

Planning And Preparation For SRC Student Leadership Training

Training

The purpose of the SRC Leadership training is to prepare students for their leadership role and highlight the structure of the SRC in your school. It assists in developing in students the skills which are necessary for effective leadership.

It is recommended that students are involved in one full day of training using the Teacher's Notes and Student Workbook. A copy of the Student Workbook will need to be copied for each student. The day is scheduled for 9.00am – 3.00pm and is divided into 3 sessions of approximately 1.5 hours.

Debrief questions are included at the end of each activity. Debriefing using these questions as a guide is vital to assist students in processing the learning within the activity and to link the sessions to their participation and work as an SRC member.

The pages show a suggested time allocation. Some activities may take a longer or shorter time, depending on the students' responses. It is recommended that you do not omit any activities, however, you can add further activities based on the specific skills. Helpful hints, suggestions and solutions are also included to assist in facilitating the activities.

Venue

- Organise a suitable venue for training. This needs to be a space large enough to accommodate all the students and enable them to work in small and large groups.
- It is a good idea to use an off-site venue e.g. local hall, club, church hall, PCYC etc. to highlight to students the significance of the day.
- If training is conducted at school, allow students to have different break times from the remainder of the school, again to emphasise the value of the day.
- Encourage students to wear comfortable casual clothing.
- Provide lunch, morning tea, or both.

Team

- Organise extra staff to assist with training.
- 1 teacher to 16 students is a good ratio when facilitating group activities to maximise student learning and participation.

Funding

- Prepare an annual budget for your leadership program.
- Allocate funds for training of students and staff.
- Consider purchasing badges, certificates and other resources required

Resource List

- ☐ Student Workbook
- ☐ pens or pencils
- ☐ coloured pencils
- ☐ A3 paper - 5 pieces
- ☐ A3 paper - 1 per group of 8
- ☐ A4 paper - 1 piece per group of 5 - 6
- ☐ A4 paper with a variety of shapes drawn - approx 12
- ☐ A4 paper - cut into cards, 4 per student
- ☐ A4 paper with a hole in the centre approx 25% smaller than the coin - 1 per group of 4
- ☐ scrap paper
- ☐ sticky labels for nametags - 1 per student
- ☐ chairs - 9 or 18
- ☐ 2 ply toilet paper - 1 roll
- ☐ household object - eg bathplug, kitchen tongs, strainer
- ☐ playing cards - 1 pack per group of 8
- ☐ one coin for each group of 4
- ☐ post-it notes - 2 per student
- ☐ tape

Teacher's Training Masters

- ☐ Activity Sheet 1 - 1 copy of description cards, cut up with enough cards for each student
- ☐ Activity Sheet 2 - 1 copy for the teacher
- ☐ Activity Sheet 3 - 1 per group of 4 - 5
- ☐ Activity Sheet 4 - 1 per group of 4
- ☐ Activity Sheet 5 - 1 per group of 4
- ☐ evaluation - 1 per student
- ☐ training certificate - 1 per student

During each session there may be options available. Choose the activities that will be most beneficial to the students, and will enable the development of the key skills indicated below.

Session 1

Welcome
Roles & Expectations
Getting to know others
Team building
Communication

Session 2

Creative Thinking
Perseverance
Negotiation
Action planning

Session 3

Meeting procedures
Decision making
Problem solving
Reflection
Evaluation

Primary SRC Student Leadership Training

Session 1: 9.00am - 10.30am

For this session you will need:

- ☐ Student Workbook
- ☐ pens or pencils
- ☐ A3 paper - 3 pieces
- ☐ sticky labels for nametags - 1 per student
- ☐ A4 paper - 1 piece per group of 5 - 6
- ☐ chairs - 9 or 18
- ☐ A4 paper with a variety of shapes drawn - approx 12
- ☐ Activity Sheet 1 - 1 copy of description cards, cut up
- ☐ coloured pencils
- ☐ Activity Sheet 2 - 1 copy for the teacher
- ☐ 2 ply toilet paper - 1 roll

Welcome (5 mins)

Purpose - to welcome the group and outline the SRC student leadership training.

