

Building the Agenda for Leadership – Tab 3

The following curriculum agendas are offered in response to requests for samples of how our curriculum organization and activities work together to help students. This section presents some agendas used in the Leaders in Service Program. Also available to migrant program districts through the Student Leadership Program are specialized (conference) curricula such as assets based leadership development, and student school improvement with a focus on communications, diversity, or school environment.

It is important to recognize that the minutes assigned to each activity reflect experienced co-facilitators with a group of 6 – 12 students. Time will vary depending on the experience of the facilitator and the size and interaction of the group. Assigned times reflect student centered learning focused on experiential skills development.

A long brainstorming session, drawing out the lessons of an activity, individualized problem solving, and lecture will make it difficult to complete activities within the suggested blocks of time.

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Agenda: Education & Career Goal Setting – Middle School

Outcomes: Students develop skills in building effective relationships, increase their knowledge of role models and of their potential. Students understand how their choices influence their lives and develop an understanding of long term and short term goals. Students work toward mastery of Washington State EALRS including Communication 3.1, 3.2, and 4.2.

Time (min)	Activity	SLP Unit w/ page #	Detail	Lead	Comments
30	Pre conference Staff Meeting		Room prep, last minute logistics, student lists,	Staff	Assist with registration
15	Registration		Initiate People Bingo as students register	Volunteers	
15	People Bingo	Developing Relationships 10-19	Modify Bingo sheet to reflect ed/career specific topics (Knows a lawyer, a police person, etc)	Student leaders to initiate	
10	Move to small groups			Facilitators	Have fruit, juice, water, snacks available
10	Group Juggling	Developing Relationships 10-11	Adapt to have student indicate a career or educational goal on last toss.		Facilitator models rounds
15	Full Value Agreement	Developing Relationships 10-9			Students as recorders
20	Concept of Leadership	Developing Relationships 10-5	Reflect on leaders in different career and educational fields		
20	Getting to Know You	Developing Relationships 11-4			
5	Self-Assessment	Developing Relationships A4-17			
15	Positive Images	Understanding Potential 11-8			
20	What's Important to Me	Understanding Potential 11-21			
20	My Mask	Understanding Potential 10-34			

Agenda: Education & Career Goal Setting – Middle School (continued)

Time (min)	Activity	SLP Unit w/ page #	Detail	Lead	Comments
5	Self-Assessment	Understanding Potential A4-19	Inform students that each lunch table will be hosted by a person who is a mentor – find out all you can about that person.		
10	Move from small groups to lunch		Have table talk mentors already set at tables that they will host (with their lunches)		At least one mentor/lunch table
30	Lunch		Lunch and table talk – each table has a person representing a career who shares with students what they do and how they got to where they are.	Facilitators sit at least 1/table to guide mentor discussion	Middle school students are very responsive to local celebrities and people who wear uniforms
10	Lunch closing		Announcements		Thanks to mentors Announcements & return to groups
40	Good Not So Good	Choices 11-19			
30	Goalie	Goal Setting 11-25			
45	Stepping Stones	Goal Setting 11-27			
30	Blindfold Square	Problem Solving 10-57	Reflect on how forming the square related with the process for achieving their goals.		
15	Success Reinforcement	Understanding Potential 10-42			
5	Self-Assessment	Goal Setting A4-23			
10	Form large group				
30	Closing activity	Futuring	Tie that Binds or open microphone reflection guided to include one thing each student learned, one thing s/he will do as a result of the day.		
5	Evaluation	4-12			
	Departure				

Total time = 7 hours, 40 minutes Total curriculum time = 6 hours, 15 minutes

Agenda: Education & Career Goal Setting – Secondary School

Outcomes: Students develop skills in building effective relationships, increase their understanding of their potential and how their choices influence their lives, set career and educational goals and develop an action plan to help them achieve those goals. Students work toward mastery of Washington State EALRS including Communication 3.1, 3.2, and 4.2.

