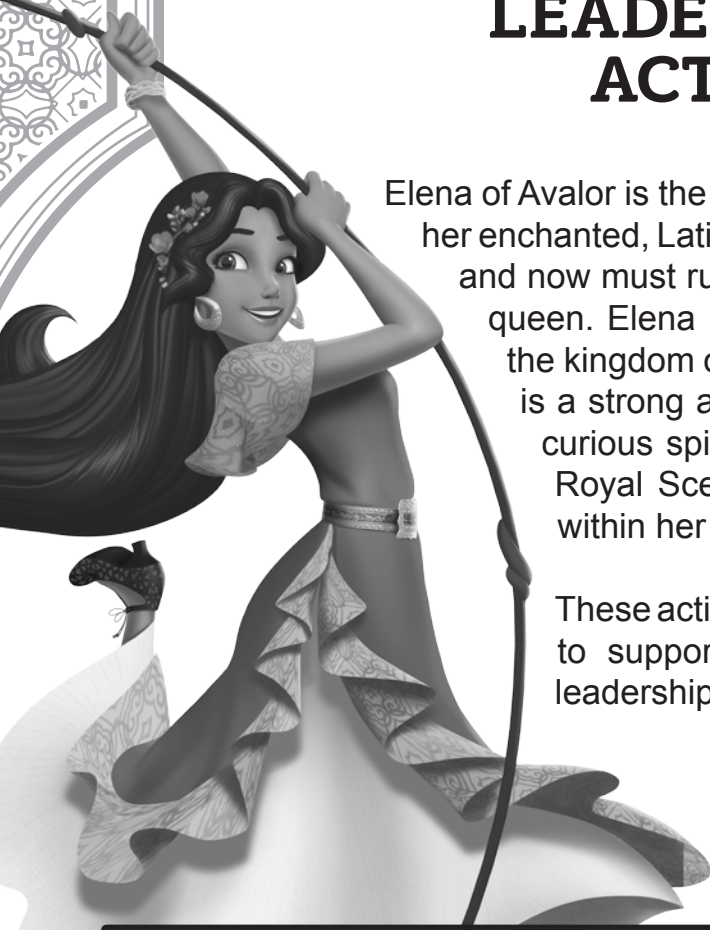


LEADERSHIP GUIDE ACTIVITY KIT



Elena of Avalor is the story of Princess Elena, a teenager who has saved her enchanted, Latin American-inspired kingdom from an evil sorceress and now must rule as Crown Princess until she is old enough to be queen. Elena is an empowered princess who is learning to lead the kingdom of Avalor with the help of her friends and family. She is a strong and compassionate leader whose independent and curious spirit shines in each adventure she goes on. Elena's Royal Scepter, the Scepter of Light can channel the power within her in order to help her kingdom and her family.

These activities, inspired by Elena of Avalor, have been created to support early learners practice and develop everyday leadership. See below for a suggested order of activities.

Thank you for all that you do
for the next generation of leaders!

DAY 1 PAGE 2	DAY 2 PAGE 4	DAY 3 PAGE 7	DAY 4 PAGE 9	DAY 5 PAGE 17
Game: Follow the Leader	Game: Leadership Pictionary	Game: Leadership Path	Game: Leadership Musical Tiles	Game: Leadership Charades
Handout: Character Trait Sort	Handout: Grand Council	Handout: Leadership Memory	Handout: Commitment Card	Handout: Certificate
Themes: <ul style="list-style-type: none"> • Direct Communication • Critical Thinking 	Themes: <ul style="list-style-type: none"> • Decision-Making • Collaboration 	Themes: <ul style="list-style-type: none"> • Challenge-Seeking • Empathy 	Themes: <ul style="list-style-type: none"> • Problem Solving • Goal-Setting 	Themes: <ul style="list-style-type: none"> • Curiosity • Empathy

DAY 1

FOLLOW THE LEADER

MATERIALS: Masking Tape

HOW TO PLAY:

- Clear the classroom space of obstacles and hazards. Create a path on the ground with masking tape. It can be as straightforward or windy as preferred.
- Have students pair up: one will need to close their eyes and not peek once the game begins. The student with full sight is the leader.
- The leader must navigate their sightless partner along the path without them straying away from it.
- Change up the pathways, and have the partners switch roles.
- Each partner must use their leadership skills (communication, collaboration) to give their partner directions to reach the end of the path.