- Congratulate and acknowledge the students for being elected to the SRC.
- Outline the purpose of this training.
- Distribute Student Workbook and discuss the outline for the day and how they can maximise their enjoyment and benefit.

Roles and Expectations (10 mins)

Purpose - to explain the role of the SRC and to give students ownership of the training.

- Ask students to turn to the page 'What is an SRC?' of their Student Workbook.
- Discuss briefly:
 - what is an SRC?
 - how the SRC is organised in the school
 - the role and responsibilities of an SRC member
- Read the categories on the next page and discuss some possible responses. Allow a few minutes for students to complete.
- Ask students to share their responses to 'What is great about our school?' and 'What do I want to learn from this training?'
- Record responses on A3 paper and display.

» Helpful Hint «

An SRC:

- consists of students democratically elected to represent all students in the school
- empowers students to make a positive contribution to the school
- develops leadership skills
- addresses relevant issues which support the whole school

Purpose - help students become familiar with each other and develop a comfortable environment for learning.

- ## Activity 1

- » Helpful Hint «

- ## Activity 2

- Debrief

- » Helpful Hint «

Change places anyone who:

- has a sister
- is born in June
- is in Year 5
- has spoken on the assembly
- has spoken in front of the class
- is a boy
- has short hair
- likes swimming
- has been in the SRC before
- has represented the school

Team Building (30 mins)

Purpose - develop sense of team cohesion and give a chance to work together cooperatively.

- Explain that each of us has skills we bring to the group when we work together.
- Brainstorm with the group a list of skills students feel they have on A3 paper and display.

→ Debrief

- How can knowing the skills of others help us to work together in the SRC?

» Helpful Hint «

- helps us share the workload
- we can learn from one another
- we can match tasks to people's skills
- we can develop new skills

Activity 1

- Divide into groups of approx 5 - 6.
- Give each group a piece of paper and pen and ask them to discuss and list of all the things they can think of that are common traits among all group members.
- Allow approx. 5 min, then ask each group to stand and share their list with the whole group.

→ Debrief

- What did you learn about each other from this activity?

» Helpful Hint «

- attend the same school
- members of the SRC
- like chocolate

Activity 2

- Explain that we are going to play a game of human noughts and crosses using chairs and teams of approx. 10 (5 students are the O pieces and 5 are the X pieces).
- Set up the chairs in a grid of 3 rows of 3 chairs. Divide into teams.
- Explain that the noughts team will hold their arms out in front making an O shape. The crosses team will need to fold their arms across their chests when seated.
- Take turns with one member of each team taking a seat.
- The team wins the round and receives a point when they have 3 team members in a row.
- Play a few times. Bring the groups together after sufficient time.

→ Debrief

- What did your group need to do to complete this activity?
- How could you support the members of your team in this activity?
- What important aspects of teamwork do we need to remember working together in SRC?

» Helpful Hint «

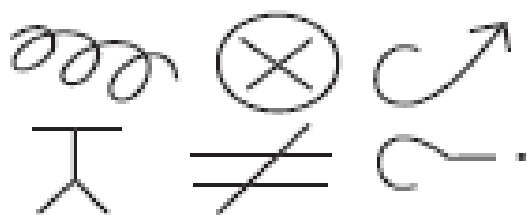
- cooperation
- encouragement
- listening,
- planning
- discussing
- asking for help

Activity 3

- Divide into groups of about 8 to 10. Show the group a picture of a shape.
- The group needs to work together to reconstruct the shape using all members of the team.
- After the team has worked through about 5 - 6 examples, bring groups back together.
- Now the large group needs to make a variety of shapes using all members of the group.

