

CAUSE

*From Hearts to Hands:
Let's DO Something*



Unit Plan Overview: LIVING MDG 8

Subject: Leadership/Public Engagement

Unit Title: From Heart to Hands: Let's DO Something!

Number of Lessons: 9

Time: approx 45 minutes/lesson

Description: In this mini-unit, students will engage in an “Apprentice-like” experiential leadership activity which will teach them about key aspects of leadership. Although the unit has a basic structure, flexibility will be maintained to allow for inclusion of student talent and interest. Emphasis is on student initiative and ingenuity; the teacher is to act as a facilitator and guide.

Rationale: What better way to teach leadership than to let students try their hands at leading? The structure of this unit allows students to work within the whole group, in small groups, and individually in order to complete smaller tasks towards the campaign. There is room for student choice, and tasks will be assigned based on individual talents and outcomes of the leadership inventory done in the introductory class.

Curricular Connections:

Language Arts 3.4 : Use appropriate visual, print and/or media effectively to inform and engage the audience.

4.1: Enhance artistry by experimenting with figurative language and illustrations to create visual images, provide emphasis or express emotion.

5.2: Contributing in group situations, by asking questions and building on the ideas of others, assisting in setting and achieving group goals by inviting others to speak, suggesting alternatives...and listening to a variety of points of view.

: Evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement.

Social Studies Strands

a) *Power, Authority and Decision Making*

- a critical examination of the distribution, exercise and implications of power and authority
- examine justice and laws, fairness and equity, conflict and cooperation
- promotes active and responsible citizenship

b) *Economics and Resources*

- explores multiple perspectives on the use, distribution and management of resources and wealth
- explores the effects that economics and resources have on quality of life around the world

c) *Global Connections*

- develops students' understanding of citizenship and identity and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions
- better comprehension of sustainability and universal human rights

Objective(s):

- Students will acquire knowledge of self and others through contributing to school's positive environment
- Students will develop organizational skills through participation in school-based activities
- Students will develop leadership skills while preparing school-wide activities
- Students will become active global citizens
- Students will use knowledge to initiate an action project

Breakdown

#	Focus	Concepts/Skills to be Introduced
1	Introduction: Leadership Styles	How to use self-assessment to be effective in leadership, characteristics of a good leader
2	Exploring Poverty and the MDGs	Looking at what is being done and what still needs to be done in order to eradicate extreme poverty
3	Creating a CAUSE	How to merge needs and passions and develop a project that will fit into both
4	Goal Setting	How to create reachable goals for the project/campaign
5	Making a Plan: What Are We Doing?!	How to make lists, prioritize details, establish boundaries for a project
6	Marketing: Getting the Word Out	What constitutes effective advertising (posters, press releases). Begin work on marketing products.
7	Public Speaking: How To Present	Presentation skills: volume, pitch, rate, projection, phrasing, intonation, beginning to create presentations. (Enrichment: Letters to teachers to request time to present)
8	Campaign/Project Day!	Follow-through on plans
9	Celebration of Accomplishments; Self-evaluation; Reflection	Value of self-evaluation and reflection

Student Activities

- 1) Complete Personality/Leadership Inventory
- 2) Brainstorm list of 'to do' activities for Campaign
- 3) Goal Setting Assignment (optional)
- 4) List what makes effective advertising; browse media and provide examples
- 5) Marketing Product: Poster/ Press Release
- 6) Evaluating good vs. poor public speaking practices, beginning to develop presentations/announcements
- 7) Designing and presenting a short (5 minutes or less) presentation/announcement
- 8) Self-Evaluation and Reflection Chart

Extension/Enrichment:

- Creating additional posters for marketing
- Writing letters to teachers, requesting time to present in classrooms
- Contacting local radio stations regarding promotion
- Completing additional presentations to classrooms

Resources and Materials

- computers
- poster paper, craft supplies
- Guest Speakers (from media-news/newspaper/radio, from NGO, etc...)
- example press releases
- Leadership & multiple intelligence surveys
- Websites:
 - o www.topachievement.com/smart.html (SMART goals)
- Various handouts (presentation skills, advertising techniques, schedules, etc...)

