment. The students themselves decided to complete the hike as a group; they ceremoniously lined up at the edge of the trailhead and took the final step in unison. They went out to dinner to celebrate when they returned to the city, and the students were publicly honored with a slideshow and certificates at the school's morning meeting the following week. (The Fitness Challenge/Leadership component has been piloted with two groups of students and this curriculum will be included in the Koret July 2007 final report.)

Leaders on the Road – Public Speaking

A key component of developing leadership skills in council members is providing them with public speaking opportunities where they can apply the lessons and ideas discussed in the classroom setting. Throughout the school year council members have numerous opportunities to represent the school in public. For example, each year the Graduate School of Education at San Francisco State University invites Life Learning to participate in a panel discussion for teachers in the credential program on successful alternative education models. Three to four council members are chosen each year to represent the school at this event. On site, all council members are trained to give school tours to visitors to Life Learning Academy.

In 2005, the council decided they wanted to participate in the California Charter Schools Association Annual Conference being held in Pasadena. The theme of the conference was leaders in education reform. In order to participate in this event the council members identified potential funding sources, completed a grant application to the San Francisco organization Youth Funding Youth Ideas (YFYI), and were successful in raising \$1,000 for the trip. This was the first time that any of the students went through the process of submitting a grant proposal. A requirement of the grant process for YFYI was that the grant be completed by the students themselves. As part of the class curriculum, students worked with LLA staff to complete the application. For several weeks students stayed after school to write and edit the proposal, and two group leaders were selected to represent the school for the interview portion of the application process.

Preparing for the trip also included creating and practicing their presentation. The council put together a presentation that included testimony by individual students about their experience at Life Learning and the role that being a member of the Student Council had on their educational experience. In the end, eight students made two presentations at the Charter Association Conference: first to a group of students attending and, second, to an audience of educators from across the state interested in Life Learning's student governance model. Each presentation also included the Student Council members role-playing a student council session. As part of their 3-day trip to Los Angeles the group from Life Learning also visited the Museum of Tolerance.

Conclusion/Accomplishments:

Through this leadership course, students were provided with a wide range of opportunities to practice or apply leadership qualities. These experiences included learning to work cooperatively with each other to successfully address the issues and conflicts among Life Learning students and to step outside the walls of Life

Learning to have an impact on their communities and the institutions they depend on. Based on the success of this curriculum, students have expanded their role at Life Learning to include being part of the interview process for new students. Key components of this curriculum – the fitness challenge and Leaders in Film workshops – are now part of the established curriculum at Life Learning. On an individual level, this range of experiences helped these students to develop key personal attributes that will continue to serve them as they navigate the challenges and opportunities they encounter after graduating from Life Learning.

Appendix A – Student Council Role Plays and Training

Appendix B – Leaders in Film Lesson Plans

Appendix A - Example Student Council Role Play Activities

1. Mike was 6 minutes late to class. When he got there he said, "Are you going to write me up? Because if you are, I'm leaving and going to the bathroom." The teacher said he was going to get a write up because this was the second late day to class this week and the that he could not take a bathroom break. Mike walked off and went to the bathroom and was 10 minutes late to class.
2. Reggie was "sagging" again today. I warned him several time to pull up his pants but he kept sagging.
3. Willie and Sam were wrestling in the boys' locker room today. Many other students stood around watching and enjoying the show. It was rough enough that someone could have gotten hurt. I asked them to stop and they did – but several minutes later I walked by again and they had started it up all over. I asked them to leave the looker room to which Willie said, We ain't doin' nothin'...why you comin' all in here..." I am very tired of his attitude.
4. Angela was rule and disrespectful in biology class today. She was side talking continually while I or other students were speaking to the whole class. I spoke to her at least twice about it. She grumbled and stopped for a minute, but then started right up again. She said I was unfairly picking her out.
5. Tiffany was supposed to be facilitating her group today. Instead she refused to lead her group and doodled on her paper for much of the period. I stopped the entire class, repeated the directions and reminded Tiffany that it is her job to make sure that the entire group always has something to do. During break I met with Tiffany to help her organize her work so she could stay on task. After the break Tiffany kept doodling while the rest of her group did their work. I reminded the group that they get points for talking about math with each other while working. It turns out Tiffany did have the right answers, but they received only 2 out of 4 points because Tiffany was always off task.
6. Valerie is out of control. Every time I turn around she's playing with people in the hallways. Today she was arguing with Jared and Rob over pens and pencils. These arguments continued into the classroom and she was extremely loud. She got a huge attitude when I tried to talk to her about her behavior.
7. Jason was absent from school for two days. These are unexcused absences.
8. Today in P.E. James snatched a tennis racket from Charles' hand. Charles turned to him and said, "punk, give me the racket." James refused and the two of them started trash talking. They were quickly separated before it escalated and Charles was sent back to the school. Gary was very helpful in calming the two of them down.