» Helpful Hint «

- Examples of shapes:

→ Debrief

- What roles did group members take on to assist the group?
- How did you work differently in the small group compared to the larger group?
- Will we need to do this when working in the SRC?

Verbal Communication

Purpose - to practise strategies for successful communication.

- Discuss aspects of communication including the importance of focusing on who is talking.
- Discuss the concept of active listening, using responses to acknowledge what is being said, and to express understanding, respect, empathy and encouragement.

Activity 1

- Divide into groups of about 5.
- Select one student to collect a card with a scene described on it from Activity Sheet 1.
- The student describes the scene to the group without words underlined in the description.
- The rest of the group attempts to draw a picture based on what they hear.
- After each description is completed, allow time for students to compare each other's pictures. Then choose another student in the group to describe the next scene.

→ Debrief

- How did you feel describing the picture?
- What was important for you to do when listening to the description?
- What should you do when you encounter someone who doesn't give clear instructions?

» Helpful Hint «

- ask questions and clarify your understanding
- ask them to repeat information

-OR-

Activity 2

- Explain to students you will be giving them instructions to make an item they can wear.
- Inform the students that you will be demonstrating how to make the item but not assisting, repeating instructions or answering questions.
- Hand 2 strips of toilet paper to each student - one 4 squares long, the other 2 squares long.
- Use Activity Sheet 2 to demonstrate the procedure.

→ Debrief

- Were you able to make the item?
- What made it difficult to achieve results? What would make it easier?
- After debriefing, allow time to repeat, assisting students to achieve success by giving clear instructions, answering questions, and encouraging students to support each other.

» Helpful Hint «

- knowing what you were making
- seeing examples of the finished product
- allowing questions to clarify
- repeating the instructions
- seeking assistance from others

Non-Verbal Communication

Activity 1

- Divide into teams of 5. Give each a topic (or they choose their own) about which they will plan and then act out via charade.
- Allow 5 min for teams to decide how they will present the charade (no longer than 2 min).
- Bring teams together and ask each to present. Other teams guess what they are acting out.

» Helpful Hint «

- a funny situation
- a scary situation
- proudest moment
- favourite holiday
- favourite sport

→ Debrief

- How did your team work together? How did we communicate the charade to others?
- Were we able to work out what was happening? What helped or didn't help?
- Why is it important to communicate effectively with others?
- How can we ensure we are communicating effectively with each other in the SRC?

» Helpful Hint «

Effective communication involves:

- facial expressions; smile, eye contact
- body language; face the group, nodding
- voice; clear, loud enough, positive tone
- asking questions
- explaining carefully
- discussing ideas and solutions
- supporting each other

-OR-

Activity 2

- Divide the group into teams of approx. 6 -10. Each group appoints a 'counter' who is responsible for adding up numbers of fingers held out by the group.
- Explain that in this activity there is no talking, except the 'counter'. The counter can also participate in the activity.
- The challenge is for the group to hold out exactly 23 fingers. The group stands in a circle, facing each other with hands behind their backs. The counter calls out, "1, 2, 3".
- On the count of 3, each person holds out 0 to 10 fingers.
- The counter adds them up, and if all fingers together equal exactly 23, the group has won.
- If not, everyone puts their hands back behind and plays again until a team reaches 23.

→ Debrief

- How difficult was it not to talk? How did you communicate when you couldn't talk?
- What happens when you are in a group and there is a lack of communication?
- How can we help one another make a useful contribution to the SRC?

» Helpful Hint «

- allow other members to ask questions
- ensure everyone has information
- listen and support others

Primary SRC Student Leadership Training

Session 2: 11.00am - 12.30pm

For this session you will need:

- ☐ household object - e.g. bathplug, kitchen tongs, strainer
- ☐ playing cards - 1 pack per group of 8
- ☐ A4 paper - cut into cards, 4 per student
- ☐ A3 paper - 1 per group of 8
- ☐ Student Workbook
- ☐ Activity Sheet 3 - 1 per group of 4 – 5
- ☐ pens or pencils
- ☐ If SRC has operated previously, access to constructive feedback from the preceding group
- ☐ Access to a list of school values (and summary of strategic plan key themes if available)
- ☐ If possible, access to view a short video www.youtube.com/watch?v=IPYeClTpxw

Creative Thinking (10 mins)

Purpose - to develop skills in collaborative and cooperative thinking.

