Student Leadership Team Approach

A Kit for Site Coordinator

Student Leadership Team Approach

What is student leadership in afterschool?

There are three levels of student leadership:

- Accepting responsibility for self.
- Accepting responsibility for contributing to the team.
- Accepting responsibility for a specialty team with the program leader or site coordinator.

What are the benefits of student leadership?

- Including students as part of the team is essential for the students' growth.
- Students form a visionary awareness of the "big picture."
- Students learn to think outside the box by asking, "Why not?"
- Students develop a level of personal confidence far above their peers.
- Students enter into new learning opportunities.
- Students develop an understanding that the team effort comes first; it is not about you.

What does student leadership look like in afterschool?

Student leadership can take many forms. Several approaches will be presented here. Take a look at your site. Which approach or combination of approaches would work best at your site?

- School Theme
- Company Theme
- City Theme
- Country Theme
- Develop Your Own Theme

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I want to know more about student leadership jobs . . .

In a typical student leadership situation, most students have jobs. There is job rotation so all kids get to experience each job. The tone of most sites is relaxed; the kids enjoy their jobs and are proud of the program.

In afterschool, we teach life skills, so the job application and interview reflect what students might find in real life. Following you will find a page of possible staff jobs. Some are grouped into departments. Any of these departments can be broken down, changed and/or combined to fit your enrollment or site environment. This is just a foundation to get you started.

Students get paid for their job efforts. They are paid in fake money script designed with your site logo and/or student created bank name. Students are paid depending on the number of hours worked. If their parent picks them up early they are not paid for those hours. The checks can be redeemed for treasures at the "City Mall," "Company Store," "Treasure Chest," or deposited in their savings account at the "bank." Savings incentives might include tickets to the You've Got Talent Show, Afternoon at the Prom, or Spray Water Park on the grass. Any special event that is worth keeping money in their savings account is a great motivator.

What do you do about kids that don't follow the rules?

Occasionally there will be a student that misbehaves. The security officer from the class writes a citation from a pad he carries. With the help of the 6th Grade Assistant Site Coordinator as a witness, they decide whether or not to write the citation. The student signs the citation knowing his signature is not an admission of guilt. On Friday, students appear in "Court," for infractions committed during the week. The accused appears before the "Judge" and "Bailiff." They are asked to plead Guilty or Not Guilty. The judge decides if they should be fined. The fine is usually one fake money script. In severe cases, the fine may be five dollars. As the year progresses, there will be fewer and fewer students in Friday's Court. This system will eliminate most behavior problems in the afterschool program.

How will I incorporate student leaders into Opening?

Here is a sample afterschool Opening showing how students assume leadership roles:

- In each class, one student passes out name tags. Another student takes attendance. Later, a 6th grade Junior Site Assistant reviews all attendance sheets and checks for accuracy.
- Carlos, a 6th Grade Student, asks all students to stand and say the pledge. The pledge is built around the four Agreements. It is recited with vigor and enthusiasm. "I pledge allegiance to the _____ Agreements. Be Safe. Be Respectful. Be Responsible. Have Fun. Yea, _____!!
- Hand signals for quiet. All leaders make a "peace sign," with their right hands. The left index finger is on the closed lips. (This is a carryover from the school day.)
- Carlos makes announcements. "There will be Clubs on Friday." More cheers and applause.
- Hula Hoop Contest. Carlos chooses 2 volunteers. There are 3 contests. Students cheer the winners.
- Out comes the Mascot – MAX from Scooby Doo. (The SC found a huge stuffed animal, took it apart, and made a mascot costume.) MAX is wearing the afterschool t-shirt, leggings, and a tail attached with Velcro.
- MAX leads the Wave. MAX never speaks. The audience needs to do the Wave three times to get it just right.
- Carlos led a Rock-Paper-Scissors Challenge. More cheering for the winners.
- Carlos attempted a magic trick gradually lowering the hula hoop over MAX to make him disappear. Then slowly raising the hula hoop. MAX comes to life again!
- Carlos begins dismissal to CATCH.
- As students leave the Opening area, their CATCH warm-up leader calls out stretches and other warm-up activities. Students walk in line following their leader's directions doing the warm-ups as they walk. By the time they reach the CATCH area, all students are warmed up. The same process is used to cool down as they walk to get drinks or to the restroom.

Where are the program leaders?

The program leaders monitor all of these activities and occasionally give guidance to the student leaders. For the most part, the students run the program. Program Leaders are much more relaxed and enjoying their jobs.

When do we debrief?

Debriefs are always student led and occur after every lesson or activity. Students often are in a circle. The student leader asks a question then waits for responses from the group:

- "What was your best learning from this activity?
- "What didn't you like about the activity?
- "How would you suggest we change the activity when we do it again?"

Students often have great ideas to make things better. When you use their ideas, always give students credit for suggesting them. Peer praise should be evident; kids thanking others for doing a good job for the team.

How do you see student leadership in Homework?

As soon as students enter the classroom, the Homeroom Student Manager from each homeroom, writes the homework assignment from that class on the white board in front. The Program Leader will group students by homeroom. The Manager's Assistant from each homeroom will be in charge of the group. After 10 Minutes to Success, when everyone gives it their best without help, if there are any questions, students will ask the assistant at their table for help. The assistant will answer by asking questions:

- Is your name on the paper?
- Tell me in your own words what the Directions are telling you to do.
- Have you done the example?
- What is it you don't understand?

If needed, the assistant will mobilize others to help the student. The Program Leader is now available to check homework for accuracy, and give struggling students extra strategies to solve the problems. Exemplary performance is built on engaging everyone in the process.

