



STUDENT VOICE!
The Missing Piece in Creating
Positive Climate Change

Summer Institute
June, 2016



TODAY'S AMBITIOUS AGENDA:

#1 Reclaim the true definition of student leadership.

#2 Reclaim the role of young people as problem solvers with adults rather than problems to be solved by adults.

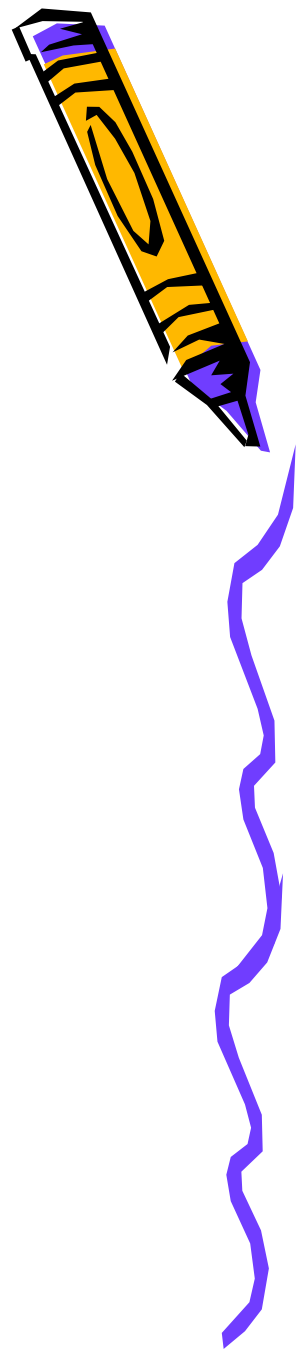
#3 Reclaim the role adults play in the lives of young people.

#4 Reclaim the voice of young people as leaders and learn how we identify them.

#5 Reclaim a democratic classroom.

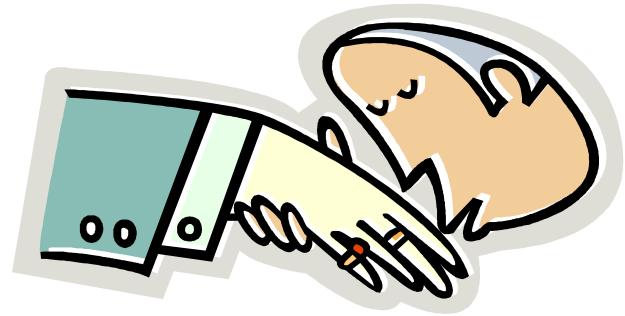


#1 Reclaim the true
definition of student
leadership.

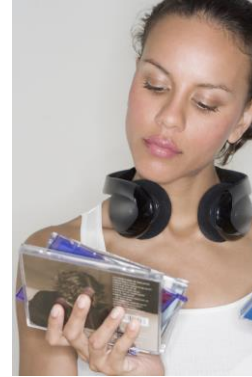


FOLLOW THE LEADER

How to know one
when you see
one...

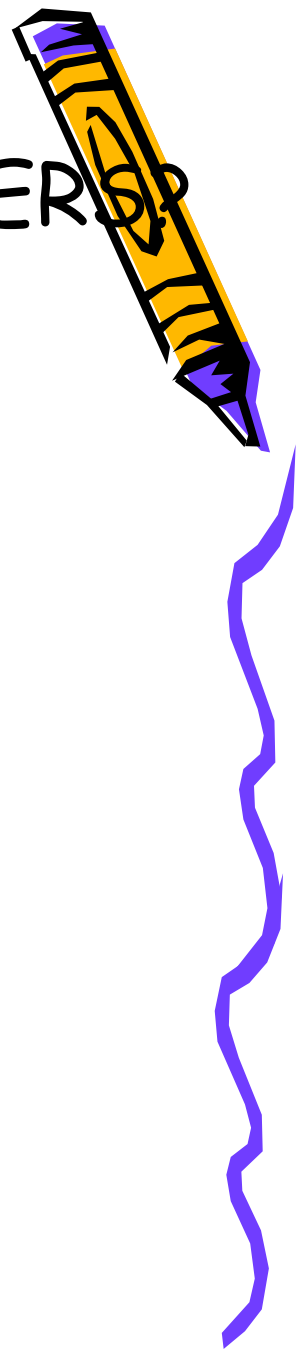


ARE THESE YOUNG PEOPLE LEADERS?



