



# WHEN **KIDS** LEAD WORKBOOK



# **DEAR READER,**

**THANK YOU FOR BELIEVING THAT AMAZING THINGS CAN HAPPEN WHEN KIDS LEAD! WE (ADAM AND TODD) ARE GRATEFUL THAT YOU'VE CHOSEN TO USE OUR BOOK AS A RESOURCE FOR YOUR SCHOOL. THE TEXT MAY SERVE AS A LAUNCHING PAD TO YOUR WORK TOWARDS STUDENT LEADERSHIP OR IT MAY PROVIDE AFFIRMATION OR A SPARK FOR THE WORK THAT YOU ARE ALREADY DOING. NO MATTER YOUR STARTING POINT, WE ENCOURAGE YOU TO ENGAGE IN DEEP CONVERSATIONS AND CHALLENGE EXISTING PRACTICES WITH YOUR BOOK STUDY PARTNERS IN ORDER TO CONSIDER HOW YOU CAN CULTIVATE LEADERSHIP OPPORTUNITIES FOR ALL STUDENTS. WE THANK YOU AGAIN FOR YOUR COMMITMENT AND HOPE THAT YOU ENJOY WHEN KIDS LEAD.**

**- TODD & ADAM**





# ABOUT THIS GUIDE

**THIS BOOK STUDY GUIDE IS DESIGNED AROUND GROUPS WHO ARE CURRENTLY READING WHEN KIDS LEAD. IT WILL PROVIDE QUESTIONS TO HELP FACILITATE DISCUSSION, BUT ALSO PUSH READERS TO CONSIDER COMMONLY FOUND SCHOOL PRACTICES THAT STUNT STUDENT LEADERSHIP GROWTH. BEFORE BEGINNING THIS GUIDE, WE ENCOURAGE THE GROUP TO DISCUSS NORMS FOR HOW TO HAVE DISCUSSIONS. WE SUGGEST ESTABLISHING PROCEDURES FOR TALKING TIMES OR FREQUENCY, TO ENSURE THAT EVERYONE HAS THE OPPORTUNITY TO SHARE.**

**THE GUIDE ALSO PROVIDES BOTH PERSONAL AND GROUP REFLECTION OPPORTUNITIES. THESE TYPES OF ACTIVITIES CAN BE EMOTIONAL AND SOMETIMES DIFFICULT FOR INDIVIDUALS. PLEASE RESPECT THE STORIES AND EXPERIENCES THAT PEOPLE SHARE SO THAT GROUP MEMBERS CAN LEARN FROM EACH OTHER.**

**WE ASK THAT WHEN DISCUSSING INDIVIDUALS OR GROUPS OF STUDENTS AT YOUR SCHOOL, BE MINDFUL OF STEREOTYPES OR BIASES THAT MAY EXIST. IF SOMEONE USES THESE TO DESCRIBE STUDENTS WHILE SHARING, IT IS OKAY TO STOP CONVERSATION AND HAVE A DISCUSSION AROUND WHY THAT TERMINOLOGY OR DESCRIPTION MIGHT BE HURTFUL OR INAPPROPRIATE.**

**FINALLY, BE REFLECTIVE AND HONEST WITH YOURSELF AS YOU READ AND DISCUSS THE BOOK. ALL CHANGE STARTS WITH YOU. WHETHER IT IS A MINDSET, A PRACTICE, OR A BELIEF THAT IS IN QUESTION, DO NOT BE AFRAID TO CONFRONT NEW THOUGHTS WITH AN OPEN-MIND. IT'S NEVER TOO LATE TO CHANGE! BEST OF LUCK ON YOUR JOURNEY!**



# GROUP NORMS BRAINSTORMING



**BEFORE STARTING YOUR BOOK STUDY ON WHEN KIDS LEAD, WE ENCOURAGE THE GROUP TO COME UP WITH GROUP NORMS. TO BEGIN, TAKE THREE MINUTES TO INDIVIDUALLY WRITE BELOW WHAT YOU EXPECT FROM THE GROUP DURING THIS BOOK STUDY. AFTER THREE MINUTES ARE UP, APPOINT A GROUP LEADER WHO CAN FACILITATE THE DISCUSSION AROUND WHAT PEOPLE WROTE. THIS FACILITATOR MAY ALSO BE USED THROUGHOUT THE BOOK CLUB TO MANAGE TIME AND ENSURE PEOPLE ARE HAVING OPPORTUNITIES TO SPEAK. IT MAY HELP TO HAVE CHART PAPER OR A PROJECTOR HANDY SO EVERYONE IS ABLE TO SEE THE THOUGHTS BEING SHARED. YOU CAN ALSO USE AN INTERACTIVE ONLINE PLATFORM LIKE GOOGLE DOCS, IDEABOARDZ, OR PADLET. AT THE END, SELECT THREE TO FIVE NORMS THAT ARE WIDELY ACCEPTED BY THE GROUP AND HAVE THEM AVAILABLE FOR EACH OF THE BOOK TALK MEETINGS.**





# GUIDE BREAKDOWN

**THIS GUIDE IS BROKEN DOWN INTO FIVE SECTIONS, WHICH FOLLOW THE FLOW OF THE BOOK. WITHIN EACH SECTION THERE ARE QUESTIONS AND ACTIVITIES THAT ALIGN TO EACH CHAPTER, ALONG WITH BEHIND THE SCENES STORIES FROM ADAM AND TODD.**

**YOUR GROUP CAN DECIDE WHETHER YOU WANT TO HAVE DISCUSSION BASED ON EACH CHAPTER, OR DISCUSS THE SECTION AS A WHOLE. IN THE LATTER CASE, YOU CAN PULL A QUESTION OR TWO FROM EACH CHAPTER TO SPARK CONVERSATION. EACH SECTION ALSO INCLUDES A SCENARIO BASED ON THE CONTENT OF THAT CHAPTER. IF YOU CHOOSE TO USE THE SCENARIO, WE ENCOURAGE YOU TO TAKE TIME TO EXAMINE IT FROM VARIOUS PERSPECTIVES (TEACHER, STUDENT, ADMINISTRATOR, PARENT, COMMUNITY MEMBER, ETC.).**

