

CURRICULUM FOR OPTIONAL CLASS

Modul name: **LEADERSHIP**

Type: C.D.S (school curriculum)., built; curricular area PEOPLE AND SOCIETY

Term: 2 semesters

Number of hours per week: 1

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PRESENTATION NOTE

Curriculum for this optional subject meets the strategy and purpose of the educational process set out in the Education Law, enabling differentiated education and development of the potential of each child and youth through an excellence education level, investing consideration to people owning grace and talent in all areas: science, art, management, leadership, to form human resources able to solve very complex issues of our times. Awareness of the transfer of skills and knowledge in real life enhances motivation and interest for student learning.

Introducing this option to students from kindergarten, primary school, secondary school is required by:

- The absence of another discipline at this level, which gradually introduce concepts of gifted / leadership, grace, talent, by observing psychosocial reality and interaction with the personal environment and community.
- Increasingly acute need for training and education of students in the spirit of social success, of development of creativity and talents of students, of development interest for career success and for entrepreneurship.
- Benefits bring to the educational system and students by "organized" exploring of talents, individual resources, grace and hobbies of their students through a structured curriculum.

Our program provides students the necessary information in order they be able to discover talents, resources of personal and social success, promoting a healthy, balanced and powerful lifestyle.

The courses will address topics such as: self-knowledge, leadership, cultivating talents and hobbies, creativity, emotional intelligence, healthy lifestyle, career policies, young people being involved in a dynamic motivating experience, that will motivate them , promote and change in a positive outlook conception about world and life through workshops with the following contents: Me Myself, Giftedness, Ledership, Personal development, Motivation, Personal management, Personal marketing, Career counseling.

Important questions will be answered by students according to their specific ages: *Who am I and what are my qualities? How can I make friends at school and at home? Where can I get information or help? What should I do to learn better? What do I want to become and what do I have to do to be a successful leader?*

The contents are flexible and adapted to the needs of students, of educational institution and to the needs of the community and society as a whole, it gives students the opportunity to practice effective communication , networking, learning skills and transferring all these into different social contexts. Students gain knowledge and skills that help them grow into responsible individuals and contribute to school life, community, family, group of friends, to transform the learning experience into a process of lifelong learning, to create their future - which implies taking responsible roles in the community and in professional life.

Implementation of specific activities of the curricular area LEADERSHIP from 3 - 5 year-old group takes into account: the level of knowledge, development and personal growing up reached by the pupils at the end of preschool level, preparing students to meet the demands of school, develop skills to meet the social life as a whole.

Each year, according to the school level, students will acquire new skills for personal exploration, for career and social life. Plain initial plans will be developed on education and career, goals to be met will be set, talents will be explored and personal resources needed to achieve the proposed plan.

Entering the optional LEADERSHIP starts in kindergarten and continues up to high school, for which is recommended for the following reasons:

- the need to personal and social development and planning the future issues related to employment and career;
- curriculum has a coherent structure, there is a continuity between the objectives and contents of each study year;

- curriculum is built on the principle of spiral learning, previous achieved study contents are strengthened every year, new aspects specific to individual needs and classroom being added, for every age / school level.

Entering the optional is based on the needs and specificity of classroom, it is a possible option due to the following reasons:

- pre-school and primary education curriculum is built on the modular principle: each year of study has objectives, activities, contents and the own ways of evaluating, being integrated in the logic of learning.
- due to building of curriculum on the principle of spiral learning, contents of previous years of study are repeated in every module, as regards the understanding and difficulty specific age level, of individual needs and of classroom.

The impact will be: personal, social and scholar development of pupils and acquiring of skills needed for achievement and success. The topics that we recommend are:

- Self-knowledge - qualities, strengths, achievements
- Effective communication - assertiveness, positive Feedback
- Emotional and interpersonal intelligence
- Giftedness, talents and hobbies - the list of achievements, successful models
- Establishing interpersonal relationships - Team, roles, work styles, teamwork
- Influencing others - Templates for success, Future Plans
- Motivation - List of values, future plans, social and personal success
- Personal portfolio
- Life and career strategies

General competences

1. Developing a positive attitude towards themselves as an unique and valuable individual.
2. Forming attitudes, acquiring knowledge and inter-personal skills.
3. Developing skills for using information in learning.
4. Acquiring skills for career planning.
5. Practicing management skills of a healthy life style.

Values and attitudes

- Respect and trust in themselves and others.
- Appreciation of the uniqueness of each.
- Responsiveness to the emotions of others.
- Valuing inter-personal relations.

- Critical and selective revaluation of information.
- Adaptation and openness to new learning ways.
- Motivation and flexibility in developing educational and professional route.
- Responsibility and ambition for decisions and actions regards career.
- Interest for lifelong learning in a changing world.
- Orientation towards a quality life now and in the future.

LEADERSHIP curriculum is structured in the following thematic modules that are found in each study year of primary level:

- Self-knowledge and personal development
- Communication and social skills
- Learning Management
- Career Planning
- Lifestyle Quality

LEADERSHIP Curriculum - 3 – 5 year-old group

1. Self-knowledge and personal development

Reference objectives	Learning Activities Examples
1.1 To give examples of basic personal characteristics	<ul style="list-style-type: none">• Games of self-knowledge based on images, drawings, filling out worksheets in order to identify personal elementary characteristics• Exercises for identifying similarities and differences by comparing one with another and with characters from stories and cartoons
1.2 To represent similarities and differences between him / her and the others	

2. Communication and social skills

Reference objectives	Learning Activities Examples
2.1 To practice group cooperation behaviors	<ul style="list-style-type: none">• Group activities, team games where cooperation / non-cooperation situations are created, subsequently these being analyzed and compared

3. Learning Management

Reference objectives	Learning Activities Examples
3.1 To be familiar with the concepts of learning and information specific to entry the Kindergarten	<ul style="list-style-type: none">• Group discussion about specific of activity in kindergarten (playing and training activities for staff)• Game exercises in order to acquire simple learning features

4. Career Planning

Reference objectives	Learning Activities Examples
4.1 To identify hobbies, favourite games and activities	<ul style="list-style-type: none">• Small group discussions about favourite games and activities• Creative-art exercises for illustrating personal hobby• Game-exercises for ranking of images as regards different jobs, in order of preferences

5. Lifestyle Quality

Reference objectives	Learning Activities Examples
5.1 To give examples of behaviors that offer personal safety	<ul style="list-style-type: none">• Small group discussions: safety behaviors in the event of conflict or risk.• Debate on the topic: "People who offer me help"

Contents

1. Self-knowledge and personal development

- Self-knowledge: Who am I? Self-identification data: name and surname, physical appearance issues, date and place of birth, address, name of parents, family members, favourite places, animals, shows, favorite dishes etc.
- The uniqueness of the individual: individual differences - why are humans unique?

2. Communication and social skills

Social skills: Cooperative group behaviours. Relationships with colleagues who need support.

3. Learning Management

Effective learning:

- Specific activities undertaken in kindergarten
- Types of activities (learning, playing, relaxation).

4. Career Planning

4.1 Career Exploration:

- Games and favorite activities at home, at school, in community. Hobbies and crafts. Similarities and differences between crafts, games and activities.

5. Lifestyle Quality

- Potential sources of risk at home, in school or in the community. Safety behaviors for risk or crisis situations.
- People and sources of help at home, school and in community in various situations of crisis or conflict.