Appendix B – Leaders in Film Curriculum

Life Learning Academy Project-Based Curriculum

Project Title: Leaders in Film

Project Design Team and/or Instructors: Craig Miller and Mark Phillips

Subject Area(s): Leadership Development

Grade Level(s): 9-12

Project Overview:

The Leaders in Film class provides students with the opportunity to reflect on themselves and their lives via characters in films about teenagers. This class is structured like a college seminar. The council members meet for 2-hour workshops after regular school hours where they either view an entire film and then participate in a discussion about the film, or participate in leadership building activities. The initial class sessions introduce students to the topic of leadership.

The primary objectives of the class include supporting students in learning to recognize leaders on screen, observing how leaders act at home and in public, and talking about how the characters in the films demonstrate leadership. For example, a film used in the course is *Raising Victor Vargas*, the story of a Latino teenager who struggles to assume the responsibilities and the role of the adult in his home. Many of Life Learning's students face similar life circumstances and gain valuable insights about themselves while discussing their reactions to the film's characters. The films thus become a portal for the students to talk openly about the many challenges they face in their lives. Furthermore, cultural diversity reflected in the films exposes the students to the experiences of young people living in different communities but facing similar life demands.

Educational Standards Addressed:

Grades 11 and 12 California English Standards

1. 2.0 Listening and Speaking Strategies

Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

2. 2.0 Speaking Applications (Genres and Their Characteristics)

2.1 a - Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies.

2.1 b – Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.

2.1 c – Maintain a balance between describing the incident and relating it to more general, abstract ideas.

Goals and Rationale:

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Objectives:

1. To increase Council members leadership skills enabling them to become effective peer leaders at Life Learning.
2. Students will gain an understanding of how to diffuse charged situations before they get out of control or violent.
3. To increase the sense of community and shared responsibility between members of the Council.
4. To provide students with the encouragement and opportunity to impart their leadership knowledge and skills to other students outside LLA and work with other schools to implement the LLA's student governance model.
5. Students will be able to identify and analyze positive leadership skills illustrated in the medium of film.

Project Outline/Detailed Description:

Please refer to attached Lesson Outlines.

Key Assignments:

- Introduction to Leadership – Leadership Guidelines
- New Car Role Play
- Fallout Shelter Role Play
- Selected Films on Leadership
- Final Class Field Trip

Assessment Methods and/or Tools:

See Project Outline.

Texts and Supplemental Instructional Materials:**Films used include:**

Coach Carter
Light It Up
Mean Creek
Raising Victor Vargas
Whale Rider
I'm Not Scared
Maria Full of Grace

Lesson # Standard #	Content Outline	Teaching Sequence	Equipment and Materials	Preparation	Assessment
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Leaders in Film Outline

1	Students are introduced to the course format and goals and objectives.	<p>Personal Intros/Ice Breakers (30 min)</p> <p>Review of class objectives (15 min)</p> <p>Excerpts from Coach Carter (15min)</p> <p>Discussion of film (20min)</p> <p>Students given homework assignment – write down some positive experience from the next two weeks related to your personal leadership goals.</p>	<p>DVD “Coach Carter”</p> <p>Video equipment</p>	Prepare videotape with selected scenes or program DVD player for selected scenes.	Student participation in class discussion.
2	Students complete New Car Dilemma role play.	<p>Review homework (15 min)</p> <p>Complete New Car Dilemma (1 hr)</p> <p>Discussion wrap up</p>	Role Play materials	<p>Prepare handouts for role-play</p> <p>Prepare videotape with selected scenes or program DVD player for selected scenes.</p>	Class participation in group activity
3	View excerpt from	Introduction of Leadership Guidelines	DVD “Light it Up”	Prepare	Class participation