**FINALLY, EACH SECTION INCLUDES A REFLECTION SECTION WHERE YOU WILL HAVE THE OPPORTUNITY TO INDIVIDUALLY AND COLLECTIVELY COME UP WITH ACTIONABLE PLANS FOR HOW YOU WILL HELP YOUR STUDENTS GROW AS LEADERS.**





# OPENING ENDORSEMENTS, FOREWORD, AND INTRODUCTION

TRADITIONALLY, PARTS OF A BOOK LIKE ENDORSEMENTS AND THE FOREWORD ARE BREEZED OVER OR TAKEN AS MATTER OF FACT SINCE THEY DO NOT NECESSARILY ENHANCE THE STORY AHEAD. WE RECOGNIZED THIS AND WANTED TO SET THE STAGE FOR OUR WORDS BY LAYING THE FOUNDATION WITH THE STORIES AND VOICES OF REAL KIDS FROM ACROSS THE COUNTRY WHO ARE DOING INCREDIBLE WORK. AFTER READING THE OPENING SECTIONS, USE THE QUESTIONS AND SCENARIO BELOW TO PREPARE FOR YOUR BOOK STUDY GROUP!

1

AFTER READING THE ENDORSEMENTS OF CHILDREN OF ALL AGES, IS THERE A PARTICULAR STORY THAT RESONATED WITH YOU? WHY DID THEIR STORY STICK OUT? DID IT REMIND YOU OF A PARTICULAR STUDENT WHO YOU HAVE HAD IN THE PAST?

2

WHAT ADULT SUPPORTS DO YOU BELIEVE THESE CHILDREN HAD IN BEING ABLE TO ACCOMPLISH THE FEATS THAT WERE HIGHLIGHTED? BE SPECIFIC AS POSSIBLE.

**ACTIVITY:** ORGANIZE THE IDENTIFIED SUPPORTS THAT THE GROUP COMES UP WITH INTO DIFFERENT CATEGORIES, SUCH AS VERBAL SUPPORT, PSYCHOLOGICAL SUPPORTS, MONETARY SUPPORT, PHYSICAL SUPPORT, ETC. DISCUSS WHICH OF THE CATEGORIES YOU ARE COMFORTABLE PROVIDING A STUDENT WITH VERSUS AREAS THAT YOU MAY NOT BE AS COMFORTABLE.

3

JOSHUA, IN HIS FOREWORD, STATES "A CHILD HAS A CREATIVITY AND IMAGINATION THAT OFTEN DOESN'T KNOW ANY LIMITS." IN WHAT WAYS DO YOU CULTIVATE YOUR STUDENTS' CREATIVITY AND IMAGINATION IN CLASS TO ENSURE THAT IT IS NOT STUNTED ALONG THE WAY?

**ACTIVITY:** WATCH ADAM AND TODD'S INTERVIEW WITH JOSH. AS A GROUP, REFLECT AND DISCUSS THE TRAITS AND TOOLS HE HAS ACQUIRED THROUGH HIS JOURNEY TO BE A LEADER.

Josh Interview: [bit.ly/WKLjosh](https://bit.ly/WKLjosh)

4

ON PAGE 7, WE BULLET POINT A LIST OF BENEFITS WE BELIEVE FOR BUILDING STUDENT LEADERSHIP. WHAT ADDITIONAL BENEFITS WOULD YOU ADD TO THAT LIST?





# SCENARIO

ONE OF YOUR STUDENTS COMES TO YOU EXCITED WITH AN IDEA TO RAISE MONEY FOR A LOCAL ANIMAL SHELTER. THE IDEA IS UNPOLISHED AND WOULD NEED A TREMENDOUS AMOUNT OF WORK TO MAKE HAPPEN. YOU'RE ALSO NOT SURE OF DISTRICT POLICY FOR FUNDRAISING FOR NONPROFITS. TAKING INTO ACCOUNT THE AGE OF THE STUDENT YOU WOULD BE TALKING TO, HOW DO YOU RESPOND TO THEIR IDEA?

## REFLECTION & ACTION:





# PART I: HOW LEADERSHIP TRAINING WORKS

OUR FIRST SECTION OF THE BOOK FOCUSES ON THE “HOW” OF LEADERSHIP TRAINING. IN OUR ORIGINAL DRAFTS OF THE BOOK, WE DOVE RIGHT INTO SEVERAL IDEAS ON WHERE AND WHEN TO BUILD LEADERSHIP IN YOUR CLASSROOMS, SCHOOLS, TEAMS, AND CLUBS. WE WERE PUTTING THE CART BEFORE THE HORSE. LUCKILY, OUR TREMENDOUS EDITING TEAM RECOMMENDED WE START BY ANSWERING THE QUESTIONS THAT MOST PEOPLE WANT ANSWERED FIRST, HOW AND WHY LEADERSHIP TRAINING WORKS. AS A RESULT, WHAT YOU READ IN THE FIRST SECTION IS OUR ATTEMPT TO LAY THE GROUNDWORK FOR THE MORE AMBITIOUS IDEAS WE SHARE LATER IN THE BOOK.

## CHAPTER I: BUILDING SKILLS

1

FREEMAN HRABOWSKI’S HIGH SCHOOL PRINCIPAL STRATEGICALLY PROVIDED A LEADERSHIP LESSON TO FREEMAN AND HIS CLASSMATES DURING WHAT WAS TO BE A CONSEQUENCE FOR HIS ACTIONS. THINK BACK TO THE TIMES THAT YOU HAVE GIVEN NEGATIVE CONSEQUENCES TO STUDENTS FOR THEIR ACTIONS. CAN YOU REFLECT ON A TIME WHERE YOUR CONSEQUENCE COULD HAVE BEEN BETTER MET WITH A LEADERSHIP LESSON OPPORTUNITY FOR THE STUDENT?

2

SPECIAL IS A MEANS FOR TEACHING THE FOUNDATION OF SOCIAL INTERACTIONS AND MAKING POSITIVE FIRST IMPRESSIONS. ONE OF THE CONCERNS WITH TEACHING THESE SKILLS IS A LACK OF TIME DURING WHAT IS ALREADY A PACKED DAY. ARE THERE NATURAL OPPORTUNITIES WHERE THESE LESSONS COULD FIT INTO YOUR DAILY TEACHING?