LEADERSHIP Curriculum - 6 – 8 year-old group

1. Self-knowledge and personal development

Reference objectives	Learning Activities Examples
1.1 Recognize similarities and differences between people	<ul style="list-style-type: none">• Filling in sentences such as "I am ..." games of self-knowledge, exercises for personal presentation• Role play games based on scenarios from known stories for analysis of strengths of the characters

2. Communication and social skills

Reference objectives	Learning Activities Examples
2.1 To describe the characteristics of relationships	<ul style="list-style-type: none">• Drawings, collages on " my boyfriend / girlfriend"• Group discussions on strategies to make friends and keep them

3. Learning Management

Reference objectives	Learning Activities Examples
3.1 To identify simple learning techniques	<ul style="list-style-type: none">• Metaphorical exercises in small groups, posters about effective own learning and self-assessment

4. Career Planning

Reference objectives	Learning Activities Examples
4.1 To represent situations / patterns that express success and career success	<ul style="list-style-type: none">• Group discussion about life situations on the success of public figures• Discussions with community members invited to the class about the reasons for which people define a successful leader

5. Lifestyle Quality

Reference objectives	Learning Activities Examples
5.1 To give examples of consequences of a decision or a behaviour	<ul style="list-style-type: none">• Exercises for identifying the consequences of a behaviour or a decision• Making up of posters or advertisement that reflect the consequences of a decision or a behaviour• Group exercise: examples of healthy and risk behaviours Individual project: promoting a healthy behaviour
5.2 To give examples of healthy behaviours and risk behaviours	

Contents

1. Self-knowledge and personal development

1.1 Self-knowledge:

- The uniqueness of the individual: individual differences - acceptance and respect for individual differences.
- Rights and responsibilities - compliance, assuming the consequences.

2. Communication and social skills

2.1 Managing emotions:

- What is the self-control? How do we manifest at home, at school, at play?

2.2 Social skills:

- How to develop the friendship. Strategies to make friends and keep them.

3. Learning Management

3.1 Effective Learning:

- How do we learn effectively? Learning - general ways of learning of some behaviours at school or in society: imitation, example of others, repetition, trial and error.

4. Career Planning

4.1 Career Exploration:

- The knowledge acquired in school and their importance in life.
- What is work - work situations at home, at school, in community.

5. Lifestyle Quality

5.1 The quality of personal life:

- Decision situations. The consequences of a decision in usual situations and in risk or crisis situations
- Ways to promote a healthy behaviour. Examples of behaviours, the difference between healthy behaviour and risk behaviour.

LEADERSHIP Curriculum - 9 – 12 year-old group

1 Self-knowledge and personal development

Reference objectives	Learning Activities Examples
1.1 To identify their own interests and curricular and extracurricular skills	<ul style="list-style-type: none">• Questionnaires for interests and abilities. Discussions on the results.• Individual exercises, role play: "I over 5, 10, 20 years"• Role plays, skits on "preferred class" Visits, interviews with students, teachers, head teachers of middle school
1.2 To list the differences between primary and secondary level	

2. Communication and social skills

Reference objectives	Learning Activities Examples
2.1 To identify difficulties and stages which a group goes through	<ul style="list-style-type: none">• Group tasks for establishing roles, rules• Situational exercises with difficulties that may arise in group Collages about communication between children and parents
2.2 To explain the factors that influence the relationships between family members	

3. Learning Management

Reference objectives	Learning Activities Examples
3.1 To identify the optimal conditions for effective learning	<ul style="list-style-type: none">• Group discussions on the optimal conditions for learning, illustration by personal situations

4. Career Planning

Reference objectives	Learning Activities Examples
4.1 To make up the Career Success Portfolio	<ul style="list-style-type: none">• Career Portfolio; images, explanations, drawings, suggestions, recommendations• Game exercises and metaphorical exercises for setting priorities and short time goals.

5. Lifestyle Quality

Reference objectives	Learning Activities Examples
5.1 To apply decision-making skills and problem solving in different contexts	<ul style="list-style-type: none">• Individual and group decision-making and problem-solving exercises on issues of educational and career development.• Brainstorming and discussion on conflict and conflict management• Group exercises management of a conflict or a crisis situation.
5.2 To apply conflict management skills in different situations	

Contents

1. Self-knowledge and personal development

1.1 Self-knowledge:

- Interests and personal skills: individual characteristics.

1.2 Change, growth, development:

- Childhood features. Preparing for change.

2. Communication and social skills

2.1 Social skills:

- Difficulties and their overcoming in group. Stages which a group goes through. Roles in group.

2.2 Family:

- Relations between family members. values and practices transmitted by family

3. Information and learning management

3.1 Effective Learning:

- Narrow way learning - optimal conditions for effective learning:
- Effective study skills: organization of learning contents, effort and periods of relaxation / rest dosage

4. Career Planning

4.1 Career planning:

- Career Portfolio - The relationship between education path and future career.

5. Lifestyle Quality

5.1 The quality of personal life:

- Making decisions on choosing of career.
- Conflict management: applying social skills, emotional expression, assertive communication and decision. Conflict management in risk or crisis situations.

Suggestions

One of the objectives of *LEADERSHIP* curriculum is to stimulate lifelong learning skills for their personal development and future success socio-professional integration. Students experience practically within classes different techniques of classroom learning, networking, effective communication, personal resources exploration and career skills, then they apply what they have experienced in the classroom in different life situations and assess their own progress.

In "teaching – learning process" they will respect the principles of active learning, student-centered. To this end, *the recommended methods* are active participatory methods. The tasks can be performed individually in dyad / triad / team, through independent work or facilitated by the teacher:

- role-playing, simulation
- brainstorming

- creative-art methods
- exercise
- interests and abilities questionnaire
- conversation, discussion, debate
- critical thinking techniques.

Assessment methods

Within hours ratings are NOT used. The assessment will track *the personal progress* in terms of academic and social integration skills, attitudes towards the surrounding world and towards themselves, the knowledge and information level about the world of occupations and attaining career success. We recommend using the following assessment methods:

- personal expression of ideas and arguments by: poster, drawing, collage;
- individual and group project;
- portfolio;
- practical activities;
- individual self- evaluation records.

An important and **innovative** curriculum is the opening to the community, the contents submitted suppose development of individual and group projects having social applicability. The proposed activities represent the best way of taking the students, from pre-school level, an active and responsible leadership, informed and prepared for success.

Presentation note

- **JUSTIFICATION**

LEADERSHIP curriculum is established as part of curricular vision that ERASMUS + "GIFTED FOR YOU" project launches and thereof, it represents one of the final products.

LEADERSHIP discipline will provide, through its contents, simulations and evaluations of direct actions that will express progress in cognitive organizing and attitudinal and behavioural orientation of pupils to realistic options in career and life. To achieve the proposed results in achievement of skills covered by the curriculum, teachers involved in applying the curriculum will have to build and maintain a different type of communication compared to the conventional one, a communication oriented to the on-going personality of the student, to the valuing of individual potential of each student participating in the program. Students will explore the sides of their personality, knowledge needs, tensions, life projects and the teachers guide them through active participatory means, specifics to mentor, through techniques of self-discovery, of generating realistic and relevant judgments.

Performance evaluation system in the proposed project activities will be one that facilitates complete involvement in tasks. Students will make self-assessments, receive teacher assessment who will lead activities and will add to portfolio an individualized product, an essay or a project. Thus, the evaluation system will serve to highlight both the quality and intensity of their involvement in project activities.

