

SS Student Leadership Course

Strands Standards Learning Expectations

STRAND	STANDARD	LEARNING EXPECTATIONS / KEY SKILLS By the end of the course, the student should be able to:
1.	Communication	Standard 1.1: Student communicates effectively in small and large groups. 1.1a: respond formally and informally to a variety of topics. 1.1b: identify and understand non-verbal communication cues. 1.1c: respond appropriately to others' points of view. 1.1d: speak expressively, adjusting tone and style of speech to audience and purpose. 1.1e: demonstrate fluency and accuracy in spoken communications. 1.1f: exchange information and ideas using technology.
	Standard 1.2: Student writes effectively.	1.2a: organize thoughts. 1.2b: select and use formats appropriate for audience and purpose. 1.2c: demonstrate fluency and accuracy in written communications. 1.2d: edit and proofread their own communications to meet conventional standards.
	Standard 1.3: Student listens effectively.	1.3a: summarize or paraphrase the main points of a discussion. 1.3b: demonstrate effective listening by making relevant comments. 1.3c: respond appropriately to others' points of view. 1.3d: check for understanding and accuracy by asking questions.
	Standard 1.4: Student communicates effectively in print, verbal, and electronic forms.	1.4a: speak expressively, adjusting tone and style of speech to audience and purpose. 1.4b: formulate and support a thesis or hypothesis. 1.4c: use a variety of technologies to produce communications for different audiences and purposes. 1.4d: plan and compose a variety of communications. 1.4e: create visual representations using technology. 1.4f: set goals for improving future communications.

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2. Leadership	Standard 2.1: Student identifies traits of a good leader and justifies choices.	2.1a: define leadership. 2.1b: list basic leadership skills and characteristics. 2.1c: write a personal definition of leadership, including its purpose and its importance with regard to a student council and in society.
	Standard 2.2: Student identifies leadership styles and evaluates their effectiveness.	2.2a: identify and describe characteristics of the three primary styles of leadership: Autocratic, Democratic and Laissez-Faire 2.2b: explain traits of the following types of leaders: Telling, Persuading, Consulting, Joining, and Delegating. 2.2c: define Situational Leadership and identify characteristics of Task Oriented Behavior and Relationship Oriented Behavior. 2.2d: explain how leadership styles affect group interaction and results. 2.2e: identify recognized leaders in history & current society, analyze their leadership styles, and explain their effectiveness.
	Standard 2.3: Student identifies personal leadership style.	2.3a: identify and describe the leadership style that is best suited to his/her personality profile. 2.3b: explain how his/her leadership style affects the way he/she leads others. 2.3c: explain how individual rights and responsibilities and those of others influence performance in various leadership roles.

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3. Organization & Managerial Skills	Standard 3.1: Student uses self-organization strategies. (3.1a: identify strategies for time management . 3.1b: identify strategies for personal organization. 3.1c: maintain a planning calendar. 3.1d: identify signs of stress and suggest strategies to manage it.
	Standard 3.2: Student uses effective meeting skills.	3.3a: list characteristics of an effective meeting. 3.3b: identify and explain strategies leaders should employ to facilitate an effective meeting. 3.3c: create an agenda using correct form. 3.3d: accurately record and correctly prepare a meeting's minutes. 3.3e: identify and define common motions used in Parliamentary Procedure. 3.3f: use Parliamentary Procedure as a participant in a group meeting. 3.3g: demonstrate meeting preparedness.

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4. Group Process	4	4.1a: list the five stages of group development and describe characteristics of each. 4.1b: identify basic needs of group members. 4.1c: identify roles and responsibilities of group members. 4.1d: identify leadership and personality styles of individuals and assess their influence on the group. 4.1e: describe a variety of team-building strategies and explain how they facilitate positive interaction. 4.1f: lead a team building activity.
	Standard 4.2: Student understands and uses problem solving and conflict resolution strategies appropriate for the group.	4.2a: identify and employ appropriate steps for brainstorming 4.2b: identify barriers to problem solving. 4.2c: demonstrate the use of a conflict resolution model to reduce conflict and reach a mutually agreeable solution.
	Standard 4.3: Student applies understanding of group process and dynamics by adapting his/her leadership style as necessary to fit the unique needs of a particular group.	4.3a: explain how one's aspirations, abilities, personalities, and leadership style may affect one's interactions with others. 4.3b: describe how different leadership styles would be best suited for the needs of a particular group