**ACTIVITY:** ONE OF THE NEXT LEVEL ACTIVITIES AFTER ESTABLISHING SPECIAL SKILLS IS BEING ABLE TO DELIVER AN “ELEVATOR PITCH.” WITH YOUR BOOK STUDY GROUP, HAVE SOMEONE DELIVER A 20 SECOND PERSUASIVE PITCH FOR WHY A PARENT WHO IS CONSIDERING SENDING THEIR CHILD TO YOUR SCHOOL SHOULD ATTEND IT. AFTERWARDS, PROVIDE FEEDBACK TO THAT PERSON ON HOW THEY MET PIECES OF SPECIAL LIKE POSTURE, EYE CONTACT, AND CHARM.

3

HAVE YOU HAD A CHILD WHO DOES NOT RECOGNIZE THEIR OWN POTENTIAL, BUT YOU CAN SEE IT CLEAR AS DAY? WHAT DID YOU DO TO CONVINCE THEM OF THEIR ABILITIES? DID IT HELP?



# CHAPTER 2: CULTIVATING CHARACTER

1

HAVE SOMEONE READ ALOUD COLIN POWELL'S QUOTE ON PAGE 22. POWELL STATES IN IT THAT "CHARACTER IS PERHAPS THE MOST IMPORTANT TRAIT WE SEEK AND EXPECT IN OUR LEADERS." WHAT DO YOU HOLD AS THE MOST IMPORTANT TRAIT FOR PEOPLE YOU CONSIDER LEADERS? IS THAT TRAIT SOMETHING YOU BELIEVE YOU CAN TEACH TO CHILDREN?

2

DO YOU BELIEVE IT IS IMPORTANT TO HAVE VISUAL REMINDERS AND CONVERSATIONS AROUND CHARACTER? WHY OR WHY NOT? DOES YOUR SCHOOL CURRENTLY HAVE PROGRAMS OR LESSONS SURROUNDING CHARACTER? IF SO, ARE THEY AUTHENTICALLY INTEGRATED INTO THE CHILD'S DAY OR ISOLATED DURING A SPECIFIC TIME PERIOD?

**ACTIVITY:** ON A PIECE OF PAPER, LIST AS MANY HISTORICAL OR MODERN DAY YOUNG LEADERS THAT YOU CAN (NOT NAMED ALREADY IN THIS BOOK). WITH YOUR LISTS, EXAMINE THE DIFFICULTY LEVEL YOU HAD NAMING YOUNG LEADERS AND WHETHER YOU UTILIZE THESE NAMES AND ACCOMPLISHMENTS IN YOUR LESSONS. IF NOT, IS THERE OPPORTUNITY TO? DIG DEEPER INTO THIS BY EXAMINING THE INCLUSIVENESS OF YOUR LIST AND WHETHER OR NOT YOUR LIST REFLECTS A RANGE OF BACKGROUNDS AND CULTURES.

3

HOW ARE YOU CURRENTLY MODELING A LOVE OF READING FOR YOUR STUDENTS? DO YOU HAVE ANY VISUALS IN YOUR CLASSROOM? ARE THERE BOOK DISCUSSIONS THAT YOU HAVE WITH STUDENTS OR COLLEAGUES ASIDE FROM INSTRUCTIONAL LESSONS?

4

HOW INCLUSIVE ARE THE BOOKS IN YOUR CLASSROOM? DO THEY REPRESENT THE STUDENTS WHO SIT IN YOUR ROOM?

**ACTIVITY:** BEFORE THE NEXT MEETING, EACH PERSON DOES AN INVENTORY OF THE BOOKS AVAILABLE FOR STUDENTS IN YOUR CLASSROOM. LOOK TO BREAK THEM UP BY CULTURE AND/OR TOPIC. BRING IT TO THE NEXT MEETING AND START BY HAVING A DISCUSSION ABOUT YOUR FINDINGS.

\*DON'T FORGET THAT WE'VE INCLUDED IN OUR APPENDIX A LIST OF SOME OF OUR FAVORITE BOOKS THAT MAKE FOR GREAT CLASSROOM LIBRARY ADDITIONS!





# SCENARIO

**YOU FIND THAT AS YOU ARE TEACHING SOCIAL STUDIES, YOUR BOOKS AND CURRICULUM RESOURCES ARE PRIMARILY WRITTEN TO FEATURE WHITE PEOPLE IN HISTORY. YOUR STUDENTS OF COLOR BEGIN TO QUESTION THIS AND ARE CONCERNED ABOUT HISTORY BEING PRESENTED BY ONE POINT OF VIEW. A SMALL GROUP OF THEM AND THEIR PARENTS GO TO THE PRINCIPAL AND DEMAND THAT THIS IS ADDRESSED. WHAT IS YOUR RESPONSE TO THIS? DISCUSS IN TERMS OF OPPORTUNITIES FOR STUDENT LEADERSHIP, COMMUNITY AND SCHOOL CULTURE, AND CULTURALLY RESPONSIVE INSTRUCTION.**

## **REFLECTION & ACTION:**



# PART 2: STUDENT JOBS

THIS SECTION OF THE BOOK ARGUABLY CAME THE EASIEST FOR US TO WRITE. THE JOBS THAT WE DISCUSSED IN THESE CHAPTERS WERE NEAR AND DEAR TO OUR HEARTS, SINCE WE EMPLOYED THEM IN OUR SCHOOLS AS SCHOOL LEADERS. WE HAVE ALSO WORKED WITH SCHOOLS AT ALL LEVELS IN IMPLEMENTING THESE JOBS. AT THE SAME TIME, WE ALSO RECOGNIZED "THE CURSE OF KNOWLEDGE" THAT WE CAME INTO WRITING THIS CHAPTER WITH, SO WE TRIED TO BE DETAILED IN EXPLAINING HOW, WHY, AND WHERE THESE JOBS COULD BE IMPLEMENTED. OBVIOUSLY, EVERY SCHOOL IS DIFFERENT, SO THERE IS NO COOKIE CUTTER MODEL FOR HAVING STUDENT JOBS, BUT WE FELT THAT INCLUDING A FEW EXAMPLES OF INITIATIVES THAT WERE SUCCESSFUL FOR US WOULD ENCOURAGE READERS TO SEE THE POSSIBILITIES OUT THERE!

