

Leadership - SUPPORT OTHERS' LEADERSHIP

PREP		<ul style="list-style-type: none"> • Discussion Guidelines (one copy to pass around) • Support Others' Leadership Prep Worksheet (one per student)
WARM-UP	(5 min)	Pass the Clap/Face/Dance or group favorite
INTRO/INFO	(3 min)	<ul style="list-style-type: none"> • Read around Discussion Guidelines. <i>(Graciously allow for passing.)</i> • <i>Discuss any guidelines that need extra focus for individual groups</i>
GETTING READY ACTIVITY	(5 min)	Students complete Support Others' Leadership Prep Worksheet <i>Show students how to mark on the continuum.</i>
SPEED ROUND <i>1 round = 3 minutes</i>	(3 min)	Complete the sentence with a word or phrase: A good peer leader should be...
DISCUSSION (Continuum-style)	(20-25 min)	<p>Review/Explain Tool Definition:</p> <p>SUPPORT OTHERS' LEADERSHIP – Be a supportive follower of others' positive leadership. Leaders follow and stand together in solidarity with other leaders to achieve goals and to learn. Being a leader does not have to mean you're in the front.</p> <p><i>Shorthand: Solidarity!</i></p> <p>Have all students stand on a line on the floor. For each question on the PREP worksheet, do the following:</p> <ul style="list-style-type: none"> • Read the question. Ask students to move to where they fit on the line. <i>(Emphasize, there's no right or wrong answer.)</i> • Ask students to talk with the people nearest to them. (Groups of 3 or less preferably). Discuss: Why did you themselves in this spot? • Whole group share-out: Ask for a few key idea responses from the poles and from a section not at a pole. <p><i>(Repeat for each question.)</i></p>
DEBRIEF <i>Consider note taking student ideas for Q3 and Q4 and posting somewhere students can see it.</i>	(10-15 min)	<ol style="list-style-type: none"> 1) What makes it hard to be a peer leader? 2) What would we (the students? the adults?) have to do to encourage more peer leadership in our school? 3) What would it look/sound/feel like if we were supporting a peer leader who is doing a great job? 4) What would it look/sound/feel like if we were supporting a peer leader who is struggling to lead.
CLOSING	(2 min)	Pass the Clap/Face/Dance or group favorite

Leadership - SUPPORT OTHERS' LEADERSHIP - Prep Worksheet

MARK YOUR PERSONAL OPINION ON THE CONTINUUM FOR EACH OF THE FIVE QUESTIONS:

#1 I like being a leader in activities with my peers.

←-----→

Completely False Totally True

#2 I'd prefer to be led by adults, rather than my peers.

←-----→

Completely False Totally True

#3 My peers would work hard to make me feel great about stepping up to lead.

←-----→

Completely False Totally True

#4 If someone is leading poorly, but with good intentions, I can still work.learn from them.

←-----→

Completely False Totally True

#5 If a teacher gives a student a leadership role in class, I'll work well with them, but if the student volunteers or just starts leading, then I don't need to follow their lead.

←-----→

Completely False Totally True

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THE CIVIL RIGHTS MOVEMENT

RELEVANT RESOURCES FOR EDUCATORS:

To brush up on your Civil Rights Movement history:

- [Civil Rights and the 1950s: Crash Course US History #39](#) - 4:27-9:57, John Green, Crash Course

Why teaching Civil Rights is important:

- ["CIVIL RIGHTS MOVEMENT EDUCATION REMAINS 'WOEFULLY INADEQUATE' IN A MAJORITY OF STATES, SPLC REPORT FINDS"](#) - Southern Poverty Law Center
- [The Civil Rights Movement: Why Now?](#) - Teaching Tolerance

Tips for discussing race in the classroom:

- [Talking About Race and Racism](#) - Teaching Tolerance
- [Addressing Dehumanizing Language From History](#) - Facing History

DO NOW: Look at the image below. Who do you think is more important: Dr. King or the 250,000 people who marched behind him? Why?



OBJECTIVE: Students will investigate the importance of supporting others by analyzing its role in the Civil Rights Movement.