NOVELTY

THE CURRICULUM is the result of the necessity of contents, methodology and didactics rethinking, in order to capture the dynamic evolution of the human person. It proposes the shift from education based on gradual accumulation of knowledge in problematic education, creative and heuristic, personalized according to the interests of knowledge of the student, to a new way of creating a network of concepts and knowledge and of the links between them. Solving this problem requires that all the elements and knowledge results must be relevant towards education subject's consciousness, have utility and meaning in terms of themselves and their cognitive experience.

PRIORITIES

In relation to the National Reform Programme 2007-2013, the curriculum will contribute to the following priorities:

- Quality assurance in education and training and a better correlation of education and training on labour market needs
- Improve the qualification of teachers by providing modern methods and techniques that will promote direct relations, unmediated, with the needs of education and training of the students;
- Possibility of developing new foundations for promoting social partnership between schools and local communities through the design and implementation of activities that students get involved in dynamic forms of local social and economic life.

TARGET GROUP NEEDS

Students, especially those of high school, manifest acute need for self-knowledge and study in the issue of self, knowledge of group and social hierarchies, knowledge of communication techniques in relationships with others, parents and teachers, group of friends, knowledge of social roles and achievement ways of performance, success in life and prevent failure, formulating its own plan for the future.

SIGNIFICANT PROGRESSES

The curriculum also expects through the activities they propose to achieve significant progress in skills training and skills development of students to work with:

- Correct perception of the social environment in relation to themselves;
- Appropriate tools for achieving self-control, relationship management with environmental stressors psychosocial factors;
- Techniques and appropriate ways to communicate and promote them, according with social norms accredited;
- Effective ways of coping with the pressures to adaptation and assimilation of positive values;

These development plans are covered into a small extent of studied subjects in high school. Our arguments support the idea of life skills training, leadership in high school students by introducing a new optional subject "LEADERSHIP".

The curriculum and strategies, the values that underline discipline meet the needs of teenagers' knowledge, self-development, they generate life skills designed to develop to young leaders strategies for success.

The curriculum represents an opportunity to promote the skills of psychological knowledge, a teaching style individual student oriented, it makes capital out of the creative resources of students, under the direction of teachers who will assume the status role of mentors.

2). THE STRUCTURE OF CURRICULUM

- General competences
- Specific skills and content units
- Values and Attitudes
- Methodological suggestions

General skills

1. Exploring personal resources that influence career planning.
2. Integrating social and emotional skills in order to attain Career Development.
3. Appropriate use of information about education and work for attain performance and success.
4. Building a career plan for the transition to the labor market.
5. Practice management skills of a quality lifestyle.

Values and attitudes

- Respect and trust in themselves and others.
- Appreciation of the uniqueness of each one.
- Responsiveness to the emotions of others.
- Valuing inter-personal relations.
- Revaluation of critical and selective information.
- Adaptation and openness to new ways of learning.
- Motivation and flexibility in developing educational and professional route.
- Responsibility and ambition for decisions and actions as regards career.
- Interest for lifelong learning in a changing world.
- Orientation towards a quality life now and in the future.

Specific competences and contents

1 Self-knowledge and personal development

Specific Competences	Contents
1.1 Identifying the relationship between personal values, self-efficacy and success 1.2 Develop a program to develop personal resources	1.1. Self-knowledge • Self-effectiveness. Self-efficacy. Qualities and personal values. Preparing for success 1.2. Personal Resources Management

1 Communication and social skills

Specific Competences	Contents
2.1 Analysing factors that contribute to the development of leadership skills	2.1. Social abilities • Leadership: leadership qualities, develop leadership qualities

3. Learning Management

Specific Competences	Contents
3.1 Rationale importance of learning styles in obtaining school performance	3.2 <i>Learning Management</i> School performance, school success: definitions, characteristics, factors, favoring factors . The role and importance of learning styles in school performance.

4. Career Planning

Specific Competences	Contents
4.1. Demonstrate skill development plan for short and long term career	4.1.Planning and career developing • Career plan after completing compulsory education: objectives, resources, constraints, actions
4.2 Demonstrate development skills of personal marketing documents	4.2. Personal marketing • CV, letter of intent, job interview - formal requirements, European standards • Europass documents: European CV, language passport, diploma supplement, certificate of qualification

5. Quality Lifestyle

Specific Competences	Contents
5.1. Assessing the relationship between quality lifestyle and career planning	5.2. Quality of social relations and the working environment • The role of communication and negotiation skills in optimizing inter-personal relations at work • Equal opportunities in career development: disadvantaged socio-economic groups, ethical and cultural minorities, gender

Methodological suggestions

The curriculum recommends using the following methods and techniques for development of the five thematic modules:

Self-knowledge and personal development

- Brainstorming, group discussions to define self-efficacy.
- Exercises to establish criteria for self-assessment of personal qualities and self-esteem.
- Developing an action project for the optimal management of personal resources.
- Individual and group exercises for analysing factors and dimensions of wellbeing.
- Creative-art techniques of personal analysis: modeling, motion, drawing.
- Meetings with different personalities, discussions on leadership

Communication and social skills:

- Debates, role play games to highlight and develop leadership qualities.
- Exercises for identification of roles in group
- Media stories, collages, group tasks on relations between colleagues

Learning Management:

- Brainstorming, discussions in working groups on "Learning Styles, performance and success."
- Discussions with teachers, peers (with high school or mediocre performances) on personal learning style.
- Projects development (individual or in group) to improve school performance.

Career Planning:

- Discussions and interviews with employed adults (parents, teachers, successful people) on the career plan and the importance of setting short and long term objectives.
- Exercises, group discussions, case studies on the decision on transition to the top level of high school or insertion on the labor market.
- Exercises of development personal marketing documents (CV, letter of intent), simulation of participation in the interview.

Quality Lifestyle:

- Initiating and implementing projects of community involvement to promote a quality lifestyle.
- Group discussion for identifying the factors that influence job performance of the lifestyle.

Implementation of a career development model involves focusing attention on:

- **Self-knowledge and personal development**
- **Communication and social skills**
- **Learning Management**
- **Career Planning**
- **Develop a lifestyle centered on the quality of personal relationships, social and occupational environment**

The focus is on strategies for interactive work strategies that have the largest share in teaching the LEADERSHIP classes: brainstorming, debate, problem-solving, role playing, simulations, case study, techniques of critical thinking, metaphorical exercises, clarification of values techniques, etc. .

Tips on using assessment tools

Specifics of evaluation methods is correlated with the specifics of this discipline. Assessment (continuous and summative) is performed in order to grasp progress in developing skills through activities mainly practical.

Assessing the carried activities is NOT to be made through grades or marks. Effective assessment in this area responds to the following questions: Have the frequency adaptive behaviours of pupils to the perceived information increased? Do the personal and inter-personal skills that pupils need to form and develop change into desirable ways? Are students able to cope with the problems they have to solve for a successful socio-professional insertion?

Specific assessment strategies are: self-assessment, questionnaires of interests and skills, observation grid, individual and group projects, simulation. All these are used in order the student and teacher to settle new stages of resources and personal career development.