## CHAPTER 3: GREETERS

1

THINK BACK TO YOUR OWN UPRISING. DID YOU HAVE ANYONE EXPLICITLY TEACH YOU THE ART OF GREETING SOMEONE AND HOLDING A CONVERSATION? AT THE SAME TIME, DID YOU GROW UP BEING GIVEN OPPORTUNITIES TO TEST OUT THESE SKILLS? DOES YOUR PERSONAL BACKGROUND CARRY OVER TO HOW YOU VIEW OPPORTUNITIES FOR STUDENTS IN YOUR CLASSROOM?

2

WHAT WOULD IT TAKE TO IMPLEMENT A SCHOOL WIDE GREETER PROGRAM AT YOUR SCHOOL? WHAT WOULD IT TAKE TO IMPLEMENT A PIPELINE PROGRAM IN YOUR DISTRICT WHERE GREETERS ARE FOUND AT THE ELEMENTARY, MIDDLE, AND HIGH SCHOOL LEVELS? IS THERE VALUE IN THIS? WHAT OPPORTUNITIES ARE INGRAINED WITHIN THIS PROGRAM FOR COMMUNITY PARTNERSHIPS, SCHOOL CULTURE, AND PROFESSIONAL ACUMEN?

3

HOW MIGHT GREETING LOOK DIFFERENT IN A POST-COVID-19 WORLD WHERE PHYSICAL CONTACT AND SOCIAL DISTANCING IS A CONCERN TO SOME AND NOT OTHERS?

**ACTIVITY:** SOMEONE IN THE GROUP VOLUNTEERS TO BE A CLASSROOM GREETER. ROLE PLAY WHAT A GREETER IN YOUR CLASSROOM WOULD LOOK LIKE WITH THE REST OF THE GROUP. HAVE OTHERS IN THE GROUP ROLE PLAY THE CLASSROOM GUEST. VARY THE NUMBER OF PEOPLE WHO ENTER THE ROOM TO SHOW HOW A GREETER NEEDS TO BE TRAINED TO ADJUST THEIR APPROACH ACCORDING TO THE NUMBER OF PEOPLE AND THE PURPOSE FOR WHICH THEY ARE IN THE ROOM. FOR EXAMPLE, THE PRINCIPAL ENTERING THE CLASSROOM WOULD BE GREETED DIFFERENTLY THAN A PARENT DOING A TOUR OF THE SCHOOL.



# CHAPTER 4: AMBASSADORS

**ACTIVITY:** TAKE OUT A PIECE OF SCRAP PAPER. TAKE 30 SECONDS AND WRITE DOWN THE NAMES OF CURRENT STUDENTS AT YOUR SCHOOL WHO ARE OUTGOING, PERSONABLE, AND CHARMING. THEY DO NOT HAVE TO BE A STUDENT YOU TAUGHT OR IN YOUR GRADE LEVEL. AFTER 30 SECONDS, GO AROUND THE ROOM AND SEE HOW MANY OF THE NAMES ARE REPEATED ON MULTIPLE PAPERS. DISCUSS WHY THESE STUDENTS APPEARED MULTIPLE TIMES. ARE THERE TRENDS IN THE STUDENTS NAMED? DO YOU SEE ANY BIASES EMERGE? KEEP THIS CONVERSATION IN MIND AS YOU DISCUSS THE FOLLOWING QUESTIONS.

1

IN OUR SCHOOLS, ACADEMICALLY GIFTED STUDENTS ARE OFTEN PLACED INTO ADVANCED CLASSES AND AWARDED WITH ACADEMIC HONORS. ARE YOUR MOST INTERPERSONALLY GIFTED STUDENTS CHALLENGED WITH OPPORTUNITIES TO GROW AND DEVELOP AS YOUR ACADEMICALLY GIFTED STUDENTS?

2

WHAT WOULD AN AMBASSADOR PROGRAM LOOK LIKE IN YOUR SCHOOL? WHO COULD RUN IT? WHO WOULD BE RESPONSIBLE FOR TRAINING? WHAT WOULD BE THE CRITERIA FOR BEING ADMITTED AS AN AMBASSADOR?

3

WHERE ARE THE OPPORTUNITIES AT YOUR SCHOOL FOR AMBASSADOR GIGS? WHAT EVENTS, TOURS, OR CEREMONIES WOULD YOUR AMBASSADORS HAVE A CHANCE TO SHINE?

**ACTIVITY:** GO BACK TO YOUR PIECE OF PAPER THAT YOU USED BEFORE TO WRITE DOWN NAMES. NOW, ADD A FEW MORE NAMES TO THE LIST OF STUDENTS WHO YOU KNOW HAVE POTENTIAL TO BE A STAR AMBASSADOR, BUT THEY MAY NOT HAVE THE CONFIDENCE OR SKILLS YET.

4

WHAT ARE THE TRAITS OF STUDENTS WHO WE CONSIDER "DIAMONDS IN THE ROUGH" FOR THE AMBASSADOR ROLE? WHAT CAN YOU DO AS AN EDUCATOR TO AID THEM IN GETTING TO THE LEVEL NEEDED TO BE AN AMBASSADOR?



# CHAPTER 5: SOCIAL MEDIA INTERNS

**ACTIVITY:** FIND YOUR SCHOOL DISTRICT'S POLICY ON SOCIAL MEDIA. USE THIS INFORMATION TO FRAME YOUR CONVERSATION AHEAD.

**1**

**WHAT IS YOUR SCHOOL'S CURRENT USE OF SOCIAL MEDIA TO PROMOTE POSITIVE STORIES AND NEWS ABOUT YOUR SCHOOL?**

**2**

**WHAT WOULD A SOCIAL MEDIA INTERN PROGRAM LOOK LIKE IN YOUR SCHOOL? WHO WOULD SUPERVISE IT? WHAT WOULD BE THE CRITERIA FOR APPLYING AND BEING ACCEPTED AS A SOCIAL MEDIA INTERN?**

**3**

**HOW COULD THE SOCIAL MEDIA INTERN JOB EXPAND EVEN FURTHER INTO COLLEGE AND CAREER OPPORTUNITIES FOR STUDENT LEADERS AT YOUR SCHOOL? CONSIDER THE NEEDS OF THE SCHOOL AND THE OPPORTUNITY TO PROMOTE YOUR SCHOOL IN NEW AND INNOVATIVE WAYS.**





