



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Emerging Leaders Curriculum

Course Description: The Emerging Leaders program combines experiential and project-based learning to empower students to make a difference on their campus, community, and world. Through small and large group discussions, team building activities and community engagement, students will actively pursue topics such as collaborative leadership, leadership styles, ethics and decision making while exploring the power of risk taking, communication, and facilitation.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1-2 week	Introduction	Topic 1: Who am I? Topic 2: Social Change Theory Topic 3: Components of Leadership
3-4 weeks	Individual	Topic 1: Leadership Basics Topic 2: Personal Leadership Development Topic 3: Failure Topic 4: Preparing to Make a Difference
2-3 weeks	Communication	Topic 1: Listening and Hearing Topic 2: Know Your Audience Topic 3: Digital Citizenship
4-5 weeks	Group	Topic 1: Accountability to Others Topic 2: TEAM
4 weeks	Ethics	Topic 1: Defining Ethics Topic 2: Morality
	Leadership Capstone	Leadership Project Leadership Experience

Curriculum Revision Tracking:

Spring 2018

Reordered units by moving previous unit 4 to unit 2, unit 2 to unit 3, and unit 3 to unit 4.

Unit 1:

- Completely revised with new topics, experiences, and engaging scenario.

Unit 3:

- Completely revised with new topics and experiences.
- Engaging Scenario expanded to include an additional option.

Unit 4:

- Engaging Scenario expanded to include an additional option.

Unit 5:

- Original topic 3 was moved to an Engaging Experience in Topic 3 of Unit 1.
- Engaging Scenario expanded to include an additional option.

Added a Leadership Capstone to the end of the course.

Unit 1: Introduction

Subject: Emerging Leaders

Grade: 9, 10, 11, 12

Name of Unit: Introduction

Length of Unit: 1-2 Weeks

Overview of Unit: This unit sets the stage for the course by focusing on the individual, social change theory, and various components of leadership.

Priority Standards for unit:

- DESE: Show-Me.1.10 Students will apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
- DESE: Show-Me.2.1 Students will plan and make written, oral, and visual presentations for a variety of purposes and audiences.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.3 Students will analyze the duties and responsibilities of individuals in societies.
- DESE: Show-Me.4.6 Students will identify tasks that require a coordinated effort and work with others to complete those tasks.

Supporting Standards for unit:

- ISTE-KNOWLEDGE COLLECTOR.3 - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE-COMPUTATIONAL THINKER.5.B - collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Acquired information, ideas, and skills to different contexts as students	Apply	Apply	3
Acquired information, ideas, and skills to different contexts as workers	Apply	Apply	3
Acquired information, ideas, and skills to different contexts as citizens	Apply	Apply	3
Acquired information, ideas, and skills to different contexts as consumers	Apply	Apply	3
Written, oral, and visual presentations for a variety of purposes and audiences	Plan	Understand	2
Structure and process of an organization	Explain	Identify	1
Written, oral, and visual presentations for a variety of purposes and audiences	Make	Apply	2
Duties and responsibilities of individuals in societies	Analyze	Analyze	3
Tasks that require a coordinated effort and work with others to complete those tasks	Identify	Identify	1

Essential Questions:

1. How does vision, mission, and values drive everything an individual does?
2. What is culture (individual, classroom, school, community) and how does it influence my self-portfolio?
3. How can you apply the social change theory to leadership scenarios you will encounter?
4. How can you use facilitation as an effective means of leading others?

Enduring Understanding/Big Ideas:

1. Students will demonstrate fidelity to their individual VMV.
2. Students will be able to define what culture is from an individual and organizational standpoint. Moreover, they will identify the culture of their community and how it affects their individual VMV.

3. Students will be able to apply social change theory to future endeavors.
4. Students will demonstrate facilitation as a learned leadership trait.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Culture Facilitation Social Change Theory Vision Mission Values	

Resources for Vocabulary Development: MASC, NASC

Topic 1: Who am I?



Engaging Experience 1

Title: Vision board/Self-Portfolio

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- DESE: Show-Me.2.1 Students will plan and make written, oral, and visual presentations for a variety of purposes and audiences.
- DESE: Show-Me.4.3 Students will analyze the duties and responsibilities of individuals in societies.

Supporting:

- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will create a two-sided display in which they do the following:

- Side one: Self-Portfolio. Students will create a visual display in the shape of their profile, in which they create visual representations of their strengths, opportunities for improvement and their vision, mission and values.
- Side two: Vision Board. Students will create a visual display in which they incorporate their future endeavors and goals, and how they will grow as leaders through the course and life.

Bloom's Levels: Apply

Webb's DOK: 2, 3



Engaging Experience 2

Title: Individual Motto

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.

Supporting:

- ISTE-GLOBAL COLLABORATOR.7.C - contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Detailed Description/Instructions: Students will create an individual motto-- a statement that represents their guiding principle or behavior in life.

Bloom's Levels: Understand, Analyze; **Webb's DOK:** 2, 3



Engaging Experience 3

Title: Best Day Ever

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.

Supporting:

- ISTE-KNOWLEDGE COLLECTOR.3-Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Best day at school - students will write a brief narrative (3-5 minute quickwrite) of the best day they have ever had at school. They will then share stories in small groups of 3-5 students. From that they will identify 3-5 common characteristics that contributed to that day being so great. The groups will then share out with the whole class and they will utilize a consensogram approach to group the characteristics. The teacher will then lead a discussion of what creates a great school culture, including analyzing wants and needs and how a school culture can meet those. Students will then apply these characteristics to design what they would want to see in cafeteria expectations and procedures as well as interactions with peers.

Bloom's Levels: Understand, Analyze

Webb's DOK: 2, 3



Engaging Experience 4

Title: Culture

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- DESE: Show-Me.4.3 Students will analyze the duties and responsibilities of individuals in societies.

Supporting:

- ISTE-KNOWLEDGE COLLECTOR.3 - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will examine the cultural iceberg and select one topic from the surface portion and one topic from the deep portion to discuss. Students will actively participate in a discussion about culture and how culture can be addressed/enhanced within the school and community. Students will also examine how their understanding of culture affects future decisions that are made within the framework of Emerging Leaders.

Bloom's Levels: Analyze; **Webb's DOK:** 2

Topic 2: Social Change Theory



Title: Influences of School Culture/Climate

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.

Supporting:

- ISTE-GLOBAL COLLABORATOR.7.C-Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Detailed Description/Instructions: Have students write down 3-5 things they tried to or did change about an organization, in or out of school, or about themselves. These should be written on sticky notes and one idea per note.

Next have students pair up with a partner they have not spent much time with yet. Each student will share their sticky note ideas. The pair can add more sticky notes if new ideas arise from the conversation. Have students try to think of one more change they implemented somewhere from the discussion. This pair should identify 3-4 they would like to share and pocket the others.

Have each pair group with another pair, making a group of 4. Each pair will share their ideas and explain them. The group will then identify 4, 2 changes that occurred and 2 that failed in the process, they want to bring to the overall group. Have students write the two that occurred on blue sticky notes and the two that failed on red sticky notes (for a visual). On a big sheet of paper, have each group share their four things and place them on below grid:

Effort	Low, High	High, High
	Low, Low	High, Low
	Impact	

Have students discuss what they are seeing from where the sticky notes landed on the grid. Why are more successes in different quadrants? What's the difference between first- and second-order change? How many of these successes are first-order changes and how many failures were second-order change? Have student hypothesize why this is the case.

Now have students fill out the Social Change worksheet individually.

Worksheet:

https://docs.google.com/a/parkhill.k12.mo.us/document/d/1knGnnzLx724jVNwstoOE7TGDe_4H9vRUfRHRflSsS5U/edit?usp=sharing

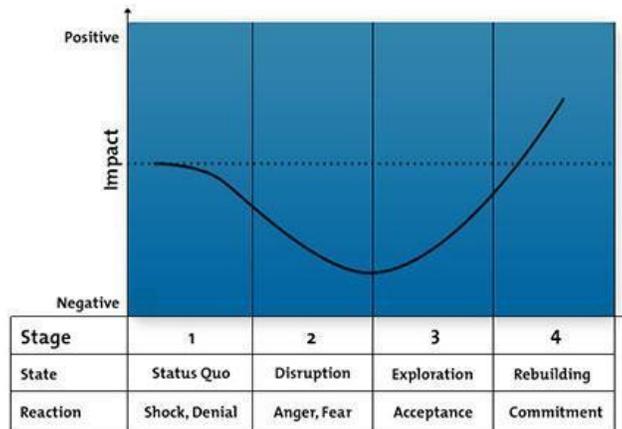
Then have students break up in groups (2-4) and jigsaw the four stages of change theory. As students share out the stages, have students share personal examples and experiences.

Change Theory:

<https://docs.google.com/a/parkhill.k12.mo.us/document/d/1WGKkvooCN7Tzo8HqCAnRYDLydoPLDqatGOT3taH-scl/edit?usp=sharing>

The teacher can have the following diagram below visible while students talk through the different stages. The teacher shall close this activity with students discussing how they can use this concept in the future or identify something they want to change and develop a plan of action while taking into consideration this theory. Furthermore, potential facilitation questions are:

- What type of change is in our locus of control?
 - Chart out the school year and the role of student leadership and things they can change and influence for a positive culture/climate.
- What type of change is outside our locus of control?
 - How do you navigate change outside our control? As a leader/follower? When does one challenge the change and how we can positively influence school climate (chart our school year and our role in influencing climate); identify things outside our locus of control and how we navigate around these; social change theory



Bloom's Levels: Understand, Apply, Analyze

Webb's DOK: 2, 3

Topic 3: Components of Leadership



Engaging Experience 1

Title: What is leadership? What are the components of leadership?