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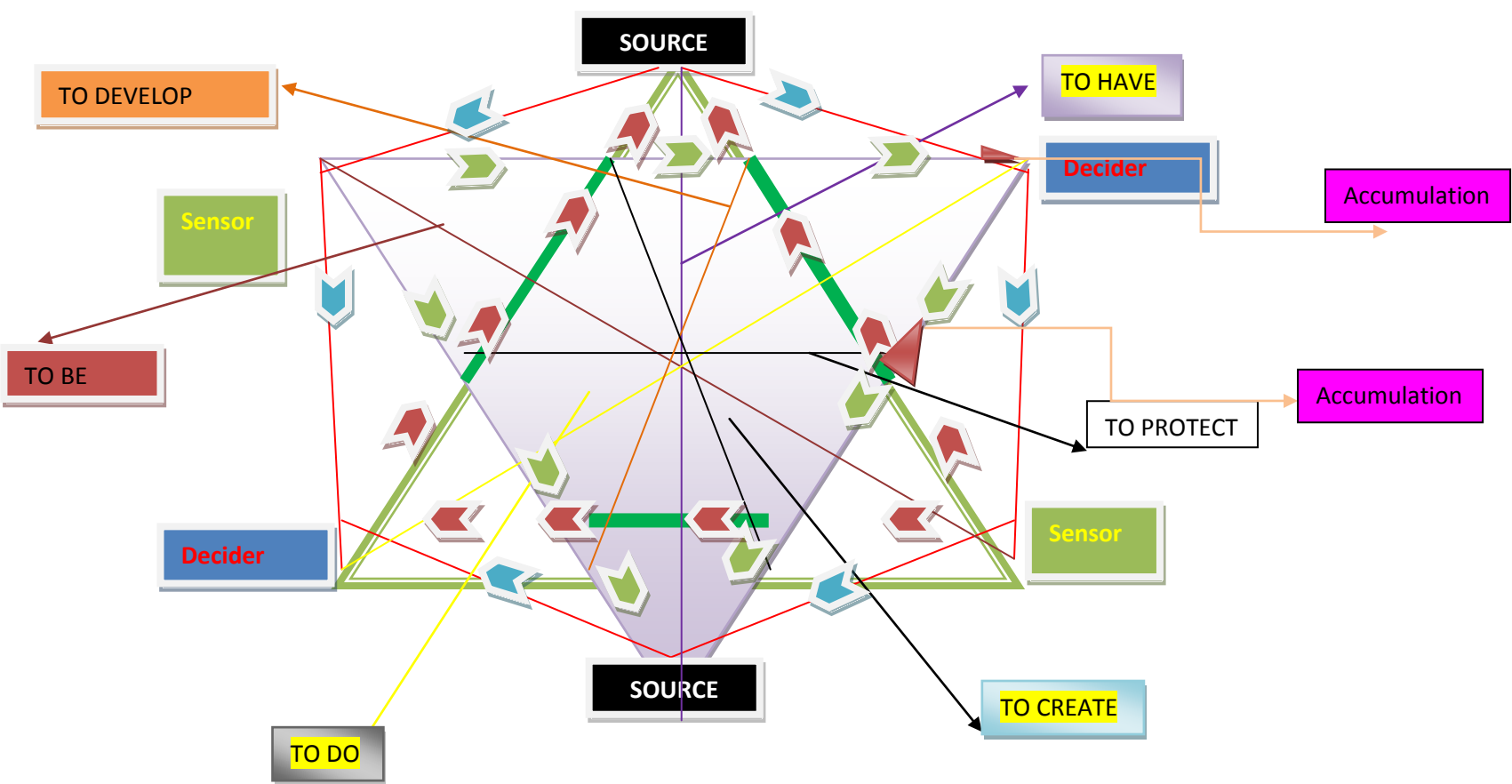
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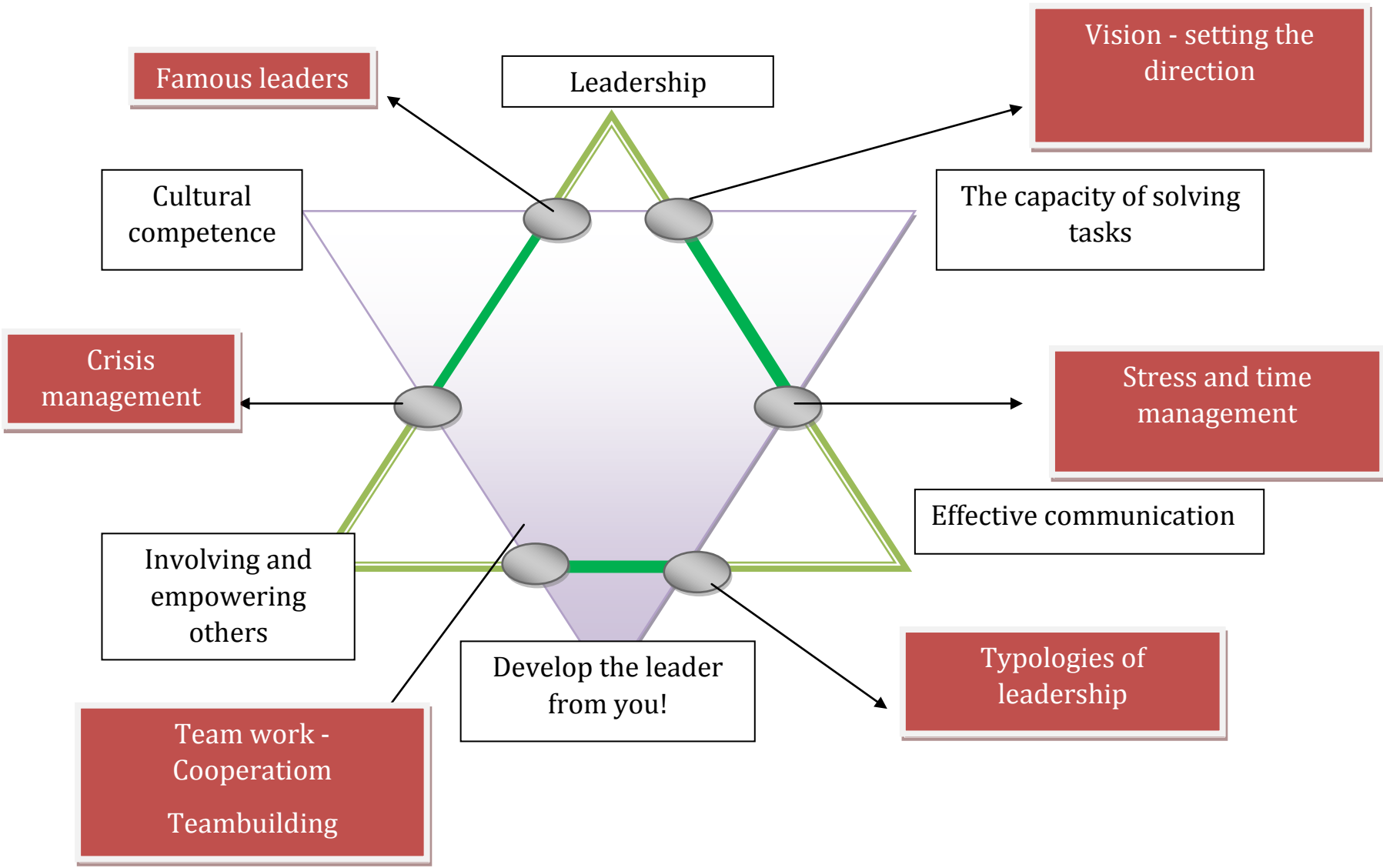
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The leader from you

"I am what I am today because of the choices we made yesterday! "Anonymous

While some children are born to be leaders, others can develop the necessary skills if they are guided correctly.

