



WHO WILL YOU become
WHEN YOU REALLY
believe IN YOURSELF?

HOW FAR WILL YOU GO TO determine YOUR strengths?

WHAT WILL YOU discover
WHEN YOU HAVE
THE opportunity TO lead?



LEADERSHIP IS TIED TO HEALTHY

HABITS AND GENUINE CONCERN FOR

OTHERS. SUFFIELD'S LEADERSHIP

PROGRAM EMPHASIZES THESE AREAS.

THE INITIAL FOCUS OF THE SUFFIELD ACADEMY LEADERSHIP

PROGRAM IS ON PERSONAL SKILL-BUILDING AND UNDERSTANDING

GROUP DYNAMICS. WE THEN TURN TO SELF-ASSESSMENT AND VARIOUS

LEADERSHIP STYLES. LASTLY, WE UNDERSCORE THE OVERARCHING

IMPORTANCE OF HAVING A POSITIVE IMPACT ON SOCIETY. STUDENTS IN

GRADES 9, 10, AND II TAKE REQUIRED YEAR-LONG LEADERSHIP COURSES

WHERE THE CURRICULUM EMPHASIZES EXPERIENTIAL LEARNING AND

GUIDED SELF-DISCOVERY. THE LEADERSHIP EXPERIENCE AT SUFFIELD

CONCLUDES IN GRADE 12 WHEN EVERY SENIOR HOLDS AT LEAST

ONE FORMAL LEADERSHIP POSITION AND PARTICIPATES IN A

THE LEADERSHIP PROGRAM







Emerging Self-Discovery

The aim of the Leadership Program is to help Suffield students develop the skills and habits to have a positive and significant impact on society. The initiative focuses on the traits and habits connected to leadership. Core elements include an emphasis on understanding our moral foundation, goal-setting, communication skills, problem-solving, self-awareness, and inspiring others.

THE LEADERSHIP PROGRAM SYMBOLIZES OUR VALUES AT SUFFIELD. ITS FOUNDATION IS BASED ON ENCOURAGING ALL STUDENTS TO BE ACTIVE, RESPONSIBLE COMMUNITY MEMBERS. WE FOCUS ON STRONG COMMUNICATION, SELF-REFLECTION, THE IMPORTANCE OF WORKING CLOSELY WITH OTHERS, HOW TO BEST SET AND PURSUE GOALS, AND BEING MINDFUL AND BALANCED IN OUR DAILY LIVES. THE PROGRAM IS OF LASTING SIGNIFICANCE AND GREATLY ENHANCES A SECONDARY SCHOOL EDUCATION. (Charlie Cahn, Head of School)

OVERVIEW

Campus-wide Impact

The Leadership Program enables our students to make a substantial difference beyond our campus. In addition to specific community service projects, Suffield annually selects a charity to support with a series of campus-wide fundraisers. Students nominate several organizations and their votes determine the recipient. Recent efforts have supported pediatric cancer treatment programs, provided meal programs and ceramic water filters for those in need, built a well in Ghana, and assisted organizations including Autism Speaks, Camp Sunshine, HARC, Jambo Tanzania, the Jimmy Fund, and Interval House in Hartford.



FOUR-YEAR CURRICULUM

NINTH GRADE >> FOUNDATIONS OF LEADERSHIP

- Life Skills and Orientation to High School
- Community values and expectations
- Time management
- Personal mentors & role models
- > Health, sexuality & boundaries
- Teamwork & group dynamics
- Climbing wall & low ropes course at the SOLO Barn

- Individual goal-setting
- > Self awareness & personal identity
- Prejudice & stereotypes: understanding differences
- Information literacy
- Introduction to College Counseling
- Communication skills: public speaking & active listening
- Moral foundation: values, honor & ethical decision making

TENTH GRADE >> LEADERSHIP DEVELOPMENT

- Close review of life skills
- Health, sexuality & boundaries
- Media literacy
- College counseling part I: PSAT and PLAN tests
- Group dynamics
- > Ethical scenarios and case studies