Lesson # Standard #	Content Outline	Teaching Sequence	Equipment and Materials	Preparation	Assessment
	the film <i>Light It Up</i> and introduce cognitive map.	(20min) Writing Assignment describing an example of someone (or themselves) who display one of these qualities. (20 min) View excerpts from <i>Light it Up</i> and hold class discussion and writing assignment. (45 min)	Video equipment Handout of Leadership Guidelines	videotape with selected scenes or program DVD player for selected scenes. Prepare handouts	in group activity and writing assignments.
4	View the film <i>Mean Creek</i> . Hold class discussion. Complete scene role-plays	Check in (5 min) View <i>Mean Creek</i> (90 min) Follow up discussion (20 min) Role play activity (10 min)	Video equipment Discussion Questions Handout role-play activity	Videotape with selected scenes or program DVD player for selected scenes. Prepare handouts	Class participation in group activity and writing assignments.
5	<i>I'm Not Scared</i>	Check in (5 min) View <i>I'm Not Scared</i> (101 min) Follow up discussion (20 min)	Video equipment Discussion Questions	DVD player for selected film. Prepare handouts	Class participation in group activity.
6	Students complete	Check in (5 min)	Role play materials	Prepared	Participation in

Lesson # Standard #	Content Outline	Teaching Sequence	Equipment and Materials	Preparation	Assessment
	Fallout Shelter role- play.	Complete Fallout Shelter role-play (1 hr) Revisit Cognitive map. (30 min)	Cognitive map	handouts	role-play activity Follow writing assignments reviewing cognitive map.
7	<i>Whale Rider</i>	Check in (5 min) View <i>Whale Rider</i> (101 min) Follow up discussion (20 min)	Video equipment Discussion Questions	DVD player for selected film. Prepare handouts	Class participation in group activity.
8	<i>Raising Victor Vargas</i>	Check in (5 min) View <i>Raising Victor Vargas</i> (88 min) Follow up discussion (20 min)	Video equipment Discussion Questions	DVD player for selected film. Prepare handouts	Class participation in group activity.
9	<i>Maria Full of Grace</i>	Check in (5 min) View <i>Maria Full of Grace</i> (101 min) Follow up discussion (20 min)	Video equipment Discussion Questions	DVD player for selected film. Prepare handouts	Class participation in group activity.
10	Final Class – Field Trip	For final class students go to a film currently playing at the theater. Students go out for dinner after the film to hold discussion.	Choose appropriate film	Transportation and expenses	Class participation in group activity

Leaders in Film

Workshop #1 – Lesson Outline

1. Personal intros/icebreakers

Memory of your first day at Life Learning
A primary goal for yourself for this year
Your favorite movie of the past year

2. Intro and pep talk from teachers

Preview of class structure

3. Course requirements

Attendance
Participation
Reflective writing
Speaking and presenting opportunities

5. Excerpts from Coach Carter

View the excerpts [list scenes]
Short discussion of what the core values and leadership qualities are of Coach Carter

6. Homework Assignment

1. Describe a goal you've set for yourself for this year based on the qualities of a good leader. This should be about two or three sentences.
2. Describe some positive experience(s) from these few weeks related to reaching your goal.

Leaders in Film

Workshop #2 – Lesson Outline

1. Go over homework.

- Describe a goal you've set for yourself for this year based on the qualities of a good leader. This should be about two or three sentences.
- Describe some positive experience(s) from these few weeks related to reaching your goal.

