Assisting ALL Students in Developing Leadership Skills
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SIRDC Team

Statewide Instructional Resources Development Center
Education and Training, Hospitality and Tourism, Human Services

Sandra Ann Delgado
CTE Associate Project Director
Stephen F. Austin State University

Cynthia Moreno
CTE Curriculum Specialist
Stephen F. Austin State University

Kathy Sherman
CTE Administrative Assistant
Stephen F. Austin State University

Deborah Woodward
CTE Curriculum Specialist
Stephen F. Austin State University
FREE instructional resources for three clusters:

- Education and Training
- Hospitality and Tourism
- Human Services
Recommended Coherent Sequence of Courses
Education and Training

Education and Training

- Principles of Education & Training
- Human Growth & Development
- Instructional Practice in Education & Training
- Practicum in Education & Training

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Recommended Coherent Sequence of Courses
Hospitality and Tourism Cluster

Hospitality and Tourism

- Principles of Hospitality & Tourism
  - Hotel Management
    - Hospitality Services
      - Practicum in Hospitality Services
    - Food Science (may be added to any sequence)
  - Travel & Tourism Management
  - Restaurant Management
    - Culinary Arts
      - Practicum in Culinary Arts

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New Innovative Course
Advance Culinary Arts, 1 – 2 credits

Description:

This new course will extend content and enhance skills introduced in Culinary Arts by infusing high-level, industry-driven content to prepare students for success in higher education, certifications, and/or immediate employment. This mid-level course will increase students’ depth of knowledge and experience in specific areas including baking, protein selection, advanced nutrition, and sustainability. Please direct any question or requests for course requirements and course description to diane.salazar@tea.state.tx.us.
Recommended Coherent Sequence of Courses
Human Services

Human Services

- Principles of Human Services
  - Lifetime Nutrition & Wellness (may be added to any sequence)
  - Dollars and Sense
  - Interpersonal Studies
  - Child Development
  - Family & Community Services
  - Introduction to Cosmetology
  - Counseling & Mental Health
  - Child Guidance
  - Cosmetology I
  - Cosmetology II
  - Practicum in Human Services
SIRDC Website

www.cte.sfasu.edu
## Published Lessons

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<th>Category</th>
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<td>Career Portals</td>
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<td><strong>Food Science (Baylor project)</strong></td>
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<td><strong>Total</strong></td>
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LEADERSHIP SKILLS

- Who needs them?
- What do they look like?
- When will I have time to teach them?
- Why should I teach them?
- How do I teach them?
Teachers, what LEADERSHIP SKILLS do YOU possess?

- L
- E
- A
- D
- E
- R
Experiential (Hands-On) Learning

- DO
- DISCUSS
- PROCESS = Analyze and Reflect
- IDENTIFY
- APPLY
Role of Teacher

- **Provide opportunities** for students to “learn” leadership skills
- Prepare for CTSO Leadership Activities/Events
- Take advantage of “teachable moments”
  - Beginning of the class warm-ups
  - Few remaining minutes at the end of the class
  - In preparation of an upcoming event
DISCUSS(ION)

Role of the Teacher
After an activity, take time to TALK about it!
Have students describe the activity.

Possible Questions:
• What did you do?
• What was happening?
• What was most fun?
• How did you feel?
• What did you notice about how the group worked?
• What was easiest?
• What surprised you?
PROCESS(ING)

Role of the Teacher

Allow time for students to PROCESS the experience by analyzing and reflecting.

• Set aside enough time for reflecting on the experience
• Ask the right questions and listen carefully

Possible Questions

• How did you make your decisions?
• Did you help each other? How?
• Did people play different roles in this activity? (Did someone act as the leader?)
• How did you communicate?
• Was anyone frustrated? What did you do?
• What was the most challenging part of this activity? Why? How did you solve it?
IDENTIFY(ING)

Role of the Teacher
Assist students in IDENTIFYING what they can use in their own lives.

Possible Questions:
• How does this activity or discussion relate to “real life?”
• Why do you think I had you participate this activity?
• Where might this situation occur in the future?
• Why is it important to have plenty of information before making decisions?
• What did you learn about your own skill in communicating with others?
• Did you make any mistakes that you can learn from?
Role of the Teacher

Guide students in determining how to APPLY the learning in their lives.

Possible Questions:

• What have you learned about yourself? Others?
• What principles or guidelines can be used in real-life situations?
• What other situations like this have you experienced before?
• In what ways do people help each other learn new things?
• How will you act differently in the future as a result of this experience?
• What are qualities that you think are important in a leader?
Traditionally...

- Communication
- Relationships
- Problem Solving
- Team Building
Emotional Intelligence

ability to perceive, control and evaluate emotions

Emotional Intelligence

• I
• P
• O
• S
• E
• S

Emotional Intelligence

• *Interpersonal Skills*
• *Persistence*
• *Optimism*
• *Self-Awareness*
• *Self-Control*
• *Empathy*
• *Social Skills*
• *Self-Motivation*
What leadership activities do you incorporate into your classes?
Develop a Classroom Social Contract

**Leadership Skill Focus:** Self-Control, Self-Awareness

Based on three questions:

How do you (student) want to be treated in this class throughout the school year?
How do you think I (teacher) want to be treated throughout the school year?
How do you think we should treat each other, even when there is conflict?
People Scavenger Hunt

**Leadership Skills:** Communication Skills, Building Community

Develop a PEOPLE SCAVENGER HUNT/FIND SOMEONE WHO… – topics may vary

Create and distribute a document to each student
Provide specific instructions
No person can sign more than once
No person can sign their own name
Debrief as a class

Option:
If quantity of data permits, have students create bar graphs. Allow a student to demonstrate how to work out a percentage.
Teach and Model Social Skills

Leadership Skills: Social Skills

Meet and Greet Skills – How to….