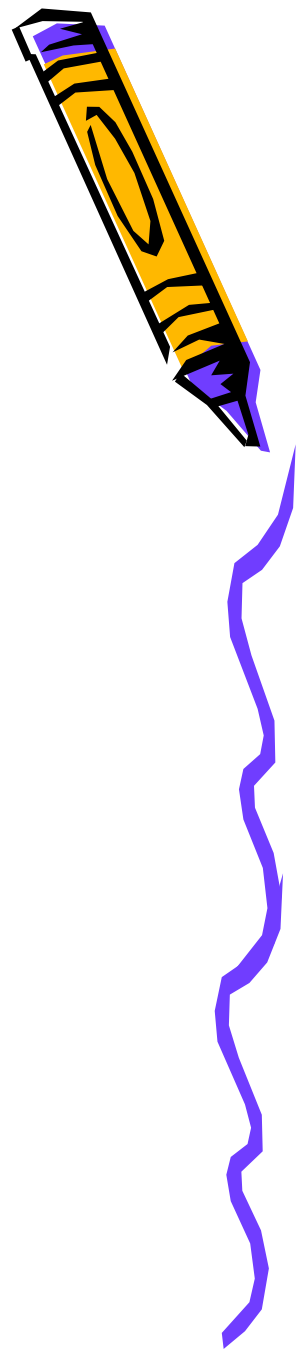
Think of words you would use when asked to describe a student leader.

How many of you pictured a student with good grades who was active in school?

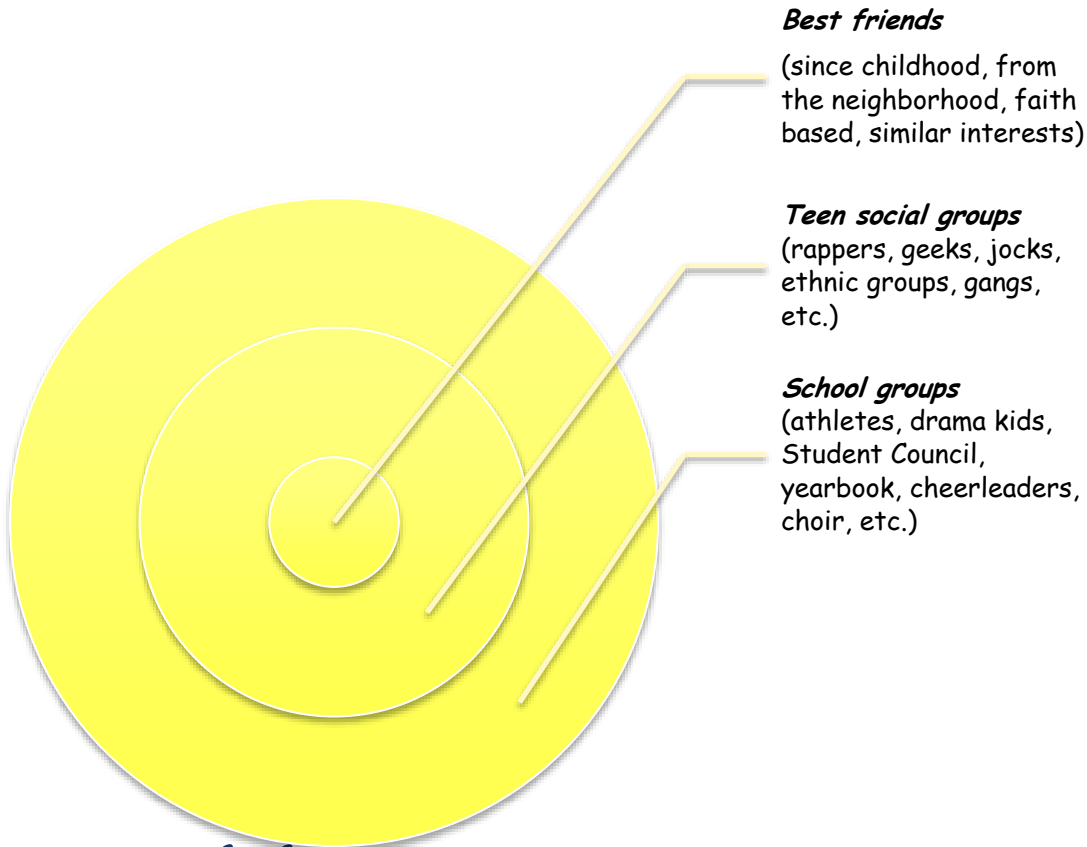


WHAT IS A LEADER?

- A leader is someone others will follow.
- A leader has the power to influence others.
- A leader is liked, trusted, and/or respected by his/her circle of friends.