- Explain to students that one of the challenges in leadership is beginning a new project without being influenced by setbacks, past experiences or unwillingness to try new ideas.
- Select an object prior to the activity that can be used for different uses.
- Divide into groups of about 5 - 6.
- Show the object to the groups and ask them to brainstorm and list all the uses for the object. Encourage the groups to be creative.
- After about 5 minutes, bring the groups together and ask one representative from each group to share their group's list.

→ Debrief

- What made this task a challenge for your group?
- How did your group work together to develop ideas?
- Why is it important to think creatively as a member of the SRC?

» Helpful Hint «

- bathplug, kitchen tongs, strainer etc.

Perseverance (10 mins)

Purpose - encouraging students to maintain focus/commitment to projects if difficulties arise.

- Explain to students that persevering when faced with problems is a real challenge in leadership. Divide into groups of about 8.
- Tell the group their task is to build the highest tower of cards possible, and that every group member needs to be involved.
- When building the tower, each person can only use 1 hand, the other behind their back.
- The teams must start over each time the cards fall.

→ Debrief

- What was needed from the group to accomplish this task?
- Was anyone frustrated during the activity? If they were, how was it handled?
- What should you do if this happens when you are working on a project in the SRC?

» Helpful Hint «

- look for new ways to solve problems
- practise
- ask for support and learn from others
- be positive and confident of success

Negotiation (10 mins)

Purpose - to develop skills in being able to negotiate and work with others.

- Hand 4 cards to each student and ask them to write their first name on the 1st card, their middle name or nickname on the 2nd, surname on the 3rd and initials on the 4th.
- Collect the four cards from each student and shuffle.
- Each student then takes 4 cards at random, ensuring they are not their own.
- They then move around the area and try to retrieve their own 4 cards. They can only swap one card at a time and must have at least two cards in their hand at any one time.

→ Debrief

- What methods did you use to negotiate to collect your own cards?
- Which was easier; to circulate and swap cards without discussion or to discuss the process? What behaviours did you notice in others?
- How can we relate this to working as members of the SRC?

» Helpful Hint «

- we often need to negotiate with each other, committees and teachers around projects
- our priority should be working together and achieving a positive result, regardless of our personal interests
- sometimes we begin working on one plan, but need to change it as we go along

Action Planning (60 mins)

Purpose - to begin to develop, prioritise and plan goals and projects for the SRC.

These steps provide a detailed process for student leaders to connect their school's values and previous student leadership activities with their own thinking. The facilitator will need to choose activities which are relevant to the specific context and abilities of the group.

Activity 1

- Explain to students that they are going to consider possible actions for the SRC.
- If an SRC has previously been in place in the school, it would be helpful to have a list of some of their recent achievements, and/or some feedback (e.g. in the form of a letter, video, survey results or visit from the students involved) from previous leaders about what they were able to achieve, what helped enable their achievements and what they learned from their experiences.
- Explain the importance of having a clear purpose or 'Why' for projects and actions.
- If possible, view the short clip of Simon Sinek's talk at:
www.youtube.com/watch?v=IPYeClTpxw which outlines the power of Why.
- Take a few minutes to discuss the importance of having/sharing a clear purpose; the 'why'.
- Explain that Values are positive ideas and qualities that can influence what we think, say and do. Being clear about our values is an important step in establishing and communicating our purpose.
- Read through the following list of words, and ask students in pairs to identify those that could be considered a value, and why they think this. Briefly discuss each one to clarify students' understanding as necessary.