Time (min)	Activity	SLP Unit w/ page #	Detail	Lead	Comments
30	Pre conference Staff Meeting		Room prep, last minute logistics, student lists,	Staff	Assist with registration
15	Registration		Initiate People Bingo as students register	Volunteers	
15	People Bingo	Developing Relationships 10-19	Modify Bingo sheet to reflect educational/career specific topics ("Knows what college entrance requirements are, Knows what SAT is, etc)	Student leaders to initiate	
10	Move to small groups			Facilitators	Have fruit, juice, water, snacks available
20	M & M Ice Breaker	Developing Relationships 10-18			
15	Full Value Agreement	Developing Relationships 10-9			Students as recorders
10	Win Lose or Draw	Understanding Potential 12-26			
20	My Mask	Understanding Potential 10-34			
30	Building Your Lifeline	Choices 12-7	Education & career goal focus		
5	Self Assessment	Choices A4-21			
10	Move from small groups to lunch		Have higher education representatives already set at tables that they will host (with their lunches)		At least one mentor/lunch table

Agenda: Education & Career Goal Setting – Secondary School (continued)

Time (min)	Activity	SLP Unit w/ page #	Detail	Lead	Comments
30	Lunch		Lunch and table talk – each table has a higher ed representative who is prepared to dialogue with students about their educational goals or financial aid.	Facilitators sit at least 1/table to guide mentor discussion	Technology schools, colleges and university recruiters are very responsive to these requests. College students also provide valuable information.
10	Lunch closing		Reflections		-Thanks to mentors -Announcements -Return to groups
45	Goal Setting Discussion	Goal Setting 12-38	Focus on career and education		
30	Rope a Goal	Goal Setting 12-53	Focus on career and education		
30	SLIDE Action Planning	Futuring/ Action Planning 10-59	Education & career goal focus		
15	Human Knot	Problem Solving 12-56	Reflect on how the process of undoing the human knot relates with the process for achieving their goals.		
25	My Strength/Success Reinforcement	Understanding Potential 12-22	Focused on a personal strength that will help the student achieve his/her action plan		
5	Self assessment	Futuring/Action Planning A4-27			
10	Form large group				
30	Closing activity	Futuring 4-12	Tie that Binds or open microphone reflection guided to include one thing each student learned, one thing s/he will do as a result of the day.		
5	Evaluation	Conference			
	Departure				

Total time = 6 hours, 55 minutes Total curriculum time = 5 hours, 30 minutes

Agenda: “Building the Dream for a Higher Education” – Secondary School

Outcomes: Students develop skills in building relationships that help them to achieve their goals, increase their understanding of their potential and the choices that will help them to achieve a higher education, and explore a plan to help them achieve those goals. Students work toward mastery of Washington State EALRS including Communication 3.1, 3.2, and 4.2.

Page numbers reference the "Leaders in Service Replication Guide" or are presented as A # for activities included in the section “Secondary School Activities – Tab 10 of this Addendum.

Time (minutes)	Activity	SLP Unit with page #	Detail	Lead	Comment
30	Pre conference staff meeting		Room prep, logistics, student lists, etc.	Staff	Assist with registration
15	Registration		University MECHA students welcome students		
15	Speaker		Inspiration re: Higher Education	University student, adult mentor	
10	Break		Move to small groups		
15	The New Game	Developing Relationships A10-2			
15	Full Value Agreement	Developing Relationships 10-9			
30	Discussing Human Potential	Understanding Potential A10-3			
	My Greatest Strength Is	Understanding Potential 12-22			
20	What Do I Think About	Choices A10-11			
10	Break		Snacks & beverages		
30	Who I Am = What I Value = What I think About Most = My Goals	Goal Setting A10-12			
30	SLIDE	Problem Solving 10-59			

**Agenda: "Building the Dream for Higher Education" – Secondary School
(continued)**

Time (minutes)	Activity	SLP Unit with page #	Detail	Lead	Comment
10	Truth or Consequences	Problem Solving A10-14			
30	What Will Get Us There	Futuring/Action Planning A10-16			
30	NASA	Problem Solving A10-18			
5	Personal Commitment Action Plan	Futuring/Action Planning A10-23			
45	Lunch/ Campus Tour		Walk to lunch with campus student guides		
10	Multicultural Affairs Speaker		Why the State needs the students in higher ed and in professional careers		
15	MECHA Panel		Si se puede!		
30	University Admissions Dept Rep		This is what you need to do to be admitted		
10	Office of Student Life		This is the kind of support we can give you		
60	Entertainment and poetry slam		What it is to be a migrant student in these times and what the future holds		
45	Reflection and Celebration				
5	Evaluation	4-12			