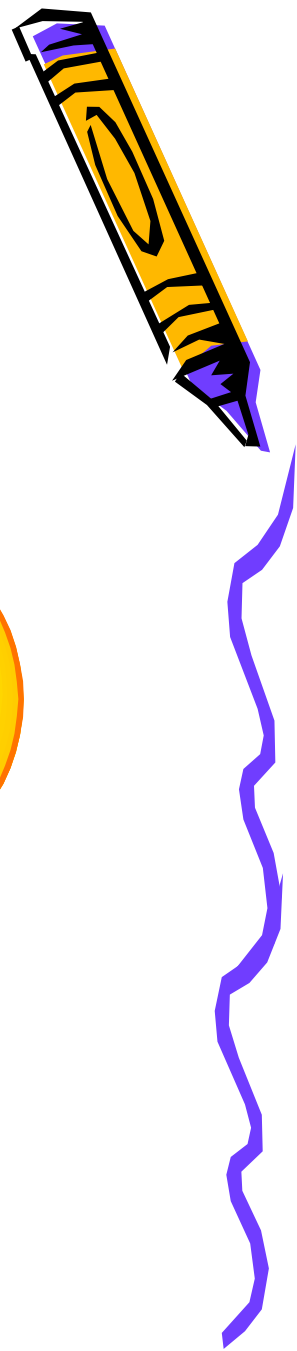


Teen Circles of Influence at School



THINK AGAIN ABOUT STUDENT LEADERSHIP

- Are you overlooking students on your campus with leadership skills?
- Are they representative of various groups on your campus?
- Is their involvement important in order to change conditions on your campus?



WHO ARE THE STUDENTS ON A BREAKAWAY LEADERSHIP TEAM?

- **REPRESENTATIVES OF ALL THE VARIED GROUPINGS OF YOUTH-** ethnicity, gender, age, academic achievement, social groups (skaters, Goths, Student Council, drama students, etc.)
- **DECISION MAKERS-** speak for young people in their Circle of Influence.

LEADERS- someone others will follow.



Three Ways to View Young People

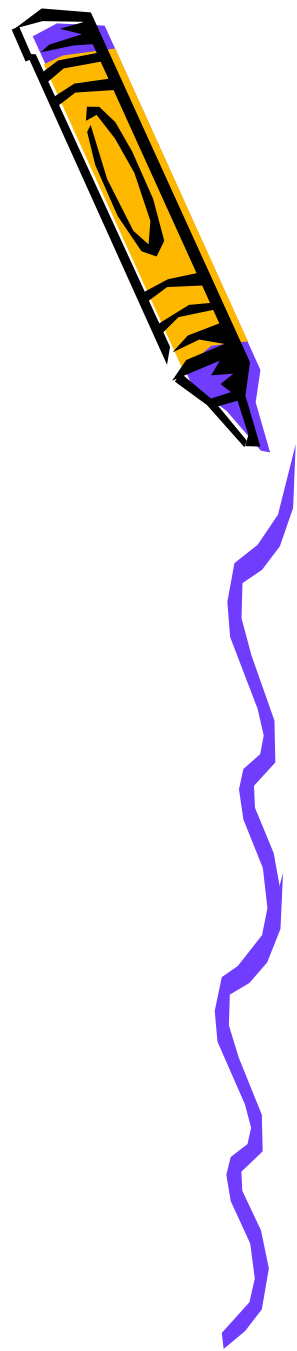


**People Viewed
as Objects**

**People Viewed
as Recipients**

**People Viewed
as Resources**





"If you are a block ahead
of the parade...you're
leading it. If you are two
blocks ahead of the
parade, you aren't even it
it."

Three crayons (yellow, green, and red) are shown in the bottom left corner.

Dr. Lawrence Kratz

#2 Reclaim the role of young people as problem solvers with adults rather than problems to be solved by adults.



Three Ways to View Young People



People Viewed
as Objects

People Viewed
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People Viewed
as Resources

TO

FOR

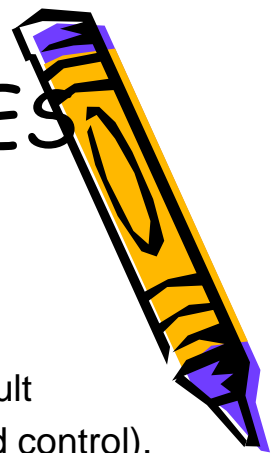
WITH & BY

Young People
as Problems
to Be Solved

Young People as
Problem Solvers



THE SPECTRUM OF ADULT ATTITUDES TOWARDS YOUNG PEOPLE



Objects

- * Adult is in control with no intention of youth involvement
- * **Objective:**
Personal growth of young people.
- * **By-product:**
Conformity of young people and acceptance of the program as it is.

Recipients

- * Adult is in control and allows youth involvement.
- * **Objective:**
Personal growth of young people.
- * **By-product:**
Increased organizational effectiveness

Resources

- * There is a Youth/Adult Partnership (Shared control).
- * **Objective:**
Increased organization effectiveness.
- * **By-product:**
Personal growth of young people and adults.



