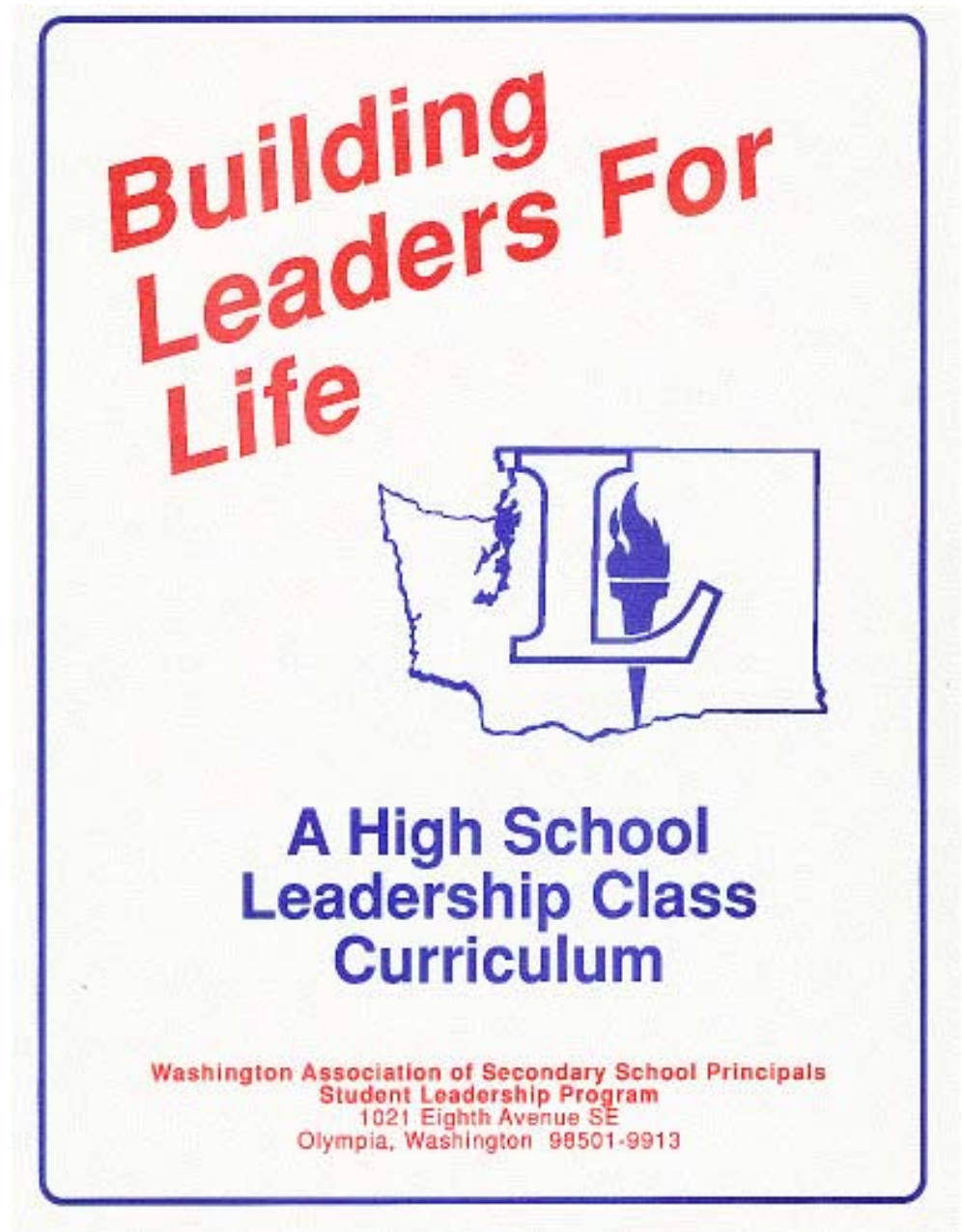


“Building Leaders for Life”

A High School Leadership Class Curriculum

- The goals for “Building Leaders for Life” provide a balanced framework for teaching leadership.
- The curriculum is divided into five areas:
 - Communication*
 - Group Process*
 - Managerial Skills*
 - Self Awareness*
 - Human Relations*
- Within each of the five curricular areas there are lessons that address specific objectives.
- Each lesson is designed to stand on its own, allowing you the freedom to pick and choose as needed.
- The appendix contains sample course outlines and grading formats



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HOW TO USE THIS GUIDE

The goals for “Building Leaders for Life” provide a balanced framework for teaching leadership. Within each of the five curricular areas there are lessons that address specific objectives. Although each lesson has been assigned a ‘category” you will find that many of the concepts overlap into the other curricular areas.