HANDOUT: Commitment Card

MATERIALS: Handout (1 per student), Markers or Crayons*

- Have students to think about ways they can be a leader at home, school, and within their community.
 - For example, students can help with chores at home. At school, they can sit with a new friend at lunch. In their community, they can volunteer at a food bank.
- Younger students can dictate and/or draw to show how they plan to be a leader at home, at school, and within their communities.
- Encourage students to take their commitment cards home and talk about their ideas with their family.

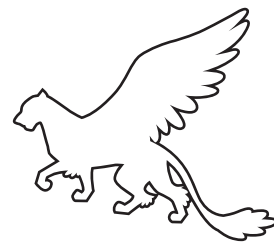
**Optional: students can illustrate their commitments*

Name: _____

Date: _____



COMMITMENT CARD



At home, I will _____

At school, I will _____

In my community, I will _____

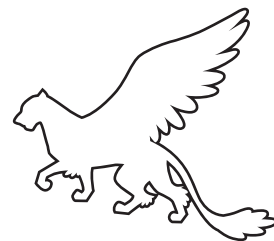
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Name: _____

Date: _____



COMMITMENT CARD



At home, I will _____

At school, I will _____

In my community, I will _____

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DAY 2

LEADERSHIP PICTURES

MATERIALS: Chart paper or board, Markers, Printed Leadership Pictures Prompts

HOW TO PLAY:

- Divide students into two teams. Each team should pick someone to draw first. Teammates not drawing will share a list of Leadership Prompts to guess from.
- Choose a Leadership Pictionary prompt, and show the designated drawers. Tell the remaining students the category of the prompt (adjective or noun).
- Drawers should create a picture showcasing the prompt, as best they can. Get creative!
 - For example, if the prompt is “strong,” a picture of someone carrying something appearing heavy could be drawn.

HANDOUT: Grand Council

MATERIALS: Handout (1 per student), Markers or Crayons*

- Talk to students about how Elena brought together a team of people with unique talents and strengths. Have children brainstorm who they would appoint to their own “Grand Council” to help them make big decisions or accomplish a life goal. Discuss how collaboration and teamwork is an important part of leadership.
- Have students draw a picture of each person on their Grand Council, write their name, and describe the special skills or strengths that person has.

**Optional: students can color pictures of their Grand Council members*

LEADERSHIP PICTURES PROMPTS

Adjectives (Describing Words)

Strong

Brave

Bold

Courageous

Caring

Compassionate

Thoughtful

Inspiring

Adventurous

Responsible

Creative

Confident

Curious

Respectful



Nouns (People, Places, Things)

Scepter

Friend

Cousin

Leader

Sister

Brother

Helper

Role Model

Team

Grandparents

Avalor

Crown Princess Elena

Jaquins

Tiara



GRAND COUNCIL



As Crown Princess, Elena must get help from a Grand Council who gives her advice on major decisions. Elena asks her grandparents and her uncle to be on the Grand Council because they know a lot about ruling the kingdom of Avalor. She also chooses her friend Naomi, who knows all about the harbor and ships.