ADULT RESPONSIBILITY



Viewing and treating young people as valuable resources who have something to contribute to the change process does not mean grownups give up their adult authority or responsibilities!



I know what you're thinking...

- *But, students...*

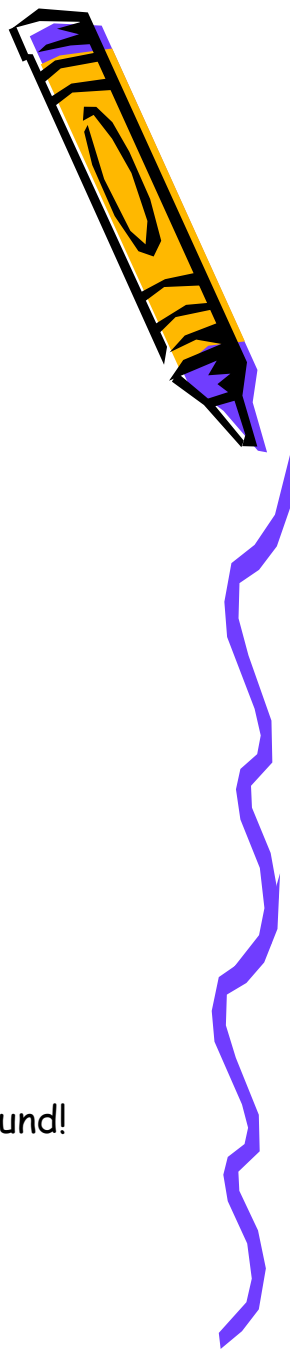


- *But, adults...*



BUT STUDENTS . . .

- Don't show up to meetings.
- Slow everything down.
- Can't play certain roles.
- Are irresponsible.
- Don't have anything to contribute of value.
- Will inhibit honest discussion.
- Prevent us from relaxing and being ourselves.
- **And My Favorite:** But we can't swear, smoke or drink when students are around!



ALL TOGETHER, NOW...

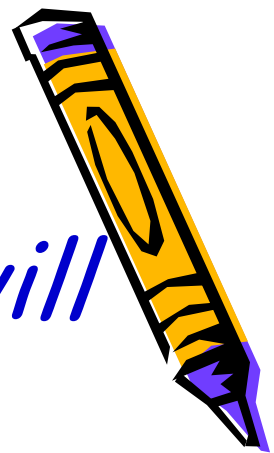


"YOU
MEAN
JUST
LIKE..."



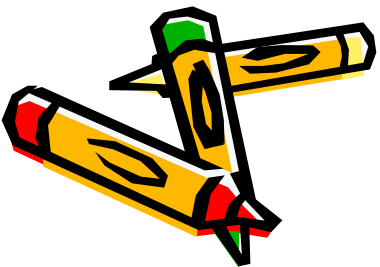
#3 Reclaim the role adults
play in the lives of young
people.





*"It is obvious that children will
work*

*harder and do things - even odd
things like adding fractions - for
people they love and trust."*



Nel Noddings



*Researchers have found
student engagement a robust
predictor of student
achievement and behavior in
school regardless of
socioeconomic status.*





“Students engaged in school are more likely to earn higher grades and test scores and have lower drop-out rates.”

Adena M. Klum and James P. Connell, U.S. Department of Education web site

<http://www.ed.gov/admins/lead/safety/training/connect/index.html>





Eric Schaps' research review: School connectedness may have a *direct impact* on students' enjoyment of school, educational aspirations, academic motivation and engagement, and tendency to stay in school.

U.S. Department of Education web site
<http://www.ed.gov/admins/lead/safety/training/connect/index.html>



Time Spent with Peers in Today's Culture



- *In MY day:* School, through sports/clubs, "hang'n out", house phone, part-time job, playing outside, interactive games
- *TODAY, in addition there are:* cellular phones, digital games, IM'ing, FaceTime, Skype, social networking, texting, websites, and more