Instructional Techniques

<i>Grouping</i>	<i>Strategies</i>
Whole Group	guest speakers, direct instruction, discussion, cooperative learning, problem-solving exercises, literature connection
Small Groups	projects/assignments, technology integration, brainstorming, presentations, cooperative learning
Individual	projects/assignments, metacognitive activities, leadership inventory

Introductory Activities

- Leadership Inventory & Multiple Intelligences Survey
- Defining Leadership, Kindness Campaign

Closing Activities

- Celebration of Accomplishments
- Self Evaluation
- Reflection

Sample Evaluation Procedures

1	Attendance	30%	Teacher List
2	Teacher Evaluation: Attitude and Effort	25%	Grade (/5) for each class
3	Self Evaluation	10%	Form
4	Goal-Setting Assignment (deleted because of time restraints)	5%	Checklist
5	Marketing Product (press release/poster)	15%	Rubric
6	Presentation Skills	10%	Rubric
7	Reflection Chart	5%	Key
		100%	

Lesson Plan

Subject: Leadership/Public Engagement

Lesson: 1 of 9

Grades: 6-9

Unit: From Heart to Hands: Let's DO Something!

Time: 45 minutes

Materials: Leadership surveys/multiple intelligence surveys

Objectives: The student will determine personal skills, talents and areas for improvement and will demonstrate awareness of how his/her individual skills will facilitate the leadership project.

Introduction: (5-7 minutes)

- 1) Hand out project overviews.
- 2) Explain project to students: get to create own public awareness/fundraising campaign! It is a completely student-led (teacher as facilitator) process—students make the decisions and do the work!
 - Brief calendar, explain each day, parts of process, student role in process

Body: (35-40 minutes)

- 1) Brainstorm qualities of a good leader.
- 2) Hand out Leadership Survey and explain: need to read each question and rate yourself, then total up the # of 5's, 4's, etc...and add those up for a total number.
 - *Early finishers can write a paragraph about their biggest strengths/weaknesses.*
- 3) When all students are finished, read 'results,' and ask students what is their biggest strength/what they think they could most improve. Have them list these on the back of their surveys (will use in goal-setting class).
- 4) Hand out Multiple Intelligences Survey and explain: rate each sentence from 0-4, can use numbers more than once (refer them to 'key' for ratings). When finished, they add up all the points for A, B, etc..., and circle the letter that has the most points.
- 5) When all students are finished, read 'results.' (Have each category up on the board, and put tally marks for how many students fall into each category.)
- 6) Ask students what we can do with these results: what do they mean for this project? Tell students about choices in project, and fitting in where your skills match: poster vs. press release, etc...
- 7) Ask students to brainstorm how *their* intelligence could be used in the project.
- 8) Tell students to put both surveys in binder, because we will be using them later on.

Closure: (1 minute)

Encourage students to go home, brainstorm, and write down any ideas for a campaign.

Sponge:

****Emphasize that we do not always need to come up with brand new ideas, but sometimes we need to fit ideas to what works for us.**

- 1) Have students get into small groups and brainstorm vision: ask them to use a piece of looseleaf/scrap paper and to write down every idea they have: names, ideas, catchphrases, what they want it to look like, who they want involved, how to do that, etc...

Evaluation:

- Student completion of surveys, student discussion/paragraphs about strengths, weaknesses, and how to use talents in project.

Lesson Plan

Subject: Leadership/Public Engagement

Lesson: 2 of 9: Exploring the MDGs and Poverty

Grade: 6-9

Unit: From Heart to Hands: Let's DO Something!

Time: 45 minutes

Materials: (optional) CAUSE staff person for workshop, website/projector to show videos.

Unit Background: Students have been introduced to the project and have completed several surveys to determine strengths/weaknesses.

Objectives: The student will be exposed to different development projects.
The students will explore the MDGs.

Introduction: (5-7 minutes)

1. Play the video World on Fire (<http://www.worldonfire.ca/>).

Body: (30-35 minutes)

- 1) Ask about what we can do to help people around the world. Look at CAUSE website (www.cause.ca) as well as other NGOs.
- 2) Look at the MDGs (<http://www.mdgmonitor.org/>). Talk about the different faces of poverty (health/sanitation, access to opportunity, environment, maternal health...)
- 3) ****For this, you have the option of contacting staff at CAUSE Canada (info@cause.ca) and having a CAUSE staff member come and do an interactive workshop with your class about the MDGs and Poverty****
- 4) ****Focus specifically on MDG 8—what does it mean to be a global citizen? How does this project connect to this MDG?**

Closure: (3 minutes)

Play imbalanced musical chairs

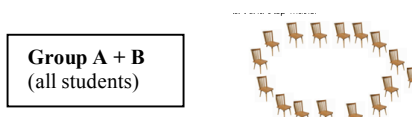
- Divide students into 2 groups: one group of 3 (Group A) and one group with the rest of the students (Group B).
- Arrange the classroom chairs into 2 sets of circles. Have ALL the chairs (except 3) moved into one circle, and have 3 chairs in another circle.
- Put Group A with the large circle of chairs, and put Group B with the 3 chairs.
- Explain the 'new' rules of musical chairs: students must stay with their groups and circle around the chairs while the music plays. When the music stops, they must find a spot (however, more than one person can sit on the same chair)
- Start and stop music.
- Take away a chair from Group B and give it to Group A. Continue playing. Keep taking chairs until B only has one chair left.



