



**GLOBAL MINDS INITIATIVE**

Change Your Mind. Change The World.

## Global Minds Board + Leadership Curriculum

Dear Global Minds Program Leader,

We are so excited to share this new resource with you to help support your chapter's student and adult leadership team. The goals of these activities are to create harmony, understanding and communication, all necessary for success, as a core part of your chapter leadership. I want to first emphasize that EVERY GLOBAL MINDS CHAPTER IS DIFFERENT. That is the beauty of the program. This resource is not aimed to force a model that does not work for you, it is here for you if your chapter is looking guidance and support in developing its leadership team. There are a variety of resources to pick and choose from. You will find in this packet an activity we strongly suggest for creating goals and ground rules, an example board roles layout, and a month-by-month breakdown. We hope that by sharing these resources we can equip you with the tools you need to successfully lead your chapter with a team of committed changemakers. We are here to help you create the best programs possible, so please reach out with any questions, concerns or feedback.

Cheers to changing the world!

Global Minds Team

## ACADEMIC PREPAREDNESS

Global Minds ESL students are offered tutoring help, conversational English practice and additional language support. Global Minds provides students with the skills to succeed in the classroom setting and beyond. Student tutoring creates a strategic partnership that allows students to thrive on a personal and academic level. Global Minds trains dedicated students with the skills and knowledge to become global leaders.

## LEADERSHIP

As an organization created by a high school student, Global Minds was founded on the empowerment of youth. Global Minds builds advocacy skills and confidence through empowering leadership opportunities. All activities are planned and facilitated by *students*. In addition, participants meet inspirational speakers, participate in service projects and identify issues within their communities. Across the curriculum, members gain confidence in their student voice and are preparing to become leaders.

## COMMUNITY ENGAGEMENT

Global Minds partners with nonprofits and community leaders to offer dynamic service learning to Global Minds students. This direct engagement with the world outside of the classroom is essential to creating young leaders and supporting the needs of our city.

## GLOBAL FRIENDSHIPS

The primary goal of Global Minds is to bridge students from diverse backgrounds through community service and activities centered around human rights, diversity, sustainable development and international relations. Global Minds aims to create integration and community within school environments.

## CULTURAL IDENTITY

ESL students are encouraged to share their culture and background with their entire community. Students learn to value other languages, religions, and traditions through education and experiences. Instead of assimilation, we encourage students to share their cultures and be a part of a collaborative student community.

## INCLUSIVITY

Global Minds students celebrate diversity and create an inclusive environment where all students feel safe, accepted and involved. Students are open to each other's ideas and work as a dynamic group to achieve common goals.

# Global Minds Board Development

## Goals, Ground Rules and Greatness!

### Goals:

- To set goals for your Global Minds chapter for the school year
- To build trust and understanding between Adult Allies and Student Leaders
- To lay the groundwork for successful communication
- To establish an understanding of the team's strengths and weaknesses
- To divide responsibilities equally among the board
- To successfully create accountability measures

### Special Notes:

- This activity can be led by an Adult Ally or teacher sponsor, but it is essential that ALL students and adults participate as equals.
- This activity is recommended during the first or second meeting of the year.
- If there are several Adult Allies or teacher sponsors who may be running into trouble communicating, this can be a good exercise to do as an adult group separately.

### Materials:

- Poster paper
- Copied Handouts
- Discussion questions and directions for reference
- Computer
- Markers/ pencils

### Directions:

1. Start out the meeting with brief introductions

- a. Everyone says their name and a place they want to travel
2. Set an agenda for what you want to accomplish by the end of the meeting
  - a. For a first meeting, it could be setting a date for the first day of programming, a recruitment plan and a plan to talk with administrators
3. Collectively make a chart with everything that needs to be done on a weekly, monthly and yearly basis- see attached example
4. Leave that chart up for reference in the activity
5. Set a timer for 5 minutes and instruct everyone to fill out ONLY the top two boxes with their strengths and weaknesses on the first handout ("personal chart").
6. After the five minutes, have everyone share out what they wrote on the personal chart. As they share, take notes on the chart paper of who is good at what, as you see fit.

Discussion Questions:

- How can we support each other based on our strengths and weaknesses?
  - Is there anything you need help with specifically?
  - What challenges do you anticipate we will face? How will we work together to overcome them? How can we avoid these problems?
  - Do we have any personal goals for how we can all grow as leaders this year to emphasise our strengths and overcome weaknesses? How can we work on these goals together?
7. Next, divide up the responsibilities that you have listed on the chart paper based on the strengths and weaknesses you established before, everyone must come to consensus. Each person should write her/his personal responsibility on her/his chart.