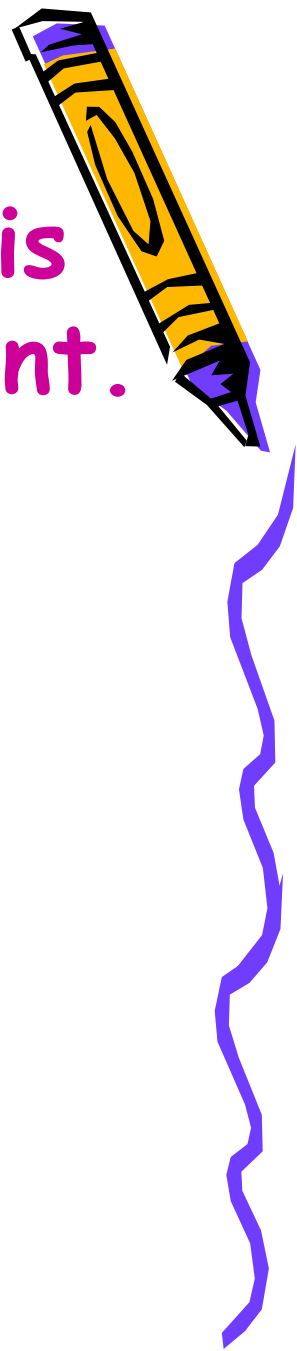
Consequences of young people alienated from adults



More Risk-taking Behaviors

Adolescents are inclined to take more risks than children and adults.





Reducing risk-taking behavior is critical to academic achievement.

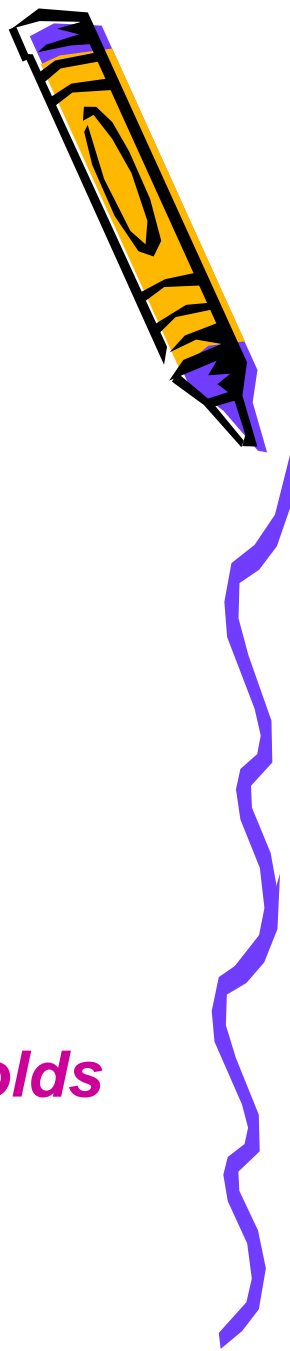
- Binge drinking
- Teen pregnancy
- Crime
- Marijuana & other drug use



Teens are NOT Inclined to Take More Risks Because of:

- Ignorance.
- Stupidity.
- Illusions of invincibility.
- Rebellion.
- Adolescents being irrational.

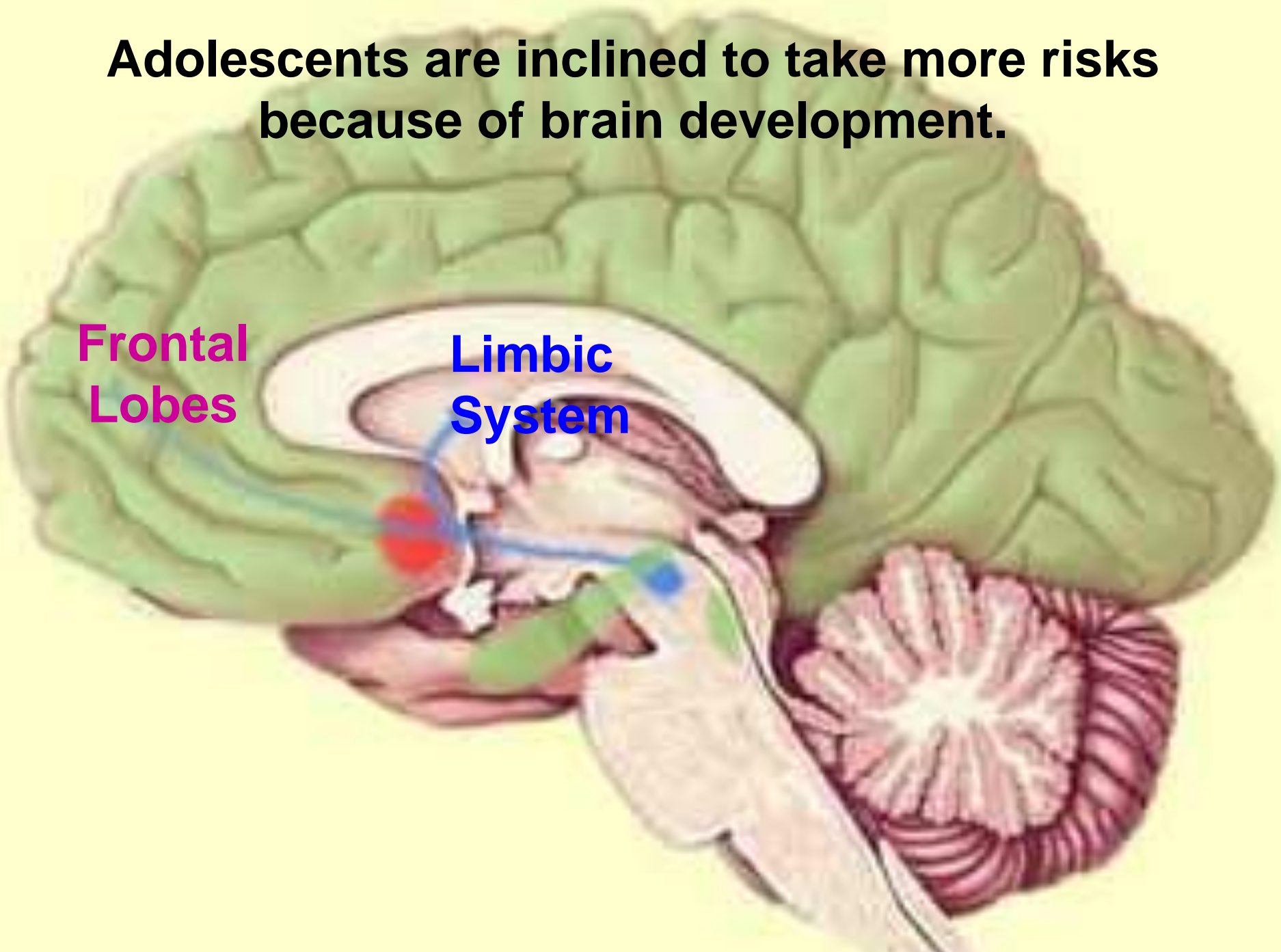
The logical reasoning skills of average 15-year-olds are similar to those of adults.