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- DESE: Show-Me.4.3 Students will analyze the duties and responsibilities of individuals in societies.

Supporting:

- ISTE-KNOWLEDGE COLLECTOR.3 - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will present on an example of someone they define as a leader, including what makes them a leader, their path to success, and a failure they experienced. Students then will explore their individual definition of leadership based upon their example. This should be revisited throughout the course and one's personal definition of leadership shall change with new experiences.

Bloom's Levels: Analyze

Webb's DOK: 2



Engaging Experience 2

Title: Building a Team

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- DESE: Show-Me.4.6 Students will identify tasks that require a coordinated effort and work with others to complete those tasks.

Supporting:

- ISTE-COMPUTATIONAL THINKER.5.B - collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

Detailed Description/Instructions: Students will engage in problem solving activities done in small groups related to building a strong team as a leader. A discussion will follow, facilitating how teams are developed, how one positions themselves within a team, their experiences on teams they have previously been associated with, and their hope for future teams they will serve.

Bloom's Levels: Analyze

Webb's DOK: 2



Engaging Experience 3

Title: Facilitation

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- DESE: Show-Me.4.6 Students will identify tasks that require a coordinated effort and work with others to complete those tasks.

Supporting:

- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Start the lesson with a general conversation over the following:

- What is the definition of facilitation?
- What is the difference between facilitating a conversation and facilitating an idea or program?
 - Are we facilitators of conversations, ideas, or a program?
- How does facilitation happen in both structured and unstructured ways?
- How important is a first impression related to facilitation?

Find three student volunteers. Give them cue cards on a topic, however ask each to present through a different lens (guiding, commanding, participatory). Each conversation should be 5-10 minutes in length. After students have worked through all three, discuss:

- Which facilitator made us most want to participate/help? What about that facilitator's style did so?
- What can we take away from their facilitation tactics that will enable us to be more successful in the future? In our committees? As we ask our principals/students/teachers to support/participate with us?

After the lesson concludes, the advisor will offer feedback in a workshop setting with the students who facilitated the discussion.

Bloom's Levels: Apply, Create

Webb's DOK: 3, 4

Engaging Scenario



Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

What is your why?

Students will deliver a 60 second speech about their leadership why, with detailed, supporting evidence (purpose, motivation, values, goals).

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Who am I?	Vision board/Self-Portfolio 	Students will create a two-sided display in which they do the following: <ul style="list-style-type: none"> ● Side one: Self-Portfolio. Students will create a visual display in the shape of their profile, in which they create visual representations of their strengths, opportunities for improvement and their vision, mission and values. ● Side two: Vision Board. Students will create a visual display in which they incorporate their future endeavors and goals, and how they will grow as leaders through the course and life. 	2 class periods
Who am I?	Individual Motto 	Students will create an individual motto-- a statement that represents their guiding principle or behavior in life.	2 class periods
Who am I?	Best Day Ever 	Best day at school - students will write a brief narrative (3-5 minute quickwrite) of the best day they have ever had at school. They will then share stories in small groups of 3-5 students. From that they will identify 3-5 common characteristics that contributed to that day being so great. The groups will then share out with the whole class and they will utilize a consensogram approach to group the characteristics. The teacher will then lead a discussion of what creates a great school culture, including analyzing wants and needs and how a school culture can meet those. Students will then apply these characteristics to design what they would want to see in cafeteria expectations and	2 class periods

		procedures as well as interactions with peers.	
Who am I?	Culture 	Students will examine the cultural iceberg and select one topic from the surface portion and one topic from the deep portion to discuss. Students will actively participate in a discussion about culture and how culture can be addressed/enhanced within the school and community. Students will also examine how their understanding of culture affects future decisions that are made within the framework of Emerging Leaders.	1 class period
Social Change Theory	Influences of School Culture/Climate 	Students will engage in an activity related to the stages of change.	1 class period
Components of Leadership	What is leadership? What are the components of leadership? 	Students will present on an example of someone they define as a leader, including what makes them a leader, their path to success, and a failure they experienced. Students then will explore their individual definition of leadership based upon their example. This should be revisited throughout the course and one's personal definition of leadership shall change with new experiences.	1 class period
Components of Leadership	Building a Team 	Students will engage in problem solving activities done in small groups related to building a strong team as a leader. A discussion will follow, facilitating how teams are developed, how one positions themselves within a team, their experiences on teams they have previously been associated with, and their hope for future teams they will serve.	1 class period
Components of Leadership	Facilitation 	Students practice facilitating conversations given various circumstances.	1 class period

Unit 2: Individual

Subject: Emerging Leaders

Grade: 9, 10, 11, 12

Name of Unit: Individual

Length of Unit: 5 weeks

Overview of Unit: Students will take an inner look at their own leadership styles. They will explore both different styles and theories, journaling about their own reflection and the type of leader they perceive they are as well as want to become. They will develop a failure resume that also reflects on the value of failure. Students will analyze confidence, stress and time management techniques, the value of risk taking and how their passions play a role in their leadership. *Students at the LEAD Innovation Studio participate in lessons related to this unit during Tutorial time, as they align with LEAD's Habits of Success. Therefore, LEAD instructors will skip this unit to avoid duplicity.*

Priority Standards for unit:

- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.3.1 Student uses self-organization strategies.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.

Supporting Standards for unit:

- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
leadership styles	Identify	Understand, Analyze	1, 2
effectiveness	Evaluate	Evaluate	3, 4
personal leadership style	Identify	Understand, Analyze	4
self-organization strategies	Use	Apply	2, 3
problem solving and conflict resolution strategies appropriate for the group	Use	Apply, Analyze	3, 4
the ability to set, work on goals	Demonstrate	Understand, Apply	2, 3
progress towards goals	Evaluate	Evaluate	3, 4
responsibility for personal actions	Take	Apply, Analyze	2, 3
ethically	Act	Apply, Evaluate	4

Essential Questions:

1. How do I lead?
2. How can I be the best leader I can be?
3. How do I grow as a leader?

Enduring Understanding/Big Ideas:

1. Students can identify their leadership style, with its strengths and weaknesses, and how it fits within various groups. An extension of this would include how their leadership styles have changed over time and with certain experiences.
2. Students will develop key skills, including time and stress management, so they will become more effective leaders.
3. Students will understand that growth as a leader is a process of continuous reflection on personal failures, successes, and growth opportunities.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Risk Taking● Time Management● Stress Management● Goals● Failure● Passion● Motivation● Confidence● Leadership Styles● Leadership Theories	

Resources for Vocabulary Development: MASC, NASC

Topic 1: Leadership Basics



Engaging Experience 1

Title: Leadership Style Inventory

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.

Supporting:

- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Have students take a Myers-Briggs or other Leadership Trait inventory. Have students analyze the results and compare this not only to their ‘Colors of Leadership’ from earlier in the course, but to their own initial perceptions of their leadership style and its change over time. Discuss the strengths and weaknesses of each personality/leadership type and how each is necessary for successful functioning of the group.

Bloom’s Levels: Understand, Analyze, Evaluate

Webb’s DOK: 1, 2, 4



Engaging Experience 2

Title: Define Leadership Success

Suggested Length of Time: duration of the unit

Standards Addressed:

Priority:

- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.

Supporting:

- ISTE-INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will go through the process of determining what defines success to 1) Others, 2) themselves.

Have students create a personal definition of success. The definition should be broad and

not tied to any one topic/particular outcome. Prominently displayed in the beginning of their journal, students should have their personal definition of success written. Entries into their success journal should include, but not be limited to the following (to take place over time)

1. What is success? Describe how you came to determine your personal definition of success.
2. How do you think others define success? Why?
3. Does success happen all at once? Why or why not?
4. What are some small successes that you have had that you believe will contribute to your overall outcome of success?
5. Based on the 'Good vs. Bad' leadership activity, share your thoughts on the difference between the steps one takes vs. the ultimate outcome.
6. Find a list of three notable figures who have experienced great failure in their life. In your success journal, reflect on how knowledge of their failures in comparison to their successes has affected your outlook on failure, if at all.
7. (Facilitator to include a prompt related to the passion project.)

Students will have multiple options to show their success journal (smashbook; social media; video blog; posters; etc).

Bloom's Levels: Understand, Analyze, Apply

Webb's DOK: 3, 4



Engaging Experience 3

Title: Leadership Styles

Suggested Length of Time: 1 period

Standards Addressed

Priority:

- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.

Supporting:

- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Provide students with a list of leaders (Truman, MLK, Hitler, Trump, Obama, Geraldine Ferraro, Mandela, Steve Jobs, Mahatma Gandhi, Steven Spielberg, Kobe Bryant, Lou Gehrig, Babe Ruth, John F. Kennedy, Madeline Albright, Sandra class period O'Connor, Kellyanne Conway, Kary Mullis, Shonda Rhimes, Nancy Landon Kassebaum Baker, Jackie Robinson, Rosalind Franklin, Simon Bolivar, Cesar Chavez, Florence Nightingale, Benjamin Banneker, Harvey Milk, etc.) and have them group them as either 'good' or 'bad'. Move to a small group, in one sentence, explain why that leader was 'good' or 'bad'. Then, provide lists of facts (from the same lists of leaders such as this individual killed about 140,000 in a single period [from the atomic bomb]) and without giving the name, have students

define that leader as either ‘good’ or ‘bad’. At the end, pull the two lists together. Discuss how our perception of ‘good/bad’ leadership can be affected by the steps they took vs. the ultimate outcome.