- Now, rearrange the chairs so that there is one big circle. Combine groups A and B. Play the game again. Start and stop the music.



- Discussion: How did you feel in this game? Was it fair? why/why not? There is enough food in the world for everyone to eat, but 800 million people go hungry every day. Why is this? What are we doing that with what we have?



Lesson Plan

Subject: Leadership/Public Engagement

Lesson: 3 of 9: *Creating a CAUSE: What kind of project do we want?*

Grade: 6-9

Unit: From Heart to Hands: Let's DO Something!

Time: 45 minutes

Materials: computer/projector for video at closure.

Unit Background: Students have been introduced to the project and have completed several surveys to determine strengths/weaknesses.

Objectives: The student will contribute ideas about project.

The student will use logic and reasoning to choose appropriate ideas for project.

Introduction: (5-7 minutes)

- 1) Review what students learned about poverty. Ask students for suggestions about the 'best' way to eliminate poverty **can reference discussion on the MDGs in CAUSE workshops. Students might include ideas like (roads, water, health care, education, shelter, etc...). Explain that there is no one answer, that different people view different things as being more important to eliminate poverty.
- 2) Ask students to brainstorm/contribute that they're passionate about—write on board. Have students also pair idea with a reason for WHY they think that idea is the best way to reduce extreme poverty.

Body: (30-35 minutes)

- 1) With the whole group, choose (voting, other method) one of the ways suggested by the students. Explain that they will choose one method of eliminating poverty, and that THAT is what the project will be centered on.
- 2) After method is chosen, the second stage of brainstorming begins. There are different kinds of projects that can be created: awareness, fundraising, or some combination of the two. Have students begin to think of ideas (perhaps in small groups, then shared in a larger group setting) about what kind of event they want to have (how they are going to make the public aware that this is an issue? What kind of event/public engagement can be done to communicate this?)
- 3) After ideas have been shared, discuss with class. Together, choose/merge ideas to a project that is manageable (but that students are passionate about).
- 4) Introduce the idea of needing a catchy slogan/name for our campaign: begin brainstorming in small groups (put guiding questions on board: what rhymes with kind, alliteration, association, imagery, length, etc...). Encourage open brainstorming: no right answer, often first answer isn't best one...

Closure: (3 minutes)

Watch a video about how children CAN make a difference (example:

<http://ca.youtube.com/watch?v=6Sb6RmRMbBY> -6:41minutes)

Evaluation: (Observation)

- Brainstorming ideas, logic of thought

Lesson Plan

Subject: Leadership/Public Engagement

Lesson: 4 of 9

Grade: 6-9

Unit: From Heart to Hands: Let's DO Something!

Time: 45 minutes

Materials: Goal-Setting checklists

Unit Background: Students have been introduced to the project, brainstormed ideas and have completed several surveys to determine strengths/weaknesses.

Objectives: The student will list qualities of an effective goal.

The student will create his/her own goals, both personally and in relation to the project.

Introduction: (5-7 minutes)

- 1) Have students make a list of 3 things that they want to accomplish in their lives. Have them share their goals with students around them.
- 2) Tell students that we're going to learn how to make effective goals—goals that we can meet and follow through on.

Body: (30-35 minutes)

- 1) With the whole group, ask students to list things that would make a goal effective—write ideas on board.
- 2) Introduce concept of SMART goals: write acronym on board. Tell students about each part of SMART, using examples and having students 'fix' goals to make them fit into specific criteria. (Have students copy what is being written down onto a piece of looseleaf).
- 3) Divide students into small groups. Hand out *Goal-Setting Checklist* and pass the stapler around: have students staple the checklist to their assignment.
- 4) Tell students to use a separate piece of looseleaf to write at least three goals for themselves (mandatory: one related to the project; the others can be unrelated), and to ensure that they are: **s**pecific, **m**easurable, **a**ttainable, **r**ealistic and **t**imely.
- 5) To help students brainstorm 'project' goals, refer back to different skills that will be learned (presentation, marketing, design, action, etc...)
 - *Early Finishers can pair up and peer-edit goals to make sure that they fit the criteria.*

Closure: (3 minutes)

Have students volunteer to read goals to the class; read own goal(s) to class. Have class give feedback for each of the SMART criteria: one student volunteer up at board with marker, and class can tell him/her when to check one off and why.