**Adolescents are inclined to take more risks
because of brain development.**

**Frontal
Lobes**

**Limbic
System**



Adolescent Neuroscience According to Mark Twain



When a child turns 13, parents should place him in a barrel, seal both ends and feed him through the knot hole. When the child turns 16, they should seal up the knot hole.



Research suggests that . . .

. . .it's not about the way adolescents think.

. . .it's not about what adolescents don't know.

. . .it's not that adolescents don't understand the consequences of their actions.

. . .it's about conditions created by adults!



School Adults Play a Vital Role in the Lives of Young People



- ◆ Teachers
- ◆ Coaches
- ◆ Counselors
- ◆ Parents
- ◆ Bus Drivers

- ◆ Club Sponsors
- ◆ Support Staff
- ◆ Administrators
- ◆ Librarians
- ◆ Social Workers



Teens Who Feel Connected To School...

are less likely to:

- use alcohol and other illegal drugs
- engage in violent or deviant behavior
- become pregnant
- experience emotional distress

Robert W. Blum et al., Improving the Odds: The
Untapped Power of Schools to Improve the
Health of Teens





**#4 Reclaim the voice of
young people as leaders
and learn how to identify
them.**



STUDENT RECRUITMENT



- 1 Principal selects champion(s).
- 2 Principal and Champion(s) meet and develop strategy to select students.
- 1 SPOILER ALERT!! Teachers are not usually the best people to nominate student leaders for BreakAway.
- 2 A list is drafted of the various "groups" and a leader or leaders are identified. Remember to keep this number manageable.



5 Once you have selected your initial BLT, those students will tell you what other groups are not represented at the table and can be added at that time.

5 Those students who may be reluctant to commit but are very representative of a certain group, and therefore essential for inclusion, should be met with separately.

6 You will add more students to support the activities that are developed at a later date.



- 8 After a list is drafted of possible student BLT members, the Principal and the Champion(s) meet with students in small groups to explain about the BLT that is being formed and ask if they will be a member.
- 9 Once selected students have agreed to be part of the BLT, the first gathering is held. This should be merely social...a pizza party, perhaps, during lunch.



KEEP IN MIND...

In this early stage of recruitment, it is important to emphasize to each student what an honor it is to be selected;

that they were chosen because they are leaders on campus; that their help is crucial for changing conditions at school;

and that they will be working in a true partnership with campus adults, and having fun!





#5 Reclaim a Democratic Classroom.



"Okay...you've made a good case for Youth-Adult Partnerships in a school and in a district, but how do I use it in the classroom?"



Your First Day of School



- Discuss at your tables, both positive and negative feelings and experiences you had on a first day of school.
- What conditions existed that you believe explain your feelings and experiences?



Discuss in your group whether you agree or disagree

"What you do on the first days of school will determine your success or failure for the rest of the school year. You will either win or lose your class on the first days of school."