2. *Introduce New Car Dilemma*

- Assign Groups of 6 (one person will be the facilitator)
- Review guidelines for role play (e.g., stay in character, come to an agreement, follow instructions of facilitator)
- Keep record of how many votes each person received
- Share and report back what the outcome was in each group

4. *Follow up Discussion - Characteristics of effective leaders*

- Students write short description of their experience. Who led the group? Who demonstrated leadership qualities? What were those qualities?
- Discussion on effective cooperative decision making. Explain how effective leaders in groups must also help group come to a decision in which most participants are not displeased with the outcome.
- Have students make connections between role play activity and experiences as council members at school.

The New Car Dilemma Description/Handouts

Life Learning Academy has received the donation of a new car from a former Life Learning student who worked hard and really succeeded financially. She has indicated that the car is to be made available to a student to use for the year instead of the usual school bus. The donor has left it up to the school to decide who gets the car but has suggested that two of the criteria should be seniority and need. The school has narrowed the choice down to five students and has left it up to those students, with the help of the leadership of the student council, to decide amongst themselves.

You are to decide who gets the car for the year. You will be in groups of six. Five of you will receive the assignment of a student to role play. You vary in seniority and in need relative to the distance from school you travel each day to go to and from your afternoon job. One of you will be assigned the role of the student facilitator and given the responsibility of leading the discussion. You have twenty minutes to decide which of you gets to use the new school car.

After the facilitator introduces himself or herself, each of you should then introduce yourselves and make your case for why you think you should get the car. Then the group can discuss this and make a decision.

Graham Waters – You’re a senior and you’ve already spent the last three years traveling all the way to Daly City on two buses for 40 minutes to get to your job at Trader Joe’s and then just as much time to get back home to Potrero Hill. You should get some relief and also some reward for all your years helping this school.

Felipe Medrano – You’re a first year student but you have to take three buses for over an hour and a quarter to get to your job at Domino’s Pizza, all the way across town. Not only that, you have to come to school all the way from Vallejo! You’d even be willing to drive another student who works near Domino’s or to pick someone up on your way to school.

Shaniqua Johnson – You’re a second year student who’s really turned things around for yourself academically. But you can barely get to your job at the library in the Sunset on most days because the bus is so slow and never on time. Getting home also takes a long time because you have to pick up your little sister from day care on the way home. It takes you an hour each way. You rarely have any time left to do your homework.

Anthony Bakhtadze – You’re in your third year and have been one of the school leaders for the past year. You work helping kids at a day care center and although it’s only about a thirty minute trip from school and not much longer to your house, you could also use the car to help take kids to other recreational and educational places and also to pick up things the school needs at local stores.

Tatiana Motene - You're in your first year at LLA, but you think there are good reasons for you to have the car. You recently had hip replacement surgery because your hip was badly injured in an accident. It will take a year to heal and even though it's only a twenty minute bus ride, it's painful for you to walk the twelve long blocks to and from the bus stop near your job at Starbuck's, even using a cane.

Leticia (or Key) Edwards – You're the facilitator of the group and are charged with helping the group reach a decision. Although highly respected by all the students, some have accused you of being too dictatorial and not willing to share decision making with others. You've been trying to be more democratic and responsive to all points of view in your role.

For the Dry-Erased Board

Names	Year at LLA	Time to and from work
Graham	4 th	40 minutes
Felipe	1 st	1 hour and 15 minutes
Shaniqua	2 nd	1 hour
Anthony	3 rd	30 minutes
Tatiana	1 st	20 minutes

Chart of Results for Blackboard

Group	Who Gets the Car	# Satisfied Group Members
<u>1</u>		
<u>2</u>		
<u>3</u>		

Leaders in Film

Workshop #3 – Lesson Outline

1. Check-in

2. Introduction of Leadership Guidelines

- Assign students in small groups to review guidelines
- Have students identify people they know that are good or bad examples of each leadership quality.
- Share student responses and hold class discussion

3. Excerpts from film *Light it Up*

- Introduce the film (Tell students the context of the exchange they will be seeing. Their teacher has been fired after taking students to have class in a local diner because their classroom had no heat. While at the diner a conflict occurs between students and some other kids.)
- View chapters 4, 5, 6 (Students confront the principal regarding his decision to dismiss their teacher.)
- Hold discussion of what the core values and leadership qualities are of the film for each character (use Leadership Guidelines).
- Writing assignment – (What would they have done in that situation? Could the incident be resolved without violence?)