Discussion Questions (discuss in small groups first, then share out):

    - What will our procedure be if someone is not performing their responsibilities? How will we handle it as a group?
    - Should someone be in charge of reminding one another and following up?
    - What will we do if one of us doesn't have time and can't meet one of our objectives? Who do we go to or who goes to them?
  8. Following that, set "Ground Rules"! See the example in the final box of the chart for suggestions. Have everyone brainstorm individually, then share out collectively.

9. Create a list of collective ground rules together on a sheet of paper, type them up for reference throughout the year. This is the opportunity for you to set scheduling times and expectations for the functions of your Global Minds chapter
10. Handout Document 2 to all student board members and Adult Allies.
11. Explain that you are setting goals for the Global Minds year. You will do the first part of the activity silently by yourself. Set the timer for 3 minutes
12. Give the group an additional 3 minutes to rank their goals
13. Have students and adult allies share out their goals (this is "part 2")
  - a. Recognize similarities goals
  - b. Take notes on a chalkboard or large piece of paper
14. Combine your goals into 3- 10 common goals that will guide your Global Minds Chapter for the year
  - a. Everyone should agree on these goals
  - b. Goals should be clear, concise and achievable (hint: you should be able to SEE and MEASURE goals).
15. Fill out the "Goal Graphic Organizer"
  - a. Please note, if possible it should be filled out online to be referenced at later meetings
  - b. This organizer should be as specific as possible
16. End the meeting with a plan for next steps and create a space for all of the resources created to live to be referenced later on.

## Personal Chart

Strengths:	Weaknesses:
Responsibilities:	Ground Rules:

*EXAMPLE PERSONAL CHART*

**Strengths:**

- Organized
- Love to do graphic design
- Good with email
- I like to do research
- I like tutoring ESL students
- Good with communication
- I am an EXPERT in curriculum design and have been teaching for 10 years

**Weaknesses:**

- Bad at public speaking
- Not a fan of social media
- Have trouble thinking creatively to plan activities

#### Responsibilities:

- I was good at tutoring ESL students and I like research, therefore I can be in charge of ESL recruitment and printing out tutoring resources
- I am organized, so I will be in charge of sending out weekly emails to administrators
- I am a great graphic designer, so I will help create flyers
- I can help create ideas for and edit lesson plans each week, because I have lots of professional experience in teaching (Although I will be mindful that we all work on lessons together as a team)

#### Ground Rules:

- Be respectful
- Respond to communication within 24 hours
- You can only miss 2 meetings, make Global Minds a priority
- All activity plans must be submitted to board and adult ally by Sunday before meeting
- All materials requests must be submitted by Sunday before meeting, NO LAST MINUTE REQUESTS
- Everyone must meet timeline deadlines



Weekly	Monthly	Yearly

## Handout 2: Goals Activity

Part 1: What are your goals for Global Minds this year? You have 3 minutes to write down as many as you can in the space below.

Part 2: Rank your top 3 goals.

1.

2.

3.

# Let's G.G.O!

## Goal Graphic Organizer

Goal	Action Steps	Person in charge of each step	Timeline	Outcomes
<p>Ex. Field Trip to the Islamic Center of Pittsburgh</p>	<ol style="list-style-type: none"> <li>1. Reachout to the community center by email</li> <li>2. Set up a meeting with staff members</li> <li>3. Figure out a plan of action for activities</li> <li>4. Coordinate buses with school</li> <li>5. Get permission from administrators</li> <li>6. Create, distribute and collect permission slips</li> <li>7. Coordinate food and supplies for field trip</li> <li>8. Recruit students through social media efforts and take photos on trip</li> <li>9. Attend field trip</li> <li>10. Follow up and send thank yous</li> </ol>	<ol style="list-style-type: none"> <li>1. John</li> <li>2. John and Adult ally</li> <li>3. Sarah</li> <li>4. Adult ally</li> <li>5. Adult ally and john</li> <li>6. Adult ally and sarah</li> <li>7. Claire</li> <li>8. Bob</li> <li>9. Student Board</li> <li>10. John</li> </ol>	<p>Goal: Field Trip March 15th</p> <ol style="list-style-type: none"> <li>1. January 10</li> <li>2. etc.</li> </ol>	<p>A positive experience where students learn about Islam and current-day islamophobia.</p>


# Global Minds Example Board Outline

The amount of board positions you have depends on how large or small your Global Minds Chapter is. Please feel free to **ADD positions** and more opportunities for leadership within your Global Minds chapter. The way we have formatted this is everyone who wants a Global Minds position gets a Global Minds position. If they don't get on the board, then they make it onto a "Team." This way students can be involved in programming in different capacities. It is important not to have a board that is too big because it presents scheduling issues and communication challenges, but a board + team model supports bigger chapters with more excited students who want to get involved. This outline provides an overview or example of what a Global Minds board can look like. It is essential to have **clear cut responsibilities** for each board member to avoid any confusion or frustration. The responsibilities can vary by chapter and year, but it is recommended that you review the responsibilities with the student board, prior to beginning programming.