*Who would you choose to be on your Grand Council to help you make big decisions or accomplish a goal?
Choose at least 3 people and share what makes them special.*

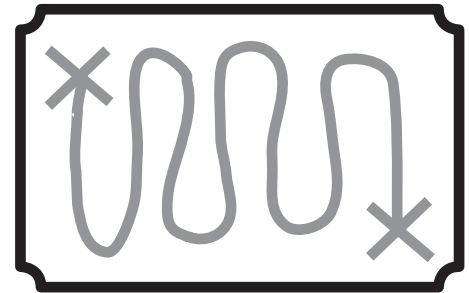
DAY 3

LEADERSHIP PATH

MATERIALS: Masking tape (indoors) or chalk (outdoors)

HOW TO PLAY:

- Create a snake-like path on the floor with an “X” at each end (use masking tape or chalk depending on location).
 - Split students into two teams. Name the teams.
 - For example, Team Elena vs. Team Skylar
 - Explain the goal is to advance to the opposing team’s “X.”
 - The first player for each team steps onto the “X” and walks quickly following the windy path on the ground, meeting their opponent.
 - When the players meet, they play rock-paper-scissors. The “defeated” player returns to their side of the path.
 - The “winner” of that match moves forward along the path, and another player from the defeated team steps in to meet them, where another round is played.
 - The team that gets one of their players to touch the opposing team’s “X” gets a point (or wins, depending on desired length of the game).
 - Encourage both teams to demonstrate they are good leaders who are happy even if they win or lose. Head over to the opposing team and give them an Avaloran high-five!
 - Continue the fun by having teams switch sides and play another round or two!
- 



HANDOUT: Leadership Memory

MATERIALS: Handout (1 per pair), Scissors, Markers or Crayons*

- Have an adult cut out each leadership trait, and place the cards facedown.
- Split students into pairs and have them take turns uncovering two cards to find a match.
- When a leadership match is found, have pairs talk about each trait and what it has to do with being a leader.
- For example, a leader is respectful when they listen to the ideas of others, even when they don't agree.

**Optional: students can color the front and back of cards*

LEADERSHIP MEMORY



 BRAVE 	 RESPONSIBLE 	 STRONG 	 ADVENTUROUS 
 CREATIVE 	 BRAVE 	 CARING 	 BOLD 
 ADVENTUROUS 	 RESPECTFUL 	 RESPECTFUL 	 BOLD 
 STRONG 	 CARING 	 CREATIVE 	 RESPONSIBLE 

DAY 4

LEADERSHIP MUSICAL TILES

MATERIALS: Printed Leadership Tiles*, Masking tape, Music

**Start with the same number of tiles as students. If more than 12 students, arrange two groups of leadership trait tiles to run separate groups.*

HOW TO PLAY:

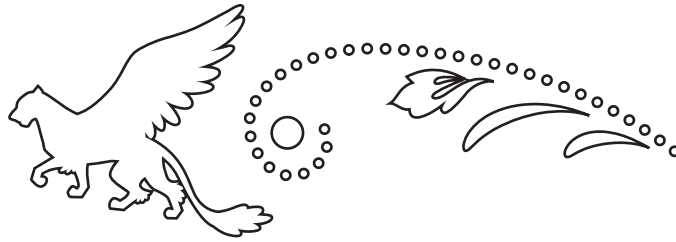
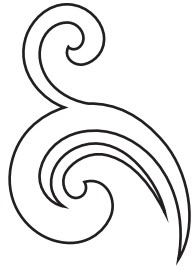
- Arrange Leadership Tiles on the floor or ground in one long line. Secure with masking tape.
- Have students each stand on a tile. Start music, encourage students to make their way down the line on the Leadership Tiles, and loop around once they reach the end of the line.
- Stop the music. One student will not be standing on a tile, and is out of the game.
- Remove one Leadership Tile in each round, and quickly discuss the trait and who in the room best represents it. Continue until there is a winner!

HANDOUT: Character Trait Sort

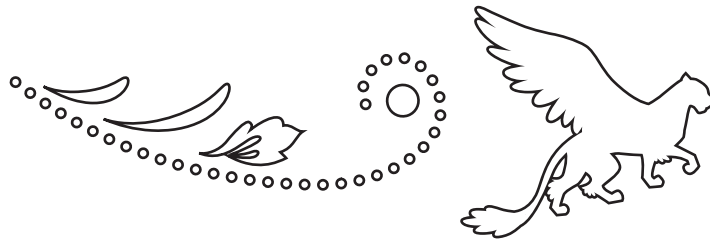
MATERIALS: Handout (1 per student), Scissors, Glue

- Discuss what it means to be curious and caring, and why these are important traits in a leader.
- Have students cut out and read each scenario, then decide if the action describes someone who is curious or caring.
- Brainstorm additional scenarios as a class, or have students write their own.