Total time = 8 hours, 45 minutes Total curriculum time = 4 hours, 35 minutes

Agenda: Communication/Conflict Resolution – High School

Outcomes: Students develop skills in building effective relationships, increase their understanding of their potential and set goals to improve and apply their conflict resolution skills in problem solving situations. Students work toward mastery of Washington State EALRS including: Communication 3.1, 3.2, and 4.2, Health and Fitness 3.3 and 3.4, and Social Studies 4.1. Students have strategies and tools to help them understand and effectively resolve some conflict situations.

Time (min)	Activity	SLP Unit w/ page #	Detail	Lead	Comment
30	Pre conference Staff Meeting		Room prep, last minute logistics, student lists,	Staff	assist with registration
15	Registration & Welcome		Welcome includes a 10 minute skit recreating a conflict that is in the current local news or happened at the school. Small groups are released to their rooms with the question...“How would you handle this conflict?”	Volunteers	Registration instructs students of where to go to join their small group and occurs as the Skit is taking place. The conflict reaches a crescendo as small groups are forming.
10	Move to small groups			Facilitators	Have fruit, juice, water, snacks available
5	Group Juggling	Developing Relationships 10-11	Modify with last round being to say what you noticed about the skit.		If skit is not used then modify last round to share the first name of someone with whom you had a disagreement.
15	Full Value Agreement	Developing Relationships 10-9			Reflect – how might this process help in conflict?
5	Brainstorming & Reflection –	Preparing Staff 5-28 & 29	Explain the process for these facilitating techniques & ask for their support in using them.		

Agenda: Communication/Conflict Resolution – High School (continued)

Time (min)	Activity	SLP Unit w/ page #	Detail	Lead	Comment
10	What is Conflict	Communications/ Conflict Resolution			
10	Conflict Resolution Vocabulary	Communications/ Conflict Resolution 12-132			
10	M&M Arm Wrestle	Problem Solving 10-55			
40	Conflict Resolution Styles	Communications/ Conflict Resolution 12-124			
15	Feelings in Conflict	Communications/ Conflict Resolution 12-139			
30	Identifying Anger	Communications/ Conflict Resolution 12-145			
10	Channeling Anger	Communications/ Conflict Resolution 12-112			
30	Identifying Interests	Communications/ Conflict Resolution 12-149			
45	Justice Lunch		Members of organizations that address conflict set up promotional booths around the feeding area to provide students with information		Include organizations that address law enforcement, mediation (peer, community, family, etc.), domestic violence, AI and drug, unions, etc.
5	Student summary of learning to this point				
35	Levels to Effective Conflict Resolution (TLC)	Communications/ Conflict Resolution 12-158			
30*	Communication Challenge	Communications/ Conflict Resolution 12-120			
30	Emotions in Effective Messages or Giving an Effective Message	Communications/ Conflict Resolution 12-135 12-143			
10	Break				Snacks and beverages
5	Student summary of learning				
20	Levels of Listening	Communications/ Conflict Resolution 12-166			

Agenda: Communication/Conflict Resolution – High School (continued)

Time (min)	Activity	SLP Unit w/ page #	Detail	Lead	Comment
20	Summarizing and Paraphrasing	Communications/ Conflict Resolution 12-177			
15	Choosing Good Solutions	Communications/ Conflict Resolution 12-116			
20	Reframing in Listening	Communications/ Conflict Resolution 12-171			
40	The T.L.C. Process in Action	Communications/ Conflict Resolution 12-179			
10	Positive Communication Conclusions	Communications/ Conflict Resolution 12-170			So how would you have resolved the opening conflict?
5	Self assessment	Communications A4-30			
10	Form large group				
30	Closing activity	Futuring	- Skit Conclusion – successful resolution using TLC - Open microphone reflection guided to include one thing each student learned, one thing s/he will do as a result of the day.		
5	Evaluation	Conference			
	Departure				