## Global Minds Junior Board Requirements

The Global Minds Junior Board will consist of an inclusive group of students that respectively reflects the different cultures and backgrounds that our student body represents. **All student boards MUST be at least 50% ESL students, former ESL students or minority students. We must include diverse student voices in order to include all perspectives.** Global Minds Junior Board members must actively and positively attend as many meetings as possible. However, they can miss a total of 3 meetings (including JB meetings and events) without their position being re-evaluated. (Should special situations arise, all situations must be reported beforehand to the President). Global Minds Junior Board members will help plan all meetings according to the calendar lesson plan template.

# Global Minds Junior Board Position Descriptions

## **President**

The President manages the Junior Board and the Global Minds Chapter overall, along with the adult allies and administration. Along with the Vice President, they ensure all board duties are executed efficiently to provide the best experience to all Global Minds members. They communicate with Global Minds Chapters nationwide, as well as teacher sponsors to ensure that the program runs smoothly as possible. The President is continuously responsible for thinking about the diversity and inclusivity of Global Minds.

## **Vice President**

The Vice President supports each board member's position with task debrief and execution needs. They assist and work alongside the President and is always able to take over positions when a leader is absent. They are specifically responsible for collaborating with Global Minds students for quality programming. The Vice President is continuously responsible for thinking about the diversity and inclusivity of Global Minds.

## **Special Projects Coordinator**

The Special Projects Coordinator is in charge of collaborating with other clubs for special events . They will lead the planning for service projects (such as the mural painting projects), and other field trips as well, coordinating with the adult allies and administration as needed. The Special Projects Coordinator is responsible for executing all the big projects and events, exposing Global Minds members to new, educational, and fun experiences.

## Activities Coordinator

The Activities Coordinator is in charge of making sure there is an activity each week. They remind board members to plan activities, as well as makes sure they are completed by the Sunday night before meeting. They will create, manage, and implement the weekly activities calendar as an organizational tool for the Junior Board. Overall, they spearhead the activities for Global Minds members, ensuring that each meeting is engaged, educational, fun, and impactful. They review the lesson plans each week, along with the adult ally.

## ESL Coordinator-

*This is a good position for an ESL student or a former ESL student specifically . In some chapters they have co- ESL coordinators one ESL and one NES, to ensure all students are comfortable and feel welcome.*

The ESL Coordinator is responsible for bringing together the English as a Second Language (ESL) students and Native English Speaking (NES) students by communicating with ESL Teachers, recruiting new and incoming ESL students to Global Minds, and ensuring that ESL and NES students are cohesively collaborating and communicating efficiently and comfortably during all meetings, events, and projects. They will work with counselors to support incoming ESL students (gives tours, English/homework help, etc.) and will ensure that they are an advocate for all ESL students.

## Secretary

The Secretary sends weekly emails to teacher sponsors and adult allies, updating them on recent occurrences in the club, as well as the location and topics of upcoming weekly meetings. They must update teachers with upcoming service projects and field trips. They will take Junior Board meeting and weekly meeting notes, and perform any needed clerical work in an organized, timely, and neat fashion. They must be able to communicate well and efficiently with teachers and students. Before the start of the school year, they are responsible for creating the year calendar.