Being a good leader is a very valuable skill regardless of age - whether you're at school or work. But not everyone has innate leadership qualities. Therefore it is very important to begin to teach children how to develop skills to be a good leader. Adults have a very important role because they could materially influence children's future.

Developing leadership skills in children, it is not considered a subject too important for parents or teachers, unfortunately. It is never too early or too late to begin to teach children the basics in leadership. There is the opportunity to practice leadership every day: at home, at school, at work and even in practiced sports.

Every child has the potential to be a leader. Leadership is learned, it is a process that lasts throughout life and using developed skills you can make a difference in society / world.

Choose to be a good leader!

Topics addressed	Values / attitudes	Abilities	Skills	Knowledge	Methods/ strategies	Evaluation
Chapter 1 - Leadership Chapter 2 – Setting goals Chapter 3 – Decision making Chapter 4 – Stress and time management Chapter 5 – Communication Chapter 6 – Teamwork (cooperation) Chapter 7 – Solving conflicts Chapter 8 – Involving and empowering others Chapter 9 – Cultural competence	Expressions of interest for self-knowledge Adequate expression of emotions in interaction with others Using specific skills and attitudes to learning in context The manifestation of a positive attitude towards himself and towards others	Identify your own leadership style Setting priorities and their importance Using the model "FIND" to take decisions on the management dilemmas Solving conflicts Coping with stress and positively	The language competence by learning new terms relating to the subject addressed Skills in leadership: - Strategic thinking - Adapting leadership style to the situation / Person - Ability to communicate and influence - Talent to relate harmonious - Ability to	Defines what it means to be a leader Learn to set goals in his development as a leader Decision-making model "FIND" Stressors Knowing the challenges and benefits of speaking in front of other people He will know the need for trust and responsibility	Presentation Problematization Case Study Project Small Groups: meetings, workshops	Worksheets Assessments / tests

Chapter 10 – Managing groups; Teambuilding Chapter 11 – Famous leaders	Understanding the importance of leadership Expressions of interest for the leadership field	respond in different situations Public Speaking Building confidence in the team Conflict managing in leadership position Gaining self- esteem in personal leadership skills Culture. Stereotype. Bias. The delegation in	motivate Team - Ability to delegate tasks effectively - Emotional intelligence - Building a high performance team - Adapting to change and management resistance to change	The difference between controversy and conflict/ Message " I " The impact of the motivational leader's speech Defining diversity Identifying personal cultural aspects and school aspects Delegation recognition as a valuable management skill Team Building's purpose Practical examples from the life of successful leaders		
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		<p>driving situations</p> <p>Knowing the team members</p> <p>What can I learn from famous leaders?</p>				
--	--	--	--	--	--	--

Principled Leadership Situations

Situation #1

You're late and you must prepare for a very important meeting that you have in that morning. You've come to the parking lot and seen entering the bus in the station. You can arrive on time if you hurry. But you walk past an elderly woman who has just fallen. If you stop to help, you miss the bus and get to the job just before the meeting starts. You will not have time to prepare.

- ***What are you doing? What are the risks / costs for you?***

Situation #2

Te uiți la copilul tău care se joacă cu mingea la antrenamentul de fotbal. De vreme ce copiii au doar 4-5 ani, este destul de mult haos în activitățile lor pentru fiecare are câte o minge pentru a exersa. Unul din ceilalți copii are un comportament foarte urât și ia mingile celorlalți, nelăsându-i să exerseze. Antrenorul intervine în timp ce și copilului tău îi este luată mingea. Acesta în loc să rezolve situația oprește antrenamentul și fiecare copil este trimis la părintele lui.

You look at your child playing with the ball at soccer practice. Since children have only 4-5 years, is pretty much chaos in their activities because each has a ball to practice. One of the other children have a very bad behavior and take other balls, not letting them practice. The coach occurs while your child's ball is taken. This one instead resolve the situation it stops the training and every child is sent to his parent.

- ***What are you doing?***

Situation #3

You work as a volunteer for a charitable organization and help to raise annual funds. Many people have come and you are very busy with their registration. After things it calms down, you notice that one of the organizers take money out of boxes for fundraising. When he sees you, he tells you that he takes it just to not be so much cash on demand. However, you notice that he does not count the money which he takes from the polls. At the end of the event, the organization's president announces that it hasn't raised a considerable amount, given that so many people attended.

- ***What are you doing? What are the risks / costs for you?***

Set goals. . . simple as 1-2-3!

Step 1

Complete the following sentences.

- ☐ Something I want to SEE: _____
- ☐ Something I'd like to DO: _____
- ☐ Something I would like to LEARN: _____
- ☐ Something I would like to EXPERIMENT: _____
- ☐ Something I would like to EXPLORE: _____
- ☐ Something I would like to DISCOVER: _____

Step 2

Choose 3 or 4 sentences (those things you want to accomplish in your position of leadership) and put X in the box next. These will become your goals. Answer the following questions for each sentence checked:

	Goal 1		Goal 2		Goal 3		Goal 4	
	Yes	No	Yes	No	Yes	No	Yes	No
Does this goal provokes me/ motivates me?								
Is it an achievable goal?								
Can I be successful?								

If your answer is "No" at least one question then choose another goal or revise it until the answer may be "Yes".

Step 3

Write your own goals. These can be the beginning of your plan of action as a leader. Periodically check list that you wrote - according to the time set for targets, have you made progresses? Is it time to set new challenges?

Application: You are a leader in an organization.

FIND Decision Making

Issue #1:

A fellow leader has not fulfilled its responsibilities.

FIND Decision Making

Issue #2:

A fellow leader often speaks during a meeting.

FIND Decision Making

Issue #3:

Your colleagues argue in selecting an activity for next month's meeting.

FIND Decision Making

Issue #4:

A friend tells you to quit the conference for leaders to go to the fun.

FIND Decision Making

Issue #5:

Your parents will not let you participate to the next event of service-learning at the Habitat.

FIND Decision Making

Issue #6:

There are 3 candidates for the position of students President but none for vice president.

FIND Decision Making

Issue #7:

An adult leader tells you that his vote matters more because he's an adult and you're a kid.

FIND Decision Making

Issue #8:

Work is about to begin, but none of the necessary supplies have not arrived yet.

Katrina Hurricane strikes again!

You live in New Orleans, LA and a hurricane bigger than Katrina in 2005 heads to Gulf Coast. The time until the hurricane will hit is exactly 30 minutes. There is one helicopter available to transport people, but there are 10 people and only 5 seats available. Who are the 5 people who should be rescued from Katrina Hurricane and then these people work on rehabilitation of New Orleans after the hurricane passes.

1. Female, doctor, mentally and emotionally abusive
2. Male, college graduate, married with a housewife
3. Female, 39 years old, housewife, alcoholic, married with an accountant
4. Farmer, does not need modern equipment
5. Black militant, second year medical student
6. Pregnant teen, 16 years old
7. Religious leader, 54 years old
8. Scientist, racist
9. Policeman with a rifle
10. Sports man, smokes marijuana



The message "I"

This type of message can help you to clarify an issue that you must discuss, feelings and your reaction. It is a useful method because it enables you to assume your share of responsibility / blame and avoid blaming the other. The message "I" is effective because you express your feelings.

In a message like "I", you have to:

1. Say what's bothering you, without criticizing the other person.

I feel _____ because _____.