- Communication skills
- > Service and servant leadership—social needs and issues
- > Self-awareness: multiple intelligence theory, learning styles inventory
- > Plan and execute off-campus community service learning projects
- College Counseling continued: visiting schools, learning college admission language

ELEVENTH GRADE >>> PREPARING FOR THE FUTURE

- Leading meetings
- Group dynamics
- › Feedback: giving and receiving messages
- Understanding different forms of intelligence
- Conflict resolution

- › Leadership styles—situational leadership and case studies
- > Self as leader: exploring I2th-grade leadership positions
- Standardized test preparation
- College IOI (résumé building, college visits, mock interviews)
- > Self-advocacy



9th GRADE





Breaking the Ice

The 9th-grade leadership curriculum provides an overview on thriving in secondary school. Class discussions focus on life at Suffield, managing time and a challenging workload, identifying personal goals, dealing with stress, and resolving conflicts. Students work closely on communicating effectively. They practice speaking in public, taking positions and defending them with confidence, and close listening. All of this is designed to help overcome the fear of speaking in front of others. It is our belief that public speaking and communication skills in general are cornerstones of leadership. Our students will be very confident in these areas by the time they graduate from Suffield. High school can be a challenging time—adjusting to a new environment, meeting new expectations, living with new people. This is why the first year of the Leadership Program is dedicated to helping students prepare for success at Suffield and beyond.

The Leadership Program challenged me beyond my comfort zone. I remember when our teacher and TA's led our class of eight through an activity that involved finding our way to the snack bar while wearing blindfolds. I eventually understood what we were learning was crucial: how to trust others in order to lead. Danton Kerz '08

10th GRADE







Embracing Community

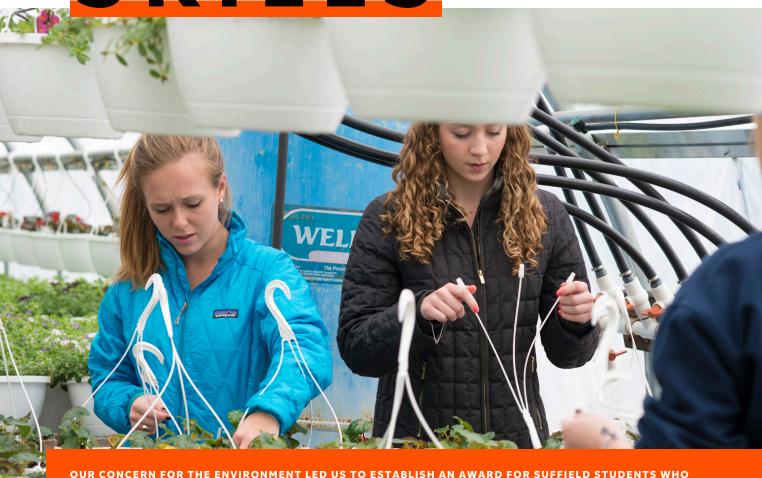
Suffield's program is built on the principle that leaders are good people. They strive to be truthful and honest, do the right thing when no one is looking, and have the courage to say no even when it is unpopular to do so. It's the kind of leadership marked by character and is open to every individual—leadership that our Head of School says "is often invisible and unsung but is immensely important. It holds communities together." Service to others becomes a main focus in the sophomore year. Every student takes part in developing and executing an off-campus service project—they mentor elementary school students, clear trails in our town park, help in community gardens, address food waste, assist people with special needs, or spend time with the elderly. By the end of IOth-grade Suffield our students gain important personal skills and make a positive difference in the lives of others.

The Leadership Program focuses on tools students need to be successful outside of school and in life. It also helped me connect what I was learning in all my classes to the rest of the world.