Bloom’s Levels: Evaluate

Webb’s DOK: 3, 4



Engaging Experience 4

Title: Leadership Theory

Suggested Length of Time: 3-5 class periods

Standards Addressed

Priority:

- DESE: Show-Me.2.2 Student identifies leadership styles and evaluates their effectiveness.
- DESE: Show-Me.2.3 Student identifies personal leadership style.

Supporting:

- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will work in a small group to research different leadership theories and ultimately determine their own. This will be presented to the class and students will facilitate a discussion on it that both allows students to align with as well as challenge the presented point of view.

Bloom’s Levels: Understand, Analyze

Webb’s DOK: 2, 4

Topic 2: Personal Leadership Development



Engaging Experience 1

Title: Responsibility and Ownership

Suggested Length of Time: 1 period

Standards Addressed

Priority:

- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.

Supporting:

- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: The students will do an individual reflection on how they have succeeded or failed with responsibility and ownership so far in the year. After the reflection, the advisor will lead a discussion about responsibility and ownership at different levels in our society. Along with the discussion, students will work in small teams to analyze and evaluate various real-world examples of leaders who took responsibility when it was difficult/failed to take responsibility/took responsibility when it was easy (refer to list of leaders).

Working in teams, students will then discuss how taking responsibility and ownership becomes more difficult/easier as the scope of the impact of the decision increases (moving from STUCO committee to city to state to national to global).

- Why is it easier/harder to take responsibility for your decisions as your responsibility increases?
- Is it easier to take responsibility when there is more or less accountability?
- What influences a person's decision to take, or not take, responsibility?

At the end of the project, students will reflect in their success journals about a time when they failed to take responsibility/ownership for their actions in student council (where applicable). How did the project/committee turnout? Were those group members cordial or was there a lot of conflict because of a lack of ownership? Is there a time you remember someone taking responsibility for something that went wrong?

Bloom's Levels: Apply, Analyze, Evaluate

Webb's DOK: 2, 3, 4



Engaging Experience 2

Title: Confidence

Suggested Length of Time: 5 class periods

Standards Addressed

Priority:

- DESE: Show-Me.2.3 Student identifies personal leadership style.

Supporting:

- ISTE-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: Students will discuss confidence in self and confidence in work/ideas.

- Profiles in confidence - create a profile of a known entity highlighting the traits/skills/etc. that make/have made a person confident or project confidence to others. Have students share their profiles with others.
- In the large-group, identify common traits or themes that emerged as they related to confidence in leadership.
 - Moving forward, how do we as individuals better adopt some of these traits in our own leadership pursuits?
 - How do you become more confident in yourself?
 - Does “fake it till you make it” work?

Bloom’s Levels: Understand, Analyze

Webb’s DOK: 4



Engaging Experience 3

Title: Time Management

Suggested Length of Time: 5 class periods

Standards Addressed

Priority:

- DESE: Show-Me.3.1 Student uses self-organization strategies.

Supporting:

- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Utilize the [‘A Typical Week’](#) activity from JCHS. This activity will guide students through the design and prioritization of a typical week in the life of an involved student. During the activity, the facilitator will intentionally add pieces that complicate the student’s schedule and move for them to re-prioritize their obligations. Based on this, have students discuss some of the challenges that this presented and how this transfers to us as leaders when meeting the needs of both our people as well as ourselves.

The discussion should highlight how to set what is a priority, and how to determine what doesn’t get done. Students will look at their current project folders and create a “priority list” with an explanation as to why one task is more important than another.

Bloom’s Levels: Apply

Webb’s DOK: 2, 3



Engaging Experience 3

Title: Stress Management

Suggested Length of Time: 5 class periods

Standards Addressed

Priority:

- DESE: Show-Me.3.1 Student uses self-organization strategies.

Supporting:

- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will create a weekly schedule for a busy-time they've experienced the past year, factoring in homework time, practices, student council (where applicable), etc. Students will reflect on how they felt during that time and if they felt they could manage one, two or three more tasks to do. (Students could use schedule from "A Typical Week" as well)

The students will brainstorm stress management strategies they use, have heard of, or would like to use. These will be posted around the room so that students can reference them throughout the year.

The students will be challenged to actually do something (tech free night, library study, yoga, etc.) and reflect on that experience period of, week after, month after. Share in class.

This lesson might start at the beginning of the week and conclude the following week in order to give students time to implement strategies into their schedule.

Bloom's Levels: Apply

Webb's DOK: 2, 3

Topic 3: Failure



Engaging Experience 1

Title: The Value of Failure

Suggested Length of Time: 5 class periods

Standards Addressed

Priority:

- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.

Supporting:

- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Detailed Description/Instructions: In small groups, read/watch the following linked articles and videos. Discuss your thoughts/feelings/responses to their content. After our group discussion, upload a google doc/word doc here with your responses to the questions below. Use details from the articles and videos and class discussion to answer the questions. Each of your responses to the questions should be a minimum of one paragraph in length. Spend some time dissecting your opinion and WHY you believe it to be so.

1. Questions you must answer:

- Were any of the failures greater than the lessons learned?
- Were any of the people worse for having failed?
- Should we have more failure in our lives?

2. Based on the class discussion, choose one of the following to write your opinion on:

- What is (or isn't) the difference between 'failing just to fail' and 'succeeding just to succeed'? Why do you think this? Provide an example scenario of each (failing to fail and succeeding to succeed) to support your point of view.
- Is there a difference between being *comfortable* with failure and *complacent* with failure? What is that and why?
- Prior to this experience, how did you view failure? Has that changed? If so, how? If not, why?
- Examples of Sharing Failures
 - [Melanie Stefan](#)
 - [Johannes Haushofer](#)
 - [Failure CV](#)

Failure Project- Students create a visual and prepare a written analysis of a great failure in their

life. [#FAIL Project](#)

Bloom's Levels: Understand, Apply, Evaluate, Analyze

Webb's DOK: 2, 3, 4

Engaging Experience 2

Title: Risk Taking

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- DESE: Show-Me.2.3 Student identifies personal leadership style.
- DESE: Show-Me.6.1 Student takes responsibility for personal actions and acts ethically.

Detailed Description/Instructions: Utilize [Malcolm Gladwell's The Sure Thing](#) (or a similar article) and facilitate a discussion based upon a synthesis of [the article's](#) idea about scaffolding risk and the risks observed and discussed in the article.

Reflecting on scaffolding risk-taking, students should reflect on how they have scaffolded risk-taking in their own lives and if that has contributed to more or less failure and what they have learned from that.

Bloom's Levels: Understand, Analyze, Apply

Webb's DOK: 4, 4, 2

Topic 4: Preparing to Make a Difference



Engaging Experience 1

Title: Passion + Motivation

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- DESE: Show-Me.2.3 Student identifies personal leadership style.

Supporting:

- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Detailed Description/Instructions: Students will reflect on multiple experiences, through small group rotations, dealing with “see the light vs. feel the heat.” Examples could include work in core classes vs. work in electives; Steve Jobs and Apple; creativity (Pixar, Disney, etc.); healthcare; politics; etc.

- Is creativity a product of motivation? Can you be creative without being motivated to contribute to something?
- What percentage of your period is spent “seeing the light” or “feeling the heat”?

Then students will individually reflect on their work product when they are on committees that they are passionate about vs. committees that they are on ‘just because’.

- Level 1: Challenge students to think about what they are passionate about improving during their tenure at their high school.
- Level 4 (seniors): Challenge students to think about what societal/cultural/global problem that want to solve as they venture into the next chapter of their lives.

Challenge them with how to push beyond ‘feeling the heat’ and how do we look forward and motivate ourselves to create great work product, even when it isn’t our first love.

Bloom’s Levels: Understand, Analyze

Webb’s DOK: 4



Engaging Experience 3

Title: Goals

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- DESE: Show-Me.5.1 Student demonstrates the ability to set, work on and evaluate progress towards goals.

Supporting:

- ISTE-KNOWLEDGE COLLECTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Detailed Description/Instructions: Students will utilize a [goal setting template](#) to identify personal goals that are both short and long term. One of the long term goals needs to align with a personal passion that the student has (this will be developed and implemented further as the student approaches and works on the passion project later in the unit.)