Evaluation:

- Goal-setting Assignment (checklist)
- Group discussion

Lesson Plan

Subject: Leadership/Public Engagement

Lesson: 5 of 9

Grades: 6-9

Unit: From Heart to Hands: Let's DO Something!

Time: 45 minutes

Materials: poster board calendar, smaller copies of calendar.

Unit Background: students have done self-awareness exercises and come up with ideas for their project. They have also learned about goal-setting.

Objectives: The student will list and prioritize items that need to be completed in the project.

The student will contribute to the group process by demonstrating compromise and openness to new ideas.

Body

- 1) Ask what is the first thing that a group does when they are given a task? (Decide what it's all about)—the same goes for us—when beginning a project, we need to act like newspaper reporters and cover all of the 5 W's (ask students to volunteer what they are: who, what, where, when, why, how...)
- 2) Have students write these categories in their binders as well as the following ideas:
- 3) Using these categories, start brainstorming rules and boundaries. Get students to think of the *details* (who: (obvious answer=us)...but who for, who can participate, etc...)
- 4) Ask students to refer to blank schedule. Begin to brainstorm a list of all the things 'to do' throughout the project in order for it to come together.
- 5) Prioritizing lists: there will be a lot of details: what are the 'musts', the 'should dos', and the 'if we have time' items? Have student volunteer to come up to the board and color/symbol code the items.
- 6) Put up large calendar, hand out smaller copies. Referring to schedule, plan when these details must be done in order for the next steps to take place.

Closure: (3 minutes)

- Have students color code items on calendar (can be divided by who is doing what, how urgent something is, etc...)

Evaluation:

- Group list(s)

Lesson Plan

Subject: Leadership/Public Engagement

Lesson: 6 of 9: *Marketing: Getting the Word Out*

Grade: 6-9

Unit: From Heart to Hands: Let's DO Something!

Time: 45 minutes + (need time to work on products)

Materials: Press Release worksheet/Advertising worksheet

Rubrics for marketing products/press releases & short presentations

Unit Background: Students have been introduced to the project, have completed surveys to determine strengths/weaknesses, have chosen the names and details of project and learned how to set 'good' goals.

Objectives: The student will decide upon boundaries for the campaign.
The student will apply effective marketing techniques to product (press release/presentation/poster).

Introduction: (5 minutes)

1. Ask students how they find out that something is happening? What are different ways to 'market'?
2. Review multiple intelligences, and tell students they will have a choice to be involved in different parts of the marketing portion.

Body: (30-35 minutes)

- 1) Hand out Press Release sheet and go over. Read a sample press release—have students highlight the answers to the 5Ws.
- 2) Discuss posters. We must be intentional in our advertising techniques as well—ask students if they know that certain colors give off different feelings:
- 3) Hold up different colors of paper, ask students what kinds of things they think that those colors might evoke—
- 4) Hand out Advertising Sheet, go over other elements (shape, line, words, size, neatness). Ask for student volunteers to read.
- 5) Ask students to turn page over and look at article about advertising. Read key points to students—help them to understand that intentionality is important in sign design.
- 12) Ask who would prefer to do press release, presentation write-up (to be presented later) or poster (remind of multiple intelligences)—words people, press release, etc... Of course, if neither of those 'fit' into your intelligence, it's always good to be stretched—we can't always just do things that we're comfortable with!
- 13) Assign people to products—can work in partners.
- 14) Go over marking scheme/rubric for each product.

Closure:

Ask students if they can think of any other ways to get the word out—what can they do during the day when they're interacting with other students?

Evaluation:

Student discussion

Beginning of application of marketing ideas

Grade on marketing product

Lesson Plan

Subject: Leadership/Public Engagement

Lesson: 7 of 9: *Public Speaking: How To Present*

Grades: 6-9

Unit: From Heart to Hands: Let's DO Something!

Time: 45 minutes + time for actual presentations

Materials:

Rubrics for presentation skills

Presentation worksheets

****will need to have arranged with other teachers for students to present in their classrooms for 3-5 minutes**

Unit Background: Students have been introduced to the project, have completed surveys to determine strengths/weaknesses, have chosen the names and details of project, and have completed press releases and posters to market the campaign.

Objectives: The student will understand and apply effective presentation skills to promote their campaign.

The students will effectively exercise 'sandwich' feedback skills.

Introduction: (5 minutes)

- 1) Ask students what makes someone a good public speaker—what do you like and not like when someone is giving a speech? List.