* indicates correction to "Replication Guide" text

Total time = 9 hours, 30 minutes Total curriculum time = 8 hours, 15 minutes

Leaders in Service Conference Replication Detail

We provide this detailed activity guide for people who are replicating the Leaders in Service Conference presented as the Model Regional Conference on pages 8 – 21 of the "Guide". This conference is a two day or three day event and is presented in Phase 1 of the SEMY Student Leadership Program.

Middle School Model Regional Curriculum Detail

Key: **Bold = Required small group curriculum**; *Italics = Recommended activities but not required*;
Shaded = Large group activities; * = Activities done in both middle school & high school groups

Order	Title with Unit & Time	Materials	Handouts
	Basic supplies generally used in activities – these should be in your facilitator bag or at headquarters for you to take to your small group rooms.	<ul style="list-style-type: none"> • Affirmation ribbons (10 per student per group) • Easel • Easel paper • Markers – many colors • Masking tape 	Student Leadership Portfolios (12 page protectors, 6 dividers, summary agenda, portfolio information, special interest information, tech-prep information, sponsor recognition...)
01	<i>People Bingo</i> * <i>Developing Relationship 10-19</i> 15 Minutes	None	"People Bingo"
02	<i>Group Juggling Activity</i> * <i>Developing Relationships 10-11</i> 10 Minutes	• 2 Koosh balls	None
03	Personal Name Tags * Developing Relationships 10-22 10 Minutes	<ul style="list-style-type: none"> • Basic supplies • Regular and color pencils • Blank pieces of 8½ x 11 paper – 2/student 	None
04	Full Value Agreement Developing Relationships 10-9 15 Minutes	• Basic supplies	None
05	Concept of Leadership * Developing Relationships 10-5 20 Minutes	• Basic supplies	"I Went On A Search"
06	Getting to Know You Developing Relationships 11-4 20 Minutes	• Pens/pencils	"Student Interview Sheet"
07	<i>Game Show</i> <i>Understanding Potential 10-26</i> 15 Minutes	<ul style="list-style-type: none"> • Basic supplies • Pens/pencils 	"Successful People"
08	<i>Positive Images</i> <i>Understanding Potential 11-8</i> 15 Minutes	<ul style="list-style-type: none"> • Basic supplies • Pens/pencils • Blank 8½ x 11 pieces of poster paper – light color 	"Role Model Abstracts" "Affirmation Sheet"
09	What's Important to Me Choices 11-21 20 Minutes	<ul style="list-style-type: none"> • Basic supplies • Pens/pencils 	"How Well Do You Know Yourself"
10	Success Sharing Understanding Potential 11-15 15 Minutes	None	None

Middle School Model Regional Curriculum Detail (continued)

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Order	Title with Unit & Time	Materials	Handouts
11	<i>Hog Call 2 *</i> <i>Developing Relationships 10-14</i> 15 Minutes	• <i>Blindfolds</i>	<i>None</i>
12	<i>The New Game *</i> <i>Developing Relationships 10-23</i> 10 Minutes	• <i>Koosh ball</i>	<i>None</i>
13	My Mask * Understanding Potential 10-34 20 Minutes	• Basic supplies • Shape drawn on easel paper • Color pencils/crayons	"My Mask" –preferred printing on heavy duty white paper
13A	Understanding Potential Self-Assessment * Understanding Potential A4-19 5 Minutes	• Pens/pencils	"Understanding Potential Student Self-Assessment" Please return completed form to headquarters!
14	<i>Head Bands</i> <i>Choices 10-47</i> 15 Minutes	• <i>Basic supplies</i> • <i>Strips of heavy paper, long enough to fit around a student's head</i> • <i>Pens/pencils</i>	<i>None (headbands can be pre-made for activity)</i>
15	Good, Not So Good Choices 11-19 45 Minutes	• Basic supplies	None
16	Goalie Goal Setting 11-25 30 Minutes	• Pens/pencils	None
17	Stepping Stones Goal Setting 11-27 45 Minutes	• Basic supplies • 4 pieces of poster board 8½ x 11	"Stepping Stones – Concept Mapping"
17A	Goal Setting Self-Assessment * Goal Setting A4-23 5 Minutes	• Pens/pencils	"Goal Setting Student Self-Assessment" Please return completed form to headquarters!
18	Fly Your Flag Choices 11-17 40 Minutes	• Basic supplies • Various color construction paper • Scissors • Glue	None
19	Success Reinforcement Understanding Potential 10-42 30 Minutes	• Basic supplies • Blank piece of paper /student • Pens/pencils	"Success Reinforcement Affirmation Sheet"
20	<i>¿Un Qué? A What? *</i> <i>Developing Relationships 10-24</i> 10 Minutes	• Two small objects (pen, Koosh ball, etc.)	<i>None</i>