-Harry Wong, Author of *The First Days of School: How to be an Effective Teacher*



Classroom Rules, what do you believe?



- Rules are not necessary. The teacher determines when students are not behaving properly and handles the situation appropriately.
- It is important to have rules established and posted before the students even enter class the first day. That way, the students immediately understand the teacher's expectations.
- Rules should be established on the first day of school with the students. They should be limited to three to five, and consensus among all members of the class (including the teacher) should be reached before they are posted.



RECOGNIZING AND DEVELOPING LEADERSHIP



- Democratic classroom
- Fostering everyone's voice
- Those who teach, learn
- Using a sociogram



My Teacher's Pledge



- I pledge to talk and smile with **every** student **every** day.
- I pledge to send home at least one note per student each marking period that praises the child.
- I pledge to check myself to be certain that I am not treating students as objects or recipients.
- I pledge to work with my students to change the conditions in our classroom and our school that do not allow for a safe and uplifting place to learn.
- I pledge to treat all students with respect, particularly when they make that difficult.
- I pledge to look for leadership and excellence from all my students.
- I pledge to look for opportunities to learn and team with students.

Now write your own
pledge!



OTHER CLASSROOM TOOLS



- Make the curriculum relevant and personal. (Example: Using students' names, rather than fictional names, in English and math exercises.)
- Create a Mission Statement for your classroom.
- Have students create their own Student Pledge.



DEMOCRATIC CLASSROOMS ARE FUN

Games are teaching tools

Everyone is special.
Everyone is a super hero.

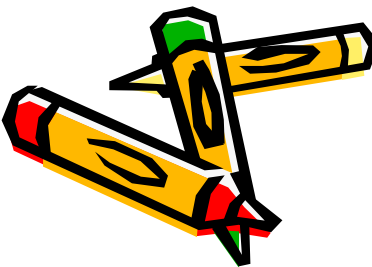


ZAP!



CRASH!

SPLONK!



What Encourages Connectedness?

- Relationships
- Opportunities to contribute in meaningful ways
- Sense of belonging
- Sense of having a voice in the school

Students support what they help to create.



#6 Exercises, if time
allows or for personal
reflection at a later time.



THE BARRIERS TO STUDENT PARTICIPATION

**Please divide yourself into three
equal discussion groups.**

Exercise #1

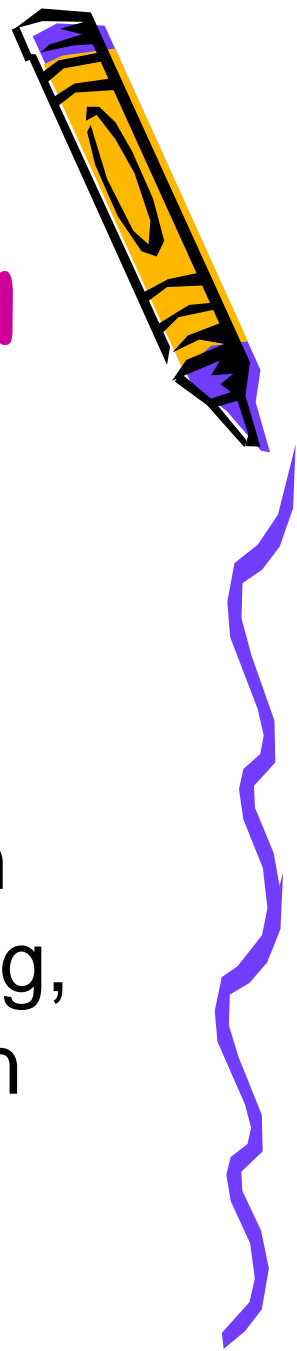
Why might students be excluded from
participating in the planning,
implementation, and evaluation in
school programs?



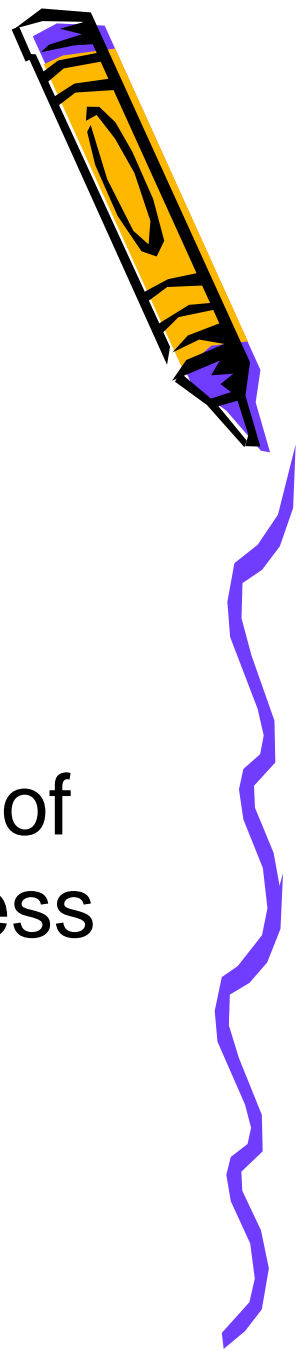
THE BENEFITS OF STUDENT PARTICIPATION

Exercise #2

What are the benefits which might result from a strong emphasis on student participation in the planning, implementation, and evaluation in school programs?