Abby Blyler '15



SKILLS



OUR CONCERN FOR THE ENVIRONMENT LED US TO ESTABLISH AN AWARD FOR SUFFIELD STUDENTS WHO SHOW A COMMITMENT TO USING LESS ENERGY. IT HAS LED TO SOME FASCINATING, CREATIVE PROJECTS ON CAMPUS. (Dave & Janet Leishman P'09, 'II, 'I4 on The Leishman Family Energy Conservation Award)



Planning for Life Beyond Suffield

The college search, communication skills, and a focus on the environment are major areas of emphasis in the IIth-grade leadership course. The curriculum centers on enhancing skills necessary for success in life and in the college admissions process. Components include résumé building, effective interview and self-advocacy techniques, and preparing for standardized admissions tests. Suffield's junior leadership classes have also helped lead the way in important environmental initiatives on campus. They were instrumental in getting the school to use biodiesel in lawnmowers and participate in the Green Schools Alliance. By the end of the IIth-grade course our students are prepared for practical experiences in campus leadership.

Everyone has a strength. A great school helps students build on those strengths and develop core leadership qualities. Suffield students go on to discover that they can do things they never thought possible. Ieff McElnea '67, P'12, Suffield Academy Trustee

IIth GRADE

COLLEGEIOI



RESEARCH & DISCOVERY

DURING THE WINTER & SPRING TERMS,

COLLEGE IOI IS TAUGHT WEEKLY IN

IIth GRADE LEADERSHIP CLASSES.

IT COVERS TOPICS SUCH AS:

The Leadership Program helped me become more thoughtful, independent and determined. Most importantly, it helped me gain confidence in myself and inspire others to express their thoughts and opinions. Maggie O'Shea'16





- > SELF-REFLECTION ON AND DISCOVERY OF WHAT WILL BE THE RIGHT COLLEGE "FIT"
- THE IMPORTANCE OF SELF-ADVOCACY THROUGHOUT THE COLLEGE SEARCH
- INSTRUCTION ON RESEARCHING COLLEGES AND BUILDING A BALANCED COLLEGE LIST
- TIPS ON HOW TO GET THE MOST OUT OF COLLEGE FAIRS AND CAMPUS VISITS

Juniors are encouraged to pursue the test format that best suits them. Suffield requires students to do some formal test preparation and offers prep classes on campus. Others may opt to use private tutoring, online courses, or self-study. Students work with their assigned college counselor in January of their junior year and develop an initial college list by March break. This comprehensive program ensures that by the end of junior year Suffield students are fully immersed in the college search process.

12th GRADE







Leaders of the School

Suffield provides each senior with a formal leadership experience. Roles include dorm proctors, teaching assistants, tour guide leaders, peer tutors, writing center leaders, student newspaper and yearbook editors, chapel committee members, dining hall head waiters, and work program inspectors. There are nearly 20 faculty members advising student organizations. They mentor the I2th-grade leaders throughout their senior year. Below are some of these groups:

- Student Government
- Amnesty International
- Peer Tutor Leaders
- Tour Guide Leaders
- Gay-Straight Alliance
- Pioneer yearbook committee

- Discipline Committee
- Teaching Assistants
- Dormitory Proctors
- Work Program Inspectors
- The Bell online student publication
- **'**
- TREE environmental awareness on campus

Chapel Committee

Athletic Team Captains

Writing Center Leaders

Head Waiters

I learned to be a role model as a teaching assistant in the Leadership Program. The opportunity helped me build meaningful relationships with peers that extend beyond the classroom. By taking on supportive roles throughout our community, Suffield students gain a sense of responsibility and set a positive example for others. Isabella Attianese '18

12th GRADE



Senior Seminars

Suffield seniors annually participate in a three-part seminar that serves as a concluding aspect of the Leadership Program. The meetings highlight important topics we want our graduates knowledgeable about as they head on to the next stage in their lives. Seminars focus on topics including financial literacy and awareness (credit scores, types of debt, credit cards); digital footprints including the trail left when surfing the internet, social media usage, and password protection; and building and sustaining personal networks.