Middle School Model Regional Curriculum Detail (continued)

Key: **Bold = Required small group curriculum**; *Italics = Recommended activities but not required*;
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Order	Title with Unit & Time	Materials	Handouts
21	Who's Who Mentoring Fair * Futuring 10-89 40 Minutes	<ul style="list-style-type: none"> Group numbers or letters Pens/pencils Name tents for mentors 	"Student Mentor Information Sheet"* -available at each mentor table "Mentor Discussion Guide" -distributed to mentor prior to the activity
22	<i>Curiosity Continuum *</i> <i>Futuring – Action Planning 10-75</i> <i>15-30 Minutes</i>	<ul style="list-style-type: none"> 6 easel signs posted around room – on each sign print a different letter at the top – R, C, E, I, A, S – with space for students to write under the letter Markers at each letter 	"Curiosity Continuum" –distributed to large group
<p>Note: New "Mentoring Groups" – A mix of high school and middle school students with one middle school small group facilitator and one high school small group facilitator, form for the following activities in which high school students facilitate and adult facilitators mentor the high school facilitators by guiding and supporting them.</p>			
23	Service-learning Mentor Group Team Building Activities * (Student Facilitated) Futuring – Action Planning 12-81 150 Minutes for 7 activities (a-g)	<ul style="list-style-type: none"> Basic supplies (Refer to individual activities 22a-g) 	Refer to individual activities 22a-g
23a	Group Juggling * Futuring – Action Planning 12-83 10 Minutes	<ul style="list-style-type: none"> Koosh balls 	None
23b	Full Value Agreement * Futuring – Action Planning 12-85 15 Minutes	<ul style="list-style-type: none"> Basic supplies 	None
23c	On a Log * Futuring – Action Planning 12-89 15 Minutes	<ul style="list-style-type: none"> Masking tape 	None
23d	My Greatest Strength Is * Futuring – Action Planning 12-91 10 Minutes	<ul style="list-style-type: none"> Basic supplies 	None
23e	Blindfold Square * Futuring – Action Planning 12-93 20 Minutes	<ul style="list-style-type: none"> 12 Blindfolds 20 ft rope, ends tied together 	None
23f	Service-learning Project Planning * Futuring – Action Planning 12-97 60 Minutes	<ul style="list-style-type: none"> Basic supplies 	"Service-learning Facts" Service-learning Quality Program Questionnaire" "Service-learning Project Detail" "Service-learning Action Plan Handout"

Middle School Model Regional Curriculum Detail (continued)

Key: **Bold = Required small group curriculum**; *Italics = Recommended activities but not required*;
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Order	Title with Unit & Time	Materials	Handouts
23g	Success Reinforcement – Variation 1 * Futuring – Action Planning 12-109 10 Minutes	·None	None
24	Futuring – Action Planning Self-Assessment * Futuring – Action Planning A4-27	·Pen/pencil	"Futuring – Action Planning Student Self-Assessment" Please return completed form to headquarters!
25	Student Conference Evaluation * Futuring-Action Planning 4-12 5 Minutes	·Pen/pencil	"Student Conference Evaluation and Questionnaire" Please return completed form to headquarters!
26	Closing Activity Futuring – Action Planning 15 Minutes		

