

Ideas for Teaching a Leadership Class

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I teach a one semester leadership class that two-thirds of the seniors at Orono High School in Orono, Minnesota take. The first nine weeks is based on the first eleven chapters of **Top Twenty for Teens**. I have added activities to accompany the lessons. The second nine weeks I present the following units: **Ethical Decision Making** by Rushford Kidder, Goal Setting, Conflict Management, Leadership Styles, **21 Irrefutable Laws of Leadership** by John Maxwell, Group Process, Time Management, and **7 Habits of Highly Effective Teens** by Sean Covey. Each member of the class is required to give an inspirational speech. Each member of the class leads a Link Crew (9th graders) that meets once month. I use short video clips from Wing Clips, Covey's 8th Habit, YouTube, and Spirit Clips. My curriculum map can be found at www.nawd.com under Parade of Ideas. as an attachment. Please feel free to request handouts.



Actions



Ldrshp

perspective

Erickson, Douglas High School/Social Studies/Orono High School

- Course Description
- Unit Calendar
- Curriculum Map

Click on a Unit to edit your Curriculum

Content	Objectives / Skills: Know	Objectives / Skills: Do	Assessments	General Strategies	Resources
The 80/20 Rule (Week 1, 2 Weeks)	Define the 80/20 Rule Define Thinking Learning and Communicating Define star qualities	Make a vanity license plate that exemplifies your top twenty aptitude Design your house that defines who you are	My House Formative: Visual Arts Project Student will present their house in groups. Each group will select one house to present to the class. 25 point value My License Formative: Visual Arts Project Students will present their vanity plate in their student group. Students will switch all plates within the group. The class will try to match the plate with the student. 10 pt value The 80/20 Rule Summative: Test - Written The 80/20 Rule will be part of a mid-semester test.	The opening unit establishes the concept of the Top Twenty leadership style.	Top Twenty for Teens book

Inspirational Speeches
(Week 1, 18 Weeks)



Students will give an inspirational speech based on his/her own experience.

Know the four basic parts of a speech

Prepare a handout with speaker's name, the date, and a title

Formative: Oral Report

Student will give an original, inspirational speech to the class on the day it was assigned

The teacher will give the first inspirational speech as a modeling example

Scott Greenburg's "How to Give a Speech"

Know the content requirements of the speech

Include when appropriate a quote, photograph or artwork

The teacher will present a short (two day) speech unit

Handout on requirements for the inspirational speech

Deliver the speech in front of the class

The teacher will distribute handouts from previous inspirational speeches

Inspirational Movies
(Week 1, 18 Weeks)



Students will watch short (3-4 minute) inspirational movies that emphasize stories or quotes.

Define: Theme Concept Leadership

Students will watch the movie.

Formative: Extended Essay

Students will keep a journal on the inspirational movies they watch.

Students receive a handout at the beginning of the semester entitled "Notes"

Stephen Covey DVD from the book "The Eighth Habit"

Students will take notes on the movie.

Students select a quote from the inspirational movie.

Selections from video from "Simple Truths.Com"

Students summarize the story from the inspirational movie.

Selections from video from "Inspiring Stories"

A New Formula For Success
(Week 2, 2 Weeks)



This unit will distinguish the differences between IQ and EQ. It will include a discussion of good results vs. good ride. The students will take a personality self select test that will help identify the EQ strengths.

Students will be able to define emotional quotient and intelligence quotient.

Students will create their own formula in the Success = Good Ride + Good Results equation. The total will equal 10.

Formula for Success

Formative: Class Discussion

Students will create their own success formula giving a value from 0-10 to results and ride. The total must equal ten.

Students discuss the good ride vs. good results debate.

Personality Self Select Test

Students will be able to define good results vs. good ride.

Students will take the personality self select form.

Unit Test

Summative: Test - Written

A summative test over the first eleven units will be given.

Students listen to a presentation of EQ and IQ.

Handout from Top Twenty for Teens

Students take the personality self select test.

The Frame
(Week 3, 2 Weeks)



This unit examines a strategy of achieving goals. The student will work with a frame concept to develop a strategy to achieve goals.

The student will be able to define the four elements of the frame: see, feel, do, and get.

The student will receive a blank photo frame and place the words see, feel, do, and get in the appropriate corners

Frame Essay

Formative: Expository Essay

The students will take a personal experience and apply the theory of the frame.

Student will listen to a presentation explaining the concept of the frame. Students will be given an empty frame with instructions to place a picture that includes them in the frame. The students will also label the corners of the frame with see, feel, do, and get.