Bloom's Levels: Understand, Apply, Evaluate

Webb's DOK: 2, 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Passion Project with stretch goal. Based upon the stretch goal that the student has in regard to their passion, they can either alone, or in a small group, work towards implementing a committee in their high school's STUCO that helps to further their passion and move them closer to the attainment of the stretch goal. Option B: students may select a passion project that pertains to the school as a whole, or an outside organization (church, scouts, other activities), or their own personal lives.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Leadership Basics	Leadership Style Inventory 	Have students take a Myers-Briggs or other Leadership Trait inventory. Have students analyze the results and compare this not only to their 'Colors of Leadership' from earlier in the course, but to their own initial perceptions of their leadership style and its change over time. Discuss the strengths and weaknesses of each personality/leadership type and how each is necessary for successful functioning of the group.	2 class periods
Leadership Basics	Define Leadership Success 	Students will go through the process of determining what defines success to 1) Others, 2) themselves.	Duration of Unit
Leadership Basics	Leadership Styles 	Provide students with a list of leaders and have them group them as either 'good' or 'bad'. Move to a small group, in one sentence, explain why that leader was 'good' or 'bad'. Then, provide lists of facts (from the same lists of leaders such as this individual killed about 140,000 in a single period [from the atomic bomb]) and without giving the name, have students define that leader as either 'good' or 'bad'. At the end, pull the two lists together. Discuss how our perception of 'good/bad' leadership can be affected by the steps they took vs. the ultimate outcome.	1 class period
Leadership Basics	Leadership Theory 	Students will work in a small group to research different leadership theories and ultimately	3-5 class periods

		determine their own. This will be presented to the class and students will facilitate a discussion on it that both allows students to align with as well as challenge the presented point of view.	
Personal Leadership Development	Responsibility and Ownership 	The students will do an individual reflection on how they have succeeded or failed with responsibility and ownership so far in the year. After the reflection, the advisor will lead a discussion about responsibility and ownership at different levels in our society. Along with the discussion, students will work in small teams to analyze and evaluate various real-world examples of leaders who took responsibility when it was difficult/failed to take responsibility/took responsibility when it was easy (refer to list of leaders). Working in teams, students will then discuss how taking responsibility and ownership becomes more difficult/easier as the scope of the impact of the decision increases (moving from STUCO committee to city to state to national to global).	1 class period
Personal Leadership Development	Confidence 	Students will discuss confidence in self and confidence in work/ideas.	5 class periods
Personal Leadership Development	Time Management 	Utilize the ‘A Typical Week’ activity from JCHS. This activity will guide students through the design and prioritization of a typical week in the life of an involved student. During the activity, the facilitator will intentionally add pieces that complicate the student’s schedule and move for them to re-prioritize their obligations. Based on this, have students discuss some of the challenges that this presented and how this transfers to us as leaders when meeting the needs of both our	5 class periods

		people as well as ourselves.	
Personal Leadership Development	Stress Management 	Students will create a weekly schedule for a busy-time they've experienced the past year, factoring in homework time, practices, student council (where applicable), etc. Students will reflect on how they felt during that time and if they felt they could manage one, two or three more tasks to do. (Students could use schedule from "A Typical Week" as well) The students will brainstorm stress management strategies they use, have heard of, or would like to use. These will be posted around the room so that students can reference them throughout the year.	5 class periods
Failure	The Value of Failure 	In small groups, read/watch the following linked articles and videos. Discuss your thoughts/feelings/responses to their content. Failure Project- Students create a visual and prepare a written analysis of a great failure in their life. #FAIL Project	5 class periods
Failure	Risk Taking	Utilize Malcolm Gladwell's The Sure Thing (or a similar article) and facilitate a discussion based upon a synthesis of the article's idea about scaffolding risk and the risks observed and discussed in the article. Reflecting on scaffolding risk-taking, students should reflect on how they have scaffolded risk-taking in their own lives and if that has contributed to more or less failure and what they have learned from that.	2 class periods
Preparing to Make a Difference	Passion + Motivation 	Students will reflect on multiple experiences, through small group rotations, dealing with "see the light vs. feel the heat." Examples could include work in core classes vs. work in electives; Steve Jobs and Apple; creativity	1 class period

		(Pixar, Disney, etc.); healthcare; politics; etc.	
Preparing to Make a Difference	Goals 	Students will utilize a goal setting template to identify personal goals that are both short and long term. One of the long term goals needs to align with a personal passion that the student has (this will be developed and implemented further as the student approaches and works on the passion project later in the unit.)	2 class periods

Unit 3: Communication

Subject: Emerging Leaders

Grade: 9, 10, 11, 12

Name of Unit: Communication

Length of Unit: 4 weeks

Overview of Unit: Communication is essential to leadership and in this unit students will explore communication in multiples ways and formats to begin developing their outlook and approach to communication with others. This unit begins with students exploring how to work together while disagreement over a topic or philosophy is healthy, understanding disagreement in an organization is healthy. Students will next look at how they market events and their message to others, review the power of social media and digital citizenship. Lastly, students will develop their facilitation skills. Within this topic, students will explore the powers of persuasion and facilitation, when to use what and how they want to use these tools to their advantage as a leader.

Priority Standards for unit:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.
- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.

Supporting Standards for unit:

- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-EMPOWERED LEARNER 1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Effective in small and large group	Communicate	Apply	3
Effective print, verbal and electronic	Communicate	Create	4
problem solving and conflict resolution strategies appropriate for the group	Understand	Understand	1, 2

Essential Questions:

1. Why is it necessary to be an effective and efficient communicator?
2. How do you craft a marketing strategy to effectively deliver your message to an audience?
3. Why is it important for student leaders to be exemplary digital citizens?

Enduring Understanding/Big Ideas:

1. Students will be able to identify various methods of communication and be able to employ them appropriately based on the timing, audience, and topic.
2. Students will be able to identify their audience and successfully persuade or convince them to buy into an idea/topic/strategy.
3. Students will understand the far-reaching effects of their digital presence and how it contributes to their credibility as a leader in their school community and the credibility of their group or organization in that community.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Effective Efficient Verbal, Written, Electronic Social Media Marketing	Power of Persuasion Power of Facilitation

Resources for Vocabulary Development: MASC, NASC

Topic 1: Listening and Hearing

Engaging Experience 1

Title: Leave the Heat in the Kitchen

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.

Detailed Description/Instructions: Have students complete a ‘four corners’ activity (Strongly Agree, Agree, Disagree, Strongly Disagree) using statements that increase in divisiveness (i.e. their high school is a great place to be and work up to Abortion is good/bad, [the current president] is the best president of all time). For the more controversial pieces, tell kids to think about where they would go, without moving.

Consider choosing a video related to this topic. Talk about how we can agree/disagree respectfully and getting beyond surface level responses to a deeper level of conversation. Extend the conversation with the ultimate goal that students realize in effective and efficient organizations that disagreement is positive, needed and beneficial.

The advisor will facilitate a conversation emphasizing the power of disagreement within an organization and how to agree while remaining peers/friends/teammates.

- What about that makes the conversation so difficult to have?
- When we find ourselves at very divisive topics with one another, how do we move forward respectfully and productively?
- Is there a point at which we are so impassioned, that it is worth it to break friendships/burn bridges to remain on our talking point(s)?

Bloom’s Levels: Understand

Webb’s DOK: 1, 2

Engaging Experience 2

Title: Philosophical Chairs

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- DESE: Show-Me.4.2 Student understands and uses problem solving and conflict resolution strategies appropriate for the group.

Detailed Description/Instructions: Find a discussion topic or topics that students may not agree on. Have students research their argument to bring support and evidence to their voice. The purpose of the activity is to have students practice active listening skills to add value to the discussion, rather than determining a right or wrong viewpoint.

Bloom’s Levels: Apply; **Webb’s DOK:** 2, 3

Topic 2: Know Your Audience



Engaging Experience 1

Title: Know Your Audience

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.

Supporting:

- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Find an ad/poster/tweet/graphic that really speaks to you (motivates you, makes you feel inspired, etc.). Share it with an adult (someone over 18) and a child (middle school or younger) in your life and take a few notes on their reaction as well as their overall opinion. Bring the adult and child response and the communication to class. As a group, share these examples and outcomes. Discuss:

- What about them moved us to action?
- What spoke to the adult/child audience? If not, why?
- How can we take some of those elements and incorporate them into our communications with the student body?
- What about this ad/poster/tweet appealed to you? To your adult? To your child?
 - Were there limiting factors (if so, what) that made your communication unappealing to the adult/child audience?
- To what extent did the audience change the efficacy of the message?

Another option for this activity would be to bring students through the ‘Logo Quiz’ game where students are given a logo and they identify the company. Facilitate a similar discussion around these questions:

- What allowed us to appropriately associate the logo to the company?
- Did we have an associated slogan or feeling that we associated with the logo? If so, what?
- In what way do we brand our events to make them accessible to kids?

Bloom’s Levels: Apply

Webb’s DOK: 3

Topic 3: Digital Citizenship



Engaging Experience 1

Title: Social Media

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Go through the following steps:

1. Understand each major social media network and how students utilize them
 - a. Have an upperclassman share different ways that they have seen their peers utilize each social media platform. Share examples of effective and ineffective interactions.
2. How to market events/activities on SM
 - a. Have students search an organization's twitter presence. Pull three examples of tweets/graphics that they have used to communicate an event to their audience. Discuss the pros and cons of what that organization is doing in comparison to school organizations as well as positive take-aways that we could incorporate based on their examples.
3. How to write for SM and the importance of hashtags
 - a. Utilizing [Simitator](#), create a series of 'fake' pages based on real tweets. Highlight the positive, and negative, ways people share information and respond to one another. Also, show the same 'tweet' with a hashtag used in context, then out of context (i.e., digiorno #whyistayed vs legitimate #whyistayed)

Bloom's Levels: Apply

Webb's DOK: 3



Engaging Experience 2

Title: Digital Citizenship

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- DESE: Show-Me.1.1 Student communicates effectively in small and large groups.
- DESE: Show-Me.1.4 Student communicates effectively in print, verbal, and electronic forms.