Senior Speaker Series

The senior speaker series is another capstone experience in the Leadership Program and further enhances Suffield's strong sense of community. As part of the series all seniors deliver a talk to the community during the school's weekly chapel meeting. Talks highlight how students initially learned of Suffield, how their time here has unfolded, goals for the future, and valuable lessons learned. They serve as powerful motivation and remind us of the profound impact of the Suffield experience.

THE SENIOR SEMINARS ARE AN IMPORTANT PART OF OUR LEADERSHIP CURRICULUM, FOCUSING ON TIMELY TOPICS RELATED TO PERSONAL RESPONSIBILITY AND CITIZENSHIP. THEY HELP ENSURE OUR GRADUATES ARE FULLY PREPARED TO BE ACTIVE, MINDFUL CITIZENS. (Charlie Cahn, Head of School)

SUFFIELD OUTDOOR LEADERSHIP OPPORTUNITIES





Strengthening Leadership

Suffield offers an extracurricular program called SOLO (Suffield Outdoor Leadership Opportunities). SOLO is an afternoon option featuring hiking, canoeing, kayaking, snowshoeing, camping, rock climbing, and other seasonal activities. It enables participants to practice being self-reliant and collaborative, and it supports the school's mission of challenging students in a structured and encouraging environment. From the ropes courses to camping trips, SOLO uses outdoor experiences to help build leadership skills. It is housed in the Courtney Robinson '88 Outdoor Leadership Center.

WE BELIEVE LEADERS ARE SELF-AWARE AND GENUINE, AND THEY UNDERSTAND LIMITS.

THESE TRAITS HELP THEM MAKES GOOD DECISIONS, WHICH ULTIMATELY RESTS AT THE

CORE OF EFFECTIVE LEADERSHIP. (David Rockwell '58)



WELLNESS





Tools for Success

Suffield's state-of-the-art healthy lifestyle center is called the Balance Barn and is inspired by the vision of Hillary Rockwell Cahn '88 to help people become more centered in their daily lives.

The barn offers yoga and mindfulness classes, and a quiet lounge for reflection. It houses a series of programs for every student—those familiar with these activities and those with no previous exposure. Each 9th-grade leadership class pursues activities in the Balance Barn and several athletic teams do yoga in the space. Located next to the Courtney Robinson '88 Leadership Center, classes and programs are offered to the entire community in evenings, early mornings, and on weekends.

The Balance Barn is another way Suffield distinguishes itself from other schools—by providing opportunities for students and teachers to step aside from constant overload and think clearly. It enhances overall productivity, health, and happiness. Hillary Rockwell Cahn '88



THE SUFFIELD ACADEMY

Leadership Program

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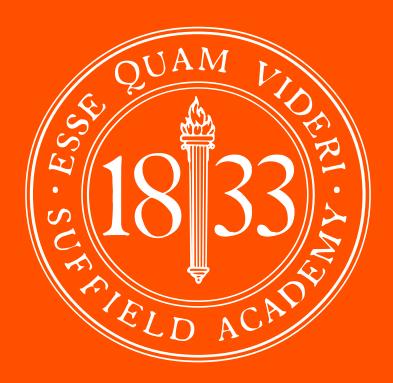


MISSION

Suffield Academy is a coeducational, independent secondary school serving a diverse community of boarding and day students. Our school has a tradition of academic excellence combined with a strong work ethic. A commitment to scholarship and a respect for individual differences guide our teaching and curriculum. We engender among our students a sense of responsibility, and they are challenged to grow in a structured and nurturing environment. The entire academic, athletic, and extracurricular experience prepares our students for a lifetime of learning, leadership, and active citizenship.

NON-DISCRIMINATION

Suffield Academy does not discriminate on the basis of sex, race, color, religion, creed, national or ethnic origin, citizenship, physical attributes, disability, age, or sexual orientation. We administer our admissions, financial aid, educational, athletic, extracurricular, and other policies so that each student is equally accorded all the rights, privileges, programs, and facilities made available by the school.



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