In an ideal world, you would have time to read this guide first, selecting the lessons and order that would best meet the goals of your class. Given the reality of schools today, you will be lucky to get the handouts copied before the class walks in! Each lesson is designed to stand on its own, allowing you the freedom to pick and choose as needed. In many leadership classes curriculum days happen only “between projects”. The format of this guide is designed to allow you the flexibility to teach a single lesson when needed, or a complete unit as the calendar dictates.

An essential part of all leadership instruction is the debriefing of an activity. Sample questions have been included in most cases to help you facilitate a discussion. Time constraints often cause us to cut short, or eliminate totally, the debriefing of activities. Stress to your students that the key to growth is in reflection. Strive to include a solid debriefing session with each activity.

The appendix contains sample course outlines and grading formats. These ideas may be helpful as you create or restructure a leadership class. Leadership class structures certainly vary throughout the state, ranging from required courses for ASB officers to elective classes open to any student. The samples provided in the appendix will help you develop a formula that works best for your school.

The lesson format contains a few general phrases. For clarification the following definitions hold true:

Group Size: Entire class

In most cases the lesson could be used with classes of 40 students.

Time Required: 1 class period

A class period has been defined as 50-60 minutes.

Setting: Standard classroom

Ideally one that has movable tables and chairs with lots of flexibility. In most cases any classroom will work.

BUILDING LEADERS FOR LIFE

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GOALS AND OBJECTIVES

Washington Student Leadership

Washington Student Leadership is a program of the Washington School Principals Education Foundation

Students involved in programs of Washington Student Leadership will have the opportunity to increase their understanding and/or effectiveness in the following processes:

A. COMMUNICATION SKILLS

Students will have the opportunity to:

1. Improve speaking skills in small or large groups.
2. Improve listening skills in small or large groups.
3. Improve group skills necessary to get others to listen.
4. Increase poise while working in groups.
5. Increase awareness of the importance of public relations.

B. GROUP PROCESSES

Students will have the opportunity to:

1. Increase their awareness and effectiveness in group processes and skills as they apply to various situations.
2. Increase their understanding of different leadership styles as they apply to various situations.
3. Increase their understanding of the concepts of conflict resolution.
4. Increase their ability to apply effective motivation and involvement techniques.
5. Increase their understanding of appropriate group decision-making processes.
6. Increase their understanding of effective goal setting.
7. Increase their understanding of the importance of identifying and utilizing available resources.
8. Increase their understanding of the concepts of group dynamics.
9. Increase their understanding of appropriate evaluation and/or debriefing techniques.

C. MANAGERIAL SKILLS

Students will have the opportunity to gain an understanding of:

1. The essential elements necessary in planning, conducting and evaluating meetings, skits, assemblies, fund-raisers, and other projects.
2. Various problem-solving techniques.
3. The value of delegation of authority, involvement techniques, and methods of motivation.
4. The principle of chain of command.
5. Time management, task analysis, and pre and post time lining.
6. Respect for established procedures, legal parameters, and financial and budgetary management.
7. Various goal setting and prioritization techniques.
8. Position functions.

D. SELF-AWARENESS

Students will have the opportunity to:

1. Increase their self-esteem and self-concept through an increased understanding and awareness of self.
2. Increase their understanding of self through self-inventory, values clarification, goal setting and evaluating experiences.
3. Increase their skills in areas of assertiveness, risk-taking, conflict resolution, and time management.
4. Increase their self-help skills in areas of stress management, coping with failure/success, and dealing with criticism/praise.

E. HUMAN RELATIONS SKILLS

Students have the opportunity to:

1. Increase their understanding of the values of positive reinforcement, trust, and honest communication.
2. Increase their awareness of social, cultural, ethnic and racial diversity, and develop strategies to promote respect and acceptance of diversity.
3. Increase their understanding of techniques used to develop positive school and community climates.
4. Increase their understanding of the lonely/alienated students and ways to increase their sense of belonging.
5. Increasing their awareness of good sportsmanship and the ways it can be generated.
6. Increase their awareness of sexism and sexual equality in leadership.