○ Honesty	○ Jealousy	○ Love
○ Money	○ Vegetables	○ Perseverance
○ Loyalty	○ Respect	○ Racism
- Refer to your school's values/ strategic plan summary if available.
- Ask students into groups of 3 -5 to discuss these questions:
 - What do our school values mean to us?
 - Were they apparent in previous SRC projects? How?
- Explain to students they will brainstorm project ideas the SRC could undertake.

Activity 2

- Give students a basic criteria to guide their thinking.
 - Is the project manageable and able to be completed during the year?
 - Is there a simple project that can be completed in first term?
 - What costs do you think will be involved and how could these be covered?
 - Is the project beneficial for the whole school community?
 - What level of permission, assistance and support will be required?
 - Does the project impact upon any current school projects or routines?
 - What is the purpose of the project?
 - Is there connection between the project and school values or other plans?
- Ask students for suggestions to encourage thinking of ideas.
- Divide into groups of about 8. Ask students to brainstorm and list on A3 paper as many ideas as they can focusing on the following areas:
 - school environment - classrooms and playground
 - student welfare - anti-bullying, citizenship, playground activities
 - community action - fundraising for charities, changing habits
 - communication – assembly messages, notice board, newsletter, school social media
 - school issues - social events, uniform etc
 - Learning- promoting involvement, sharing feedback
- Bring the groups together and ask each group to share their 3 most interesting ideas. Refer students to their Student Workbook for other project ideas.

» Helpful Hint «

- school environment - recycling,
- playground seating, shade,
- equipment, toilets, clean up
- campaigns

Activity 3

- Divide into groups of approx 4 - 5 students. Provide students with Activity Sheet 3.
- Discuss the categories and how to complete the project planner.
- Each group selects and discusses one of their ideas, recording as much detail as possible.
- Allow 20 min before bringing the groups together and sharing their plans.

→ Debrief

- What did you find difficult in this process? Why is it important to plan projects carefully?
- Why do you sometimes have to change your plans when working on a project?

Primary SRC Student Leadership Training

Session 3: 1.30pm - 3.00pm

For this session you will need:

- ☐ Student Workbook
- ☐ pens or pencils
- ☐ scrap paper
- ☐ 1 coin for each group of 4
- ☐ A4 paper with hole in the centre approx 25% smaller than coins - 1 per group of 4
- ☐ Activity Sheet 4 - 1 per group of 4
- ☐ Activity Sheet 5 - 1 per group of 4
- ☐ A3 paper - 2 pieces
- ☐ post-it notes - 2 per student
- ☐ evaluation - 1 per student
- ☐ leadership certificate - 1 per student

Meeting Procedures (30 mins)

Purpose - for students to become familiar with the organisation and running of SRC meetings.

Activity 1

- Outline organisational information about meetings - venue, times, attendance, agenda etc.
- Discuss roles and responsibilities within the SRC e.g. chairperson, secretary, treasurer or the committees specific to your school.
- Ask for suggestions for committee groups within the SRC. e.g. environment, student welfare, communication etc and discuss.
- This may also be an excellent opportunity to:
 - role play a meeting
 - conduct the first SRC meeting according to the roles and meeting procedures which will be in place. This can be kept informal to encourage discussion and action.
 - Address any questions from the students

AND/OR

Activity 2

- Explain that it is the responsibility of an SRC member to report information back to the class they are representing. This will include feedback as to what was discussed at the meeting and the action that will be taken.
- Refer students to the SRC meeting reporting form in their Student Workbook.
- Explain that this form could be completed during, or immediately after, the meeting. Outline how to complete the form to assist in keeping their class informed.

AND/OR

Activity 3

- An important requirement of an SRC member is to learn to communicate effectively with others. This activity will provide practice in presenting information.
- Discuss the importance of speaking clearly, maintaining eye contact with the audience, and using open body language.
- Ask students to think of a topic they can speak about to the group for 30 seconds. Give the students some examples of topics.
- Explain that they can have some key points listed down to refer to, if they wish.
- Allow about 5 min to prepare and then present to the group.
- The group should congratulate each student after their presentation.