THE DANGERS OF NOT INVOLVING STUDENTS

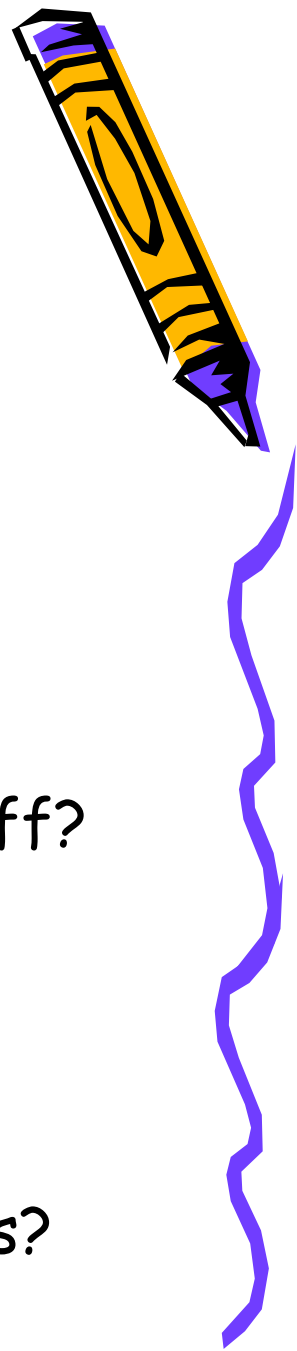


Exercise #3

What are the drawbacks or hazards of not bringing students into the process of planning, implementing, and evaluating school programs?



WHAT DOES YOUTH PARTICIPATION LOOK LIKE?



Exercise #4

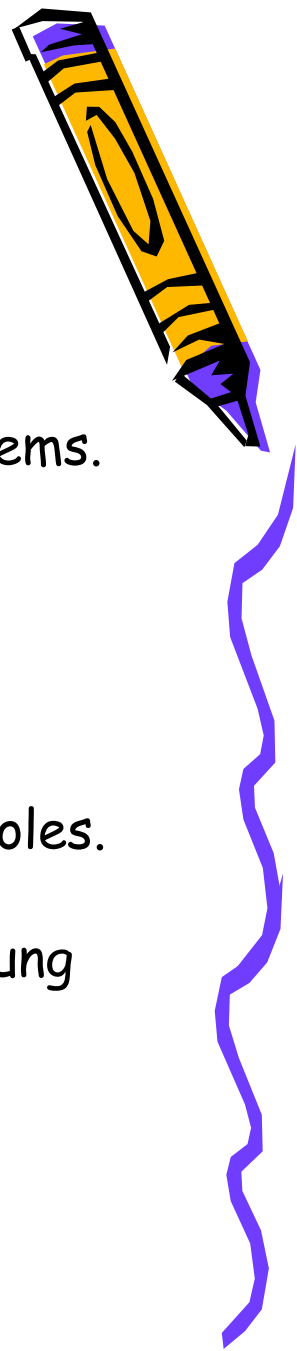
- What does it look like with a Curriculum Committee?
- What does it look like when hiring school staff?
- What does it look like when doing teacher evaluations?



What does it look like with discipline concerns?

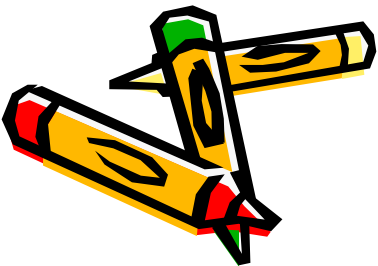
LOOKS LIKE. . .

- Students and adults partnering to solve real school problems.
- Students sharing power with adults.
- Students serving as a advisory council to the principal.
- Adults training young people through shared leadership roles.
- Adults really listening to the perspective and ideas of young people.
- Students serving as peer mediators.



YOUTH PARTICIPATION

If youth participation in decision making were a crime, would there be enough evidence to convict your district?



INTERESTED IN HAVING A BREAKAWAY TEAM AT YOUR SCHOOL?



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BreakAway Trainer



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