Our Leadership Guidelines

1. Definition of a good leader

Good leaders are able to make sure the goals of the groups are met (**task**) and that the group members feel good about both the outcome and how the decision was made (**maintenance**).

2. The qualities of a good leader

- a) Knows himself/herself (this includes being honest with yourself and not b.s.ing yourself!)
- b) Is a good communicator (writing, speaking and listening)
- c) Has integrity (you can trust her/him)
- d) Is mentally tough (can take criticism without being defensive and can admit mistakes)
- e) Has a code of value that he/she believes in and is able to stick to this code
- f) Places the well being of the group first, above his or her own ego needs

Leaders in Film

Workshop #4 – Lesson Outline

1. Check-in

2. View *Mean Creek*

- Hold follow up discussion
- Discussion question suggestions: (Who were the leaders in the film? What were some turning points in the film when the tragedy could have been prevented? What pressure influence Sam and his brother to seek revenge on George?)

3. *Mean Creek* Role Play

- Break students into groups of three and have them role-play the following scenes based on the film.
 - Scenario 1: Student Council: Hold a Life Learning council with George after beating up Sam on the school yard. (2 council members and George)
 - Scenario 2: The Plan: Insert yourself into the scene where Sam and his brother concoct the plan to get revenge. (Sam, Brother and you)
 - Scenario 3: Conflict on the boat: Role play climactic scene on the boat where George gets pushed in the water. Insert yourself into the scene. (George, Sam's brother, and you)
- Wrap up discussion

Leaders in Film

Workshop #5 – Lesson Outline

1. Check-in

2. View *I'm Not Scared*

- Hold follow up discussion

- Discussion question suggestions:

- *Who were the leaders in the film?*
- *Why is Michele's choice to help Filippo so difficult?*
- *What are the consequences for his actions?*
- *Why did he help Filippo in the end?*
- *What would you have done?*
- *Is Michele's conflict with his family one that is faced by council members also? Explain.*

Leaders in Film Workshop #6 – Lesson Outline

1. Check-in

2. The Fallout Shelter

In this role-play and values clarification exercise the students are given a description of ten students. The students vary in reputations, values, ethnicity, and goals. As a few examples: some have had problems with the law, some have very special skills, some are religious and others not, etc. Six of these ten students are to be selected to go into a small, six person fallout shelter that will save them as the last survivors of this country after a nuclear holocaust. They will then be the founders of a new, post-holocaust U.S.

Each student will make his or her list of who they think should be included and the group will then attempt to reach a consensus. (Another variation is to have each student role play one of the ten students in the exercise and plead their case to one or two who will make the decision.) *

* Complete lesson plan to be included in updated version of curriculum.

Leaders in Film

Workshop #7– Lesson Outline

1. Check-in

2. View *Whale Rider*

- Hold follow up discussion
- Discussion question suggestions:
 - *Who were the leaders in the film?*
 - *What obstacles does Pai face as she tries to lead her community?*
 - *What leadership qualities does Pai demonstrate?*
 - *What are the consequences for her actions?*
 - *Is Pai's conflict with her family one faced by council members also? Explain.*

Leaders in Film

Workshop #8– Lesson Outline

1. Check-in

2. View *Raising Victor Vargas*

- Hold follow up discussion
- Discussion question suggestions:
 - *Who were the leaders in the film?*
 - *Describe the relationship between Victor and his other family members.*
 - *Why does Victor's grandmother not trust him?*
 - *What is the significance of the confrontation regarding the phone?*
 - *How has Victor changed by the end of the film?*

Leaders in Film

Workshop #9– Lesson Outline

1. Check-in

2. View Maria Full of Grace

- Hold follow up discussion
- Discussion question suggestions:
 - *Why does Maria choose to leave Columbia?*
 - *What leadership qualities does Maria demonstrate?*
 - *What are the consequences for her actions?*
 - *What is the meaning of the film's title?*
 - *At the end of the film, do you think Maria regrets her choice?*
 - *Are you a risk-taker? Explain (use rating system if students need additional prompt.)*