Top Twenty for Teens handouts

an empty frame

Top Twenty Test

Summative: Test - Written

Students will take a unit test covering the first eleven units.

An Inside Job
(Week 4, 2 Weeks)



An Inside Job examines the concept of controlling thoughts and reactions to people and events.

Define the 90/10 rule

Students will complete the I can not vs. the I choose not to activity

Inside Job

Summative: Test - Written

Students will take a final test that includes the concepts found in "Inside Job."

Students will hear a presentation on the 90/10 rule.

Top Twenty for Teens

Identify the difference between the outside and inside world

Students will watch the movie "Finding Forrester."

Students will discuss the events and people in their lives that they can and cannot control.

Movie: Finding Forrester

Activity: Canadian Association of Student

Inside Job

		Define Blame	Students will discuss the concept	Summative: Expository Essay Students will write an essay using the first four concepts as they apply to the main characters of "Finding Forrester."	Students will examine the concept of improving the inside world to improve the outside world.	Activity Advisors
		Define Attitude	Students will read the Charles Swindol quote on "Attitude"	Inside Job Formative: Class Discussion Students will discuss and apply the concepts of the 90/10 rule.		
Do You See or Are You Blind? (Week 5, 2 Weeks)	 The content of the unit examines the concept of remaining curious about ideas and concepts. The unit emphasizes the concept of not being satisfied with initial judgements.	Know the difference between how a top twenty and a bottom eighty thinks	Hand out the "Finding Files" exercise	Do you see? Formative: Class Discussion Ask the students why each number of "fs" they saw was correct	Students will first take the "Find the fs" reading. They will all declare how many fs they saw.	
		Define the word "paradigm"	Ask for the number of "fs" they see in the handout	Do you see? Formative: Class Discussion Discuss the difference between top 20 and bottom 80 behavior and use examples of specific behavior	A discussion will follow explaining how each student is correct but they can not be satisfied with their first response. They must remain curious.	
			Discuss why each number is correct	Do you see? Summative: Expository Essay Take one of the four ways a paradigm shifts and apply it to a situation where the student's paradigm shifted	The students will discuss the concept of a paradigm.	
			Discuss why individuals saw different numbers	Do you see? Summative: Test - Written Take a test on the first eleven units	The students will discuss and give examples that explain the four ways a paradigm will shift.	
Beliefs: Fact or Fiction (Week 6, 2 Weeks)	 The concepts developed in this unit illustrate the differences between facts and fiction. The unit also explains the impact of beliefs and convictions in the student's life. The student will be able to use the ease-up technique.	Define Fact	Give students a 20 point fact or fiction test on commonly held beliefs.	Fact or Fiction Summative: Quiz Students will take a test on twenty commonly held factual misconceptions.	Students will hear a presentation based on the handout. Students will "Take a Stand" on their beliefs.	Top Twenty for Teens Unit 6
		Define Belief		Fact or Fiction Formative: Class Discussion Students will take a position on a continuum based on their beliefs.		Discovery Channel "Mythbusters"
		Define Conviction		Fact or Fiction Summative: Test - Written Students will take a test that covers the first eleven units.		
		Define Ease Up	Have the students take a stand on a strongly agree to strongly disagree continuum in front of the class. the students will then explain the opposite viewpoint's position as a way to ease up.			
Above and Below the Line (Week 7, 2 Weeks)	 The purpose of this unit is to understand the concept of the "Line."	Define the "Line"	Fill out the worksheet	Above and Below the Line Formative: Daily Work/Worksheets Students will fill out the assigned worksheet	Students will hear a presentation of the concept.	Handout of the concepts Top Twenty for Teens

Define Triggers

in class

Handout #7

Define Indicators

Above and Below the Line
Formative: Class Discussion

Students will discuss the triggers, indicators, trampolines, and submarines as it relates to the concept.

Define Trampolines

Define Submarines

Above and Below the Line
Summative: Test - Written

Students will take a test on the first eleven units.

Eliminating Thought Circles
(Week 8, 2 Weeks)



This unit will examine the concept of unreasonable fear. The student will be able to identify a thought circle. Once a thought circle has been identified, the student will develop strategies for dealing with a thought circle.

Define thought circle

Students will identify thought circles in their lives

Fear Survey
Formative: Lab Assignment

Students rank the top 14 fears of adults. Their rank is compared to a survey of 3000 adults.