And then:

2. Ask for a change in behavior.

I would like if you _____, please.

TRY IT YOURSELF:

- I feel _____ because _____
I would like if you _____, please.

- I feel _____ when _____.
Would you like to _____?

- When _____ make me to _____.
I would like if you _____.

- When _____ I feel _____.
It would be better if _____.

- I understand _____ when _____.
It would help me if _____.

Appendix 5

**Tell your viewpoint, noting the following statements about conflict with numbers 1-4
(1-Totally agree; 2-Agree; 3-I disagree; 4-Totally disagree)**

- o **"The presence of a conflict means that something is wrong with that relationship or with organization you work for."**

The conflict is something absolutely normal in a healthy relationship. The conflict that occurs in an organization does not mean that something is wrong but just something happens - misunderstandings, personal needs that are threatened and others.

- o **"In an organization individual success depends on the ability of a person to ignore conflicts and focus on work duties."**

A well done job , and so satisfies others, requires confronting differences of opinion.

- o **"The best way to deal with conflict is to ignore them as much as possible."**

This is the wrong answer. Ignoring a conflict does not mean that things will resolve themselves

- o **"Most conflicts can not be resolved only when one accepts that he was wrong."**

Accepting that you were wrong is very difficult for many of us. If a conflict is managed properly, it can be resolved to the satisfaction of all concerned. A conflict is successfully resolved only when everyone has something to "win". When the conflict ends with winners-losers, usually, the part that was defeated feels very bad even if accepting defeat.

- o **"The conflicts are inevitable because each individual's needs are different."**

A good summary of the conflict.

- o **"The conflict is resolved by bringing rational and logical ideas when emotions are high."**

Logical and rational advices are rarely effective when we are dealing with emotions. Feelings are involved in any conflict. Efficient management of a conflict is to start by expressing your feelings and then switching to facts / actions.

- o **"The use of force / power, it is necessary to resolve a conflict."**

Using your force / power in a conflict, you're only aggravate the situation.

- o **"The only sustainable basis for resolving the conflict is to restore confidence among those involved."**

The conflict is resolved by restoring mutual trust and respect.

- o **"It is not possible to successfully manage a conflict when you are personally involved in the conflict."**

Personal involvement is the key to solving conflicts effectively. We can ask help from others, but the solving only depends on the people involved in conflict.

- o **"To successfully manage conflict is important to take into account the feelings and facts. "**

Unfortunately, when we have a conflict, we tend to give the highest importance to the facts, not the feelings.

- o **"To be effective as a mediator / third party of the conflicts, you can not take part to anyone.**

To be neutral is essential. The mediator, by definition, is the one who does not take part any of those involved in the conflict.

- o **"In any conflict, it is a power struggle."**

The power struggle underlies many conflicts.

Appendix 6

Let's think:

- What have you learned about the attitude in the face of a conflict?
- Members of a group all share the same views? Why?
- How has changed the way you see a conflict?
- How does affect your conflict management strategies, what you learned today?
- How will you address the conflict from now on?

Appendix 7

Are you a leader who motivate people?

Always	Sometimes	Never	
			Do you convey clear expectations?
			Are you approachable?
			Do you set realistic goals?
			Do you have an explosive behavior?
			Do you accept the suggestions of other people from the team?
			Do you recognize the merits of others when it's the case?
			Do you demonstrate a personal interest?
			Do you admit when you're wrong?
			Do you help your team?
			Do you ask for help when you need it?
			Do you inform people?
			Do you encourage others to participate?
			Do you respect the individual differences?
			Do you listen the others?

Different

Individuals

Valuing

Each other

Regardless of

Skin

Intellect

Talent

Years

Appendix 8 b

1. *The Iceberg metaphor for culture shows a cruise ship sailing close to the iceberg for a look at this foreign territory. Part of the iceberg is immediately visible; part of it emerges and submerges with the tides, and its foundations go deep beneath the surface. How much of an iceberg is above the water? How much is underwater? Make the point that only about one-eighth of an iceberg is visible above the water. The rest is below. Culture is very similar to an iceberg. It has some aspects that are visible and many others that can only be suspected, guessed, or learned as understanding of the culture grows. Like an iceberg, the visible part of culture is only a small part of a much larger whole.*

2. Above water line:

Aspects of culture that are explicit, visible, taught. This includes written explanations, as well as those thousands of skills and information conveyed through formal lessons, such as manners or computing long division or baking bread. Also above water are the tangible aspects: from the "cultural markers" tourists seek out such as French bread or Guatemalan weaving, to the conformity in how people dress, the way they pronounce the letter "R", how they season their food, the way they expect and office to be furnished.

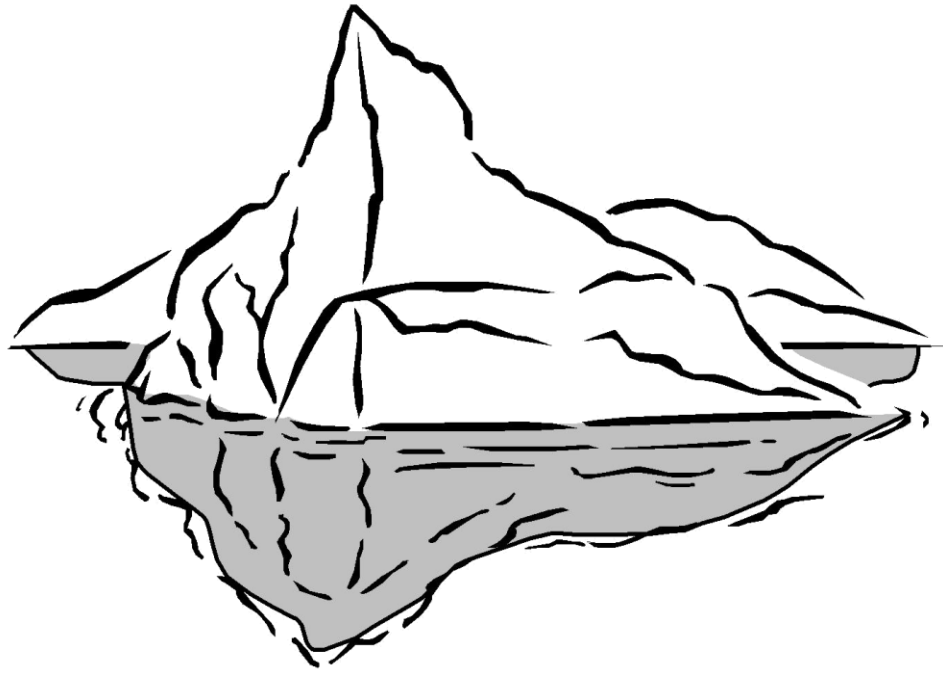
At the water line:

The transition zone is where the cultural observer has to be more alert: "now you see it now you don't", the area where implicit understandings become talked about, explained--mystical experiences are codified into a creed; the area where official explanations and teachings become irrational, contradictory, inexplicable--where theology becomes faith.

Below the water line:

"Hidden" culture: the habits, assumptions, understandings, values, judgments ... that we know but do not or cannot articulate. Usually these aspects are not taught directly. Think about mealtime, for example, and the order you eat foods at dinner: Do you end with dessert? With a pickle? With tea? Nuts and cheese? Just have one course with no concluding dish? Or, in these modern times, do you dispense with a sit-down meal altogether? Or consider how you know if someone is treating you in a friendly manner: do they shake hands? keep a respectful distance with downcast eyes? leap up and hug you? address you by your full name? These sorts of daily rules are learned by osmosis -- you may know what tastes "right" or when you're treated "right", but because these judgments are under-the-waterline, it usually doesn't occur to you to question or explain those feelings.