Decision Making (15 mins)

Purpose - to practise decision making and group discussion skills.

- Explain to the students that they are to make a decision about which items could be used in putting together a time capsule. These items could be stored away and brought out in 50 years time as a representation of their school year.
- Discuss some ideas as a starting point e.g. words of the school song, photo of the buildings. Give the students 5 min to jot down individually as many ideas as they can.
- Then ask them to divide into groups of about 3 - 4 to share their lists and add extra items. After 5 min bring the whole group together.
- Explain that they will now be dividing into groups of about 8 to share their lists.
- Their task is to devise a group list of the most important 8 items and give reasons why the item should be included.
- The list should be ranked in order of most important through to the least important. Allow about 10 min then ask each group to share their 8 items with the whole group.

→ Debrief

- How did you make your individual decisions?
- How did your group work together to make the list of 8 items?
- What influences our choices?
- Does it matter if our opinions differ?
- What can we learn from listening to other people's points of view?
- What can we do if our ideas and opinions are different when we are working in the SRC?

» Helpful Hint «

- | | |
|------------------------|-------------------------------|
| - accept differences | - discuss with one another |
| - listen to each other | - show respect for each other |

Problem Solving (30 mins)

Purpose - to practise strategies for group problem solving, working cooperatively with others.

- Explain to students that an important consideration when working together as a team is the need to be able to think from a variety of perspectives to find solutions to problems.

Activity 1

- Divide students into groups of approx. 4. Give each group a piece of paper and coin.
- Explain the task is to pass the coin through the hole without tearing.
- Allow 5 min. Ask a member of each group to share their technique or ideas.

→ Debrief

- How did you approach the challenge? What strategies were most effective?
- What individual strengths did you notice in others?
- Why is it easier for some teams to solve problems?

» Helpful Hint «

- Solution: Fold the paper in half with the fold through the centre of the hole. Hold the paper up in a 'V' shape, V pointing down. Place the coin inside the paper sitting in the hole. Gently pull the bottom outside edges of the V so it starts to open. The coin will fall through.

Activity 2

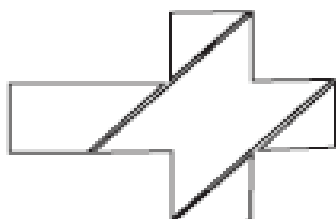
- Hand Activity Sheet 4 to each of the same groups. Ask 1 student to cut out the shapes.
- Ask the group to work together to form a cross, using the 5 pieces of the puzzle.

→ Debrief

- What approach did your group use to solve the puzzle? What else would have helped?

» Helpful Hint «

- Solution:



Activity 3

- Hand out Activity Sheet 5. Ask students to work out what the pictures all have in common.

→ Debrief

- What strategy did your group use to work out the link between the pictures?
- What is important to consider when working on projects in the SRC?

» Helpful Hint «

- Solution: All these items come in, or are used in pairs.

Reflection (10 mins)

Purpose - to provide an opportunity for students to reflect on their goals for the SRC.

- Provide each student with 2 post-it notes.
- Display 2 pieces of A3 paper with the following headings:
 - Our school SRC will...
 - In my role in the SRC I will...
- Ask students to reflect on what they feel the SRC can achieve and their goals as members.
- Discuss some possible responses.
- Ask students to write a different ending for each, on separate post it notes.
- After a few minutes ask each student to read out their responses to the group and then place their post-it notes under the appropriate heading.

Evaluation (5 mins)

Purpose - to provide an opportunity for students to feedback on the leadership training.

- Distribute the evaluation sheet for students to complete.
- Congratulate students on their participation in the SRC Training.
- Distribute SRC Leadership Training Certificate to each student.
- Remind students of the time and venue for the next meeting of the SRC.