Making eye contact when speaking to someone
Teach “manners” and common courtesy
Teach “appropriate handshake”
Teach how to address individuals

Allow students to apply the skills
Who Sits At Your Table?

Leadership Skill Focus: Self-Awareness

YOU

Your Advisory Committee
Classroom Acrostic

Interpersonal Skills, Social Skills, Problem Solving, Teamwork, Building Community

Allow students to brainstorm and create a classroom acrostic. Transfer information to a poster and hang it on the wall in the classroom. As new students enter, be sure to add their name to the acrostic.

C A R O L E
Y
N
T
H O L L Y
I
D E L G A D O
I
A
N
D E B O R A H
Research an Individual Who Has Overcome Adversity

**Leadership Skill Focus:** Persistence, Optimism, Self-Motivation, Initiative

If you have them write about it – Written Communication
If you have them “talk” about it (make a presentation) – Oral Communication Skills

**Options:**
- Have them interview someone that has overcome adversity
- Have them share a time when they have overcome an obstacle
Human Knot

Leadership Skill: Communication, Teamwork, Decision Making, Problem Solving

Directions

- Have the group stand in a circle
- Everyone must reach in with both of their hands and grab somebody else’s hand. They must be holding hands with two different people. This creates the “human knot”
- Everyone must work together to untie the knot without letting go of any hands. They will need to step over or duck under each other
- In the end, they will be untied into one large circle or sometimes two small circles
Paper Walk

Leadership Skill: Communication, Teamwork, Decision Making, Problem Solving

Materials needed: Sheets of paper, music

Set up: Place one sheet of paper, one per participant, on the floor around the room

Here is the challenge: To successfully KEEP all participants standing on a piece of paper.
Red and Black Card Game

**Leadership Skill Focus:** Decision Making

**Materials needed:** One deck of playing cards

**Directions:**
This is a quick and simple activity meant to demonstrate how the choices we make impact our future options.

This is a good introduction to a lesson on Decision Making.
Reframing

Leadership Skill Focus: Optimism, self-awareness

Directions:
Take a negative situation and “reframe” it, turning it into something positive or a learning experience.
Think on Your Feet

Leadership Skill: Communication, learning to speak intelligently and think on your feet
Students will explain as much as they know about a random topic.

Materials needed:
Strips of paper – each containing an impromptu speaking topic
Jar for strips

Directions:
Student will select a strip/topic from the jar.
Allow them 15 seconds to think about/brainstorm topic.
Student will then explain as much as he or she knows about the topic or tell a story for two minute.

Debrief:
How did you feel about public speaking prior to the activity?
How do you feel now?
How would you have approached the situation differently?
Alphabet Walk

Leadership Skill: Interpersonal Skills, Teamwork, Following Directions

Materials Needed: Two sets of index cards with capital letters of the alphabet written on each (one letter per card for a total of 52 cards). List of words related to subject being taught. Limit to words with no duplicate letters.

Example:
Fun
Listen
Goals
Dreams
Lead
Identifying Body Language

**Leadership Skill:** Recognizing non-verbal communication

On a sheet of paper, develop a list of various body language related scenarios. Cut list into strips and randomly distribute the strips to students. Have students role play scenarios – to a partner or to the entire class. Examples of scenarios might include:

A person rolls his eyes after saying or hearing something.
A person plays with the change in his pocket while communicating.
A person refuses to make eye contact while he is speaking.
A person talks with arms crossed.

Adapted from: [http://www.buzzle.com/articles/leadership-activities-for-high-school-students.html](http://www.buzzle.com/articles/leadership-activities-for-high-school-students.html)
Cat Got Your Tongue

Leadership Skills: Teambuilding, communications

Complete a task or series of tasks without talking. Examples might include:

- Line up alphabetically by first or last name
- Line up by height
- Line up by the month you were born
- Line up by the day you were born

Adapted from: Leadership on the GO
Brainstorming Contest!

Leadership Skill: Interpersonal Skills, Teamwork, Communication

Materials: An example of whatever is going to be brainstormed: paperclip, ruler, rubber band

Time: 3 minutes

Group students

Each group selects a recorder

Group brainstorms as many uses for the item.

Team with the longest list wins a prize.

Source: Energizes and Icebreakers for all ages and stages, Elizabeth Sabrinskly Foster, Ed.D. 1989
Questions?
Contact Information

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Sandra Ann Delgado
CTE Associate Project Director
delgadosa@sfasu.edu
Stephen F. Austin State University
Diane Salazar
Statewide CTE Coordinator
Business Management and Administration
Education and Training
Finance
Hospitality and Tourism
Human Services
Texas Education Agency
diane.salazar@tea.state.tx.us
512-463-9581
Resources and References

Books/Publications:
- Foster, E.S. (1989) *Energizers and icebreakers for all ages and stages*.
- Minnesota 4H part of Minnesota State University, (2006) 10 minute leadership lessons.

Websites:
Buzzle
Leadership Activities for High School Students
http://www.buzzle.com/articles/leadership-activities-for-high-school-students.html

Lions Club
Icebreakers
http://www.lionsclubs.org/EN/common/pdfs/icebreakers.pdf


Schlag’s LAGG
a database of leadership activities and group games.
http://schlags.com/paul/leadership/listing1zx4ja8ch8.php