Students will be presented with the Eliminating Thought Circles materials

Top Twenty for Teens Lesson 8

Define name, claim, and tame

Students will differentiate between worry and anger thought circles

Students will discuss examples of Thought Circles

Fear Survey Activity from the Canadian Association of Student Activity Advisors

Define consensus model

Students will identify the top 14 fears that adults have

Eliminating Thought Circles
Summative: Test - Written

Students will take a test that covers the first eleven units

Students will meet in groups to come to a consensus decision

Leadership Book Club
(Week 8, 5 Weeks)



Students will meet and discuss books that have leadership as their theme.

Define what make a book come under the category of leadership

Students will read a nonfiction work

Formative: Extended Essay

Students will take and hand in notes on their leadership book

Students will be placed in reading groups. Students will be assigned a non-fiction work with leadership as its theme. They will meet twice and discuss the book. The group will produce a powerpoint presentation on the book

The following nonfiction books are used: Who Moved My Cheese Outliers The Last Lecture How Starbucks Saved My Life

Students will discuss a nonfiction work

Formative: Technology Project

Students will present a powerpoint presentation on their nonfiction work

These books change from semester to semester based on the reviews they receive from the students.

Students will take notes on a nonfiction work

Students will present a powerpoint on a nonfiction work

Influence of Messages
(Week 9, 2 Weeks)



The purpose of this unit is to examine the messages that students receive from their peers, adults, and

Define Validity

Students will be able to list types of peer pressure

Formative: Exhibition

Students will exhibit and explain a print or video commercial's market and target audience




Students will be presented the information on the handout entitled "Influence of Messages"

Handout 9 from Top Twenty for Teens

Define Interpretation

Students will be able to analyze

Magazine ads and

	culture.	Define Peer and Adult Pressure Define Culture Define Media Influence	marketing techniques Students will be able to analyze cultural influences	Summative: Test - Written Student will take a unit test that includes the concepts presented in this unit	Students will watch a video entitled "Killing Us Softly"	commercials taken from Youtube Video "Killing Us Softly"
Learning from our Mistakes (Week 10, 2 Weeks)	<p> The purpose of this lessons is to examine the concept of using a mistake to grow as an individual. The lesson also looks at the role of a leader when individuals he/she leads make a mistake.</p>	<p>Know how the frame applies to viewing a mistake</p> <p>Define the five responses to a mistake</p>	<p>Students will list how they see their mistakes, feel about their mistakes, what they do when they make a mistake, and explain what they learned from the mistake (get)</p> <p>Students will list the same concepts when they are in a leadership position</p> <p>Students will participate in the Red Cup activity</p>	<p>Formative: Class Discussion Students will share their see, feel, do, and get statements based on their mistakes Students will share their see, feel, do, and get statements based on the groups they lead mistakes</p> <p>Summative: Test - Written Students will take a unit test on the first eleven concepts presented.</p>	<p>Students will receive a presentation and handout based on Lesson 10-Learning from our mistakes</p> <p>Students will share their thoughts based on the handout</p>	<p>Handout 10 from Top Twenty for Teens</p> <p>The Red Cup Activity from Jill Esplin's Activities that Teach</p>
Growing through Risk (Week 11, 2 Weeks)	<p> This unit will examine the importance of positive risk</p>	<p>Define comfort zone</p> <p>Define the frame as it applies to risk vs. comfort zone</p>	<p>Students will analyze the comfort zone by using the frame</p> <p>Students will list those activities that are in their comfort zone</p> <p>Students will list those activities that are outside their comfort zone</p> <p>Students will measure their own personal space comfort zone with an activity</p>	<p>Summative: Test - Written Students will take a written test on the first eleven concepts of the "Top Twenty" unit</p>	<p>The teacher will introduce the concept of positive risk</p> <p>The students will fill out the handout that accompanies the presentation</p> <p>The students will discuss the comfort zone as it relates to growth</p> <p>The students will discuss failure as it relates to growth</p>	<p>Top Twenty for Teens</p>
Reckless Risk (Week 11, 2 Weeks)	<p> The students examine the difference between growing through risk and reckless risk</p>	<p>Define reckless risk</p> <p>Define comfort zone</p> <p>Define the neurology of the</p>				

teenage brain

Leadership Theory
(Week 12, 3 Weeks)



This unit examines leadership theory.