# SCENARIO

**YOU HAVE A FULLY OPERATING GREETER PROGRAM IN YOUR CLASSROOM. YOUR GREETER PROGRAM ROTATES STUDENTS THROUGH SO EACH STUDENT HAS A CHANCE TO BE A GREETER THROUGHOUT THE YEAR. ONE DAY, A PARENT COMES INTO YOUR ROOM AND BLASTS YOU BECAUSE HIS SHY AND QUIET CHILD CAME HOME CRYING BECAUSE THEY WERE THE GREETER THIS WEEK. HE DOES NOT WANT HIS CHILD TO BE A GREETER IN YOUR ROOM. HOW DO YOU RESPOND TO THIS PARENT?**

## **REFLECTION & ACTION:**



# PART 3: STUDENT VOICES

THE HARDEST PART ABOUT WRITING A BOOK FOR MANY AUTHORS IS KNOWING THAT YOU ARE PUTTING YOUR IDEAS, THOUGHTS, AND STORIES OUT THERE FOR OTHERS TO READ. YOU'RE BARING YOUR SOUL AT TIMES. IT CAN BE INTIMIDATING AND SCARY. THIS SECTION OF WHEN KIDS LEAD SHARES MANY OF THE RISK-TAKING IDEAS THAT WE HAD TAKEN IN OUR SCHOOLS TO PUSH STUDENT VOICE AND CHOICE. WE WERE (ARE) ADMITTEDLY NERVOUS HAVING PEOPLE READ THIS SECTION BECAUSE IT OFTEN SHIFTS AWAY FROM THE WAY THAT WE'VE DONE SCHOOL FOR A LONG TIME. OUR IDEAS IN THESE CHAPTERS ARE NOT AS EASY TO IMPLEMENT BECAUSE THEY REQUIRE A CHANGE OF PRACTICE AND SOMETIMES BELIEF SYSTEM, WHICH CAN BE A TURNOFF FOR SOME. WE ENCOURAGE YOU TO KEEP AN OPEN MIND AS YOU READ THIS SECTION AND CONSIDER THE COURAGE YOU HAVE TO EMPOWER THESE OPPORTUNITIES FOR YOUR STUDENTS. ONE OF OUR FAVORITE QUOTES IS "YES, RISK-TAKING IS INHERENTLY FAILURE PRONE. OTHERWISE, IT WOULD BE CALLED 'SURE-THING TAKING'."

## CHAPTER 6: SPEECHES

**1** WHAT PERSONAL EXPERIENCES DO YOU BRING TO THE TABLE THAT MAY INFLUENCE YOUR LEVEL OF INTEREST IN DEVELOPING OPPORTUNITIES FOR STUDENTS TO BECOME SPEAKERS? DID YOU HAVE A TRAUMATIC EXPERIENCE WHERE PUBLIC SPEAKING MADE YOU FEARFUL TO USE YOUR VOICE? HAVE YOU ALWAYS BEEN COMFORTABLE SPEAKING IN FRONT OF OTHERS?

**2** STANDING TO SPEAK IN CLASS BECAME A PART OF THE FABRIC OF BOTH ADAM AND TODD'S SCHOOL. WHAT ARE YOUR THOUGHTS ON THIS PRACTICE? WHAT BARRIERS WOULD STAND IN THE WAY OF IMPLEMENTING A PRACTICE LIKE THIS?

**BONUS STORY:** AFTER ADAM IMPLEMENTED STANDING IN CLASS AS A SCHOOL WIDE EXPECTATION, HIS STAFF BEGAN PRACTICING THIS THEMSELVES IN STAFF MEETINGS WITHOUT PROMPTING. IT WAS AWESOME TO SEE THE STAFF NOT ONLY GET BEHIND THIS IN THEIR CLASSROOM, BUT TO HOLD THEMSELVES ACCOUNTABLE AS WELL IN OUR STAFF MEETINGS.

**3** WE DEDICATE AN ENTIRE PART OF THIS CHAPTER TO INTROVERTED AND SHY STUDENTS BECAUSE WE RECOGNIZE THAT PUBLIC SPEAKING OR EVEN SPEAKING IN FRONT OF THEIR PEERS COULD BE DIFFICULT AND FRIGHTENING FOR THEM. DO YOU FEEL IT IS IMPORTANT THAT THESE TYPES OF STUDENTS HAVE OPPORTUNITIES TO USE THEIR VOICE? WHAT ARE WAYS THAT YOU EMPOWER THESE STUDENTS TO FIND THEIR VOICE IN YOUR CLASSROOM?

**ACTIVITY:** WATCH THIS TEDX VIDEO FEATURING ANGELA HUCLES ABOUT "WHY WE NEED INTROVERTED LEADERS." CONNECT WHAT ANGELA DISCUSSES FOR WAYS TO EMPOWER INTROVERTS AS LEADERS TO WHAT YOUR GROUP DISCUSSED IN QUESTION NUMBER 3 ABOVE. YOU MAY ALSO FIND THIS BRIEF TEDX TALK BY AN INTROVERTED STUDENT INTERESTING TO WATCH AS YOU CONNECT YOUR DISCUSSION TO THE INNER THOUGHTS OF A YOUNG LEADER.

TEDx: [bit.ly/TEDxAngela](https://bit.ly/TEDxAngela)

TEDx: [bit.ly/TEDxIntrovert](https://bit.ly/TEDxIntrovert)





# CHAPTER 7: CONFERENCES

**1**

**WHAT HAVE PARENT-TEACHER CONFERENCES LOOKED LIKE THROUGHOUT YOUR CAREER? DO THEY RESEMBLE THE CONVERSATIONS ON PAGES 87-88? WHY DO YOU THINK MANY PARENT-TEACHER CONFERENCES RESEMBLE THIS TYPE OF PATTERN?**

**2**

**IF YOU WERE TO IMPLEMENT STUDENT DATA NOTEBOOKS, WHAT TYPES OF DATA WOULD YOU WANT STUDENTS TO COLLECT? HOW WOULD YOU TRAIN STUDENTS TO USE THEIR OWN VOICE TO COMMUNICATE THEIR LEARNING AND GOALS TO OTHERS?**

**3**

**IN THINKING ABOUT CONVERSATIONS AROUND STUDENT LED CONFERENCES, COULD THIS TRANSLATE TO HOW TEACHER-ADMINISTRATOR CONFERENCES OPERATE AS WELL? ARE THERE OPPORTUNITIES FOR THE TRADITIONAL DYNAMIC OF MEETING WITH YOUR ADMINISTRATOR TO SHIFT?**

**ACTIVITY:** CREATE A LIST OF QUESTIONS THAT PARENTS COULD ASK THEIR CHILDREN WHEN ATTENDING A STUDENT LED CONFERENCE TO HELP FACILITATE CONVERSATION.