Body: (30-35 minutes)

- 1) Tell students that they'll have a chance to do some public speaking for this project. But first, they need to know what they'll be marked on (some of the things from their list!)
- 2) Hand out presentation rubrics—tell students that they will have a chance to give the TEACHER marks, so they need to know what's on there!
→ *posture and eye contact*
→ *enthusiasm*
→ *voice usage*
- 3) Give sample presentation (2 minutes)—with a lot of things WRONG.
- 4) Teach students about SANDWICH method of criticism: one thing that was great, one thing that could use improvement, one thing that was great.
- 5) Have students tell you what mark you would get and WHY...what could be improved? Have them practice the sandwich technique—encourage them to be specific with their praise.
- 6) Have students each write a short paragraph about themselves (write specific questions on board): what is my name, what is my favorite sport/hobby, what are 3 words that I would use to describe myself, and where would I travel if I could go anywhere, etc...?
- 7) Tell students that they will be presenting these paragraphs to practice public speaking—and our class will evaluate them according to the rubric, and give them feedback with the SANDWICH.
- 8) Give students 3 minutes to write.
- 9) Divide students into 2 groups, and have each group (of 3-4) present to each other and give the same feedback they gave me after each.
- 10) Group students into partners; give each group a short presentation (written in lesson 5) and go over: have them use color/pencils to indicate who will say what.

- 11) Have students practice reading them with their partners, making sure they know all the words, etc...
- 12) After they have practiced reading them, have them practice presenting to the wall—remind them of rubric:
 - *posture and eye contact*
 - *enthusiasm*
 - *voice usage*
- 13) Have students come back together and present for each other...tell them to note good things about the other groups so that they might be able to adopt them!
- 14) Students should have an opportunity to present their short speeches (3 minutes) to other classes in order to increase awareness. Give the students their 'speaking schedule,' go over finding rooms, review procedures for entering a classroom. Give students a rubric to take with them (to be used by the teacher in the classroom they present in)
- 15) **Student presentations**

Closure: After the presentations, students will come back to the classroom to debrief: how did it go? What went well, what didn't go so well, what would you do differently?

Evaluation:

Grade on presentation skills.

Lesson Plan

Subject: Leadership/Public Engagement

Lesson: 8 of 9: In ACTION!!

Grades: 6-9

Unit: From Heart to Hands: Let's DO Something!

Time: 45 minutes

Materials:

all supplies for project

Unit Background: Students have been introduced to the project, have completed surveys to determine strengths/weaknesses, have chosen the names and details of project, have completed press releases and posters to market the campaign, learned presentation skills and put these skills into practice.

Objectives: The student will actively engage in carrying out their project.

Introduction: (5 minutes)

- 1) Hand back presentation marks for students.
- 2) Ask students how presentations went-reflection.

Body: (30-35 minutes)

- 1) PROJECT/EVENT IS CARRIED OUT

Closure:

Ask students what they did, how they felt, what difference they think it made, how people reacted, etc...

Evaluation:

Student participation and enthusiasm project, discussion at end.

Lesson Plan

Subject: Leadership/Public Engagement

Lesson: 9 of 9

Grades: 6-9

Unit: From Heart to Hands: Let's DO Something!

Time: 45 minutes

Materials:

Self-evaluations

Reflection Charts

Unit Background: Students have been introduced to the project, have completed surveys to determine strengths/weaknesses, have chosen the names and details of project, have completed press releases and posters to market the campaign, learned presentation skills, have carried out their event

Objectives: The student will evaluate the project and his/her participation/engagement in it.

Introduction: (5 minutes)

- 1) Review what makes a good leader. (Write on board)...If necessary, break down day-by-day and have students remember what we did each day, how that made them better leaders.

Body: (30-35 minutes)

- 1) Talk about another thing that makes good leaders: reflection. What does this mean?
- 2) Hand out Reflection Charts—tell students that good leaders plan ahead, and it's important to think about IF we were to do this again, what would we change...and WHY? Writing it down is a good way of record-keeping—because by the time next year rolls around, it will be hard to remember...
- 3) (Students who finish early can try to brainstorm MORE ideas, or...)
- 4) Hand out self-evaluation. We've evaluated the project, but now it's time to evaluate OUR part in it—what did WE do well, what could WE work on-- It's all part of being a good leader. Read over questions to class, explain each one. Also explain the importance of honesty—a self-reflection does no good if you aren't honest with yourself—how do you grow?!
- 5) Give students time to work.
- 6) *Debrief:* ask students what they thought THEY did well...also, what they thought they could WORK on...why? What aspects of leadership (reference board) do they think they are good at/need improvement? What can/are they going to do to improve these?

Closure:

Have students write a few sentences about what they learned/still want to learn about Leadership/Public Engagement—and have them present it to the class, and we can give them a sandwich (constructive criticism) about public speaking and content.