Activity Sheet 1 - Description Cards

Description 1

Describe the following scene to your group without using the underlined words

A waterfall flowing between two mountains with a rainbow connecting the two mountains and bright sun in the sky.

Description 2

Describe the following scene to your group without using the underlined words

An island with two palm trees in the middle of an ocean. There are coconuts under the trees and a sailboat on the water in the distance.

Description 3

Describe the following scene to your group without using the underlined words

A plane in the sky is flying over a football stadium, pulling a banner that reads, 'Happy Birthday Bob'.

Description 4

Describe the following scene to your group without using the underlined words

A person wearing a blue cap waiting at a bus stop. There is a stop sign in the background and a garbage bin under the stop sign.

Description 5

Describe the following scene to your group without using the underlined words

A dog under a tree barking at a cat that is stuck in the tree. The tree is in front of a house with a red bike in the driveway.

Description 6

Describe the following scene to your group without using the underlined words

Five children playing on swings and a slide in a park. There is a pond with goldfish in it. Three birds are in a tree near the swings.

Activity Sheet 2 - Instructions

1. Start with two strips of 2 ply toilet paper - one 4 squares long, and the other 2 squares long.

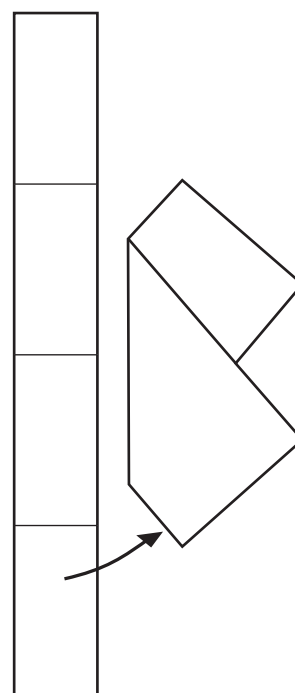
2. Fold the long strip in half lengthwise.



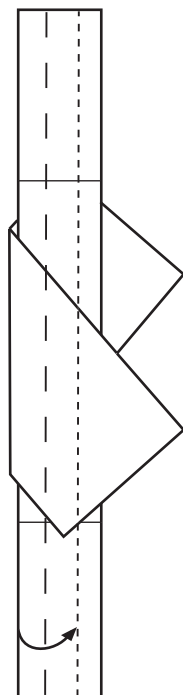
3. Fold the short strip diagonally.



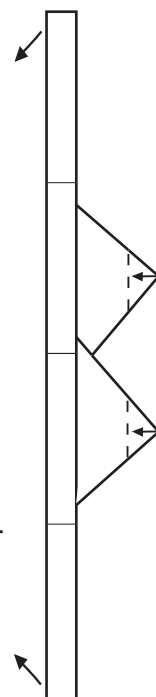
4. Insert the long strip into the short one and centre it.



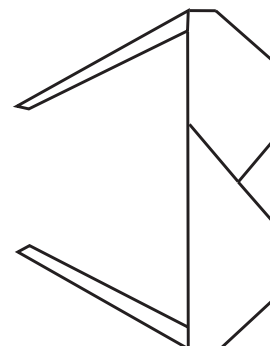
5. Fold over the long strip lengthwise (with the short one wrapped around it) about a third of the way down. Fold it over again so the entire long strip is one third of its original width. Crease it very well.



