



# How do I approach a school administrator with Ricochet?

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- I. Prepare ahead:
  - a. Find out what the school's priorities are (Check Comprehensive School Improvement Plan, Vision and Mission statements, Board Goals if available, standards & benchmarks, etc.)
  - b. Know your school
    - i. Number of students in each grade (a simple call to the office will help)
    - ii. Length of the school day
    - iii. Length of each class period
  - c. Know the words that will best catch the attention of your administrators, i.e. Leadership Development, Experiential Learning, Research-based, Service Learning, Civic Engagement, etc.
  - d. Figure out what you want from them – are you asking to simply have a conversation to see if there is potential for a partnership or any interest in this curriculum or are you asking for student time, facilities, staff, or other resources.
  - e. Know what you are willing and able to commit to: time, money, staff, etc.
  - f. Collect resources to share (a copy of the curriculum, presentation, if appropriate, activity to share, if appropriate).
  - g. If you have a name of another administrator in a nearby school is using the curriculum and is willing to be contacted, be prepared to share that as well.
2. Phone contact #1
  - a. Introduce yourself
  - b. Explain that you are calling on behalf of ISU Extension, if appropriate, and that you have access to this great research-based curriculum that helps middle school youth develop leadership skills. (If the administrator, doesn't already have a relationship with ISUE, be sure to explain that you are not trying to sell anything, but share the mission of the 4-H Youth Development Program).
  - c. Find out what the school may already be doing to help develop leadership skills among its students.



- d. Work to identify common ground – i.e. we agree that all youth can become leaders or we agree that leadership is a set of skills and attitudes that can be taught or we agree that it is critical to the future of rural Iowa to develop leadership skills among youth.
  - e. Share that research shows that we cannot predict in middle school which students will be leaders as adults.
  - f. Let him/her know that if there is interest, you would be willing to give a presentation to an appropriate group, or make a visit to show the curriculum.
  - g. Set up date/time, if appropriate.
3. Personal visit/presentation
- a. Take curriculum copy
  - b. Take a sample activity (buzz ring would be fairly simple logistically)
  - c. Take evaluation results or success stories from the Ricochet web site
  - d. Take PowerPoint presentation, if speaking to a group
  - e. Be sure to share the following program details:
    - i. Research –based
      - 1. Youth leadership development
      - 2. Positive youth development
      - 3. Experiential Learning Model
      - 4. Ages and stages of Youth development
    - ii. Curriculum is FUN for middle school students
    - iii. Application comes in the form of identification, planning and completion of a community leadership project.
    - iv. Journals and community partnerships can be helpful components.
  - f. Field questions from the group.
4. Working out the logistics – If the conversation continues and this seems like a partnership that has benefits for both the school and ISUE, then you will want to work out the following logistical types of things:
- a. Risk Management tools – who holds liability & access to medical release forms
  - b. Budget – Will this be a fee based program? What will you do if youth need money to carry out their community leadership project?
  - c. What facilities are available for the teaching of Ricochet (some activities are much easier in a gym or lunch room)
  - d. Will there be any transportation needed?
  - e. Would they be willing to release staff (teacher or guidance counselor) to attend training? Or will ISUE staff do all the delivery?
  - f. Can equipment be stored at the school?
  - g. Work out details of Who and When.