3. Provide each youth with a Cultural Treasure Chest. [Paper treasure chests can be purchased or constructed from a used shoe box]. Instruct youth to collect items, draw symbols, cut out images out of magazines, or write phrases that represent facets of their valued cultural history and place them in their cultural treasure chest. After treasure chests are compiled, encourage youth to share one or more items from their treasure chest with a partner or with the group.



Culture is an Iceberg

Clothing style
Ways to greet people
Principles about hospitality
beauty
Importance of time
politeness

Values
Literature
Principles about raising children
responsibilities
Attitude of personal space
Friendship
show that you have

it has told you
Ideas about clothes
Foods
Greetings
Mimics and gestures of hands
Ethics at work
celebrations
Personal EGO
fairness

Religious beliefs
Religious rituals
Principles of

Rules about

Attitude
Family role
Overview
Beliefs about

Gestures which
understood what

Holiday traditions
Music
Dance
Holidays /

Concepts of

Appendix 9

PARE Service-Learning Action Plan ~ Model



Group decision making can take place through four specific ways:

Autocratic or Decision by Authority. This is when one person decides as in a dictatorship. Autocratic decisions are ideal if one person in the group has the skill or expertise to make the decision and to implement the solution or if the decision is routine. This is often preferred during emergency situations when there is built-in motivation, when the group is unwilling or unable to make a decision, or when there is little time to make a decision. With autocratic decisions, the leader needs to take the command and lead and be prepared to deal with the reactions from the members of the group.

Committee or Minority Control. These decisions are made by small groups, such as committees or executive boards. Committee decisions can save time; they are ideal when the whole group cannot meet, if only a few members have an interest or information about the issue, or for simple and routine decisions. However, when important decisions are consistently made by a select group of individuals (such as an executive board), other members of the group can feel left out and become disinterested in group activities and business.

Democratic (Voting) or Majority Control. This is probably the easiest and most common form of decision making within large groups. It is probably the fairest form of decision making. Sometimes it can be hard on a group, as there is a winner and a loser. This process eliminates the finding of a compromise solution and can cause ill feelings within the group.

Democratic (Consensus) or Consensus. Making decisions by group consensus is time consuming but effective. These decisions are often the best because all members' ideas are considered. A strong group commitment is needed for this form of decision making to be successful, but group stability is preserved because everyone "wins".

6 steps to holding an effective meeting

Set ground rules and by-laws

Develop an operating procedure and stick with it!

Make sure all members, especially new ones, are aware and understand

Do a quick review at meetings so everyone is on the same page

Know the roles of the individuals involved

- The meeting leader/president/chair is responsible for:
 - Making space arrangements-accommodating everyone's needs
 - Setting the agenda-each with a clear purpose
 - Communicating with other group leaders and participants

Setting the agenda

- Have a clear purpose for each item-use action words (decide, review, etc)
- Set time limits if necessary
- Order items from most significant to least

Keeping things on time

Assign a time keeper/watcher to keep things moving and alert the group when nearing the end of the meeting time

If need to go over the time limit set, ask everyone in the group if that is ok

Manage the group

Involve all members of the group

Work with difficult individual behaviors

- Thank everyone for their participation and ideas

Follow up

- Ask how people feel the meeting went (formally or informally)
- Check in with people who have taken on a responsibility
- Create the next agenda (often based on the previous agenda and notes from the previous meeting)

Some Basic Principles of Facilitation are:

- The facilitator leads (guides) discussion but does not dominate.
- The facilitator is knowledgeable enough about a topic to be able to provide guiding questions.
- The facilitator is not an answer provider, but rather a 'tour guide' who brings the group to find the answer themselves.
- The facilitator promotes the concept of 'safe space.' Opinions particularly based on more 'sensitive' or controversial topics could vary. It is important to remember that opinions are not 'right' or 'wrong.' The facilitator may find that s/he needs to assist group participants in discovering and sharing their opinions.
- It is vital that you have some 'probing questions' ready in the case the group is shy to speak. Asking the group questions may get their thoughts going and spark conversation.

The Art of Facilitation

Facilitation is truly an art. It encourages those involved in the process to become experts in the conversation while the lead facilitator guides the discussion.

In order to be a good facilitator, one requires an in-depth understanding of the discussion itself. Here are some key points to consider before you embark on your first discussion as a facilitator.

Guidelines – A facilitator must take into account the guidelines or rules of discussion that are established by the group members with whom you are facilitating a discussion. If your group is meeting for the first time or has no guidelines in place, take time to establish some at your first discussion.

Observation – The facilitator becomes a conversation guide. By observing and reflecting on what other group members say while facilitating a discussion, the facilitator can support the group and notice what contributions she or he may need to make to assist participants in arriving at key discussion points.

Flexibility – Facilitators must be ready for different modes of discussion participation as well as ups and downs in the discussion. Depending on the group, some may follow the discussion topics in order, others may jump around. Some group members may go around and around on one topic while others may sit back and relax, but then all of a sudden become incredibly engaged. When facilitators are flexible, they can best guide discussion.

Imagination – Facilitators encourage participants to use their imagination and to brainstorm. However, facilitators also must keep the conversation on track when ideas become too crazy or when time is of the essence.

Patience – One of the most frustrating parts of facilitating a conversation, particularly when you are knowledgeable or excited about a topic, is that you have to be patient and understand that it may take others longer to arrive at a conclusion. Facilitators cannot lose their cool or make quick judgments. They need to be patient and respect every group member.

Balance – An effective facilitator balances eliciting quality dialogue that might ‘challenge’ people or ideas and supporting and respecting group members’ contributions and ideas.

Affirmation – Good facilitators appreciate group members’ input and recognize the ideas of all participants. When participants let their barriers down and become themselves, this is an important step towards a quality discussion. This can only happen if group members feel ‘safe’ to share their thoughts and ideas with you, the facilitator, and with other group members.

Silence – Often, one of the hardest things for a facilitator is to withstand silence. However, it is not your job to fill ‘dead air.’ Silence is not always to be interpreted as bad. Good facilitators make sure that all that all group members are involved without making them feel uncomfortable. Those who are frequently silent should be asked what their opinion is, while maintaining respect for their silence.

Challenge – Facilitation, very literally, means ‘making things easier;’ however, facilitators must challenge their group members to think differently and explore other discussion topics. This is not confrontational, but rather it provides alternatives for group members to think about and participate in a quality conversation.

Connections – As the facilitator you should help group members ‘connect’ with others’ responses and make connections with larger themes of the discussion. When ‘connections’ occur, better understanding and in-depth meaning begins to emerge. On particularly difficult topics, arriving at a ‘connection’ may take longer for some members. Facilitators need to observe group members in order to recognize when participants begin to ‘get it.’ Encourage those members to “restate their understanding in a different” way in order to assist those members who are still waiting for a ‘connection.’

Facilitating Group Discussions With Your Peers

As a facilitator you will need to guide group discussions. Leading such discussion is not often an easy task, especially in conversations with your peers in which members have many different opinions, perspectives, knowledge and points of views.