Evaluation:

Student evaluations (both for the project and themselves).



...Multiple Intelligences Quiz...



For each statement below, put the number that best reflects *you*.

4 = all the time
3 = most of the time
2 = some of the time
1 = not very much
0 = not at all

I

- a) ____ I enjoy reading.
- b) ____ I like riddles and brain teasers.
- c) ____ I sketch or draw when I think.
- d) ____ I like to sing, even to myself.
- e) ____ I am good at using my hands to build.
- f) ____ I am good at making new friends.
- g) ____ I dislike confrontations.
- h) ____ I like being outside whenever possible.

II

- a) ____ I find writing enjoyable.
- b) ____ I like Math better than Language Arts
- c) ____ I am good at picturing things in my mind.
- d) ____ I like to make up my own melodies.
- e) ____ I get bored when I can't move around.
- f) ____ I like social activities.
- g) ____ I often talk to myself.
- h) ____ I enjoy outdoors activities.

III

- a) ____ I like to debate.
- b) ____ I am good with numbers.
- c) ____ I am good at reading a map.
- d) ____ I am able to keep a tune.
- e) ____ I often talk with my hands.
- f) ____ I love to meet new people.
- g) ____ I like to have time for myself.
- h) ____ I like to draw/take pictures of nature.

When you are finished putting numbers in the blanks, add up the points for each letter:

- a) ____
- b) ____
- c) ____
- d) ____
- e) ____
- f) ____
- g) ____
- h) ____

Circle the letter that has the most points beside it.

Scoring:

- a) Verbal/linguistic: "word smart"
- b) Logical/Mathematical: "number smart"
- c) Visual/Spatial: "picture smart"
- d) Musical: "music smart"
- e) Kinesthetic/Tactile: "body smart"
- f) Interpersonal: "people smart"
- g) Intrapersonal: "self smart"
- h) Naturalist: "nature smart"

Leadership Characteristics and Skills Survey



5 = all of the time
 4 = most of the time
 3 = some of the time
 2 = not very often
 1 = not at all

1.	I enjoy communicating with others.	5	4	3	2	1
2.	I am honest and fair.	5	4	3	2	1
3.	I use input from others to make decisions.	5	4	3	2	1
4.	I listen to feedback and ask questions.	5	4	3	2	1
5.	I show loyalty to my group members.	5	4	3	2	1
6.	I help to create a space where people can feel comfortable.	5	4	3	2	1
7.	I like to dream about where I will go in life.	5	4	3	2	1
8.	I give praise and recognition to others.	5	4	3	2	1
9.	I give constructive criticism and address potential problems.	5	4	3	2	1
10.	I develop plans and goals to reach those plans.	5	4	3	2	1
11.	I display tolerance and flexibility when working in groups.	5	4	3	2	1
12.	I can be assertive when needed.	5	4	3	2	1
13.	I am can deal with it when things change.	5	4	3	2	1
14.	I treat others with respect and dignity.	5	4	3	2	1
15.	I make myself available to help others.	5	4	3	2	1
16.	I like to take charge.	5	4	3	2	1
17.	I can accept ownership for group/team decisions.	5	4	3	2	1
18.	I encourage other group/team members.	5	4	3	2	1
19.	I can respond well to someone who is upset with me.	5	4	3	2	1
20.	I have helped people cope with personal problems.	5	4	3	2	1
21.	I follow through when I make a promise or commitment.	5	4	3	2	1
22.	I am curious.	5	4	3	2	1
23.	I can easily persuade people.	5	4	3	2	1
24.	I am a willing learner.	5	4	3	2	1
25.	I can admit mistakes and take responsibility for my actions.	5	4	3	2	1
26.	I like to talk to people and I am a great listener.	5	4	3	2	1
27.	I can divide jobs within a group.	5	4	3	2	1
28.	I can be trusted.	5	4	3	2	1
29.	I like speaking in front of people.	5	4	3	2	1
30.	I am tactful; I can phrase things to avoid offending people.	5	4	3	2	1
31.	I can see what needs to be done in a situation.	5	4	3	2	1
32.	I enjoy problem solving.	5	4	3	2	1
33.	I am creative.	5	4	3	2	1

Total # of each:

Total points:

Scoring

(below 80): you have some skills to work on...but with time, great things will develop!

(81-125): you are getting close to becoming a great leader!

(126-165): fantastic—you have many skills that contribute to leadership!



