

MDUSD Leadership course A-G submission

Title:

ASB Leadership

Transcript Abbreviations:

Leadership 9210

Length of Course:

Full Year

Subject Area:

College-Preparatory Elective (“g”)/ Interdisciplinary

Integrated (Academics/CTE)?

No

Grade Levels:

9th, 10th, 11th, 12th

UC Honors Designation?

No

Classroom based instruction

Classroom Based

Course Description**Course Overview**

Leadership is a project-based course aimed at increasing students’ leadership capabilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently – critically, reflectively, persuasively – and speak about the real world issues that arise from the planning of events. The course uses sections of *The Student Leadership Guide* by Brendon Burchard.

Prerequisites – none recommended

Co-requisites – none recommended

Course content:

Leadership has two goals; one, increase the positive school culture through academic and social events and two, help students enrolled in the class become more effective leaders. This includes mastery of the following core leadership skills:

Communication

Planning/Organization

Problem solving

Constructive Feedback/Evaluation

Writing: critically, reflectively, and persuasively

Creativity

Professionalism

Confidence/Public Speaking

Persistence

Empathy

Service

Course Assignment:

Throughout the course, students will use a journal to record daily writing assignments as well as take notes on research questions and their personal thoughts and reflection on course readings. This journal will be submitted at the end of each semester along with a personal reflection of their learning and growth as a leader. This reflection will be written as a formal writing assignment using data from their journal as well as research done during the course.

There will also be a large project-based component to this class where students will be learning by planning events for the school community. Instructional strategies such as written reflection, goal setting, teacher coaching, experimentation, self-assessment and peer-assessment of rough drafts, critiques, evaluating work in small groups, creating work calendars and deadlines, among others will help achieve the course goals. These instructional strategies support all parts of the course outline, but especially the problem solving, public speaking, and planning sections of the class.

Unit 1 - Leadership:

This unit is an introduction to the topic of leadership. Students will research different real world leaders and case studies to evaluate the issues within the situation, as well as evaluate how the person handled the situation. Students will engage in group and class discussions about these case studies and write about how they would handle the situation. Through these case studies students will define leadership, examine different leadership styles, and create goals for themselves for the year.

Students will read and discuss chapter 1 of *The Student Leadership Guide* by Brendon

Burchard.

Unit 1 Assignments - Students will write an essay explaining their personal leadership style and creating goals for the year.

Unit 2 - Planning:

The focus of this unit will be on planning, forward thinking, and organization. Students will work to delegate tasks appropriately, as well as anticipate potential problems in the future. To achieve this goal, students will create planning documents for many events, as well as evaluate planning documents of their peers. Students will have discussions as a class and in small groups about the best way to plan and how to anticipate issues in the future.

Students will read and discuss chapter 2 of *The Student Leadership Guide* by Brendon Burchard.

Unit 2 Assignments - Students will write a detailed planning document for an event they are organizing. This document will have many sections needed for the successful planning of an event: budget, materials, promotion, etc.

Unit 3 - Communication/Public Speaking:

This unit focuses on verbal communication and public speaking: projection, articulation, eye contact, body language, and confidence. Students will evaluate famous historical speeches both political and nonpolitical. Students will research be taught effective speech writing and practice writing their own persuasive speeches.

Students will read and discuss chapter 3 of *The Student Leadership Guide* by Brendon Burchard.

Unit 3 Assignments: Students will need to make weekly presentations for an event they are planning focusing on updates on the planning of events and issues students are having in the process. Students will write and give a persuasive speech. Students will be evaluated through peer and self-evaluations.

Unit 4 - Feedback:

This unit focuses on constructive feedback and evaluation. To achieve this goal, students will give feedback in multiple ways; students will write letters to classmates with constructive feedback and students will look at example feedback and evaluate its strengths and weaknesses. Students will also give verbal feedback in small group settings and in whole class settings.

Students will read and discuss chapter 7 of *The Student Leadership Guide* by Brendon Burchard.

Unit 4 Assignments: Students will creatively illustrate the importance of effective in an educational, business or community group setting. They will create a presentation to the class that demonstrates their learning of effective constructive feedback. The presentation will be required to reflect all their own learning from this unit and demonstrate their knowledge of the importance of effective feedback to the growth of an organization. Students will give

constructive feedback to their peers when evaluating class projects throughout the course.

Unit 5 - Writing:

Students will learn how to write in three important ways: critically, reflectively, and persuasively. Students will learn the difference between each style of writing and when to appropriately use each. Students will learn about organization, clarity, and the use of evidence when writing in any style.

Students will read and discuss chapter 4 of *The Student Leadership Guide* by Brendon Burchard.

Unit 5 Assignments: Students will write reflectively in short journal assignments and a longer essay. This essay will focus on a detailed reflection on the process of organizing the event, a critical analysis of the success of the event, and a persuasive section arguing whether the event should be done again.

Unit 6 - Creativity/Problem Solving:

This unit focuses on creativity and problem solving for real world situations. Students will learn how to brainstorm and how to persuade others of the viability of their idea. Students will learn how to build off of other people's ideas in order to find a more creative and effective solution.

Students will read and discuss chapter 5 of *The Student Leadership Guide* by Brendon Burchard.

Unit 6 Assignment: Students will engage in a community-based project where they identify a problem they want to fix, organize a way to fix it, and then go about executing that solution. Students will need to think creatively to find solutions to real problems and then plan their solution.

Unit 7 - Reflection:

This unit focuses on reflection, and self-assessment, both verbal and written. To achieve this goal, students will write, discuss, and present reflective work. Students will create and write short and long written reflections on their production, progress, and work in the class, as well as the effectiveness of events throughout the year. Students will also synthesize their learning through reflective activities such as creating year-in-review presentations or videos, in small groups or individually.

Students will read and discuss chapter 6 of *The Student Leadership Guide* by Brendon Burchard.

Unit 7 Assignment: Throughout the year, students will have collaborated and created legacy binders synthesizing their learning for the year. This will include a leadership journal, reflective essay evaluating their growth and development with specific examples/events from the year, a grade evaluation which includes specific reasoning and evidence about what grade they deserve and why, a project plan they completed and a growth plan for the following year.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Primary
The Student Leadership Guide	Brendon Burchard	Morgan James Publishing	4th/ 2008	Yes
The 7 Habits of Highly Effective Teens	Sean Covey	Touchstone; Updated edition	May 27, 2014	No
Building the World's Greatest High School Student Leader: Creating a Culture of Significance Where Everyone Matters	Richard Parkhouse	Triumphant Heart International, Inc.; 1st edition	February 23, 2016	No

Manuals

Title	Publisher	Edition	Website	Read in Entirety
The Associated Student Body Accounting Manual, Fraud Prevention Guide and Desk Reference	Fiscal Crisis and Management Assistance Team	2015	www.fcmat.org	No
California Association of Directors of Activities and Student Activities Standards Manual	California Association of Activities	2001	www.cada1.org	No

Websites:

Title	Author	Affiliated Institution or Organization	URL
Ted Talks		Ted	www.ted.com
Soul Pancake: We Make Stuff That Matters		Soul Pancake	www.soulpancake.com
CADA (California Association of Director of Activities)		CADA/CASL	www.cada1.org