6. Shape your lenses and frames. Fold up the lenses to give them a more realistic shape.



7. If you find the glasses are too small, try making them using five squares for the long strip.



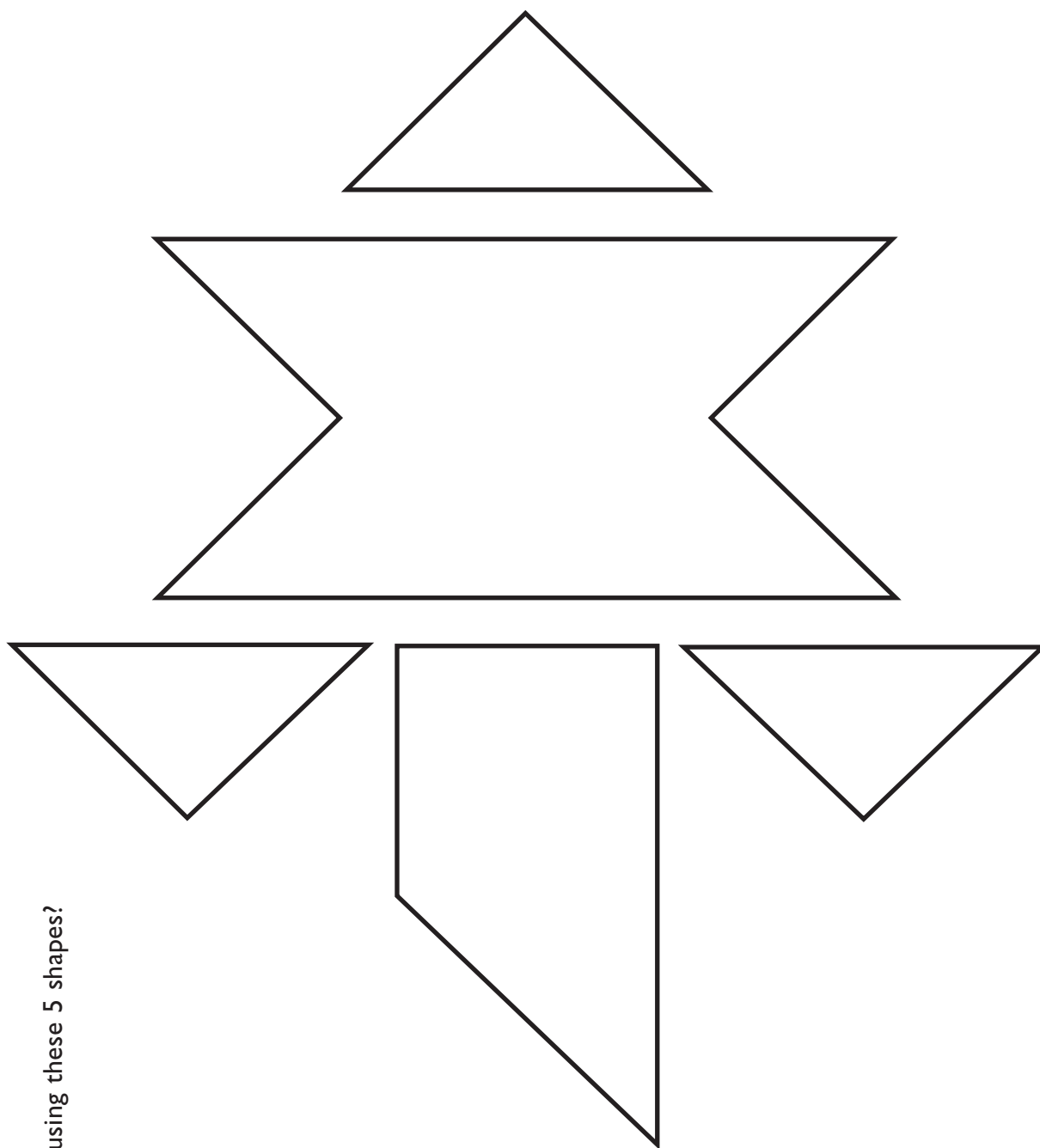
Activity Sheet 3 - Project Planner

Project Purpose: _____

Step	What needs to be achieved?	Who will be responsible?	What will they need?	When will it be completed?

Activity Sheet 4

Can you form a cross using these 5 shapes?



Activity Sheet 5

What is the link between these items?