Name: _____

Goal Setting Assignment: Checklist

- ☐ There are (at least) 3 listed goals

Chosen Goal

- ☐ Specific
☐ Measurable
☐ Attainable
☐ Realistic
☐ Timely

Total: /5



Name: _____

Goal Setting Assignment: Checklist

- ☐ There are (at least) 3 listed goals

Chosen Goal

- ☐ Specific
☐ Measurable
☐ Attainable
☐ Realistic
☐ Timely

Total: /5



Advertising Techniques

The following techniques are used to evoke responses from people:

(a) Colors

Red: commands attention, exciting, stimulating

Blue: non-threatening, calm, wholesome, healthy

Yellow: welcoming, friendly, happy, secure

Green: youthful, fresh, natural, growth, relaxing

Purple: royal, dignified, expensive (especially when paired with gold)

Black: mysterious, sophisticated, gloomy, threatening

Brown: earthy, warm, comforting, homey

White: purity, innocence, healthy

Pastels (blue and pink): innocent, calming

(b) Shapes

Rounded: relaxing, feminine, inviting

Angular/Straight: masculine, powerful

Jagged: upsetting, threatening

(c) Lines

Horizontal (--): soothing, relaxing, peaceful

Vertical (|): inspires awe

Diagonal (/): implies action or movement

(d) Words

Imagery: keeps interest

Short sentences/phrases: keeps attention

(e) Size of Words/Graphics

Large: draws the eye

Small: more easily ignored

(f) Organization/Neatness

Evenly Spaced: peaceful, soothing

Crammed, Messy: overwhelming, anxious



...Writing a Press Release...

When a press release comes in, editors look for the following things:

WHAT: Is it an event?

WHEN/WHERE: When and where does it happen?

WHY: Why would our readers want to hear about it?

WHO: Who does it impact?

In the newsroom, we are deluged with press releases every day—make sure yours stands out!

1. Ask yourself whether the readers will perceive your release to be interesting and newsworthy. Make sure you address those 5 W's listed above.
2. Write a good headline for your release, something a little catchy. Your headline won't be re-used by editors, (they write their own headlines), but it will catch the attention of the editor who's deciding whether your release is worth paying attention to.
3. Format: Keep it simple and sweet. Start at top with: *For Immediate Release*. Then put your headline.
Start the first paragraph with the date of the release and the place (COALDALE, AB:).
End the release with the phone number and e-mail address of a contact person.
4. Structure: Follow the *inverted pyramid principle*: start with the most important information and work your way down to fluffy details.
5. Send the release via fax or e-mail to your contacts.
If you send via e-mail, put the release in body of your email, as attachments are often deleted due to virus fears.
6. Media is under no obligation to print news releases, but if they are interested, they will call you (and when they do, respond a.s.a.p., as they are often under a deadline). If your releases are full of good content that is of interest to their readers, you will eventually see results.

Sample Press Release

For Immediate Release

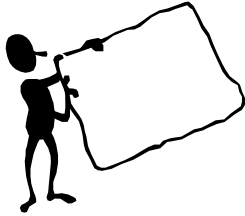
STUDENTS TO MAKE MOST OF 'FROSTY' WEATHER

On March 8, 2006, students at Winter Outside School in Calgary, Alberta, will make the most of the wintry weather conditions. Students will compete in a lunchtime contest on school grounds to build the most creative snowman. Button noses, corn cob pipes and eyes made of coal are sure to abound in the festivities from 12-1p.m. The activity is a teacher-organized initiative to encourage positive snowy day activity and to channel student energy away from throwing snowballs. The sculptures will be on display to the public; members of the community are encouraged to watch the competition unfold and to show support of this new version of youth artistry.

Contact: Joe Smith

Phone: 111-1111

E-mail: my.name@shaw.ca



Name(s): _____

Marketing Product/Press Release

	4	3	2	1	
Content (5 W's: who, what, when, where and how)	Product adequately addresses the 5 W's.	Product addresses 4 of the 5 W's.	Product addresses 3 of the 5 W's.	Product addresses less than 3 of the 5 W's.	
Attractiveness and Creativity	The product is exceptionally attractive in terms of design, layout, and neatness.	The product is attractive in terms of design, layout and neatness.	The product is acceptably attractive though it may be a bit messy.	The product is messy or poorly designed.	
Word Choice and Usage	The product contains word choices that make it exceptionally interesting to readers.	The product contains word choices that make it interesting to readers.	The product is marginally interesting to read.	The product shows no intent to interest a reader.	