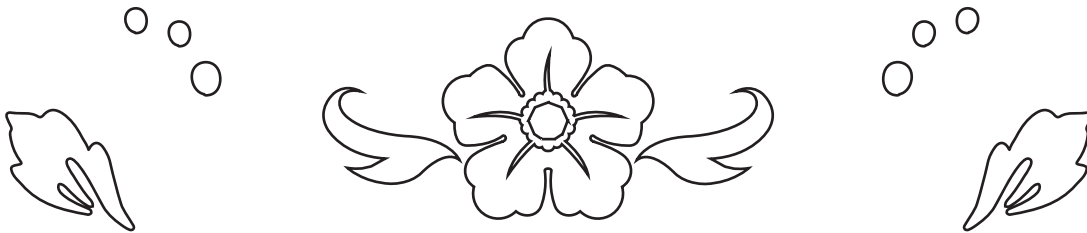
LEADERSHIP TILES



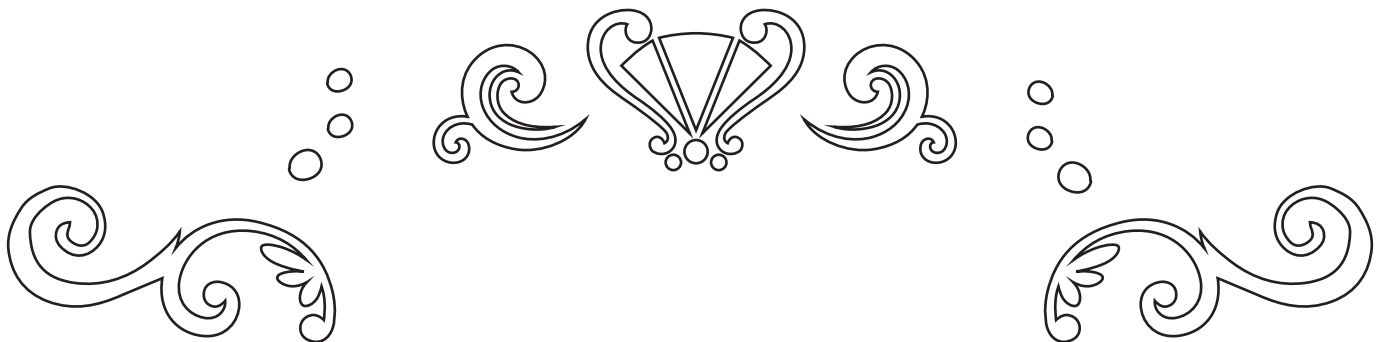
SELF-
AWARENESS



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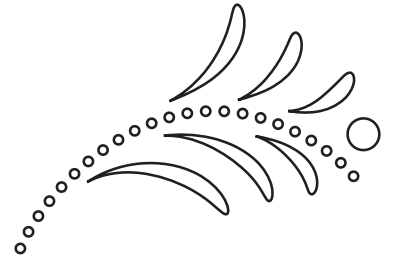
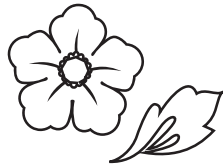