# CHAPTER 8: CHOICES

**ACTIVITY:** START OFF TODAY WITH GAMES. FOR THE FIRST 10 MINUTES, EVERYONE IN THE ROOM SHOULD BE ENGAGED IN A CARD OR BOARD GAME. AFTER THE 10 MINUTES, DISCUSS WHAT IT FELT LIKE TO HAVE A FEW MINUTES OF THAT TYPE OF SOCIAL INTERACTION.

1

CAN YOU IDENTIFY CURRENT SITUATIONS OR PLACES IN YOUR SCHOOL WHERE STUDENTS ARE GIVEN AUTHENTIC CHOICE OPPORTUNITIES TO TAKE OWNERSHIP OVER THEIR LEARNING AND SUCCESS?

2

ONE OF THE TRADITIONAL PUSHBACKS FROM EDUCATORS ON THE TOPIC OF USING MORE CHOICE IN ASSESSMENT (LIKE A CHOICE BOARD) IS THE CHALLENGE OF ASSESSING LEARNING THROUGH PRODUCTS LIKE A PAINTING, SONG, OR CONSTRUCTED PROJECT. DISCUSS THIS CLAIM AND HOW YOU COULD CONVINCE AN EDUCATOR OTHERWISE.

3

WHAT DOES YOUR MORNING ARRIVAL AND AFTERNOON DISMISSAL CURRENTLY LOOK LIKE? ARE THERE OPPORTUNITIES FOR MORE ENGAGEMENT AND LEADERSHIP? WHAT ARE THE BARRIERS TO MAKING A SHIFT IN PRACTICES?



# CHAPTER 9: PASSIONS

**ACTIVITY:** SET A TIMER FOR 5 MINUTES. DURING THIS TIME, WRITE DOWN IDEAS FOR INNOVATIVE OR CREATIVE SPACES THAT COULD BE ADDED AT YOUR SCHOOL FOR STUDENTS OR TEACHERS. THERE'S NO WRONG ANSWERS! DREAM BIG! AFTER THE 5 MINUTES ARE UP, SET THE TIMER AGAIN FOR 5 MINUTES. PARTNER UP WITH ONE OR TWO OTHER PEOPLE AND SHARE YOUR TOP IDEAS WITH EACH OTHER. AFTER THE 5 MINUTES ARE UP, QUICKLY GO AROUND THE ROOM AND ALLOW A FEW PEOPLE TO SHARE. DISCUSS HOW IT FELT TO BE ABLE TO JUST DREAM AND BRAINSTORM. DO YOU BELIEVE INSTRUCTION, SCHOOL CULTURE, OR ROUTINES COULD BE IMPROVED WITH MORE OPPORTUNITIES LIKE THIS? WHAT WOULD IT LOOK LIKE TO EMPOWER STUDENTS WITH THIS OPPORTUNITY?

1

THINK BACK TO YOUR OWN SCHOOLING. DID YOU EVER HAVE A CHANCE TO CAPITALIZE ON YOUR PASSION IN ONE OF YOUR ASSIGNMENTS OR COURSES? WHAT DID IT LOOK LIKE?

2

HAVE YOU RECOGNIZED STUDENTS IN YOUR CLASS WHO APPEAR DISINTERESTED OR UNFOCUSED, BUT ARE A COMPLETELY DIFFERENT PERSON ON THE SPORTS FIELD, ON STAGE, OR IN A COMPETITION? HOW CAN YOU DRAW UPON THE ALTERNATIVE PERSONA YOU'VE WITNESSED IN YOUR INSTRUCTION?

**ACTIVITY:** TAKE A CURRENT UNIT OR STANDARD YOU ARE WORKING ON WITH YOUR STUDENTS. WHAT IS THE ASSESSMENT THAT YOU HAVE LINED UP CURRENTLY? WORK WITH A PARTNER AND RESTRUCTURE YOUR ASSESSMENT TO TAKE INTO ACCOUNT DIFFERENT LEARNING STYLES. HOLD EACH OTHER ACCOUNTABLE FOR REDESIGNING THE ASSESSMENT BY SETTING A DATE IN WHICH TO SHOW EACH OTHER THE NEW PRODUCT.





# SCENARIO

**YOU ARE FINISHING UP A UNIT ON SHAKESPEARE AND YOU HAVE DECIDED TO CHANGE UP THE TRADITIONAL MULTIPLE CHOICE AND SHORT ESSAY TEST TO A CHOICE BOARD THAT THE STUDENTS WILL HELP DESIGN. THE STUDENTS ARE EXCITED FOR THIS NEW APPROACH TOWARDS ASSESSMENT. A FEW WEEKS LATER THE PROJECTS WERE TURNED IN. SOME STUDENTS MADE A SONG ABOUT THEIR LEARNING, SEVERAL MADE VIDEOS AND COMMERCIALS, AND YOU HAD ONE OF YOUR SHYEST STUDENTS WRITE A TEDX TALK ABOUT HER LEARNING ON SHAKESPEARE AND SHARE IT IN FRONT OF THE CLASS. AS YOU LISTEN TO HER SPEAK, YOU ARE IMPRESSED THAT THIS VERY SHY STUDENT IS STANDING UP IN FRONT OF EVERYONE SPEAKING. HOWEVER, AS YOU LISTEN TO HER TALK, YOU CAN TELL HER CONTENT AND LEARNING IS A DISASTER. SHE HAS CONFUSED MANY OF THE BOOKS AND DOES NOT REALLY MAKE STRONG CONNECTIONS BETWEEN THEMES AND PLOTS. HOW DO YOU ASSESS THIS STUDENT? WHAT FEEDBACK WOULD YOU PROVIDE?**

