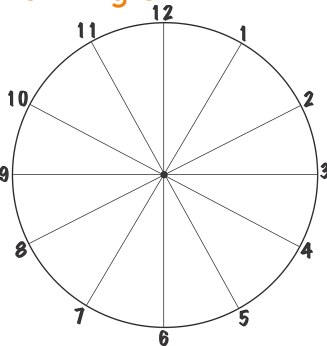


Leadership Class Academy




Your facilitator:
Lyn Fiscus

Mix & Mingle



Our Time Together

- **Expectations:** What are you looking forward to in this Leadership Class Institute?
- **Experience:** What experiences do you want to have in this training to feel more confident about teaching leadership?
- **Questions:** What questions about teaching leadership class would you like to explore in this session?
- **Changes:** What changes are you prepared to make to your current style of teaching leadership?

Your Turn

- First, share how much and what type of experience you have with teaching leadership class.

Diamonds—Expectations: What are you looking forward to in this Leadership Class Academy?

Spades—Experience: What experiences do you want to have in this training to feel more confident about teaching leadership?

Hearts—Questions: What questions about teaching leadership class would you like to explore in this session?

Clubs—Changes: What changes are you prepared to make to your current style of teaching leadership?

Goals of the Institute

- To prepare you to teach a student leadership course
- To provide you with tools and resources to teach the course
- To build a support network of leadership teachers

Can You Open This?

What is an opener?

- Like an icebreaker, an opener is a group activity that leaders use to create an environment that promotes unity and productivity. Openers catch people's attention and help the participants focus on the task at hand.
- **Opener Essentials:**
 - Stimulate creativity
 - Start conversation
 - Create comfort

Good vs. Bad

What makes an opener successful?

- When the leader is motivated and can clearly present the activity
- When the opener is easy to remember
- When participants must work together to accomplish a goal
- The Three C's:
 - Creativity—use something fun and engaging
 - Comfort—makes the participants feel at ease in their surroundings
 - Conversation—stimulates active talk among the participants

Good vs. Bad

What makes an opener unsuccessful?

- When it singles out an individual
- When it causes the participants unwillingly to get messy
- When the leader is unmotivated or does not know how to do the opener
- When the opener is too complicated for anyone to understand
- When the opener does not feel safe

Philosophy & Potential of the Leadership Class

Why teach leadership? Who takes the class and what is covered in the curriculum?

Why teach leadership?

The Student Leadership course is designed to meet a variety of needs on a secondary school campus:

- The need to introduce all students to the concepts of leadership and citizenship
- The need for students to develop essential life skills and prepare for the work force
- The need to provide an opportunity to explore and implement service learning
- The need for student councils to plan and implement projects.

Teaching Philosophy

Although leadership can be learned by your students, it must certainly be experienced to become an authentic behavior for them. Carefully choose the concepts and activities you will include, determine the most effective experience for learning those ideas, and then provide students with support and good closure for each skill that is learned.

This instruction is best provided in a laboratory setting, where application can be made of concepts and theories and where students can practice their unique leadership abilities. Intersperse the classroom experiences with "real world" experience in the school or community. Insist that students become involved in activities outside the classroom.

What is covered in the curriculum?

- There is no universal set of standards or objectives for leadership class, but there are elements that are commonly included.

<ul style="list-style-type: none"> Self-esteem/Self Image Leadership Styles Goal Setting Organization Project Planning Meeting Skills Citizenship Civic Awareness Ethics Diversity Awareness 	<ul style="list-style-type: none"> Group Process/Group Dynamics Teambuilding Conflict Resolution/Conflict Management Problem Solving & Decision Making Communication Community Service Evaluation
--	--

Let's take a look at some examples of leadership class curriculum

- Leadership for the 21st Century (Virginia)
- Student Leadership (Texas)
- Region 7 leadership standards
- CADA objectives
- Other examples

Examples of Objectives

From the Virginia Leadership for the 21st Century curriculum:

- **The student will identify the characteristics of leaders.**
 - a. Identify qualities of effective leaders, such as honesty, care for others, civility, and fairness.
 - b. Describe positive and negative leadership traits as seen in fictional characters or in historical figures. *(K-2)*
- **The student will explore the characteristics of leaders.**
 - a. Identify and discuss leadership qualities, such as responsibility, courage, and reliability (in addition to those listed above)
 - b. Describe leadership traits, and distinguish between positive and negative examples of these traits in the school, peer group, local community, and state. *(3-5)*

Examples of Objectives

From the Virginia Leadership for the 21st Century curriculum:

- **The student will examine the characteristics of leaders.**
 - a. Identify and discuss effective leadership qualities, such as setting of limits, tolerance, self-reliance, initiative, charisma, and competence (in addition to honesty, care for others, civility, fairness, responsibility, courage, and reliability).
 - b. Analyze the effectiveness of leaders according to the traits they demonstrate *(6-8)*