CURIOSITY

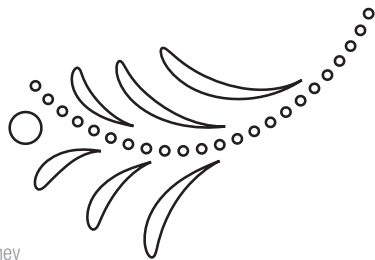


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LEADERSHIP TILES



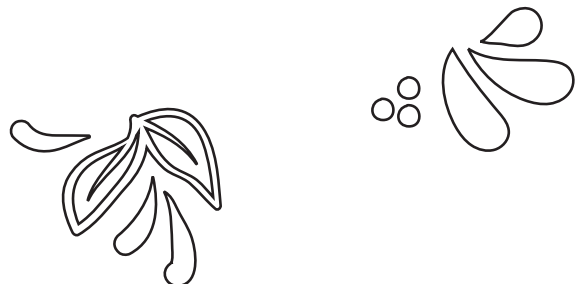
COLLABORATION



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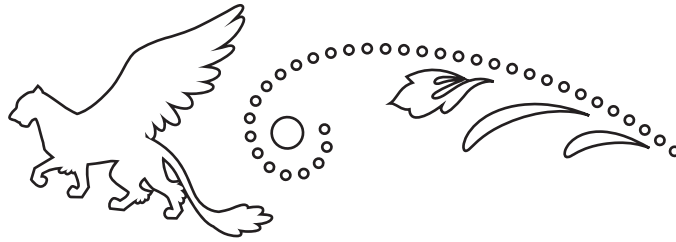


CONFIDENCE

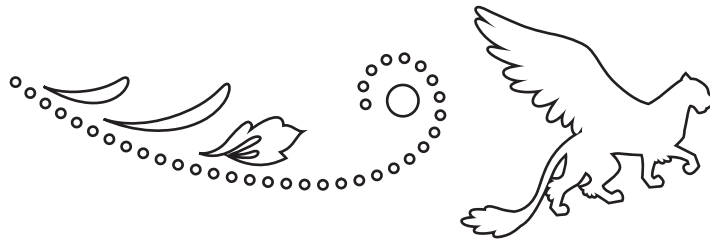


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LEADERSHIP TILES



**DIRECT
COMMUNICATION**



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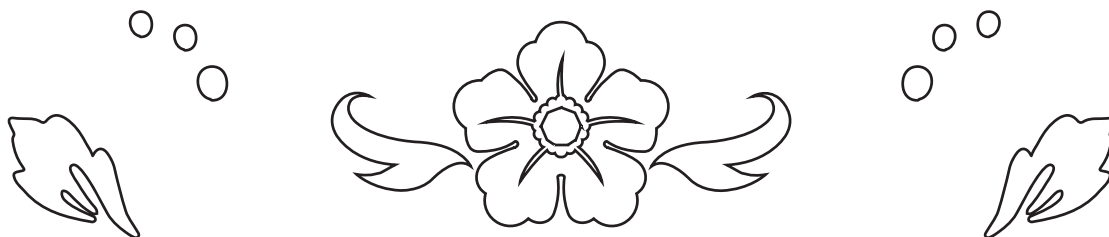