High School Model Regional Curriculum Detail

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Order	Title with Unit & Time	Materials	Handouts
	Basic supplies generally used in activities – these should be in your facilitator bag or at headquarters for you to take to your small group rooms.	<ul style="list-style-type: none"> ·Affirmation ribbons (10 per student per group) ·Easel ·Easel paper ·Markers – many colors ·Masking tape 	Student Leadership Portfolios (12 page protectors, 6 dividers, summary agenda, portfolio information, special interest information, tech-prep information, sponsor recognition...)
01	<i>People Bingo</i> * <i>Developing Relationships 10-19</i> 15 Minutes	None	"People Bingo"
02	<i>Group Juggling Activity</i> * <i>Developing Relationships 10-11</i> 10 Minutes	·2 Koosh balls	None
03	Personal Name Tags * Developing Relationships 10-22 10 Minutes	<ul style="list-style-type: none"> ·Basic supplies ·Regular and color pencils · Blank pieces of 8½ x 11 paper– 2/student 	None
04	Group Norm Consensus Building Developing Relationships 10-12 15 Minutes	·Basic supplies	None
05	Concept of Leadership * Developing Relationships 10-5 20 Minutes	·Basic supplies	"I Went on a Search"
06	Leaders' Needs and Interests Understanding Potential 12-16 20 Minutes	<ul style="list-style-type: none"> ·Basic supplies ·Regular and color pencils ·Prepared human form outline (easel person) on easel paper 	"Concept Mapping – Identifying Basic Interests"
07	<i>Interview a Leader</i> <i>Understanding Potential 10-30</i> 15 Minutes	<ul style="list-style-type: none"> ·Basic supplies ·Pens/pencils 	"Student Interview Sheet"
08	<i>The Whole Picture</i> <i>Choices 12-29</i> 15 Minutes	<ul style="list-style-type: none"> ·Basic supplies ·Pencils ·Blank 8½ x 11 pieces of paper 	"Cycle of Communication"
09	My Strength/Success Reinforcement Understanding Potential 12-22 25 Minutes	<ul style="list-style-type: none"> ·Basic supplies ·Pens/pencils 	"Success Reinforcement Affirmations"
10	<i>Hog Call 2</i> * <i>Developing Relationships 10-14</i> 15 Minutes	·Blindfolds	None
11	<i>The New Game</i> * <i>Developing Relationships 10-23</i> 10 Minutes	·Koosh ball	None

High School Model Regional Curriculum Detail (continued)

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Order	Title with Unit & Time	Materials	Handouts
12	My Mask * Understanding Potential 10-34 20 Minutes	<ul style="list-style-type: none"> Basic supplies Shape drawn on easel paper Color pencils/crayons 	"My Mask" –preferred printing on heavy duty white paper
12A	Understanding Potential Self-Assessment * Understanding Potential A4-19 5 Minutes	<ul style="list-style-type: none"> Pens/pencils 	"Understanding Potential Student Self-Assessment" Please return completed form to headquarters!
13	Goal Setting Introductory Activity Goal Setting 12-49 30 Minutes	<ul style="list-style-type: none"> Basic supplies Pens/pencils 	"Goal Setting Worksheet"
14	Goals Under Construction Goal Setting 10-52 20 Minutes	<ul style="list-style-type: none"> Basic supplies 	12 pieces of brightly colored pieces of paper
14A	Goal Setting Self-Assessment * Goal Setting A4-23 5 Minutes	<ul style="list-style-type: none"> Pens/pencils 	"Goal Setting Student Self-Assessment" Please return completed form to headquarters!
15	<i>The Sweater</i> <i>Problem Solving 10-69</i> 15 Minutes	<ul style="list-style-type: none"> <i>A jacket, shirt, coat, or sweater</i> 	<i>None</i>
16	<i>On The Road</i> <i>Problem Solving 12-57</i> 40 Minutes	<ul style="list-style-type: none"> <i>Basic supplies</i> <i>Nametags</i> <i>"Consequence Cards"</i> <i>"Role Play Characters" (1 character per student = 2 sheets per facilitator handout packet)</i> 	<i>"Relationship Challenge"</i> <i>"Roles People Play in Groups"</i> <i>"Action Plan"</i>
17	Service-learning Mentors Planning Futuring – Action Planning 12-73 60 Minutes	<ul style="list-style-type: none"> Basic supplies 	"Forming Your Service-learning Mentors Groups" "Service-learning acts" "Service-learning Project Detail" "Service-learning Mentor Group Team Building Activities Packet"
18	<i>¿Un Qué? A What?</i> * <i>Developing Relationships 10-24</i> 10 Minutes	<ul style="list-style-type: none"> Two small objects (pen, Koosh ball, etc.) 	<i>None</i>
19	Who's Who Mentoring Fair * Futuring 10-89 40 Minutes	<ul style="list-style-type: none"> Group numbers or letters Pens/pencils Name tents for mentors 	"Student Mentor Information Sheet"* -available at each mentor table "Mentor Discussion Guide" -distributed to mentor prior to the activity