Examples of Objectives

From the Virginia Leadership for the 21st Century curriculum:

- **The student will analyze the characteristics of leaders.**
 - a. Identify and discuss effective leadership qualities, such as integrity and wisdom (in addition to those listed above).
 - b. Explain how leadership traits apply to many aspects of life, such as economic and political systems, scientific discoveries, mathematical reasoning, and artistic endeavors.
 - c. Examine leadership theories that explore different styles/types of leadership
 - d. Explore philosophical concepts associated with leadership, such as virtue and justice. *(9-12)*

Examples of Objectives

From the Virginia Leadership for the 21st Century curriculum:

- **The student will communicate effectively in pairs, small groups, teams, and large groups.**
 - a. Suspend judgment until all ideas are expressed.
 - b. Refine interpretation and synthesis of ideas.
 - c. Present personal ideas as well as those of others in a clear, concise, and effective manner.
 - d. Balance personal expression with others' contributions.
 - e. Distinguish between fact and opinion.
 - f. Work toward consensus in heterogeneous groups.
 - g. Facilitate the mediation of conflict.
 - h. Motivate team members individually and collectively to collaborate to achieve a common purpose. *(9-12)*

Examples of Objectives

From the TASC/TASSP Student Leadership Curriculum

- The student understands decision-making processes. The student is expected to:
 - Identify and differentiate between decision-making styles (autocratic, democratic, consensual, laissez-faire)
 - Recognize and employ appropriate decision-making style for a given situation.
 - Recognize the impact of individual decisions on the group.

Examples of Objectives

From curriculum developed by Lyn Fiscus

Unit: Goal Setting

- 1. Explain the benefits of goal setting.
- 2. Describe the elements necessary for effective goal setting.
- 3. Demonstrate how to clearly define goals.
- 4. Define comfort zones.
- 5. Understand how to overcome comfort zone barriers to achieve goals.
- 4. Recognize, reaffirm and set priorities for short and long term goals.

Who takes the class?

Students are elected

Students are selected

Students at large

- Student body officers
- Class officers
- Club, organization, & team leaders

- Students apply and are selected based on application and/or interview

- Anyone interested in leadership development may take it
- Only upper-classmen

Course Application

Applications can include such questions as:

- Why are you applying to be in leadership class?
- What leadership qualities do you see in yourself?
- What leadership skills or abilities do you hope to develop by being in leadership class?
- Please list ALL activities, both in and out of school in which you participate (clubs, athletic teams, youth groups, church groups, part-time jobs, etc.) Indicate leadership positions.

Creating a Leadership Syllabus

What will you emphasize in your leadership class? How much time will you spend in each area?

Day to Day Structure

You've got a leadership class, now what do you do with it on a day to day basis?

+ Activities or Content?

What's the right balance?

Some questions to consider:

- How much time do you spend teaching content?
- How do you structure the class to allow for both content instruction and practical experience?
- How much time do you spend allowing students the opportunity to practice the concepts and skills they are learning?
- How do you structure the class so they can do so?

You decide what works for you.

How is class time structured?

The day to day structure of leadership classes varies on a continuum from a focus on planning activities and projects to a focus on straight curriculum. Most classes fall somewhere in between, with a combination of lesson plans and activity/project planning.

Teachers structure their days in the following ways:

- **Activities Focused.** In this structure, the leadership class is an activity-based period in which student leaders—often elected student body and class officers—carry out the work of their office by planning activities and programs for the school. Lessons happen on an ad-hoc basis or are sporadically offered.
- **One Day a Week for Lessons.** In this option, the teacher designates one day a week as a classroom lesson day. Everyone knows that Tuesday, for example, will be focused on learning some aspect of the leadership curriculum. The other days of the week are devoted to working on various projects that are underway at any time of the year.

Teachers structure their days in the following ways:

- **Committees, Lessons & Projects.** In this structure, certain days are designated for committee meetings and lessons, and the rest of the time is for project planning.
- **Quick Lessons Every Day.** Another way in which teachers fit curriculum into a mostly activities-based class is to offer quick lessons at the beginning of each class and let students use the remainder of the class period for project planning.
- **Straight Curriculum.** In this structure, leadership class is much like any other class offered by the school, with students taking part in teacher-led lessons each day.