## **REFLECTION & ACTION:**



# PART 4:

## STUDENT COLLABORATION & CONCLUSION

WHEN WRITING A BOOK, THERE ARE MANY EYES THAT LOOK AT IT BEFORE IT GOES TO PRINT. TIME AND AGAIN, AS PROFESSIONAL EDITORS AND TRUSTING FRIENDS READ THROUGH OUR MANUSCRIPT, THERE WAS A PARTICULAR PART OF THE BOOK THAT THEY CONTINUALLY MENTIONED. IT COMES FROM OUR FOURTH SECTION, SPECIFICALLY LEADING BY FOLLOWING (CHAPTER II). MANY READERS COMMENTED THAT THIS CHAPTER MORE THAN ANY STOOD OUT BECAUSE IT WAS NOT A PREVALENT DISCUSSION IN MOST LEADERSHIP BOOKS. FOR US, IT WAS ACTUALLY ONE OF THE FIRST IDEAS WE HAD WHEN BRAINSTORMING THIS BOOK BECAUSE WE BOTH BELIEVE IT IS IMPORTANT TO ELEVATE OTHER VOICES, PARTICULARLY TRADITIONALLY MARGINALIZED ONES. SO IN TERMS OF STUDENT COLLABORATION, TEACHING THE IDEA OF BEING A FOLLOWER TO LEAD TO OUR STUDENTS IS COMPLEX AND IMPORTANT WORK WHEN WE AIM FOR COLLABORATIVE OUTCOMES.

ANOTHER FUN FACT ABOUT THIS SECTION IS THAT OUR CONCLUDING CHAPTER ON CELEBRATING LEADERSHIP WAS ORIGINALLY SLATED TO BE ONE OF THE FIRST CHAPTERS IN THE BOOK. IT CONTAINED STORIES AND IDEAS THAT WE LOVED, WHICH IS PROBABLY WHY WE PUT IT FIRST, BUT OUR EDITOR CONVINCED US TO PLACE IT AS THE FINALE SINCE IT TAKES INTO ACCOUNT A WAY TO RECOGNIZE ALL OF THE WORK THAT STUDENTS MAY PUT IN AS A RESULT OF THE REST OF THE BOOK.

### CHAPTER 6: CONNECTING CLASSES

1

WE STATE ON PAGE 126 THAT WE STRONGLY SUGGEST THAT SKILL SETS EXPLAINED EARLIER IN THE BOOK (E.G. CHAPTER 2) BE TAUGHT BEFORE DIVING INTO COLLABORATIONS DISCUSSED IN THIS CHAPTER. WE GO AS FAR AS CLAIMING "POTENTIAL HARMFUL EXPERIENCES IN WORKING WITH OTHERS" MAY EVEN OCCUR OTHERWISE. WHAT DO YOU THINK WE MEANT BY THAT? WHY MIGHT THE ABSENCE OF TEACHING FOUNDATIONAL SKILLS LEAD TO NEGATIVE EXPERIENCES IN COLLABORATIONS?

2

PAGES 128-130 OFFER VARIOUS IDEAS FOR CROSS-GRADE LEVEL COLLABORATIONS. WHAT CROSS-GRADE LEVEL COLLABORATIONS HAVE YOU IMPLEMENTED WITH YOUR STUDENTS? WHAT WERE THE RESULTS AND REACTIONS FROM STUDENTS?

3

THE SPRING OF 2020 SURPRISED US ALL WITH THE ONSET OF DISTANCE LEARNING, WHICH FORCED TEACHERS, STUDENTS, AND FAMILIES TO LEARN HOW TO REMOTELY LEARN. DID YOU UTILIZE ONLINE PLATFORMS LIKE ZOOM, SKYPE, MICROSOFT TEAMS, ETC. TO FOSTER COLLABORATIONS WITH YOUR STUDENTS? IF NOT, WHAT OPPORTUNITIES CAN YOU REFLECT UPON WHERE IT MIGHT HAVE BEEN UTILIZED?

**ACTIVITY:** CREATE A FLIPGRID WITH THE MEMBERS OF YOUR BOOK STUDY GROUP TALKING ABOUT A TAKEAWAY FROM THE BOOK. SHARE IT WITH ADAM AND TODD AND WE'D LOVE TO ADD A VIDEO TO THE GRID AS WELL!



# CHAPTER II: LEADING BY FOLLOWING

**ACTIVITY:** WATCH THE VIDEO REFERENCED ON PAGE 136 CALLED FIRST FOLLOWER. ANALYZE THIS VIDEO FROM A LEADERSHIP PERSPECTIVE. WHAT EXAMPLES OF LEADERSHIP ARE EXHIBITED HERE? DRAW CONNECTIONS AND DISCUSS HOW THIS PARALLELS MANY SITUATIONS WE SEE OUR STUDENTS ENTER EACH DAY.

Video: [bit.ly/WKLFollower](https://bit.ly/WKLFollower)

1

ON PAGE 138, WE STATE THAT IT IS IMPORTANT TO "TEACH CHILDREN HOW TO DETERMINE WHEN TO FOLLOW AND WHEN TO IGNORE OR SPEAK UP AGAINST A NEGATIVE ACT." IN DAN AND CHIP HEATH'S BOOK THE POWER OF MOMENTS, THEY STATE THAT COURAGEOUS MOMENTS TAKE PRACTICE. FURTHER, "PRACTICE QUIETS THE ANXIETY THAT CAN CLOUD OUR MIND IN A TOUGH MOMENT" (P. 190). HOW ARE YOU PRACTICING AND TEACHING STUDENTS HOW TO MAKE COURAGEOUS CHOICES? WHAT BARRIERS EXIST TO MAKING THIS AN IMPORTANT PART OF OUR INSTRUCTION?

2

THINK OF A STUDENT (PAST OR PRESENT) WHO EXCELS AT DISCERNING WHEN TO LEAD AND WHEN TO FOLLOW. HOW HAVE YOU PERCEIVED THEM DETERMINING WHEN TO LEAD AND WHEN TO FOLLOW? HOW CAN YOU TAKE THEIR INTUITIVENESS AND CREATE LESSONS FOR OTHER STUDENTS FROM THEIR ABILITY TO EFFECTIVELY LEAD AND FOLLOW?