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Give students a public/well-known figure’s social media page with their name removed. Have students quickly summarize this person’s likes/dislikes, interests, and estimate their character and ultimately decide if you would be a ‘follower’/’friend’ of theirs. Once students have made and shared their assessments, reveal who the social figures are.

Then, pair students together to “learn” about each other through social media profiles. Some groups will focus on (1) a personal account; (2) an organization they belong to; (3) a close friend. Depending on their assigned topic, they will analyze/evaluate their partner based on these criteria.

Discussion and reflection will focus on what they learned, how they are represented, how they felt being represented by that account.

- What were we able to learn about each other, our public-figure’s page?
- What cues (positive or negative) do we have on our own pages/did we see on our peer’s page? Are they representative of us as we wish for others to know us?
- If we have negative cues on our pages, but RT positive things, what message can that convey- to adults? peers? employers?

Bloom’s Levels: Apply

Webb’s DOK: 3

Engaging Scenario



Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will take the opportunity to persuade an authentic audience (adults/teachers on plan, STUCO alumni) to “buy/participate” in a project or idea that they pitch. Students will know their audience ahead of time, but be responsible for determining and researching what their audience wants or needs in order to make the 5-minute or less pitch successful. (similar to ‘shark tank’ style pitch) Power of a personal invitation. Use a STUCO alumni to be on the judging panel - provides opportunity for students to double up and utilize social media/digital footprint impressions to research their customer. As part of the pitch presentation, students must create a visual, prepare an oral presentation, and provide their social media marketing strategy with examples. Ultimately, students will be evaluated on:

- The effectiveness of their communication while being efficient,
- Marketing of their product,
- Knowing their audience and presenting to their needs (researching using social media audience members), and
- The power of their persuasion.

Option B:

Students will work in groups to develop a mixed media presentation, a component of which must be conducted in person, to describe the experience of a student at their school. They will also develop a plan for distributing information about their school using social media. The intended audience would be 8th grade students preparing to enroll in the high school the next year. Students will present to a panel of parents, teachers, administrators, and peers.

Option C:

Students will participate in the service project work during the class then reflect (written) regarding the developing role of communication in leadership for skills such as listening vs hearing, facilitation vs direction.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Listening and Hearing	Leave the Heat in the Kitchen	<p>Have students complete a ‘four corners’ activity (Strongly Agree, Agree, Disagree, Strongly Disagree) using statements that increase in divisiveness (i.e. their high school is a great place to be and work up to Abortion is good/bad, [the current president] is the best president of all time). For the more controversial pieces, tell kids to think about where they would go, without moving.</p> <p>Consider choosing a video related to this topic. Talk about how we can agree/disagree respectfully and getting beyond surface level responses to a deeper level of conversation. Extend the conversation with the ultimate goal that students realize in effective and efficient organizations that disagreement is positive, needed and beneficial.</p> <p>The advisor will facilitate a conversation emphasizing the power of disagreement within an organization and how to agree while remaining peers/friends/teammates.</p> <ul style="list-style-type: none"> ● What about that makes the conversation so difficult to have? ● When we find ourselves at very divisive topics with one another, how do we move forward respectfully 	1 class period

		<p>and productively?</p> <ul style="list-style-type: none"> ● Is there a point at which we are so impassioned, that it is worth it to break friendships/burn bridges to remain on our talking point(s)? 	
Listening and Hearing	Philosophical Chairs	Find a discussion topic or topics that students may not agree on. Have students research their argument to bring support and evidence to their voice. The purpose of the activity is to have students practice active listening skills to add value to the discussion, rather than determining a right or wrong viewpoint.	1 class period
Know Your Audience	<p>Know Your Audience</p> 	<p>Find an ad/poster/tweet/graphic that really speaks to you (motivates you, makes you feel inspired, etc.). Share it with an adult (someone over 18) and a child (middle school or younger) in your life and take a few notes on their reaction as well as their overall opinion. Bring the adult and child response and the communication to class. As a group, share these examples and outcomes. Discuss:</p> <ul style="list-style-type: none"> ● What about them moved us to action? ● What spoke to the adult/child audience? If not, why? ● How can we take some of those elements and incorporate them into our communications with the student body? ● What about this ad/poster/tweet appealed to you? To your adult? To 	1 class period

		<p>your child?</p> <ul style="list-style-type: none"> ○ Were there limiting factors (if so, what) that made your communication unappealing to the adult/child audience? ● To what extent did the audience change the efficacy of the message? <p>Another option for this activity would be to bring students through the ‘Logo Quiz’ game where students are given a logo and they identify the company. Facilitate a similar discussion around these questions:</p> <ul style="list-style-type: none"> ● What allowed us to appropriately associate the logo to the company? ● Did we have an associated slogan or feeling that we associated with the logo? If so, what? ● In what way do we brand our events to make them accessible to kids? 	
<p>Digital Citizenship</p>	<p>Social Media</p> 	<p>Go through the following steps:</p> <ol style="list-style-type: none"> 1. Understand each major social media network and how students utilize them <ol style="list-style-type: none"> a. Have an upperclassman share different ways that they have seen their peers utilize each social media platform. Share examples of effective and ineffective interactions. 	<p>2-3 class periods</p>

		<p>2. How to market events/activities on SM</p> <ul style="list-style-type: none"> a. Have students search an organization’s twitter presence. Pull three examples of tweets/graphics that they have used to communicate an event to their audience. Discuss the pros and cons of what that organization is doing in comparison to school organizations as well as positive take-aways that we could incorporate based on their examples. <p>3. How to write for SM and the importance of hashtags</p> <ul style="list-style-type: none"> a. Utilizing Simitator, create a series of ‘fake’ pages based on real tweets. Highlight the positive, and negative, ways people share information and respond to one another. Also, show the same ‘tweet’ with a hashtag used in context, then out of context (i.e., digiorno #whyistayed vs legitimate #whyistayed) 	
<p>Digital Citizenship</p>	<p>Digital Citizenship</p> 	<p>Give students a public/well-known figure’s social media page with their name removed. Have students quickly summarize this person’s likes/dislikes, interests, and estimate their character and ultimately decide if you would be a ‘follower’/’friend’ of theirs. Once students have made and shared their assessments, reveal who the social figures are.</p>	<p>1-2 class periods</p>

		<p>Then, pair students together to “learn” about each other through social media profiles. Some groups will focus on (1) a personal account; (2) an organization they belong to; (3) a close friend. Depending on their assigned topic, they will analyze/evaluate their partner based on these criteria.</p> <p>Discussion and reflection will focus on what they learned, how they are represented, how they felt being represented by that account.</p> <ul style="list-style-type: none"> ● What were we able to learn about each other, our public-figure’s page? ● What cues (positive or negative) do we have on our own pages/did we see on our peer’s page? Are they representative of us as we wish for others to know us? ● If we have negative cues on our pages, but RT positive things, what message can that convey- to adults? peers? Employers? 	
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Unit 4: Group

Subject: Emerging Leaders

Grade: 9, 10, 11, 12

Name of Unit: Group

Length of Unit: 3 Weeks

Overview of Unit: This unit emphasizes the importance of a team and working with others strengths as well as weaknesses. Furthermore, it highlights the importance and means to communicate effectively within a group. Conflict resolution and collegial accountability concepts are explored in depth, both meaning and practice.

Priority Standards for unit:

- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.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.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.

Supporting Standards for unit:

- ISTE -COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE-GLOBAL COLLABORATOR.7.C - contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Understanding of group dynamics	Demonstrate	Analyze, Evaluate	3, 4

Understanding of group process and dynamics	Apply	Apply	4
his/her leadership style as necessary to fit the unique needs of a particular group	Adapt	Apply	4
Impact of individual decision on the group	Recognizes	Analyze	4
Understanding community diversity and individual rights	Demonstrates	Analyze	3,4

Essential Questions:

1. What is the role/responsibility of an individual within a community?
2. How do you define accountability to ourselves and each other?
3. What does it mean to be part of a team, and how do you communicate within that structure?
4. How do you resolve conflict and why is it important?

Enduring Understanding/Big Ideas:

1. As a member of a group, understanding where one fits, how they are responsible to and for those around them both within, and outside of, the organization.
2. The student will learn that accountability extends beyond accomplishing a goal and is a part of the entire process from start to finish. Accountability to self stems from personal reflection and call to action that we make public to a peer or group. Accountability to others holds each individual to the vision, mission and values of the organization to the extent of helping them improve as an individual and member to the greater organization.
3. Students will identify the importance of being effective communicators within a group. Students will understand the difference between communicating within and outside the group while maintaining a united front.
4. Students will learn the importance of healthy conflict and strategies and ideas to resolve that conflict respectfully.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Accountability ● Team ● Collegial Accountability ● Conflict Resolution ● Collaboration 	

<ul style="list-style-type: none">● Communication● Leader● Follower● Delegation● Adaptive Leader	
----------------------------------------------------------------------------------------------------------------------------------------------------	--

Resources for Vocabulary Development: MASC, NASC

Topic 1: Accountability to Others



Engaging Experience 1

Title: Conflict Resolution

Suggested Length of Time: 1 period

Standards Addressed

Priority:

- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.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.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.

Supporting:

- ISTE-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Through discussion and lecture, students will learn about the importance of healthy conflict. Students will divide into small groups to discuss examples of healthy conflict (republican vs democrat).

