

Design real student leadership roles — authority, preparation, accountability

Step 1 — Identify a Real Leadership Role

- ☐ The role has genuine authority over a meaningful outcome (not just a title)
- ☐ An adult has done enough preparation for student success to be possible
- ☐ The student will be held accountable for results — not rescued when it gets hard
- ☐ The role is not already filled by a student who would succeed regardless

ROLE DESCRIPTION

MEANINGFUL OUTCOME / AUDIENCE

Step 2 — Assign and Scaffold Intentionally

- ☐ Student selected based on who needs the experience, not who would look good in the role
- ☐ Student briefed privately before the role begins — expectations in writing
- ☐ Role is scaled appropriately: start smaller (5 min, 1 person) if student is anxious or new to this
- ☐ At least one adult check-in scheduled during the role (not just at the end)
- ☐ Peer support role: family informed; mandatory-reporting boundary trained explicitly

STUDENT NAME / WHY THIS STUDENT

SCAFFOLDING ADJUSTMENTS (IF ANY)

Step 3 — Hold and Debrief Honestly

- ☐ When something goes wrong: named specifically ("your timeline slipped Tuesday — why, and what changes next time?")
- ☐ When something goes right: named specifically ("you re-directed the group twice without asking me — that was real leadership")
- ☐ Student not removed from the role at the first difficulty; teacher resists the urge to take authority back
- ☐ Debrief happened same day or within 48 hours — not two weeks later
- ☐ Next opportunity planned: a slightly larger version of the same type of role

WHAT WENT WELL (SPECIFIC)

WHAT CHANGES NEXT TIME