INTRODUCTION: Review/Explain Tool Definition:

SUPPORT OTHERS' LEADERSHIP – Be a supportive follower of others' positive leadership. Leaders follow and stand together in solidarity with other leaders to achieve goals and to learn. Being a leader does not have to mean you're in the front.

Shorthand: **Solidarity!**

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THE CIVIL RIGHTS MOVEMENT

VIDEO, TEXT & DISCUSSION:

***PLEASE NOTE: THE FOLLOWING VIDEO INCLUDES VIOLENCE, PROFANITY AND MULTIPLE USES OF THE N-WORD TOWARDS NONVIOLENT AFRICAN AMERICAN PROTESTERS. PLEASE PREVIEW BEFORE SHOWING TO STUDENTS AND USE AT YOUR DISCRETION.**

This clip should only be used in classrooms where students have previous exposure to this subject matter or texts/videos rated PG-13 or higher.

*OPTIONAL WARM UP:

- Watch the following scene from Selma, a dramatization of real events that occurred during the Selma Bus Boycott in 1955. Warn students that this video shows violence towards non-violent activists, police brutality, the use of the n-word, and several swear words. Invite anyone not interested in watching to leave the room for the 2:00 minute clip. **Allow time for students to ask any questions about what they are about to view.**
- Instruct students, while watching, to think about the extent to which the characters on film are or are not using the tool “support others.”
- <https://www.youtube.com/watch?v=nXCAUQfVHv0>
- Afterwards, have students write their response to the video and answer to the question: **How are the people in the clip supporting others? What does it show us about the value of this tool?**

TEXT:

- Front Load the text by explaining: The Civil Rights Movement is usually taught as the story of a few courageous leaders who “had a dream” of something different. However, the movement required enormous, daily sacrifices from hundreds of thousands of people who participated in actions and protest to pursue equal treatment under the law. The poem we are about to read talks about the sacrifices and actions an average family could have made at this time. We are going to read through the text and identify as many examples as possible of “Support Others.”
- Read through [“South Carolina at War”](#) by Jaqueline Woodson, instruct students to annotate [at least] words and phrases that stick out to them and [at most] possible examples of the tool as they listen to you read aloud.

DISCUSSION:

- What is your favorite line from the poem? Why?
- Who supports whom in the poem? (Possible answers include the student protesters supporting the movement, their mother supporting the movement, the grandmother supporting the mother by allowing her to attend the march, the grandfather supporting the movement by explaining it to the children, etc.)
- What are all the different ways we can Support Others? (From the poem or from other sources)
- What connections can you draw to your own life?

EXIT TICKET:

- What other events (from history or from your own life) would not have been possible without many people practicing the tool Support Others?

Leadership - SUPPORT OTHERS' LEADERSHIP - Text Lesson

south carolina at war

Because we have a right, my grandfather tells us—
we are sitting at his feet and the story tonight is

why people are marching all over the South—
to walk and sit and dream wherever we want.

First they brought us here.
Then we worked for free. Then it was 1863,
and we were supposed to be free but we weren't.

And that's why people are so mad.

And it's true, we can't turn on the radio
without hearing about the marching.

We can't go to downtown Greenville without
seeing the teenagers walking into stores, sitting
where brown people still aren't allowed to sit
and getting carried out, their bodies limp,
their faces calm.

This is the way brown people have to fight,
my grandfather says.
You can't just put your fist up. You have to insist
on something
gently. Walk toward a thing
slowly.

But be ready to die,
my grandfather says,
for what is right.

Be ready to die, my grandfather says,
for everything you believe in.

And none of us can imagine death
but we try to imagine it anyway.

Even my mother joins the fight.

When she thinks our grandmother
isn't watching she sneaks out
to meet the cousins downtown, but just as
she's stepping through the door,
her good dress and gloves on, my grandmother says,
Now don't go getting arrested.

And Mama sounds like a little girl when she says,
I won't.

More than a hundred years, my grandfather says,
and we're still fighting for the free life
we're supposed to be living.

So there's a war going on in South Carolina
and even as we play
and plant and preach and sleep, we are a part of it.

Because you're colored, my grandfather says.
And just as good and bright and beautiful and free
as anybody.
And nobody colored in the South is stopping,
my grandfather says,
until everybody knows what's true

- JAQUELINE WOODSON