/12

Comments:



Name(s): _____

Marketing Product (Press Release)

	4	3	2	1	
Content (5 W's: who, what, when, where and how)	Release addresses the 5 W's.	Release addresses 4 of the 5 W's.	Release addresses 3 of the 5 W's.	Release addresses less than 3 of the 5 W's.	
Spelling and Grammar	Final product has no spelling or grammar errors.	Final product has no more than 2 spelling or grammar errors.	Final product has 3 or less spelling or grammar errors.	Final product has more than 3 spelling or grammar errors.	
Word Choice and Usage	The release contains facts, figures, and/or word choices that make it exceptionally interesting to readers.	The release contains facts, figures, and/or word choices that make it interesting to readers.	The release contains some facts or figures but is marginally interesting to read.	The release does not contain facts or figures that might make it interesting to read.	
					/12

Comments:

Getting the Word Out: Presentations

Supplies: pencil/pen, piece of looseleaf



****STEP 1****

What do I say?!

Start by covering the 5 W's:

WHAT: Is it an event?

WHEN: When does it happen?

WHERE: Where does it happen?

WHY: Why would your audience want to hear about it?

WHO: Who does it impact?

- ☐ Talk it out with your partner. Pretend you're presenting: what do you say? How do you say it? If you say something that you want to keep for your real presentation, write it down—this is a great way to brainstorm!
- ☐ Once you have a feel for what you want to include, write out your presentation, word for word. You don't want to be reading off your paper, but writing down what you want to say helps to organize your thoughts.
- ☐ Use catchy phrases and short sentences: people will often 'space out' during long, drawn out sentences.
- ☐ Split the speaking load with your partner: make sure that you're each speaking approximately $\frac{1}{2}$ the time (that way you don't have as much to memorize!)
- ☐ Time your presentation: you don't want it to be much longer than 3 minutes—so try to pack as much good information in as you can!

****STEP 2****

How do I say it?

Focus on things like:

- ☐ *Posture* : not shuffling around
 : standing up straight, not leaning against wall/desks
- ☐ *Memorization* : know what you want to say and don't read it off your paper. This helps you to be able to make better eye contact with your audience.
- ☐ *Volume* : speak loudly enough for people at the back of the room to hear
 : make sure your voice is clear
 : don't talk too fast
- ☐ *Eye Contact* : this will help you connect with your audience and show them that you're excited about this!
- ☐ *Gestures* : not fiddling with papers or pencils
 : using hand movements to show that you're excited!

The best way to improve is to **PRACTICE, PRACTICE, PRACTICE!** Have your partner listen to you and let you know what you're good at and what you need to work on. When you've done this a few times, get together with another pair and give them a version of your presentation—give feedback to each other!

Name: _____



Presentation Skills

	4	3	2	1	
Posture and Eye Contact	You stood up straight, looked confident, and made eye contact with all audience members.	You stood up straight, looked confident, and made eye contact with most audience members.	You sometimes stood up straight, looked confident, and made eye contact with some audience members.	You didn't stand too straight, and had trouble looking at your audience.	
Enthusiasm	Your face and body language show me that you're really excited!	Your face and body language show me that you're excited most of the time.	Your face and body language don't always show me that you're excited.	Your face and body language didn't show me how excited you were.	
Voice Usage	You spoke clearly and distinctly, and used pauses and appropriate volume to enhance effect.	You spoke clearly and distinctly, but occasionally spoke too quickly/softly.	You spoke clearly and distinctly most of the time, but sometimes you spoke too quickly/softly.	You often mumbled or couldn't be understood, spoke very quickly/softly.	
					/12

Comments:

Name: _____

😊 Self Evaluation 😊

“Leadership involves the reflection of your past, knowing how to surmount weakness and fortify strengths as strong, independent leaders as well as individuals making a mark in today's society to the greatest degree.”

—Anonymous

5 = all the time
4 = most of the time
3 = some of the time
2 = not very often
1 = oops...

For each question, circle the number that corresponds to how you performed in the project. Give a reason for your assigned grade in the lines below each.

- 1) I arrived well-prepared and ready to learn and work. 5 4 3 2 1
(brought supplies, arrived on time...)

- 2) I demonstrated good listening when the teacher, guests, and classmates were speaking. 5 4 3 2 1
(good eye contact, not talking to others or fiddling)

- 3) I was excited about the project and spread my enthusiasm to others. 5 4 3 2 1
(telling others, presentation skills, passing out cards)

Total: /15

One thing I could improve: _____

One thing I did well: _____

Name: _____

Date: _____

😊 Reflection Chart 😊

We're done! Or *are we*? Read the quote above and then think about the project. What worked well, and why? What about things that didn't go so well? If you were to do the project again, what would you change? Using point form in the boxes below, put your thoughts about the project. *Marks will be given for completeness and depth of thought.*

Things I Liked	Why?	Things I'd Change	Why?

