

# GO BAND!

April 13, 2020 – May 1, 2020  
(3 weeks, 6 activities)  
Time Management—2 activities a week

This probably isn't the band work you were expecting. However, this will help us all get better. While creating great music is one of the goals in band class, preparing you to be the best version of yourself is also a key goal!

**GOAL: Personal leadership development and reflection as a member of your household, band, and community.**

**Our band should consist of students that are leaders in the school!**

*Please note: Everything in your life is a choice. You can learn from what you see and decide to imitate or to make a different choice. This project is not about putting others down; this is about learning about how you can constantly strive to be the best version of yourself.*

Look in the GoogleClassroom for more information and fun videos about leadership!

I miss you.

Please email, message via Remind, leave me a voicemail at school, etc! I am here for you.

Email: [rgamble@usvschools.org](mailto:rgamble@usvschools.org)  
Remind: usvb  
School Phone: 419-757-3231 ex 1118

Love,  
Ms. Gamble

**Activity 1: Current thoughts -- What is leadership?**

**1.** How do you define leadership? (at least 2 sentences)

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**2.** What skills make up a good leader? (at least 2 sentences)

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**3.** Is leadership a skill that can be developed? How do you know? (at least 2 sentences)

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**4.** Does leadership impact how a full group operates/works? Why or why not? (at least 2 sentences)

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**5.** How are you a leader? (Everyone can display leadership in different ways – at home? in band? among your friends?)

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## Activity 2: Definition and Reflection

**Leadership** is the ability to guide others without force into a direction or decision that leaves them still feeling empowered and accomplished. The task of the leader is to get people from where they are to where they have not been.

You can learn from everyone around you – both positive examples and less positive examples.

Example: Gamble's MS/HS Band Director, for example, helped Gamble learn with both positive and negative examples of leadership. She learned that she always wants to strive to make all band members feel as important and valued as her band director made her feel which was motivating for Gamble to try her best. She also watched this person sometimes lead by using fear and threats as a motivation technique, and Gamble learned she wanted to aim to never do this as it was not motivating for her.

*Think about people around you. Teachers. Family members. Essential workers. Coaches. Managers. Etc. Please answer the following questions about leaders in your life. Please choose a fake name as the identity of the people needs to only be known to you.*

1. Reflect on a positive leader in your life. What did you appreciate about them? How did they help you grow? How did they make you feel? Why are they a positive leader? (at least 5 sentences)

(Please choose a FAKE name (like Tim or Loretta) – do not use the person's real name.)

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2. Reflect on a leader in your life who was **not** a positive leader in your life. What did they do that made them a less than great leader? How did they make you feel? (at least 5 sentences)

(Please choose a FAKE name (like Tim or Loretta) – do not use the person's real name.)

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### Activity 3: Soft Skill Set versus Hard Skill Set

#### Definition:

-“**Hard skills** are related to specific technical knowledge and training while **soft skills** are personality traits such as leadership, communication or time management. Both types of skills are necessary to successfully perform and advance in most jobs.” (Indeed.com)

-“**Hard skills** are teachable and measurable abilities, such as writing, reading, math or ability to use computer programs. By contrast, **soft skills** are the traits that make you a good employee, such as etiquette, communication and listening, getting along with other people.” (Zety.com)

#### Examples:

##### *Hard Skills:*

- Computer Technology
- Notes and fingerings on instrument
- Rhythm counting/performing
- Math
- Reading
- Electrical work
- Fixing up a car
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##### *Soft Skills:*

- Teamwork
- Creativity
- Problem solving
- Time management
- Effective Leadership
- Kindness
- Organization
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#### Questions to answer:

1. Please add three additional skills to each list above.

2. Gamble personally believes that skills on both lists are able to be developed. Do you feel both sets of skills are able to be developed or just one skill set? Why or why not? (at least 2 complete sentences)

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3. What is a *hard skill* you would like to work on as a band member? Why and how will it help our group?

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4. What is a *soft skill* you would like to work on as a band member? Why and how will it help our group?

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#### **Activity 4: Identify Soft and Hard Skills**

Apply Activity 3 –

**1.** Look at the table below. Please circle all of the soft skills on this list. Please put a triangle around all of the hard skills on this list. If you are unsure what a word means, please look it up. See example below:

Knowledge of computer coding software	Customer Service	Self-Motivation	Patience	Forklift operating license
Confidence	Imagination	Speaking Spanish	Keyboard typing speed	Conflict Management
Using Google Suite	Respect	Performing a Bb major scale	Integrity	CPR Trained
Machine operation skills	Medical First Aid trained	Initiative	Video editing	Open-mindedness
Cooperation	Humor	Writing	Listening	Nursing skills

**2.** Which hard skills could you work on to make your time at home more enjoyable? Why? (at least 1 complete sentence)

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**3.** Which soft skills could you work on to make your time at home more enjoyable? Why? (at least 1 complete sentence)

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**3.** Think of the positive leader from Activity 2. What soft skills does that person possess?

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**4.** Think about the person the same person. What hard skills does that person possess?

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**5.** Which was easier to think about– the soft skills or hard skills of that person? Why do you think that is?

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### **Activity 5: Leadership within the USV Ram Band**

When people ask, ‘who is the leader of the USV Ram Band?’ Ms. Gamble may be an answer that comes to the mind of some. Really, she is just the adult “in charge” who is striving to help each person achieve and develop their personal best. Would it be the USV Ram Band with just Ms. Gamble? NO!

In truth, each of you are the heartbeat of the USV Ram Band and it is your leadership and personal development that has allowed our progress. Could we be our best band without you? NO! Could we continue to get better every week without you? NO! YOU are essential to the USV Ram Band.

**1.** We all bring different hard and soft skills to the ensemble. Naming student leaders can help with effective and efficient rehearsals as well as give all band members a person to reference and watch. what type of student leadership roles should we have within the USV Band? Why those?

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**2.** What is something a student leader would do before each rehearsal? During the rehearsal? After the rehearsal? Without the title of “student leader,” what actions would a band member interested in being a “student leader” demonstrate daily?

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**3.** Gamble believes the following statement about leadership (and life): “You cannot take care of others until you take care of yourself.” How do you feel about that statement? Agree? Disagree? Why? As always, it is okay to disagree with Gamble! (Example: If my feet are out of time when marching, it would be inappropriate for me to correct someone else’s feet.)

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With all leadership, conflict happens. We do not always agree, and that is okay. When people disagree, there are many ways to handle the disagreement. A few ways to NOT handle the disagreement include: gossiping to other members, yelling, posting on social media, quitting, etc.

**4.** What are some positive examples of how a band member should handle conflict (a disagreement) with the band director, student leaders, and/or peers? What soft skills might they use?

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### **Activity 6: Scenarios – Apply activities 1-5**

What should you do in the following situations? If you are unsure, that is okay! This is meant to help you think about it. Consider what that leader you thought about in Activity 2 would do!

**1.** You hear members of the band gossiping about another band member's poor marching technique. What do you do about it?

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**a.** What soft skills would be helpful in this situation?

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**2.** A new person joins the BandFam. What do you do to make them feel like part of our family?

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**a.** What soft skills would be helpful in this situation?

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**3.** You feel confident on a part of one of our pieces we are playing in band. However, you can hear that your neighbor is struggling a little bit. What do you do about it?

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**a.** What soft skills would be helpful in this situation?

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**4.** What have you gathered/learned from this mini leadership lesson series? Even if you hated each page, everything is a choice – you choose to find something positive and that you learned from it.

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