Examples of Class Structure

- Travis Pullins at Del Sol HS in Las Vegas
 - "Me" Mondays, "Teamwork" Tuesdays, "Workshop" Wednesdays, "Themed" Thursdays, and "Fun" Fridays
- Lori Kiblinger at Fredonia HS in Kansas
 - Monday & Tuesday: Academic Day
 - Wednesday: Meeting Day
 - Thursday: Committee Work
 - Friday: Academic/Test Day
- Ron Jones at Del Oro HS in Loomis, California
 - 10-minute lesson at the beginning of class with the remainder of time to work on projects and job responsibilities

Block Class Structure

- Jennifer Duston at Foothill Technology HS in Ventura, California
 - Monday: Business meeting
 - Every-other Wednesday: Curriculum
 - Friday and every-other Wednesday: Committee time

Class Roles & Responsibilities

Many teachers find it useful to assign "Commissioner" responsibilities to students

- Commissioners are similar to standing committees
- The commissioner sets goals each quarter and is responsible for initiating projects in his or her area
- This is a good way to have students engaged in ongoing work that can be focused on when other projects are not active
- Commissioners report at the end of each quarter on their accomplishments that quarter

Commissioner Possibilities

- Student Body & Class Officers
- Publicity & PR
- School Spirit
- Internal Relations
- Fundraising
- Historian (Photographer)
- Faculty/Staff Relations
- Community Service
- Administrative Relations
- Calendar
- Student Recognition
 - Activities Recognition
 - Academic Recognition
 - Athletic Recognition
- Campus Beautification
- Environmental Awareness
- Student Life (health/safety etc.)
- Clubs Liaison
- Board Liaison (school board & state/national associations)

More Commissioner Possibilities

- Rallies/Assemblies
- Birthdays
- Display Case
- Special Events
- Student Store
- Week in Review (newscast)

Experience is the best teacher

Students learn best by doing, whether during a lesson or by planning projects

Experiential Lessons

The cycle of learning from experiences

```

    graph TD
      A[Concrete Experience  
(doing/having an experience)] --> B[Reflective Observation  
(reviewing/reflecting on the experience)]
      B --> C[Abstract Conceptualization  
(concluding/learning from the experience)]
      C --> D[Active Experimentation  
(planning/trying out what you have learned)]
      D --> A
    
```

The importance of processing

Real learning takes place when students can analyze their participation and behavior in a learning activity, then apply this insight to other situations. Just doing an activity isn't enough—discussion of what happened and reflection on why it happened that way extract lessons that students can build on.

General tips for processing

- **Use good listening skills.** Eye contact can do much to encourage group members to feel comfortable during discussion. Also, just as you make mental notes during the activity, make them also during the discussion so that you can refer to specific comments later.
- **Reiterate important points during the discussion.** By paraphrasing what the group members are saying, it emphasizes these points and shows that you are genuinely listening to what is being said.

General tips for processing

- **Try not to have too much of a pre-set agenda going into the discussion.** Wandering discussion can sometimes lead to some very good points. If certain points aren't brought up that you feel are vital to the activity, you may want to steer the direction back that way, or simply mention them at the close of the activity.
- **Don't fear silence during the discussion.** Often, people need a few seconds to think after a question is asked, so give it time to set in. Although it may seem difficult, silence can be valuable. It will put pressure on some quieter group members to speak up, when they see that the usual discussion leaders aren't dominating the discussion.

Processing Techniques

- Guided discussion involving all group members
- Discussion prompts
- Process observers who are part of the group but give a report at the end on what they observed
- Fishbowl with observers who don't participate but watch the activity and report at the end to begin discussion; you can ask them to watch for particular aspects

21st Century Learning & Leadership Class

The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that will make high schools more meaningful, engaging, and relevant. Many of these elements can be found in leadership classes.

The Partnership has identified six key elements of 21st century learning:

- **Core subjects:** language arts, math, science, foreign languages, civics, government, economics, arts, history, and geography
- **21st century content:** Emerging areas typically not emphasized in schools today:
 - Global awareness
 - Financial, economic, business, and entrepreneurial literacy
 - Civic literacy
 - Health and wellness awareness
- **Learning and thinking skills:** Students need to know how to keep learning and make effective and innovative use of what they know.

Six key elements of 21st century learning (continued)

- Learning and thinking skills are comprised of:
 - Critical-thinking and problem-solving skills
 - Communication skills
 - Creativity and innovation skills
 - Collaboration skills
 - Contextual learning skills
 - Information and media literacy skills
- **ICT literacy:** Students must be able to use information and communications technology to learn content and skills

Six key elements of 21st century learning (continued)

- **Life Skills:** Incorporate these essential skills into schools:
 - Leadership
 - Ethics
 - Accountability
 - Adaptability
 - Personal productivity
 - Personal responsibility
 - People skills
 - Self-direction
 - Social responsibility

Six key elements of 21st century learning (continued)

- 21st century assessments: Assessments must measure all five results that matter. To be effective, sustainable, and affordable, assessments must use modern technologies to increase efficiency and timeliness. A balance of assessments offers students a powerful way to master the content and skills central to success.

If high schools incorporate all six elements of a 21st century education, students will indeed have a rigorous, meaningful, and relevant education.

Lesson Swap

Some of the best lessons come from peers who have successful ideas to share.