Define the following terms:

Autocratic Democratic Laissez Faire

Types of leaders: Telling persuading consulting joining delegating

Situational leadership: Telling Selling Participating Delegating

Students will take the Hartman Personality Profile test

Students will create new categories by combining the Hartman color results i.e. Red/White

Students will listen to a presentation on leadership styles

Formative: Speech

Students will present the strengths and limitations of their combination leadership color.

Summative: Test - Written

Students will take a written test on leadership theory

Present and discuss the 10 Paradoxical Commandments of Leadership

Present and discuss the Myths of Leadership

Take the Thomas Hartman Personality Profile

Apply the Hartman Profile to the leadership style

Present and discuss Leadership Theory

Leadership Theory Handout

Thomas Hartman Personality Profile

10 Paradoxical Commandments of Leadership

Myths of Leadership Handout

Goal Setting Unit
(Week 12, 5 Weeks)



The students will understand the basic of the SMART goal process and apply it to a 30 day goal.

Define: Specific Measurable Attainable Relevant Time-Specific Motivation Review and Assessment

Students will examine a number of goal possibilities

Students will select one thirty day goal

Students will select an accountability partner

Students will develop a mission statement

Formative: Expository Essay

Students will write an essay entitled: My Goal: Success or Failure and Why

Formative: Exhibition

Students will complete a list of goals called "50 before 50", a list of goals they want to accomplish before the age of 50

Formative: Daily Work/Worksheets

Students will complete the Goals Worksheet packet

Students will listen to a presentation on the SMART goals concept

Students will establish a 30 day goal

Students will watch the final 40 minutes of the movie "Rudy"

Stephan Convey Mission Statement Builder

Smart Goals handout from Coaching for Impact

Goal Setting Worksheets

Movie "Rudy"

Conflict Management
(Week 14, 2 Weeks)



The Conflict Management unit will examine the different styles of handling conflict.

Define: Assertiveness Cooperativeness

Competing Collaborating Compromising Avoiding Accommodating

Take the Thomas-Kilmann Conflict Mode Instrument

Examine the results of the instrument

Apply the results of the instrument to leadership situations

Formative: Written Report

The students will complete an essay entitled: My conflict management style as it applies to a leadership situation I have experienced

Students will take the Thomas-Kilmann Conflict Mode Instrument

Students will present skits that illustrate their conflict styles

Students will complete an essay applying their style

Students will watch the documentary "American Teen"

Thomas-Kilmann conflict Mode Instrument

Documentary "American Teen"

Ethical Decision Making
(Week 15, 2 Weeks)



Students will examine the different theories of ethical decision making.

Define the following concepts:

Truth vs. Loyalty

Individual vs. Community

Short term vs. Long Term

Justice vs. Mercy

Ends-based Thinking

Rules-based Thinking

Care-based Thinking

The "Mom" test

The "Front Page" test

The "Gut" test

Students will be presented with the different ethical theories and their applications

Student will be presented with different ethical situations and make choices

Students will present their own ethical situation in the form of a skit

Formative: Dramatization

Students will present one of the four ethical situations and select one of the three ethical solutions to the class.

Summative: Test - Written

Students will take a written test on the material from the ethical decision making unit.

Students will listen to a presentation on Rushford Kidder's "How Good People make Tough Choices"

Students will watch an ABC News Primetime Thursday on student ethics in schools

Rushford Kidder "How Good People Make Tough Choices"

ABC Classroom Edition "Caught Cheating" Primetime Thursday with Charles Gibson

Seven Habits of Highly Effective Teens
(Week 17, 2 Weeks)



Students will present a multi-media presentation on one of "The Seven Habits of Highly Effective Teenagers"

Define: Be Proactive Begin with the End in Mind Put First Things First Think Win-Win Seek First to Understand then to be Understood Synergize Sharpen the Saw

Students will be able to identify a movie clip that defines their habit

Students will be able to construct a powerpoint that illustrates their habit

Students will be able to create an activity that illustrates their habit

Students will be able to develop a skit that illustrates their habit

Students will be able to select a song that illustrates their habit

Formative: Lecture/seminar

Students will be present a workshop that defines their habit from "The Seven Habits of Highly Effective Teens"

Summative: Test - Written

Students will take a written test on "The Seven Habits of Highly Effective Teens"

Students will be divided into seven groups. Each group will be given one of the seven habits from the book "The Seven Habits of Highly Effective Teenagers."

Students will be responsible for a powerpoint presentation, a movie, skit, song, and activity that illustrates their habit.

Sean Convey's "The Seven Habits of Highly Effective Teens"