- How does an organization grow from conflict?

Students will divide into small groups to participate in the [“Helium Hoop” Activity](#).

Helium Hoop Activity (47-48 in link): In groups, students are challenged to lower a hula hoop to the ground. At first, though, the hula hoop will initially rise (see book description). This will produce conflict among the group members that they will have to work through.

1. What were some of your initial thoughts regarding this activity?
2. How did your perceptions influence your behavior?
3. How effective was the team at dealing with frustration?
4. Did your team experience any conflict? Why or why not?
5. How was conflict resolved?
6. How did you balance the individual’s responsibility with the team’s goal?
7. What are some real-life situations that may be similar in nature to this challenge?

After processing through the Helium Hoop Activity, students will continue to work with their group to create a [“Step by Step” Guide](#) for conflict resolution.

Step by Step Guide (33-34): Students will start with two signs--Conflict and Resolution--about six feet apart. It will then be up to the students to fill in the missing steps. This might be different between groups.

At the end of the activity, the advisor will lead a large-group discussion concerning conflict resolution.

After completing and processing through both activities, the advisor and executive team will lead and discuss how to resolve conflict within the processes at their high school, including with teachers, administrators and other adults we work with.

An alternative activity for students in levels 2-4 would be to analyze a conflict that arose as part of their work in committees. Have students identify one particular conflict or string of related conflicts that led to the need for resolution. Have them discuss the following:

- Was the conflict resolved?
 - If so, how? If not, why?
- In retrospect, what did they learn from the conflict and the resolution (or lack thereof) process?
- How will this affect their decision making when presented with conflict in the future?

Bloom’s Levels: Analyze, Evaluate, Apply

Webb’s DOK: 3, 4



Engaging Experience 2

Title: Collegial Accountability

Suggested Length of Time: 1 period

Standards Addressed

Priority:

- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.

Supporting:

- ISTE-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: The advisor will use the [Zoom PowerPoint](#) to introduce the idea of collegial accountability.

Zoom PowerPoint: Students will work with different partners at each level of the PowerPoint to determine what they are looking at (see PowerPoint). The goal is for the students to challenge each other’s viewpoints and perspectives.

About halfway through, the advisor will lead a discussion about the importance of constructive criticism and collegial accountability, using good and bad examples from the Zoom activity.

- Knowing we see the world differently, what's the best way to give credence to those differences but still get the best output?
- How did you feel when someone told you that you were wrong?

Following the discussion, the students will once again move between different partners as they continue to follow the Zoom PowerPoint.

When the class reaches the end of the PowerPoint, the advisor will process the activity with both small and large group discussion.

- How did your demeanor change after restarting the discussion?

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3, 4

Topic 2: TEAM



Engaging Experience 1

Title: Collaboration

Suggested Length of Time: 4 class periods

Standards Addressed

Priority:

- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.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.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.

Supporting:

- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: The advisor will lead a whole group discussion about collaboration, highlighting why it is necessary.

The advisor will work with each committee to discuss delegation within that committee. After all mini-conferences are completed, the advisor should address any overlapping issues repeated across multiple committees. Again, the discussion should highlight how to delegate and ensuring every member has an equal share/stake in the success of the committee.

After this committee round, students will individually reflect on delegation and how it worked/failed during their committee project. This will be demonstrated through evaluations of the committee as well as individuals.

Option B: The instructor will lead a whole group discussion about collaboration, highlighting why it is necessary. Students will then work in groups to collaborate on problem solving a series of mini-challenges.

Bloom's Levels: Analyze, Evaluate, Apply

Webb's DOK: 3, 4



Engaging Experience 2

Title: Team component (win/loss together)

Suggested Length of Time: 1 period

Standards Addressed

Priority:

- DESE: Show-Me.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.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: The advisor will lead a discussion that reinforces the idea of sink or swim together and that the actions of an individual speak for the actions of the entire group. The class will participate in a 12 legged race (10 kids tied together) and the advisor will evaluate the race in a large-group discussion. Where applicable, this discussion should extend beyond the race to how STUCO functions with their high school and the community.

- What does it mean to be a part of the football/sport team?
 - If you did something negative, while wearing your jersey, would that reflect on your teammates/coaches?
- Reinforce the idea that students are always wearing their “STUCO jersey” and they should always be on their best behavior to not detract from the ability of STUCO to function within their high school and the community.

This discussion should include some elements of digital citizenship and the idea that student leaders are held to a higher standard of behavior off-line and on-line as well.

- How does what “Student A” tweets impact “Student B’s” ability to work in their high school?
- If “Student A/B/C” all Snapchat a party, how does that reflect on STUCO as a whole? What kind of reputation does that build? What kind of reputation do you want to build?
- Do the behaviors of their high school’s STUCO online (or offline) affect our ability to function in the community? State? To what extent does bad online behavior impact us as an organization?

Bloom’s Levels: Analyze, Evaluate, Apply

Webb’s DOK: 3, 4



Engaging Experience 3

Title: Accountability to Self and Team

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.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.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Students will participate in the “Minefield” Activity in order to see the importance of accountability to self and team. Students will reflect on how their actions impact others and self.

Minefield: Students will divide into teams (small groups work best).

- 1) Take the boundaries and spread out the mines.
- 2) Each team will appoint a “director” and everyone else will be the players.
- 3) All of the players are blindfolded and the director verbally tells them how to go through the field.
- 4) If a mine is blown up (touched) a ten second time penalty is added to their final time. The goal is to get all of the actors through the minefield in the shortest amount of time possible.

The advisor will lead a discussion that ties the Minefield Activity back to one’s accountability to self and team.

- What does it mean to be accountable to your team?
- Is the director accountable to the players? How are the players accountable to the director?
 - What if “Player A” would’ve made an extra step that the director didn’t announce?
- Why is it important to be accountable to your team in student council (where applicable)? Why is it important to build that trust with your peers?

Bloom’s Levels: Analyze, Evaluate, Apply

Webb’s DOK: 3, 4



Engaging Experience 4

Title: Communication in Group

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- DESE: Show-Me.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.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Through the nature of the course, there will be committees split over alternating class periods. This will challenge students to communicate effectively with their counterparts to accomplish the goals of the project.

To scaffold this learning process, students will participate in the “Lemon Activity” to highlight the importance of clear communication between their peers.

Lemon Activity: each student will be given a lemon/fruit. They are not allowed to mark on/disfigure/change the fruit at all. They will be instructed to write their observations about their fruit. Challenge them to think of 10, and to think more originally than “it’s yellow.” Do not hint at writing down noticeable/defining characteristics, let students come to that conclusion.

After each student completes their observations, collect the lemons and distribute them around the room. Challenge the students to find their original fruit using their observations. Once every student has found their fruit, or given up in their pursuit, discuss this first stage of the activity with them.

- Were your observations clear? Did you communicate effectively to yourself?
- What would you change about your observations?

Once you have finished processing, give students 1-2 minutes to add more observations to their list. Collect the fruit again. This time, students will trade their observations with a partner. The partner will now be required to find their partner’s fruit. Give the students a couple of minutes to find their fruit.

Once everyone is finished searching, process through this next part of the activity.

- Was your partner successful in finding your fruit? Why or why not?
- What challenges did you have trying to find your partner’s fruit?
- Was the communication effective? How could it be improved? (Look for more specific, clear, etc.)

After completing the Lemon Activity, the advisor should relate the activity to communicating in a group and highlighting that you need efficient, clear and specific communication between your peers.

The advisor will also show students ways of communicating with the alternate period of students including Google Docs, GroupMe, email, etc., while remind them the importance of clear communication.

Bloom's Levels: Analyze, Apply

Webb's DOK: 4



Engaging Experience 5

Title: Leader vs. Follower and When to Delegate

Suggested Length of Time: 1 period

Standards Addressed

Priority:

- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.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.
- DESE: Show-Me.5.3 Student recognizes the impact of individual decisions on the group.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.

Supporting:

- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students explore what it means to lead vs. follow and when each role may be the more appropriate approach. The students will participate in the “Toxic Waste Transfer Activity.”

Toxic Waste Transfer: Requires the group to transport objects across an open space without directly touching the objects or their container. The group will manipulate a bucket filled with small objects using ropes attached to the bucket.

Task: After forming a circle around the 5-gallon bucket and holding the ends of the ropes attached to the bucket. The group will transport the bucket from one location to another. When they reach the location, they will be required to transfer some of the contents of the bucket into the other container. If something is spilled (toxic waste) then the team must choose a member of the team to dress in protective clothing, remove the contents, come back, remove the protective clothing, and then the team goes again. Each time there is a

spill, a new team member is the toxic waste expert.

Equipment: 5-gallon bucket (attach 10-12 ropes, 8 feet or more in length by drilling holes in the bucket), 5-gallon bucket to transfer material into and protective clothing

Rules

1. If the toxic waste bucket touches the floor, the entire group must start over.
2. Students without protective clothing may not touch the toxic waste.
3. No last names or put-downs may be used.

The advisor and/or executive team will lead a discussion about what it means to be a leader or follower.

- When is it appropriate to be a follower?
- How do you determine your role within a group to be either a leader or a follower?
- How successful will a team of all leaders be? All followers? Why is it important to have a mixture of both?
- How do you encourage someone to step up to be a leader instead of always settling as a follower? Conversely, when should we be encouraged to follow, rather than lead?

