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Section 1

LEARNING OUTCOMES

This program is designed to assist students to identify opportunities to apply the leadership role they have in school to the wider arena outside of school.

As a result of participating in this program students will be able to:

- Identify the key Stages of Learning and apply it to the process of Leadership Learning
- Identify the various situations they may face as a student leader and select the appropriate response
- Select appropriate leadership skills and apply them to a range of activities students may undertake outside school
- Use the *Leadership Learning Diary*

SAMPLE PAGE FROM PROGRAM 4

'PROGRAM NOTES'

Section 2

PROGRAM NOTES



To assist the group in making their eventual transition from student leader to leaders beyond school, the concept of a Leadership Learning Diary is introduced in this program.

The school is encouraged to provide each student with their own personal copy of the learning diary.

A template of the Leadership Learning Diary has been provided with this program. The school can use this template and provide each student with several copies for them to use as their Leadership Learning Diary.

Alternatively you may choose to use an exercise book, note book or any other type of stationery as a learning diary. It is up to the individual student or school as to what record keeping method is used.



A set of handouts has been created for this program.

These have been provided in hard copy and on CD so as you can print them out as required.

You can COPY and DISTRIBUTE them to the participants.

Participants can use them for their note taking as well as for activities throughout the program.



A set of slides has been created for use during this program.

These slides have been provided as both overhead transparency slides as well as on CD in PowerPoint for use with a data projector.

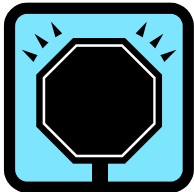
In addition the overhead slides have been printed as handouts. This allows the program leader to distribute them as additional handouts to the group should they wish to.

SAMPLE PAGE FROM PROGRAM 6

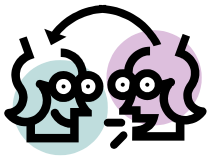
PROGRAM LEADER'S GUIDE

Section 4A

SETTING GOALS



SHOW Slide 2



HIGHLIGHT the following points to the group:

- To know whether you are getting what you want from all areas of your life it's critical for you to know exactly what it is you are wanting.
- This comes down to you having a set of goals that you work towards achieving.
- Without goals you do not know what you are aiming for.
- It's like playing football, netball or hockey and there not being any goalposts. The players would not know how to win the game.
- Once you have the goals in place, you can then start working toward them.

REMOVE Slide 2



ASK the following question to the group:

- What areas do you want to do well in?

LISTEN to the group's responses.

WRITE/MIND MAP their contributions on butcher's paper or a chalk/white board.

Responses may include any of the following:

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- School
- Sport
- Music
- Family
- Socially
- Work
- Health / Fitness
- Savings



ACTIVITY 1 “HITTING TARGETS”

(allow 1 minute)

DISTRIBUTE a piece of scrap paper to each person and **ASK** them to scunch/roll it up into a ball.

TELL the group to now try and hit the target by throwing the ball of paper.

DO NOT TELL THEM what the target is. If any student asks what the target is, just repeat the instruction to throw the paper at the target.

As a result the paper balls will be thrown in any direction and scattered around the room as nobody knows the target.

DISTRIBUTE a second piece of scrap paper to each person and **ASK** them to again scunch/roll it up into a ball.

IDENTIFY a suitable target e.g. rubbish bin or similar. **PLACE** the target in the middle of the room and **TELL** the group that the bin is their target. Their goal is to throw the paper ball at the target.

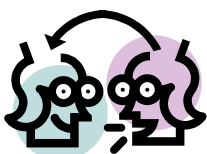
The result will be the paper balls will be thrown toward the target and all land near it.



ASK the following question to the group:

- What happened when I first told you to throw the paper at the target?
- What happened the second time?

LISTEN to the group’s responses and **DISCUSS**.



HIGHLIGHT the following points to the group:

What you have all just done is demonstrate the importance and power of having goals and targets. When you had to

SAMPLE PAGE FROM PROGRAM 1

PROGRAM LEADER'S GUIDE



MOVE among the groups as they undertake the activity and **LISTEN** to the discussions.

After 10 minutes **INVITE** each group to present their ideas to the whole group.

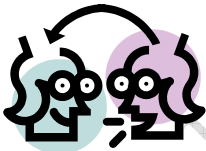
If each group's ideas were written on butcher's paper, **DISPLAY** their sheet after their presentation otherwise **WRITE/MIND MAP** each group's contributions on butcher's paper or a chalk/white board.

FACILITATE discussion so that, overall, the definitions include some or all of the following elements:

Leadership is:

- encouraging others to achieve worthwhile goals
- acting in a way so others follow you
- setting an example
- behaving in a way so people can trust you
- having a goal for the future
- respecting others

CONGRATULATE and **THANK** each group for their contribution.



HIGHLIGHT the following points to the group:

- Now we're starting to get a picture of what leadership is about.
- If this is what we think leadership is, we now need to think how this applies to each of you as leaders in our school.
- As we've said before, now that you are in your final years at our school, you are now leaders. But for you to be successful leaders, it's important that you know what leadership is all about and how it applies to your role as leaders at school.