Let's look at the different Student Leadership approaches:

#1 School Approach Staff Chart

- Junior Site Coordinator – Assists Site Coordinator
- Junior Program Leader – Assists Program Leader
- Classroom Greeters – Sincerely greet everyone who enters the room. "Hi, my name is Juana. My career goal is to be a hair stylist. I will go to Beauty College for two years after I graduate from High School. We are working on a Science Project. How may I assist you?" (Teach eye contact and a firm handshake.)
- Homeroom Student Manager – Write HW Assignment on white board
- Homeroom Student Manager's Assistant-Helps with HW at the table
- Volunteer – Some students just want to volunteer where needed.

#2 City Theme Staff Chart

- Mayor – Assists Site Coordinator
- Councilman – Assists Program Leaders
- City Manager – Gathers all supplies; Takes care of snack distribution
- Police Chief – In charge of issuing citations
- Fire Chief – Checks that all fire exits are clear
- Greeters – Meet everyone who enters the room
- Maintenance – Makes sure all trash and messes are cleaned up by individuals
- Water Supervisor – Makes sure all kids get drinks, but do so quickly

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#3 Company Approach Staff Chart

- **Human Resource Team** – Processes, interviews hires and fires company employees. Makes sure everyone is doing their job.
- **Finance Team** – Pays employees, counts supplies, materials, keeps track of anything with numbers.
- **Administrative Team:** Gathers supplies, assists with signs, attendance sheets, agendas, crates, etc.
- **Receptionists:** Greets all people that enter the company premises – teachers, visitors, SC, etc.
- **Marketing Team:** Facilitates chants/Opening, makes banners and signs, helps plan events, decorates for events
- **Health Team:** Leads warm-ups and cool-downs, assists any injured employees, in charge of medic bags and band-aid needs
- **Equipment Team:** Get CATCH equipment, fetch supplies, company runners, gets ice packs
- **Security Team:** Monitors behavior, issues citations and warnings
- **Catering Team:** Takes care of snack distribution, serves and organizes food at events
- **Quality Assurance Team:** Assures the appearance of the company, makes sure all trash and messes are cleaned up by individual employees.

#4 Country Theme Staff Chart

- Prime Minister, President, or Chancellor – Similar to SC Assistant
- Governor – Similar to PL Assistant
- Lieutenant Governor – Gathers supplies, signs, attendance
- Treasurer – Anything to do with numbers
- Secretary of State – Helps with opening, plans events, decorates
- Department of Education – Teaches class during Enrichment activities*
- Health and Safety – CATCH equipment, medic bags, runner to fetch ice packs
- Security Patrol – Monitors behavior, issues citations and warnings

Important: All Junior Site Assistants and other students with jobs of importance each wear the same afterschool polo shirt as adult employees. Each student is provided with a special lanyard with their photo and other ID laminated on a card. The "nurse" or medic always carries the medic bag containing band aids. Nurses should be taught to provide emotional support to the "injured" until help arrives.

*Students are able to teach reciprocal teaching strategies. After they learn from the Program Leader how to teach the lesson, it is just a matter of introducing new vocabulary or books. See Kids Teaching Kids for more information.

Job Application

Last Name _____ First Name _____

Age: _____ Grade: _____ After School Room # _____

If you are under the age of 18, do you think your parents will allow you to have this job?

        Yes _____   No _____

Have you been convicted of a crime within the last two years?

        Yes _____   No _____

If yes, please explain:

_____
_____
_____
_____

Position Applying For: _____

Check the days you are available for work.

        Monday _____
        Tuesday _____
        Wednesday _____
        Thursday _____
        Friday _____

How much education do you have? Write the name of school and grades completed.

_____
_____
_____
_____
_____

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Interview Questions

1. What is your name?

2. What grade are you in?

3. How many years of school have you had?

4. Who is your regular school day teacher?

5. If we talked to your regular school day teacher, do you think he or she would have good things to say about you? Why?

6. What position are you applying for?

7. Why are you applying for this position?

8. What kinds of skills do you have?

9. If you do not get hired for the first position you are applying for, is there a second choice position?

10. Would you be willing to work any job we have to offer?

11. In what ways do you need to improve as a person?

12. What was the best thing you ever did in your life?

13. What is the worst thing you ever did in your life?

14. Who are some people that would recommend you for the job?

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Beginning Team Activities

To help students understand the team approach to solving problems, here are two activities to get things off to a great start. Remind students they must work together and encourage one another to accomplish the team goal. You will see creativity and cooperation emerge. After students understand what it takes to work as a team, begin introducing Student Leadership jobs and responsibilities. Students will take ownership of the afterschool program. Everyone wins!

Skittle Sort Challenge:

Materials: Skittles®, matching squares of colored paper

Student teams are seated at separate tables. Count the same number of Skittles® for each team. Place the Skittles® in the center of the table. The challenge is to sort all of the Skittles® by color. Place colored Skittles® on paper squares of the same color. The challenge is that the student doing the sorting is blindfolded. The team encourages the student without speaking words. They may utter sounds or make other noises, but no verbal directions. Have students think about team strategies to accomplish this goal. At the end of the designated time, the team with the most correctly sorted Skittles® is the winner.

Cotton Ball Race:

Materials: Cotton balls, flexible straws

Student teams are seated at the same tables. Provide each student with a flexible drinking straw. Provide a bowl of cotton balls at the end of the table. The challenge is to move all the cotton balls, one ball at a time, to the end of the table. Each team member must guide the cotton ball with his straw. Think of golf, except there are no line drives to the end of the table. After the first cotton ball has reached the end, start the second cotton ball. Early starts are not allowed! Talk to students about strategies to work as a team. The team with the most cotton balls at the end of the time is the winner.

For more information, contact

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