Bloom's Levels: Analyze, Evaluate, Apply

Webb's DOK: 3, 4



Engaging Experience 6

Title: Adaptive Leader (within group and personally)

Suggested Length of Time: 1 period

Standards Addressed

Priority:

- DESE: Show-Me.4.1 Student demonstrates an understanding of group dynamics.
- DESE: Show-Me.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.
- DESE: Show-Me.6.2 Student demonstrates an understanding of community diversity and the individual rights of others.

Supporting:

- ISTE-GLOBAL COLLABORATOR.7.C - contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Detailed Description/Instructions: The students will participate in the “Rockband Activity” without much front-loaded knowledge about adaptability. This activity is designed to push most kids outside of their comfort zone and will require adaptability and problem-solving.

Rockband Activity: Students will get into small to medium-sized groups. Each group will immediately appoint a “band manager” that will be responsible for attending all manager

meetings when they are called. Each group will receive information on what type of group they are (see link). At the end of the activity, each band will perform a concert in front of the group. Every 5-10 minutes, there is a manager's meeting where they will have to adapt to the given change (see link).

The discussion following this activity should focus on how to adapt as a group and as an individual.

- How did your group adapt when you were presented with a new challenge?
- Did your band work together or were there 'creative differences'?
- How did you choose your leader?

Bloom's Levels: Analyze, Evaluate, Apply

Webb's DOK: 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Marketing Trust

Students will individually create a new idea or invention. Students are responsible for communicating with their partner the idea/invention, making sure that all needs/expectations are clearly expressed.

The partner will be responsible for creating a marketing campaign and presentation for the idea that the creator expressed. Ultimately, what the partner creates is what the original student must present to the class.

Partner A has the idea/product/project

Partner B has to do the marketing/branding/vision

Partner A then has to present with what partner B gives them

Option B:

Students will work in groups to develop ideas to contribute activities to a special event day for the school. The school will agree upon a theme for the day with blocks of time provided for a number of activities. Groups will work to develop and then pitch their idea to a committee who will determine which activities will be incorporated into the special event day.

Option C:

Participate in the service project work during the class then reflect (written) regarding the developing role of team in leadership for skills such as accountability to self and team, lead vs follow and adaptability.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Accountability to Others	Conflict Resolution 	Through discussion and lecture, students will learn about the importance of healthy conflict. Students will divide into small groups to discuss examples of healthy conflict (republican vs democrat).	1 class period
Accountability to Others	Collegial Accountability 	The advisor will use the Zoom PowerPoint to introduce the idea of collegial accountability. About halfway through, the advisor will lead a discussion about the importance of constructive criticism and collegial accountability, using good and bad examples from the Zoom activity.	1 class period
TEAM	Collaboration 	The advisor will lead a whole group discussion about collaboration, highlighting why it is necessary.	4 class periods
TEAM	Team Component (win/loss together) 	The advisor will lead a discussion that reinforces the idea of sink or swim together and that the actions of an individual speak for the actions of the entire group. The class will participate in a 12 legged race (10 kids tied together) and the advisor will evaluate the race in a large-group discussion.	1 class period
TEAM	Accountability to Self and Team 	Students will participate in the “Minefield” Activity in order to see the importance of accountability to self and team. Students will reflect on how their actions impact others and self.	1 class period

TEAM	<p>Communication in Group</p> 	<p>Through the nature of the course, there will be committees split over alternating class periods. This will challenge students to communicate effectively with their counterparts to accomplish the goals of the project.</p> <p>To scaffold this learning process, students will participate in the “Lemon Activity” to highlight the importance of clear communication between their peers.</p>	2 class periods
TEAM	<p>Leader vs. Follower and When to Delegate</p> 	<p>Students explore what it means to lead vs. follow and when each role may be the more appropriate approach. The students will participate in the “Toxic Waste Transfer Activity.”</p>	1 class period
TEAM	<p>Adaptive Leader (within group and personally)</p> 	<p>The students will participate in the “Rockband Activity” without much front-loaded knowledge about adaptability. This activity is designed to push most kids outside of their comfort zone and will require adaptability and problem-solving.</p>	1 class period

Unit 5: Ethics

Subject: Emerging Leaders

Grade: 9, 10, 11, 12

Name of Unit: Ethics

Length of Unit: 4 weeks

Overview of Unit: This unit takes a deep dive into individual reflection over their values and beliefs from an ethical standpoint. Students will explore the definition of ethics and values and how they influence their decision making. Students then turn their attention to morality and the ability to justify their actions and decisions. Lastly, the concept of citizenship and moral responsibility to the greater good is explored.

Priority Standards for unit:

- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.

Supporting Standards for unit:

- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to learning take an active role in choosing, achieving and demonstrating competency in their goals, informed by the learning sciences.
- ISTE-COMPUTATIONAL THINKER.5.B - collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
traits of a good leader	Identify	Understand	2
choices	Justify	Evaluate	4
ethical decision making practices	Employ	Apply	3, 4

Essential Questions:

1. What are ethics?
2. How do I identify the values/traits/actions that drive decision making?
3. What is my ethical obligation to myself, others, my school, my community?

Enduring Understanding/Big Ideas:

1. Students will learn the basic premise of what ethics are and how ethics influence leadership.
2. Through reflection, students will be able to identify their personal values and ethics that drive their actions as a leader and citizen.
3. Students will identify and justify their role and obligation to both self and one another within varying levels of community.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Ethics● Morality● Citizenship● Justification	

Resources for Vocabulary Development: MASC, NASC

Topic 1: Defining Ethics



Engaging Experience 1

Title: Definition of Ethics & Values

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- DESE: Show-Me.5.2 Student employs ethical decision making practices.

Supporting:

- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: To introduce this unit of ethics, it is important that students have a solid foundation of ethics. The advisor will lead the introduction of ethical decision making examples that combine pop culture, news, movies, television and real-life examples. After each example, students should discuss how ethics influenced the decision, how this example helps students understand what ethics is, and if they agree with the decision highlighted.

Have students define ‘ethics’.

- Level 1: Students can complete the “[Ethics Inventory](#)” handout to determine where they fall in terms of their personal ethics development.

Have students take a piece of paper and fold it into 8 equal sections. On each section, have the students write something that they value. Then, ask students to tear off one value that they can live without. Collect the discarded pieces and share with the class some of the cast-off ‘important’ things. Then, repeat, up to 5 times until students are left with the absolute 3 things that they cannot live without. Discuss how some items made the cut and at what level.

Then students research different values and ultimately create a top 10 list of personal values that they feel drive their decision making. As a group, pull together to discuss how differing values cause individuals to view ethical situations differently (i.e., right to life vs. right to choose). Spiral back to how to respectfully disagree with one another and that in understanding our values, we are better equipped to have conversations rooted in understanding and knowledge.

Bloom’s Levels: Apply

Webb’s DOK: 3, 4

Engaging Experience 2

Title: Decision Making

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.

Detailed Description/Instructions: Students identify that various factors influence decision making, look at how decision making can shift (adapt) as climate/factors change. Utilizing their values list, students spend time discussing a variety of topics not to persuade one another, but to show how their particular set of values influence what they perceive to be the ‘right’ or ‘wrong’ choice.

Have students submit a scenario of a decision they saw someone else do that you questioned if you would make the same choice anonymously. Using this list, students must decide what course of action they would take. Following students having time to think, the students will move to either a “do” or “not do” spot in the room to see how students react to each scenario. Students should be challenged to justify their choices by using the values lists the students have created and discussed.

The advisor can increase the difficulty by adding heavier levels of scenarios from recent news articles.

Bloom’s Levels: Understanding, Evaluate, Apply

Webb’s DOK: 2, 3, 4

Engaging Experience 3

Title: Traits of a Good Leader

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.

Detailed Description/Instructions: Students will define what a good leader looks like through various traits and actions that they take. Students will identify traits they have and want to personally strengthen.

Refer back to our list of leaders that we used to determine ‘good’ vs. ‘bad’ leadership (Unit 4). Based on the facts and their overall outcome, students will work in rotating small groups to discuss whether or not they were ethical in their decision making, or if they had been motivated

by outside factors. Each group will determine if the leader is a “good” leader and then post their responses in a “Tug of War” type activity to encourage discussion and constructive conflict.

Tug of War: Each topic is spread around the room and each group is given a post-it note to place on either “good” or “bad” spectrum below that topic. Groups should write their names on the post-it so that they can be challenged to defend their placement against groups that both agree and disagree with them.

Throughout the discussion, the advisor should emphasize leading questions like:

- Does one ethical or unethical decision ultimately cast you as a good or bad leader?
- Are leaders defined by one decision or act?
- What traits do good leaders share?

Bloom’s Levels: Understand, Evaluate

Webb’s DOK: 2, 4

Topic 2: Morality

Engaging Experience 1

Title: Morality

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.

Detailed Description/Instructions: Have students first identify the difference between their values and morals. Then tie both values and morals into ethics (how do morals influence ethics/our perception of ethical decision making). Students should ultimately arrive at the understanding that morality is understanding the distinction between right and wrong and living according to that understanding, and ethics is the philosophy of how that morality guides individual and group behavior. The two are closely related, with morality being the foundation of ethics.

An activity for this topic would include something that allows students to engage in scenarios that call for the valuation of life/lives in a series of decisions or major ‘turning point’ decision. Students should be able to employ their own perspective on morality and apply it to the scenario, as well as, recognize the morality at play for others in that scenario when a different outcome from their own has been/was chosen. Can refer back to the list of leaders in Unit 4 and begin conversations from that point forward.