Lyn's Leadership Lessons

- A to Z: a few quick lesson ideas to share.
- Leadership in the Comics

Leadership Book Review

- **Purpose:** To expand students' awareness of the wealth of material available in the areas of leadership and personal development.
- Students select a book on leadership or personal development and read it, **talking notes** on points of interest, highlights, quotes they like, thoughts on whether or not they agree with the points and how they could apply to their role as a leader, either now or in the future.
- Write a 2-5 page, typed report on the book.

Leaders of Today

- **Purpose:** To create an awareness of the variety of effective leaders in the world today.
- Students select a local, state, national, or international leader they admire who is currently alive. They research their leader for an oral report to the class, then write a letter to the leader. In the letter, they explain why they admire the leader and ask what advice he or she has to give to young leaders.

Let's practice!

Your assignment

- With the members of your group, develop a leadership lesson in the 10-minute lesson style for the curriculum unit you are assigned.
- Write the lesson down on the form provided.
- Be prepared to present the lesson to the group when we reconvene after dinner.

Using Media to Teach Leadership

In today's media-saturated society, teens respond well to lessons that incorporate various media.

Movies, Songs & Books

- Types of lessons
- Sources of lessons
- Samples
- Assignment: Have students create and teach their own lessons using media

Project Evaluation

Like processing, evaluation is an important part of learning from experience.

Evaluation can take many forms

Disney Discussion Name _____

Favorite Disney Movie _____

What Disney movie do you love the most? Why?

A day in the park? Name _____

What _____

What _____

What _____

What _____

Vary the methods to keep it interesting & meaningful

Designer Clothes Name _____

Design a t-shirt.

Design name _____

Shape Your Thoughts Name _____

What shape do you use to describe _____?

Squares

with my thoughts

still Rolling

around in my head

Point

that sticks

Multi-sides

to consider

Keeping Project Files

No job is over until the paperwork is done!

- Require committee chairs and others who were involved to fill out project evaluation forms for each project.
- Maintain files for each project with such things as:
 - Project evaluations
 - Copies of any documents (letters sent/received, etc.)
 - Purchase orders
 - Special bell schedules
 - Announcements & other publicity
 - Sketches of set-up for custodians
- These files enable your group to build on previous experience

Assessment & Grading

Evaluating and grading leadership development is a challenge. Each teacher develops a system that works for his or her situation.

Elements to consider for your grading system:

- | | |
|---|--------------------------|
| ■ Participation in class-sponsored activities | ■ Notebooks |
| ■ Logs and journals | ■ Student portfolios |
| ■ Completion of required assignments | ■ Guided self-evaluation |
| ■ Traditional tests and quizzes | ■ Required service hours |
| | ■ Teacher observation |

What worked for me

- | | | | | | |
|---|--|--|---|--|---|
| 
1/3 Objective | <ul style="list-style-type: none"> • Assigned work that everyone was required to do | 
1/3 on a Curve | <ul style="list-style-type: none"> • Project planning and reports, which varied each quarter | 
1/3 Subjective | <ul style="list-style-type: none"> • My assessment of how well students were developing as leaders |
|---|--|--|---|--|---|

Grading System Examples

- A variety of forms for grading leadership students can be accessed on the Leadership Teacher website at:
<http://leadershipteacher.webnode.com/grading-leadership/>

Resources

Let's take a look at some resources that may help you in teaching your course.

A few good resources

-  www.leadershipteacher.us
& FB page
-  Lyn's Delicious bookmarks
-  Recommended reading

Techno Tools

- Technology Integration Wiki: <http://butlertech.wikispaces.com/>
- Wallwisher: 31 Interesting Ways to Use Wallwisher
 - https://docs.google.com/present/view?id=dhn2vcv5_436f8kscmdc
- Interesting Ways: <http://edte.ch/blog/interesting-ways/>
- LiveBinder: <http://livebinders.com/>
 - Your three-ring binder for the web
- Issuu: <http://issuu.com/>
- Multimedia posters: www.glogster.com
- Lyn's bookmarks on Delicious
 - www.delicious.com/LynFiscus
 - Start your own & share it!

Surveys & Forms

- PollDaddy: <http://polldaddy.com/>
- Poll Everywhere: www.polleverywhere.com/
- SurveyMonkey: www.surveymonkey.com/
- Zoomerang: www.zoomerang.com/
- Wufoo: <http://wufoo.com/>
- Google Docs: <http://docs.google.com/>
 - Article on using Google Docs for elections in Oct. 2010 PASC News (pgs 6-7): http://issuu.com/leadershiplogistics/docs/pasc_news_oct_2010

Evaluation & Wrap Up

-  Something observed
-  A way someone helped
-  Something that will guide you
-  A feeling or appreciation
-  A new idea
-  Key to being successful