There are many methods and strategies to elicit good discussion. Try one or more of these group discussion styles to spark conversation:

<i>Group Discussion Method</i>	<i>What To Do</i>
<i>JIGSAW</i>	Work in small groups or by committees and ask each group to discuss the same topic. Then, have all the groups report to the large group to facilitate discussion.
<i>Roll Call, All Call</i>	Call on each member of the group for an idea. If the person isn't ready to share, he or she can pass once.
<i>Brainstorming</i>	Have members shout out ideas or comments and post all of them on a chalkboard or large sheet of paper. Do not discuss or evaluate any of the comments until all 'brainstorming' is complete.
<i>Knee to Knee, Eyeball to Eyeball</i>	Ask members to find a partner and sit across from each other so that they are sitting 'knee to knee, eyeball to eyeball.' Then, hold a discussion with that one person, first. Many people need time to think about ideas privately or with one other person before they feel comfortable talking in front of a large group.
<i>Response Challenge</i>	Tell the large group that you are challenging them to come up with at least 10, 15, or 20 ideas or responses. Then, do not recognize anyone to speak until at least that many people have indicated they have a response.
<i>Show of Hands or Quick Survey</i>	Ask a question of the whole group to get the conversation rolling. Have members give a show of hands or respond to a quick survey as response to the question.

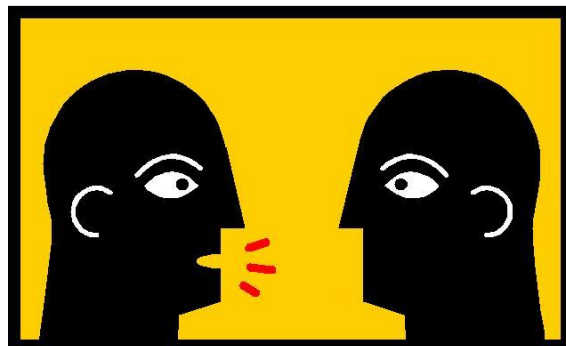
Here are some quick do's and don'ts for facilitating group discussions:

DO:

Listen to understand all group members.
Give all members an opportunity to speak.
Keep the discussion on the agenda item.
Limit responses to short statements, rather than let members give long speeches.
Ask those who are shy to join the discussion.
Make sure everyone understands what is being said.
If members ask you questions, ask them back to the entire group.
Restate the question when discussion goes off on tangents.
Summarize the conclusions of the discussion.
Allow plenty of time for members to think and formulate responses.
Maintain an environment for discussion in which everyone feels safe to speak.

DON'T:

Allow any one person to monopolize the discussion.
Act as if you, the discussion leader, have all the answers.
Get nervous when there is silence for a short time. Some people need up to 60 seconds to formulate a response to a question.
Answer a question before the group has a chance to discuss it.
Continue the discussion if the topic strays from its original purpose.
Tolerate negative statements, conflicts, or put downs.
Pretend to agree with someone's statement or opinion when you do not.




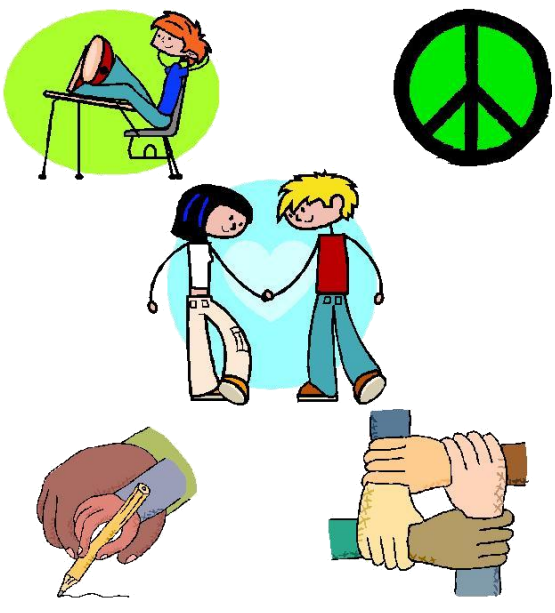


Tips: On each line is a set of words. Start with row 1 and circle the word that best describes you. Then, highlight the next word that describes you. Put an X next to the third word that describes you and leave it on fourth unchecked. Do this for each row.

	A	B	C	D
1	Get things done	Chief	Being by the people's side	Mediator
2	High standards	Temperament	Variety	Patient
3	Organized	Determined	Entertainment	Warm and caring
4	Independent	He wants to win	Delighted	Sympathetic
5	Detail oriented	Moody	Chaotic	Convenient
6	Perfectionist	Hard / learned	He takes risks	Romantic
7		Just as you say		
8	He wants to be better		Very energetic	Polite
9	Blunt	Strong	Spontaneous	Honest
10	He asks questions	Unwavering	Spotlight	Fair
	He solves problems	He takes control	He erupts	He give others
11	Responsible	He is in a hurry	Strider	Calm
12	Private	Great Ego	Communicator	Trustworthy person
	For each column, points will be calculated as:			
	Word encircled = 4 points			
	Underlined word = 3 points			
	Word X = 2 points			
	word unchecked = 1 point			
	Collect points for each column. Top Score on the column can be 48, and the lowest 12. Write down the result.			
TOTAL				

SCORES A: B: C: D:

Directions: Look closely the following images. Decide which image quadrant best represents your values and actions. Grant 4 points to this quadrant and write down, under the table. The second representative quadrant that you choose will get 3 points, the third 2 points and 1 point will get the last one. Fill the calculation by multiplying with 4.

<p>A</p> 	<p>B</p> 		
<p>C</p> 	<p>D</p> 		
<p>A: ____ x 4 = ____ =</p>	<p>B: ____ x 4 = ____</p>	<p>C: ____ x 4 = ____</p>	<p>D: ____ x 4</p>

Qualities/Skills/Attributes of a Leader

- Ability to learn from failure
- Ability to see the bigger picture
- Active listener
- Adaptable
- Balance
- Building trust
- Commitment
- Communication
- Community-minded
- Competitive drive
- Confidence
- Creative
- Cultural Competence
- Curiosity
- Dedication
- Decision Maker
- Emotional intelligence (the ability to communicate with others)
- Empathy
- Enables others to act
- Enthusiasm
- Ethics
- Flexible
- High-energy level
- Honesty
- Humble
- Influential
- Initiative
- Inspire a shared vision
- Inspiring
- Integrity
- Interpersonal Skills
- Know when to follow
- Knowledge of situation
- Lead by example
- Life long learner
- Looking at various solutions to a problem
- Motivation
- Motivator
- Open-Minded
- Passionate
- Patience
- Perseverance
- Positive example
- Prepared
- Productive
- Problem Solves
- Purpose-driven
- Realistic
- Respect
- Responsible
- Risk taker or the ability to take one's self out of comfort zone
- Role Model
- Self-assessor
- Self-awareness
- Selflessness
- Self-regulation
- Sets the example
- Social skills
- Supportive
- Teamwork
- Willpower
- Wisdom
- Works well with others



What's Great About Me? . . . What makes me a leader?

Think about of what you like about yourself / you. Then read these words that describe the characteristics of a good leader. Circle the ones that represents you. Don't be shy! Circle how many you want.



After you've circled the words that best describe you, discuss with a partner the following questions:

- Were you surprised by some words from this table? If so, which ones?
- Are there other words that should we add here? If so, which ones?
- The words that you circled, seem to you that have leadership qualities? Why?
- Do you think you have everything you need to be a good leader? If not, what can you do to improve your leadership skills?

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