ACTIVITY 3

"THE MEANING OF LEADERSHIP FOR STUDENTS"

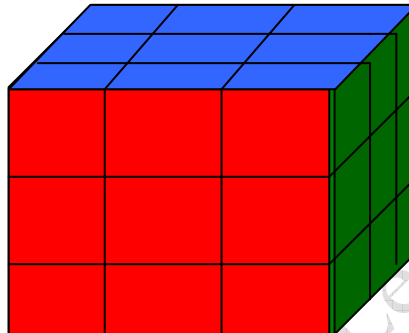
(allow 5 minutes)

SAMPLE PAGE FROM PROGRAM 1

POWERPOINT SLIDE

Defining Leadership **The Rubix Cube**

Lead Teams/Groups



**We Behave
Properly**

**Get along With
Others**

SAMPLE PAGE FROM PROGRAM 6

POWERPOINT SLIDE

Combining Schoolwork & Leadership

- **Setting Goals**

- must have a clear set of goals
- you work toward achieving them
- goals are necessary in all areas of your life
- you know what you are aiming for

SAMPLE PAGE FROM PROGRAM 3

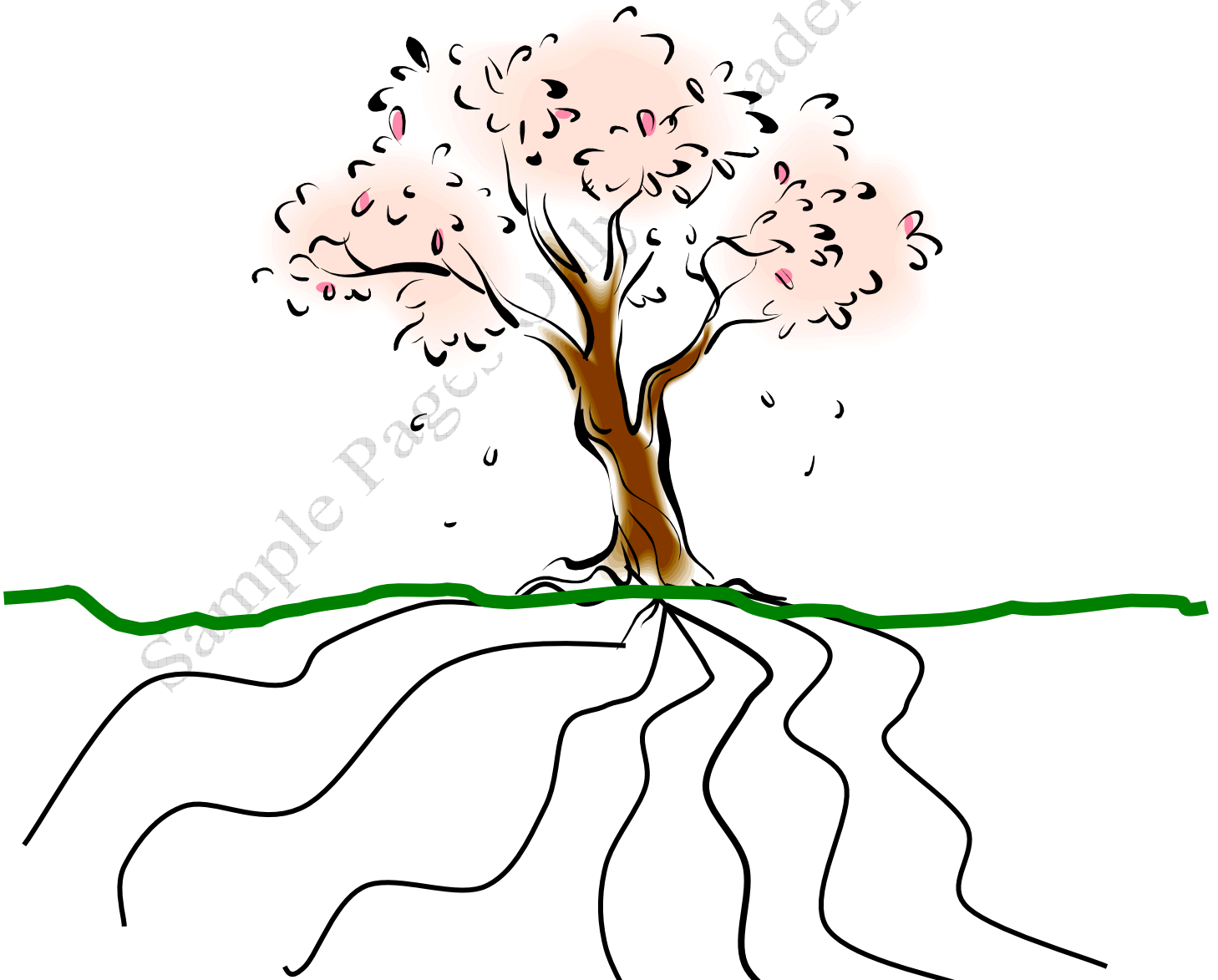
STUDENT HANDOUT

Handout #2

The Role of the Student Leader

THE GROUND RULES

What are your ground rules for being a school leader? Write your ground rules along the roots of the tree below.



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SAMPLE PAGE FROM PROGRAM 2

STUDENT HANDOUT

Handout #1

THE BEHAVIOURS AND QUALITIES OF LEADERS

WHY PEOPLE WOULD WANT TO BE LED BY ME

- Why would people want to be led by me? What are all of the things about you that make you the perfect choice to be leader? Write your reasons in the clouds below.



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SAMPLE PAGE FROM PROGRAM 1

STUDENT HANDOUT

Handout # 3

What is Leadership?

THE MEANING OF LEADERSHIP IN THE STUDENT LEADER ROLE

- As a student leader, what can you do to:

Show respect to others?

Behave in a way so people
will trust you?

Create goals for the future?

Influence people?