An example for this activity could include the Truman Decision Center.

Bloom’s Levels: Understand, Evaluate, Apply

Webb’s DOK: 2, 3, 4

Engaging Experience 2

Title: Justification of Your Choices/Actions

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- DESE: Show-Me.2.1 Student identifies traits of a good leader and justifies choices.
- DESE: Show-Me.5.2 Student employs ethical decision making practices.

Detailed Description/Instructions: Based upon the list of personal values, students use their values to justify their stance on a moral issue. Examine how a shift in their values would affect their justifications.

Students draw from a hat a controversial ethical topic that has two or more perspectives. They can work individually or in small groups. Given a scenario, they are to apply their topic within the confines of the scenario and arrive at an acceptable outcome. When the students feel that they have come to conclusion, have them share their current perspective. Students will be given an additional card(s) that further complicate the scenario and may cause them to shift or change their desired outcome. Through a written submission or group discussion, have students discuss how they felt and what drove them to their initial conclusion, and what part/parts caused them to change their mind (if at all). As part of the analysis, have students discuss how they worked through the decision making process, and why they felt their initial consensus was correct. Then delve further into why or why not they felt compelled to change their initial consensus.

Provide opportunities to challenge or shift perspectives and values as the class works through the discussion.

An example of this activity could include the [lifeboat scenario](#). This could be modified to include more personal traits of the class to make the activity significantly more challenging and help students rely strongly on (and may call to reassess) their value structures and own view on morality as it applies to ethical decision making.

Bloom's Levels: Understand, Evaluate, Apply

Webb's DOK: 2, 3, 4

Engaging Scenario



Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Level 1 (first year to leadership course)

Ethical Rounds: Split students into small groups. Each group will present an “ethical rounds.” Similar to medical rounds where a group of medical students and a lead physician discuss a current patient issue, this is meant to provide an opportunity for groups to present an ethical issue one or more members of the group are facing or have faced in the past. Each ethics round will include at least the following components:

- Presentation of the issue,
- Background information to provide context,
- Key questions for the class to consider as they discuss the issue, drawing upon literature,
- And facilitating consensus to an overall resolution or consultation

Level 2 (second year to leadership course)

Current Research Project -- students will combine their experiences throughout the entire unit to create a presentation on a “need” in our community. Students will also draw on strategies from Unit 2 (Communication) and how to market/sell a product. The presentation should include why the student chose that topic, research data on the topic and the actual project (with a project folder). A good challenge would be to have students facilitate their presentation. Refer to “[Service Learning Group Presentation](#)” handout.

Option A:

Participate in the service project work during the class then reflect (written) regarding the developing role of ethics and morals in leadership for skills such as factors that influence my decision making, and an ethical decision that students have had to make in the recent past.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Defining Ethics	Definition of Ethics & Values 	<p>To introduce this unit of ethics, it is important that students have a solid foundation of ethics. The advisor will lead the introduction of ethical decision making examples that combine pop culture, news, movies, television and real-life examples. After each example, students should discuss how ethics influenced the decision, how this example helps students understand what ethics is, and if they agree with the decision highlighted.</p> <p>Have students define ‘ethics’.</p> <ul style="list-style-type: none"> ● Level 1: Students can complete the “Ethics Inventory” handout to determine where they fall in terms of their personal ethics development. <p>Have students take a piece of paper and fold it into 8 equal sections. On each section, have the students write something that they value. Then, ask students to tear off one value that they can live without. Collect the discarded pieces and share with the class some of the cast-off ‘important’ things. Then, repeat, up to 5 times until students are left with the absolute 3 things that they cannot live without. Discuss how some items made the cut and at what level.</p> <p>Then students research different values and</p>	1-2 class periods

		ultimately create a top 10 list of personal values that they feel drive their decision making. As a group, pull together to discuss how differing values cause individuals to view ethical situations differently (i.e., right to life vs. right to choose). Spiral back to how to respectfully disagree with one another and that in understanding our values, we are better equipped to have conversations rooted in understanding and knowledge.	
Defining Ethics	Decision-Making	<p>Students identify that various factors influence decision making, look at how decision making can shift (adapt) as climate/factors change. Utilizing their values list, students spend time discussing a variety of topics not to persuade one another, but to show how their particular set of values influence what they perceive to be the ‘right’ or ‘wrong’ choice.</p> <p>Have students submit a scenario of a decision they saw someone else do that you questioned if you would make the same choice anonymously. Using this list, students must decide what course of action they would take. Following students having time to think, the students will move to either a “do” or “not do” spot in the room to see how students react to each scenario. Students should be challenged to justify their choices by using the values lists the students have created and discussed.</p> <p>The advisor can increase the difficulty by adding heavier levels of scenarios from recent news articles.</p>	2-3 class periods

Defining Ethics	Traits of a Good Leader	<p>Students will define what a good leader looks like through various traits and actions that they take. Students will identify traits they have and want to personally strengthen.</p> <p>Refer back to our list of leaders that we used to determine ‘good’ vs. ‘bad’ leadership (Unit 4). Based on the facts and their overall outcome, students will work in rotating small groups to discuss whether or not they were ethical in their decision making, or if they had been motivated by outside factors. Each group will determine if the leader is a “good” leader and then post their responses in a “Tug of War” type activity to encourage discussion and constructive conflict.</p> <p style="padding-left: 40px;">Tug of War: Each topic is spread around the room and each group is given a post-it note to place on either “good” or “bad” spectrum below that topic. Groups should write their names on the post-it so that they can be challenged to defend their placement against groups that both agree and disagree with them.</p> <p>Throughout the discussion, the advisor should emphasize leading questions like:</p> <ul style="list-style-type: none"> ● Does one ethical or unethical decision ultimately cast you as a good or bad leader? ● Are leaders defined by one decision or act? ● What traits do good leaders share? 	1 class period
Morality	Morality	Have students first identify the difference between their values and morals. Then tie	1 class period

		<p>both values and morals into ethics (how do morals influence ethics/our perception of ethical decision making). Students should ultimately arrive at the understanding that morality is understanding the distinction between right and wrong and living according to that understanding, and ethics is the philosophy of how that morality guides individual and group behavior. The two are closely related, with morality being the foundation of ethics.</p> <p>An activity for this topic would include something that allows students to engage in scenarios that call for the valuation of life/lives in a series of decisions or major ‘turning point’ decision. Students should be able to employ their own perspective on morality and apply it to the scenario, as well as, recognize the morality at play for others in that scenario when a different outcome from their own has been/was chosen. Can refer back to the list of leaders in Unit 4 and begin conversations from that point forward.</p> <p>An example for this activity could include the Truman Decision Center.</p>	
Morality	Justification of Your Choices/ Actions	<p>Based upon the list of personal values, students use their values to justify their stance on a moral issue. Examine how a shift in their values would affect their justifications.</p> <p>Students draw from a hat a controversial ethical topic that has two or more perspectives. They can work individually or in small groups. Given a scenario, they are to apply their topic within the confines of the scenario and arrive at an acceptable</p>	2 class periods

		<p>outcome. When the students feel that they have come to conclusion, have them share their current perspective. Students will be given an additional card(s) that further complicate the scenario and may cause them to shift or change their desired outcome. Through a written submission or group discussion, have students discuss how they felt and what drove them to their initial conclusion, and what part/parts caused them to change their mind (if at all). As part of the analysis, have students discuss how they worked through the decision making process, and why they felt their initial consensus was correct. Then delve further into why or why not they felt compelled to change their initial consensus.</p> <p>Provide opportunities to challenge or shift perspectives and values as the class works through the discussion.</p> <p>An example of this activity could include the lifeboat scenario. This could be modified to include more personal traits of the class to make the activity significantly more challenging and help students rely strongly on (and may call to reassess) their value structures and own view on morality as it applies to ethical decision making.</p>	
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Leadership Capstone

Subject: Emerging Leaders

Grade: 9-12

Name of Unit: Leadership Capstone

Length of Unit:

Overview of Unit: The Leadership Capstone Project

Priority Standards for unit:

- DESE: Show-Me.1.10 Students will apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
- DESE: Show-Me.2.1 Students will plan and make written, oral, and visual presentations for a variety of purposes and audiences.
- DESE: Show-Me.3.5 Student explains the structure and processes of an organization.
- DESE: Show-Me.4.3 Students will analyze the duties and responsibilities of individuals in societies.
- DESE: Show-Me.4.6 Students will identify tasks that require a coordinated effort and work with others to complete those tasks.

Supporting Standards for unit:

- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Engaging Scenario



Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Option A:

Students will participate in a leadership project which will include opportunities such as:

1. Researching and presenting to peers on a local organization that they could be involved in.
2. Present to Brent Lager of Uncover KC on the impact of community service and the development of leadership.

Students will participate in a leadership experience which will include opportunities such as:

1. Engaging in guest speakers.
2. Participating in community service days.
3. Participating in off campus field trips to service project related sites.

Option B:

Students will participate in a leadership project which:

1. Makes the world a better place.
2. Utilizes at least one of their strengths.
3. Focuses on at least one area for improvement.

Students will participate in a leadership experience which:

1. Explores their growth throughout the semester.
2. The ability to reflect on other's growth.
3. The ability to accept critical feedback.

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.