**DECISION-
MAKING**

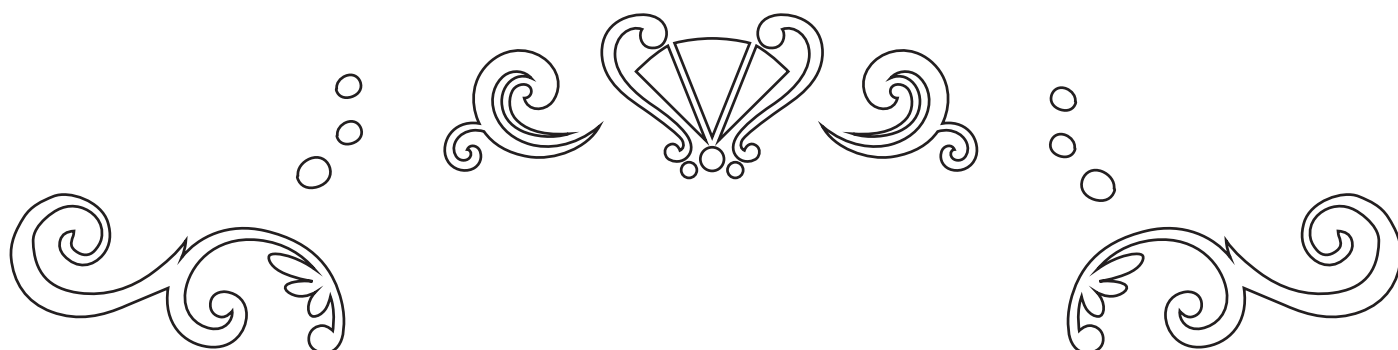


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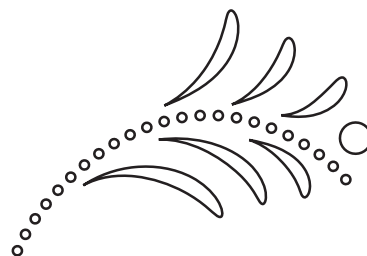
LEADERSHIP TILES



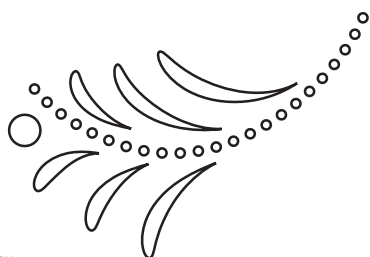
GRIT



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EMPATHY



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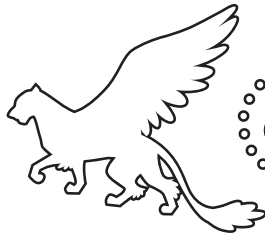
LEADERSHIP TILES



CRITICAL THINKING



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GOAL- SETTING



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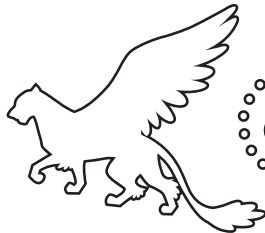
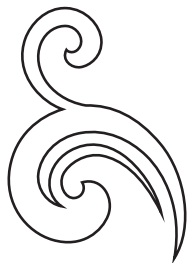
LEADERSHIP TILES



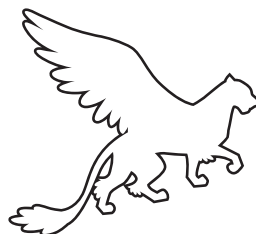
CHALLENGE-
SEEKING



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PROBLEM
SOLVING



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Name: _____

Date: _____

CHARACTER TRAIT SORT

Cut out and read each scenario.

Decide if the action describes someone who is
DEEP THINKING (considering new ideas and possibilities) or
CARING (understanding of someone else's feelings).

**DEEP
THINKING**



CARING



Elena going to the invention fair to help her sister Isabel, who's nervous about her project.

Elena going to talk to the rock monster Charoca to understand why he is angry.

Learning about something new.

Helping someone up after they fell down.

Giving someone a hug when they're having a bad day.

Asking questions about something you don't know.

Note: Cutting is intended for grown-ups only

DAY 5

LEADERSHIP CHARADES

MATERIALS: Printed Leadership Charades Scenarios

HOW TO PLAY:

- Identify two students to be the first Charades “actors.” Provide a leadership scenario as inspiration for the pair.
- Have the first set of actors to silently act out a short skit or representation of leadership trait, while the remaining students guess the trait from the traits list.
- Have students switch roles as much as they would like, acting out more scenarios or creating their own.

HANDOUT: Revisit Commitment Card

MATERIALS: Handout (1 per student), Markers or Crayons*

- Have students think back to Day 1’s Activity: Creating a commitment card. Have students reflect back on what they’ve learned from the week’s activities. This is an opportunity to revise and update commitment cards, and for students to think about ways they can be a leader at home, school, and within their community.
- Encourage students to take their commitment cards home and talk about their ideas with their family.

**Optional: students can illustrate their commitments*

HANDOUT: Certificate

MATERIALS: Certificate (1 per student), Markers or Crayons*

- Write in each student’s name to complete the certificate.
- Present the certificate to each student, highlighting the leadership traits they learned about.