**ACTIVITY:** ATTEMPT THE TARP FLIP CHALLENGE DESCRIBED ON PAGE 141. AFTERWARDS, HAVE A DISCUSSION ON THE GROUP DYNAMICS THAT EXISTED WITHIN YOUR BOOK STUDY GROUP.

**ACTIVITY:** CREATE A LIST OF BOOKS (THAT ARE NOT LISTED IN OUR APPENDIX) THAT YOU CAN USE TO TEACH LEADERSHIP TRAITS. IF POSSIBLE, BRING THEM TO YOUR BOOK CLUB MEETING TO SHOW OTHERS.



# CHAPTER 12: CAREER DEVELOPMENT

1

**DID YOU PERSONALLY HAVE CAREER TRAINING GROWING UP (INTERVIEW PRACTICE, RESUME BUILDING, ETC.)? IF SO, WHAT ALLOWED YOU TO RECEIVE THESE OPPORTUNITIES?**

2

**CONNECT THE CAREER DEVELOPMENT TOPICS DISCUSSED IN THIS CHAPTER SUCH AS INTERVIEWS AND INTERNSHIPS WITH THE SKILL AND CHARACTER BUILDING CHAPTERS IN THE BEGINNING OF THE BOOK. FURTHER, DISCUSS THE POTENTIAL OUTCOMES IF A DISTRICT WERE TO COME UP WITH A VERTICALLY ALIGNED CAREER READINESS PLAN THAT STARTED AT SCHOOL ENTRY. WHAT COULD THAT LOOK LIKE?**

3

**EXPLICIT CAREER DEVELOPMENT TRAINING IS OFTEN ABANDONED AS A RESULT OF PRESSURE TO PERFORM ON HIGH STAKES TESTING. DISCUSS OPPORTUNITIES WITHIN YOUR SCHOOL TO DELIVER THIS TYPE OF TRAINING FOR STUDENTS WHERE INSTRUCTION WOULD NOT BE NEGATIVELY IMPACTED.**

4

**IN CONSIDERING YOUR PERSONAL CURRENT INTERVIEW SKILLS AND RESUME, WOULD YOU HIRE YOU RIGHT NOW? WHY OR WHY NOT? DO YOU BELIEVE IT'S IMPORTANT FOR YOU TO BE CONFIDENT IN YOUR CAREER SKILLS BEFORE INSTRUCTING STUDENTS ON THEIRS?**

**ACTIVITY:** ASK YOUR ADMINISTRATOR (IF THEY ARE NOT ALREADY IN THE ROOM) TO JOIN YOU FOR THIS ACTIVITY. HAVE A PRINCIPAL OR ASSISTANT PRINCIPAL CONDUCT A MOCK INTERVIEW WITH SOMEONE IN THE ROOM. ALLOW THE REST OF THE BOOK STUDY GROUP TO OBSERVE (LOOK TO SIT BEHIND THE INTERVIEWEE SO THEY CANNOT SEE THE GROUP). AFTER THE MOCK INTERVIEW, PROVIDE FEEDBACK ON WHAT TYPE OF EXHIBITED SKILLS COULD BE TRANSLATED INTO LESSONS FOR YOUNG LEADERS.





# CONCLUSION: CELEBRATING LEADERSHIP

1

CAN YOU RECALL A TIME IN YOUR YOUTH WHERE YOU WERE RECOGNIZED FOR SOMETHING YOU DID? HOW DID YOU FEEL? WHY DO YOU THINK YOU ARE ABLE TO REMEMBER IT AFTER ALL THESE YEARS? WHAT DOES THIS SAY ABOUT CREATING MOMENTS FOR YOUR STUDENTS?

2

HAVE YOU EVER MADE A POSITIVE PHONE CALL HOME? DID THAT PHONE CALL CHANGE YOUR RELATIONSHIP WITH THE STUDENT'S FAMILY (ESPECIALLY IF IT WASN'T ALWAYS A POSITIVE ONE BEFOREHAND)?

3

WHAT TYPE OF THINGS WOULD YOU WANT CELEBRATED IN YOUR CLASSROOM OR SCHOOL? HOW MIGHT YOU GO ABOUT CELEBRATING THEM WITHIN YOUR CLASSROOM OR SCHOOL?

**ACTIVITY:** CONGRATULATIONS! YOU'VE COMPLETED THE WHEN KIDS LEAD BOOK STUDY! TO CELEBRATE YOUR LEADERSHIP INITIATIVE, PLEASE GET A MARKER OR PEN FOR EACH PERSON IN THE GROUP. PASS YOUR BOOKS AROUND AND SIGN EACH OTHER'S BOOKS WITH A KIND NOTE OR MESSAGE AND YOUR NAME.





# SCENARIO

**YOU ARE APPROACHED BY YOUR PRINCIPAL TO NOMINATE A STUDENT FOR A STUDENT ACHIEVEMENT AWARD. YOU INQUIRE WHAT THE CRITERIA ARE FOR SELECTING A STUDENT, BUT THE PRINCIPAL IS VAGUE AND ESSENTIALLY ASKS YOU TO JUST PICK SOMEONE WHO DOES WELL IN CLASS. YOUR INSTINCT IS TO SELECT A STUDENT WHO IS RESPONSIBLE FOR THEIR WORK AND GETS EXCELLENT GRADES. DO YOU AGREE WITH THIS APPROACH? DISCUSS WHAT FACTORS CAN GO INTO THIS DECISION THAT YOU HAVE TO MAKE.**

## **REFLECTION & ACTION:**





**THANK YOU AGAIN FOR CHOOSING TO READ  
AND DISCUSS WHEN KIDS LEAD!**

**FOLLOW TODD AND ADAM ON SOCIAL MEDIA  
(@TECHNINJATODD AND @ADAMDOVICO).**

**SHARE YOUR LEARNING ON SOCIAL MEDIA  
WITH THE HASHTAG #WHENKIDSLEAD.**

**FOR INFORMATION ON BRINGING TODD AND  
ADAM TO YOUR SCHOOL FOR PROFESSIONAL  
DEVELOPMENT, CONTACT RYAN AT  
RYAN@PREMIERESPEAKERS.COM**