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5	5	5.1a: explain the importance and purpose of setting goals, both personal and for the organization. 5.1b: identify the parts of a SMART goal and use them to construct clear, precise goals. 5.1c: differentiate between short and long-term goals. 5.1d: write goals that align with individual philosophy and group mission 5.1e: develop an action plan for meeting a goal. 5.1f: evaluate progress towards personal and group goals and identify contributors towards their success or failure. 5.1g: acknowledge and celebrate the achievement of goals.
	Standard 5.2: Student employs ethical decision-making practices. (5.2a: explain the five steps to a good decision making process: 1) Define the decision, 2) Review values and resources, 3) Identify more than one solution, 4) Pick the best solution for the situation, 5) Review the decision periodically 5.2b: identify and explain the differences between decision making styles: autocratic, democratic, consensual and laissez-faire. 5.2c: describe ways a group may make a decision and explain advantages and disadvantages of each consensus, negotiation/compromise, majority vote, decision by leader, arbitration. 5.2d: recognize and employ appropriate decision-making style for a given situation. 5.2e: explain the importance of ethical decision making and be able to evaluate whether or not a decision is ethical. 5.2f: define “groupthink,” identify who is vulnerable, list some symptoms, and explain its effects on group-decision making.
	Standard 5.3: Student recognizes the impact of individual decisions on the group.	5.3a: explain how power can be used or misused in an organization. 4.3b: explain how a variety of factors may influence an individual’s decisions (social, economic, cultural, personal experiences, family, etc).

Essential Learning Targets (30 Targets)

- 1.I can define the 80/20 Rule
- 2.I can define the four basic parts of a speech
- 3.I can define emotional quotient and intelligence quotient
- 4.I can define the four elements of the frame: see, feel, do, and get
- 5.I can apply the frame concept to leadership decisions
- 6.I can explain the 90/10 rule and illustrate it with examples
- 7.I can explain the four concepts that can cause a paradigm to shift
8. I can explain the Law of Belief and the Law of Conviction
9. I can explain the concept of "Above the Line and Below the Line"
- 10.I can explain the concept of name, claim, and tame as it applies to thought circles
- 11.I can define consensus model and explain how it works
- 12I can define and explain the concepts of validity and interpretation of messages from the media
- 13.I can explain the concept of learning from mistakes and apply it to the earlier concept of the frame
- 14.I can define comfort zone and apply the frame as it applies to risk vs. comfort zone
- 15.I can identify and understand no-verbal communication cues
- 16.I can respond appropriately to others' points of view.
- 17.I can adjust tone and style of speech for audience and purpose.
- 18I can present information and ideas through the use of technology
- 19I can write effectively using a rubric as a guide
- 20.I can apply the principles of good time management
- 21.I can list the basic principles of group process.
- 22.I can explain the following leadership styles: Autocratic Democratic Laissez- Faire
- 23.I can explain the following types of leaders: Telling Persuading Consulting Joining Delegating
- 24.I can explain the concept of Situational Leadership

25. I can understand the basic concepts of the SMART goal process

26. I can explain the five basic types of conflict management styles: Competing Collaborating Compromising Avoiding Accommodating

27. I can explain the different theories of Rushford Kidder in ethical decision making:

Truth vs. Loyalty

Individual vs. Community

Short term vs. Long Term

Justice vs. Mercy

28. I can define the following responses of Rushford Kidder in ethical decision making:

Ends-based Thinking

Rules-based Thinking

Care-based Thinking

29. I can list the most bad to least bad ethical decision making model of Charles Redding

30. I can explain Kitchen's five considerations when making an ethical decision.

31. I can define all Seven Habits of Highly Effective Teens

32. I can plan and present a workshop on one of the seven habits

33. I can understand, explain, and present "The 21 Irrefutable laws of Leadership" by John Maxwell

Activities for the First Eleven Lessons

#1 80/20 Rule I have them play the Star Quality exchange. Each student has a pack of star qualities that they trade with other members of the class. You must trade all 24 qualities.

This is my house. The students design their own house based on the hand out.

This is my vanity license plate. The students design their own license plate and get into groups of five. They discuss their plate and then mix them up and have the class try to match the plate with the person.

#2 New formula for success We discuss the ride versus result dilemma. Students take a form of the Meyers Briggs test. They meet with other students who have the same four letters and discuss what “front wheel” skills they bring to leadership.

3# The Frame I hand out a frame to each individual student. They must have their picture in the frame on the following day. The frame must have See Feel Do Get plus any decorations. We then do the rope activity.

#4 The Inside Job Students complete the “I Can’t” activity. Read and discuss the “Attitude” hand out.

#5 Do you see or are you blind The students do the Finished Files activity. Do the “Take a Stand” activity.

#6 Fact or Fiction Name Claim and Tame Stereotyping activity

7# Above and Below the Line List the activities that take you above or below the line.

8# Thought Circles Students write down their most frightening, embarrassing, worried moments that turned out to be nothing. Take the fear survey.

9# Influence of Messages Students cut out adds from magazines and write the underlying messages sent to teenagers. They also analyze movies and television shows for the messages that they are sending.

10# Learning from Mistakes Students do the “Birthday” activity. Students discuss the the “10 Paradoxical Commandments.”

11# Growing through Risk Students compete the Goal Setting Unit. Students complete an essay entitled “What are the good risks you take? What are the bad risks you take? What is the motivation for each risk? Students watch CNN report on the Teen Age Brain.