**Optional: students can color their certificates*

LEADERSHIP CHARADES SCENARIOS

Practicing the piano (*Challenge-Seeking*)

Walking down the street with your head held high (*Confidence*)

Reading a book about outer space (*Curiosity*)

Falling down and getting back up again (*Grit*)

Giving a teammate a high five (*Collaboration*)

Comforting someone who looks sad (*Empathy*)

Letting someone know when they're hurting you (*Direct Communication*)

Running a race (*Challenge-Seeking*)

Getting a good grade on a science test (*Goal-Setting*)

Learning how to craft or build something (*Curiosity*)

Helping someone carry a heavy bag (*Empathy*)

Learning Sign Language (*Challenge-Seeking*)

Taking a test (*Critical Thinking*)

Letting someone ahead in line at the store – they have less items (*Self-Awareness*)

Helping someone cross the street (*Empathy*)

Speaking to a teacher to ask for help (*Direct Communication*)

Learning ballet and not doing well at first, but continuing to try (*Grit*)

Mastering a difficult thing: test, dance move, sport (*Confidence*)

Playing in a band (*Collaboration*)



Note: Cutting is intended for grown-ups only

Name: _____

Date: _____



COMMITMENT CARD



At home, I will _____

At school, I will _____

In my community, I will _____

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Name: _____

Date: _____



COMMITMENT CARD

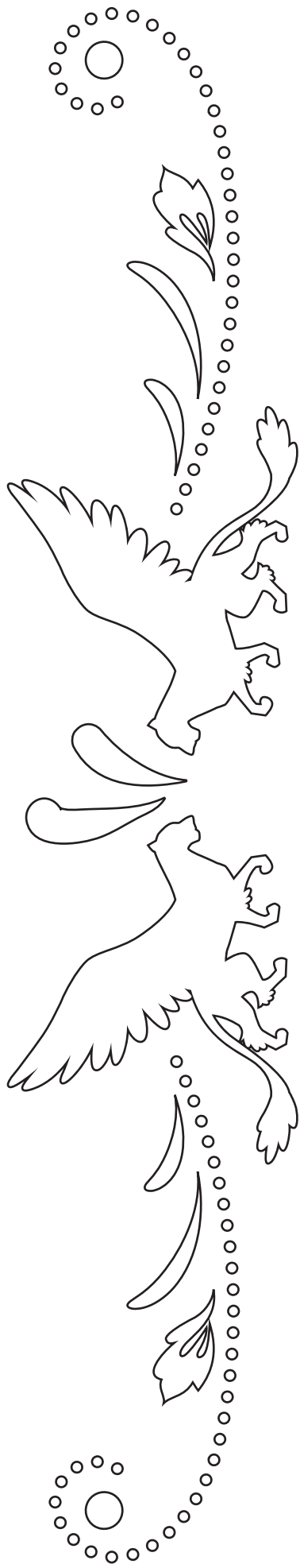


At home, I will _____

At school, I will _____

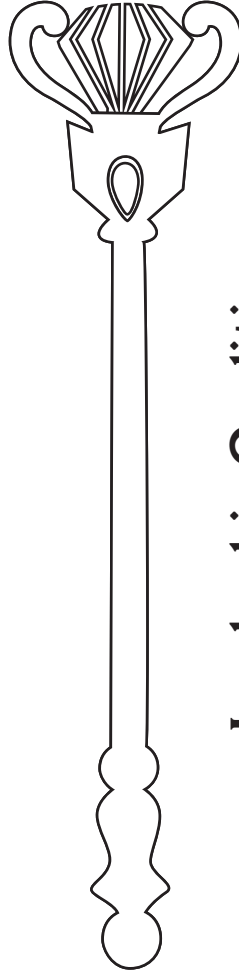
In my community, I will _____

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NAME _____

IS READY TO RULE!



Leadership Qualities:

CURIOSITY
SELF-AWARENESS
DECISION-MAKING
GRIT

DIRECT COMMUNICATION
COLLABORATION
CONFIDENCE
CRITICAL THINKING

GOAL-SETTING
CHALLENGE-SEEKING
PROBLEM SOLVING
EMPATHY

