

DISNEY'S APPROACH TO LEADERSHIP & TEAMWORK

LEADERSHIP DEVELOPMENT

Designed For Students:
Grades 6th-12th
Ages 11-18

Program Length:
3 hours

Park:
Disney California Adventure® Park
in California

HELLO EDUCATOR!

Disney Youth Education Series is pleased to be able to provide you with these supplemental materials to gauge your students' progress as they prepare for and complete their Disney Y.E.S. experience.

This information is designed to help you, the teacher or group leader, prepare your class or group for their Disney Youth Education Series experience. All of this information will be covered during the program. It can also serve as a tool after the experience to help your students recap what they've learned.

These tools are sure to get your students moving in the right direction and help ensure a learning experience that is relevant, inspiring, and thought-provoking!

We look forward to hosting you at the Disneyland® Resort where iconic settings, imagination, and storytelling come together to create a unique learning environment and life-long memories. See you soon!

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Vocabulary List

- **Courage** - Mental or moral strength to venture, persevere and withstand danger, fear and difficulty
- **Curiosity** - A desire to investigate and learn
- **Confidence** - Faith or belief that one will act in a right, proper or effective way
- **Constancy** - Steadfastness of mind under duress
- **Diverse** - Differing one from another
- **Imagination** - The ability to form mental images of things or events
- **Reputation** - The position one occupies or the standing that one has in the opinion of others
- **Character** - The combination of moral and other traits which make one the kind of person one is
- **Brainstorming** - Stimulating creative thinking by spontaneous participation in discussion
- **Leadership** - The ability to lead
- **Teamwork** - Cooperative or coordinated effort of a group of persons acting together as a team
- **Trust** - Reliance on the integrity, strength, ability or surety of a person or thing
- **Communication** - The act or process of communicating
- **Perspective** - A mental view or outlook
- **Collaborate** - To work with another; to cooperate
- **Plan** - To make plans for
- **Delegate** - To commit or entrust to another
- **Motivate** - To move someone to action
- **Active Listening** - A way of listening and responding to another person that improves mutual understanding
- **Respect** - Esteem for or a sense of the worth or excellence of a person

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Suggested Questions

- What does it mean if you are willing to “think out of the box” or “dwell in the possibilities?”
- What is the benefit of doing this?
- What is leadership?
- What makes a good leader?
- Who has influenced you the most throughout your lifetime?
- Why?
- What qualities do they exemplify?
- Who is Walt Disney?
- What adversity/challenges did Walt Disney overcome as a child?
- What challenges have you had throughout your lifetime?
- What adversity/challenges did Walt Disney overcome as a young adult?
- What adversity/challenges did Walt Disney overcome when building Disneyland?
- Why is it important to be an active listener?
- Compare and contrast the difference between character and reputation?

Important Historical Figures to Investigate

- Walt Disney
- John Wooden
- Eleanor Roosevelt
- Sir Isaac Newton
- John Quincy Adams

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Design Your Own Brainstorming Session

Is there an up and coming project, event or activity that your students/youth groups are working on?

Let's begin the brainstorming process

1. Place poster boards/easel pads around the room
2. Title each poster board/easel pads
(For example - Are you planning an event? Title each poster board easel pad with location, activities, food and theme.)
3. Break your students or youth group up into groups of 2 to 4
4. Explain the rules of engagement
 - Quickly write your ideas down
 - Don't worry about the mechanics
 - Don't judge- there are no wrong answers
 - Don't Problem Solve
5. Rotate the groups from each location for 1 to 2 minutes. Each group should rotate twice so they can build upon each other's ideas
6. Discuss the ideas with your students/youth group
7. Get the details (Hint - The students/youth groups will only write one to two words down per idea. Ask them to elaborate on their thoughts. Record everything.)
8. At the end of your brainstorming session you will have multiple ideas
9. Following your brainstorming session you and/or your students/youth group should create an outline of your ideas. This document should be saved for reference throughout your project, event or activity.

Creative Block: Here are some helpful hints...

- Change your environment
- Bring food
- Have multiple brainstorming sessions
- Re-cap your thoughts within 24hrs of your session

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Continue Your Brainstorming through Backwards Time-lining

Take your brainstorming outline a step further and create a timeline for your project, event or activity.

1. ASK: What do we want to accomplish on the day of the project, event or activity?
2. Break your project, event or activity into different time frames.
For Example:
 - ✓ Day of the project, event or activity
 - ✓ Day before the project, event or activity
 - ✓ Week before the project, event or activity
 - ✓ Two weeks before the project, event or activity
3. Decide what steps do you need to take to accomplish this project, event or activity? When does this task need to be completed by?
4. Be pro-active! Begin to anticipate what challenges you may encounter before it happens. What steps do you need to take to solve any challenges that may arise during your project, event or activity?
5. Delegate who will accomplish this task and when it needs to be completed by.
6. Follow-up that the task is completed by the projected date.

Remind your students/youth group to communicate if they need help accomplishing the task. Remember it's a team effort. It takes everyone in your class or youth group to participate and create a successful project, event or activity.

"... I can't believe there are any heights that can't be scaled by a man [or woman] who knows the secret of making dreams come true. This special secret ... can be summarized in four C's. They are Courage, Curiosity, Confidence and Constancy"

- Walt Disney

Walt Disney had a willingness to adapt, clear motivation, and no tolerance for low expectations. He led by example and cared for others. His leadership style helped him to excel in everything that he did. He developed a unique working environment where he encouraged his cast members to take risks and believe in their dreams. He also created a magical place where family and friends could share in the joy of being a kid. He took the time to listen to his cast members and knew that it was okay to make a mistake.

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Leadership Style Challenge

- Challenge your students/youth groups to ask themselves what their personal leadership style is. Have them create a journal at the beginning of the year or season on what makes a leader. Ask who inspires them? Why?
- Throughout the year or season have them add different entries on how they were a leader. What challenges did they encounter? How did they solve it? At the end of the year or season have them re-visit what they thought makes a good leader? Ask the question again. See how their answers have evolved.
- Have them share their personal leadership style with their youth group/class. Create a class/team poster at the end of year or season on your class/team leadership styles. Decorate it and place it in your class or meeting location to share with family, friends and future classes/youth groups.

Note - Remember, everyone has the ability to lead, whether it's taking care of younger sibling or teaching a teammate how to pitch a ball, we have all lead in one way or another.