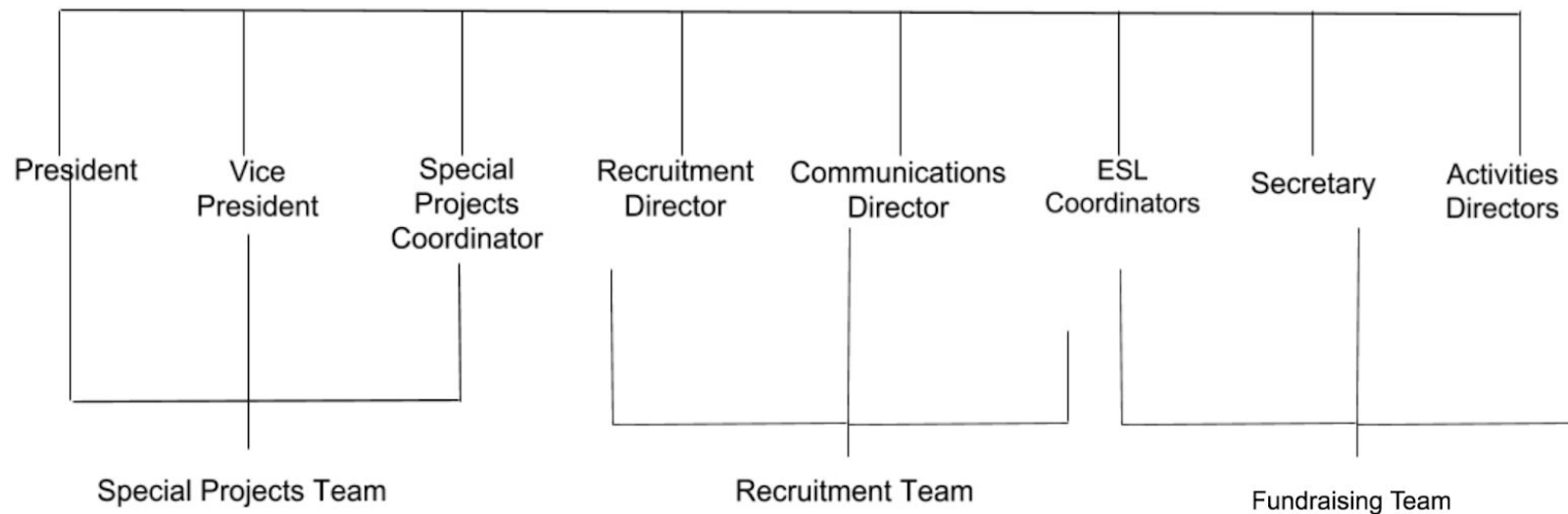
## Recruitment Director

The Recruitment Director promotes Global Minds and recruits incoming freshman and students. They make presentations about Global Minds in classes, make sure Global Minds is represented at club fairs and set up a table at lunches to get more students involved. They make sure that students are regularly attending the meetings and Global Minds events. They reach out personally to students to invite them to meetings and work with the ESL Coordinator + Communications Director to develop new strategies to get students involved. They track weekly meeting attendance and make sure Global Minds is represented at school and community events.

## Communications Director

The Communications Director makes sure that the Global Minds chapter is connected with students, the school and community at large through social media platforms such as Facebook, Twitter, and Instagram. They are responsible for sending out reminders and updates to all students via group text "Global reMinds". They photograph meetings and events. They make flyers and forms for events. Overall, they ensure to engage, connect, communicate, and update Global Minds members.

**Global Minds Junior Board Structure**





## Global Teams: A Leadership Opportunity for ALL

Global Teams will be led by Junior Board members, along with the help of Global Minds students. The Teams will focus on a specific area of development in Global Minds. Teams are an opportunity for new students to get involved. Additionally, they provide the support specific board members need to be successful. For example, the Communications Director and Recruitment Director will lead a Team of students, called the Recruitment Team, when there's help needed for bringing more awareness to Global Minds. This awareness and recruitment of new students to the club could be executed through creative social media postings, hanging flyers in the halls, etc. There will be a total of 3 Teams consisting of around 5-8 Global Minds members per team. If you have more questions about this, please ask.

**Special Projects Team** - Led by President, Vice President, and Special Projects Coordinator

**Recruitment Team** - Led by Recruitment Director and Communications Director

**Fundraising Team**- Led by Secretary, Activities Director, and ESL Coordinator

## RUNNING MEETINGS 101

1. Start with an ICEBREAKER from the Icebreaker section of our curriculum + have every student say their name
2. Take attendance!
3. Fill out your activity form. It must be done within 24 hours of the meeting.
4. Be organized. Have a clear lesson plan and ensure that all student leaders + adult allies know their roles.
5. Set long term goals and short term goals, with feedback from student participants.
6. Make sure to keep notes for yourself: What went well? What didn't go well? How can we improve?
7. Keep your club motivated by encouraging your members to be involved in the activities and discussions at your meetings.
8. Have fun! Learn from each other! Globale Minds meetings should ultimately be a wonderful experience for all members, including student leaders. Don't sweat the small stuff, enjoy your hard work and make your school a better place to be!

Planning meetings should focus on long term goals and the organizational side of the club. This should include a review of activities and future plans for activities and field trips. Each board member should give an update on their responsibilities. Planning meetings should have a clear agenda of topics to cover. Activity meetings should be where the Global Minds magic happens. Friendships are built, lessons are learned and intercultural understanding takes shape. Activity meetings should have a clear lesson plan either from the curriculum or the planning outline sheet. Activities also include experiential learning field trips, community engagement projects and service learning opportunities.

## ***SUGGESTIONS:***

- Set up a "Remind" list through the the app: <https://www.remind.com/>
- Create a yearly calendar with assigned student board members to plan each meeting, which adult ally will be present and with any field trips or special events. This calendar was made through a google docs template. It is recommended that you do this at the beginning of the year and revisit it as time goes on. This will be a tool for the activity director to use to track who is planning which meetings. An example can be found here: <https://docs.google.com/spreadsheets/d/1VIRwESo8IO-M59DH35OvijntwggcK3SikdrorX9oDQg/edit?usp=sharing>
- Set up a weekly time to check in as a Global Minds team, whether it is at lunch or phone call this will help keep communication clear and consistent
- Have a communication channel, whether its a group email chain, a SLACK channel or a group message, have all board members agree on a mode of communication