High School Model Regional Curriculum Detail (continued)

Key: **Bold = Required small group curriculum**; *Italics = Recommended activities but not required*;
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Order	Title with Unit & Time	Materials	Handouts
20	<i>Curiosity Continuum</i> * <i>Futuring – Action Planning 10-75</i> <i>15-30 Minutes</i>	<ul style="list-style-type: none"> · 6 easel signs posted around room – on each sign print a different letter at the top – R, C, E, I, A, S – with space for students to write under the letter · Markers at each letter 	"Curiosity Continuum" – distributed to large group
<p>Note: New "Mentoring Groups" – A mix of high school and middle school students with one middle school small group facilitator and one high school small group facilitator, form for the following activities in which high school students facilitate and adult facilitators mentor the high school facilitators by guiding and supporting them.</p>			
21	Service-learning Mentor Group Team Building Activities * (Student Facilitated) Futuring – Action Planning 12-81 150 Minutes for 7 activities (a-g)	<ul style="list-style-type: none"> · Basic supplies (Refer to individual activities 22a-g) 	Refer to individual activities 22a-g
21a	Group Juggling * Futuring – Action Planning 12-83 10 Minutes	<ul style="list-style-type: none"> · Koosh balls 	None
21b	Full Value Agreement * Futuring – Action Planning 12-85 15 Minutes	<ul style="list-style-type: none"> · Basic supplies 	None
21c	On a Log * Futuring – Action Planning 12-89 15 Minutes	<ul style="list-style-type: none"> · Masking tape 	None
21d	My Greatest Strength Is * Futuring – Action Planning 12-91 10 Minutes	<ul style="list-style-type: none"> · Basic supplies 	None
21e	Blindfold Square * Futuring – Action Planning 12-93 20 Minutes	<ul style="list-style-type: none"> · 12 Blindfolds · 20 ft rope, ends tied together 	None
21f	Service-learning Project Planning * Futuring – Action Planning 12-97 60 Minutes	<ul style="list-style-type: none"> · Basic supplies 	"Service-learning Facts" Service-learning Quality Program Questionnaire" "Service-learning Project Detail" "Service-learning Action Plan"
21g	Success Reinforcement – Variation 1 * Futuring – Action Planning 12-109 10 Minutes	<ul style="list-style-type: none"> · None 	None

High School Model Regional Curriculum Detail (continued)

Key: **Bold = Required small group curriculum**; *Italics = Recommended activities but not required*;
 Shaded = Large group activities; * = Activities done in both middle school & high school groups

Order	Title with Unit & Time	Materials	Handouts
22	Futuring – Action Planning Self-Assessment * Futuring – Action Planning A4-27	· Pen/pencil	"Futuring – Action Planning Student Self-Assessment" Please return completed form to headquarters!
23	Student Conference Evaluation * Futuring-Action Planning 4-12 5 Minutes	· Pen/pencil	"Student Conference Evaluation and Questionnaire" Please return completed form to headquarters!
24	Closing Activity Futuring – Action Planning 15 Minutes		