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Resources:

Top 20 Teens info@top20training.com

651 690 5758

Primary curriculum for leadership class

Simpletruths.com

Short video with a message

The Eighth Habit Steven R. Covey

Great DVD with the book

**Canadian Association of Student Activity
Advisors casaaleadership.ca**

Newsletter with a wealth of ideas and activities

**FISH Philosophy video has now become
affordable in the secondary market.**

**My entire curriculum will be online by summer with all
resources and handouts (district requirement.)**

**I am also available as a keynote or workshop presenter for
students and/or advisors.**

- I. Leadership: Grades 11 and 12
- II. A comprehensive look at the dynamics of leadership
- III. Prerequisite: Faculty or administration approval
- IV. Course requirements
 - a. Each student will complete an inspirational speech in front of the class (Absolutely no exceptions.)
 - b. Each student will work with his/her "Link Crew."
 - c. Each student will take and pass two unit tests.
 - d. Each student will complete required essays.
 - e. Each student will work with a group and complete a multi-media presentation based on "The 7 habits of Highly Effective Teens."
 - f. BE IN CLASS. The best part of this class happens is class. A class discussion grade will be given. You cannot discuss unless you are in class.
- V. Late work will receive a top score of 72% (18/25). Each due date will have a three day grace period for full credit.
- VI. Content
 - a. Preparing to be a Top Twenty (nine weeks)
 - b. Ethical Decision Making (two weeks)
 - c. Seven Habits of Highly Effective Teens (two weeks)
 - d. Goal Setting (two weeks)
 - e. Leadership Styles (three weeks)
 - f. Conflict Management (1 week)
 - g. Time Management (1 week)
 - h. Group Process (1 week)
- VII Other Stuff
 - a. All materials will be kept in a three ring binder with clear front and back pockets. Due: Friday, February 3. If I punch it, you keep it.
 - b. Your handouts for the speeches and projects must be in my box or sent to my email the day before you present. I do all my Xeroxing at night.
 - c. You and your group will be responsible for a breakfast. There will be no make up days if you forget. This will hold you accountable and teach the importance of group work. Your classmates will be very disappointed if you forget.
 - d. All cell phones and laptops will be off your desk during class.
 - e. Finally, the individual who gains the most from this class is me. I consider it a privilege to facilitate this class. I have never been disappointed. It is why I come back every year.

Goals Worksheet

State your mission statement in two or three sentences: Stephen Covey Mission Statement

State your goal. Be specific.

Start Date:

End Date:

Steps you will take to reach your goal:

What is your motivation to select this goal?

Also 50 before 50 Goals you want to accomplish before age 50.

Essay: My goal: Success or Failure and Why

My Leadership Style

Using all the start qualities, four letter Briggs test, red-white-blue-yellow, 16 personality types, and your animal write an essay on your leadership styles. This essay should include:

1. A general description of your leadership style
2. A description of your leadership weaknesses
3. A description of your leadership strengths
4. At least two examples of how your leadership style has been exemplified
5. A selection of a current or past leader that most closely resembles your style.
6. A prediction of how you will use your leadership style in the future.

Due Date April 5th

Grace period April 10th

50 points This is your most important essay. Failure to complete will make it mathematically impossible to get a grade higher than a C.

- [Course Description](#) [Unit Calendar](#) [Curriculum Map](#)

Click on a Unit to edit your Curriculum

	Content	Objectives / Skills: Know	Objectives / Skills: Know
<p>The 80/20 Rule (Week 1, 2 Weeks)</p>		<p>Define the 80/20 Rule</p> <p>Define Thinking Learning and Communicating</p> <p>Define star qualities</p>	<p>Make a vanity license plate that exempts your top twenty</p> <p>Design your home that defines who you are</p>
<p>Inspirational Speeches (Week 1, 18 Weeks)</p>	<p>Students will give an inspirational speech based on his/her own experience.</p>	<p>Know the four basic parts of a speech</p> <p>Know the content requirements of the speech</p>	<p>Prepare a handout with speaker's name and a title</p> <p>Include when appropriate a quote, photograph, or artwork</p> <p>Deliver the speech</p>

			front of the clas
Inspirational Movies (Week 1, 18 Weeks)	Students will watch short (3-4 minute) inspirational movies that emphasize stories or quotes.	Define: Theme Concept Leadership	Students will wa movie. Students will ta on the movie.
A NewFormula For Success (Week 2, 2 Weeks)	This unit will distinguish the differences between IQ and EQ. It will include a discussion of good results vs. good ride. The students will take a personality self select test that will help identify the EQ strengths.	Students will be able to define emotional quotient and intelligence quotient. Students will be able to define good results vs. good ride.	Students will cr own formula in Success = Goo Ride+Good Res equation. The 1 equal 10. Students will ta personality self form.
The Frame (Week 3, 2 Weeks)	This unit examines a strategy of acheiving goals. The student will work with a frame concept to develop a strategy to acheive goals.	The student will be able to define the four elements of the frame:see, feel, do, and get.	The student will blank photo fran place the words do, and get in th appropriate cor

An Inside Job
(Week 4, 2 Weeks)

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

Define the 90/10 rule
Identify the difference between the outside and inside world

Define Blame

Define Attitude

Students will compare the I can not vs choose not to a

Students will watch movie "Finding Forrester."

Students will discuss concept

Students will read Charles Swindoll "Attitude"

Do You See or Are You Blind?
(Week 5, 2 Weeks)

The content of the unit examines the concept of remaining curious about ideas and concepts. The unit emphasizes the concept of not be satisfied with initial judgements.

Know the difference between how a top twenty and a bottom eighty thinks

Define the word "paradigm"

Hand out the "Files" exercise

Ask for the number they see in the

Discuss why each number is correct

Discuss why individuals saw different numbers

Beliefs: Fact or Fiction

(Week 6, 2 Weeks)

The concepts developed in this unit illustrate the differences between facts and fiction. The unit also explains the impact of beliefs and convictions in the student's life. The student will be able to use the ease-up technique.

- Define Fact
- Define Belief
- Define Conviction
- Define Ease Up

Give students a fact or fiction to commonly held

Have the student stand on a strong to strongly disagree continuum in front of class. the student then explain the viewpoint's position way to ease up

Above and Below the Line

(Week 7, 2 Weeks)

The purpose of this unit is to understand the concept of the "Line."

- Define the "Line"
- Define Triggers
- Define Indicators
- Define Trampolines
- Define Submarines

Fill out the work

Eliminating Thought Circles
(Week 8, 2 Weeks)

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

Define thought circle
Define name, claim, and tame
Define consensus model

Students will identify thought circles in lives
Students will differentiate between worry and thought circles
Students will identify top 14 fears they have
Students will meet in groups to come to a consensus decision

Leadership Book Club
(Week 8, 5 Weeks)

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

Define what makes a book come under the category of leadership

Students will read nonfiction works
Students will discuss nonfiction works
Students will take notes on a nonfiction work
Students will prepare a powerpoint on a nonfiction work

Influence of Messages
(Week 9, 2 Weeks)

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

- Define Validity
- Define Interpretation
- Define Peer and Adult Pressure
- Define Culture
- Define Media Influence

Students will be list types of peer pressure

Students will be analyze market techniques

Students will be analyze cultural influences

Learning from our Mistakes
(Week 10, 2 Weeks)

The purpose of this lessons is to examine the concept of using a mistake to grow as an individual. The lesson also looks at the role of a leader when individuals he/she leads make a mistake.

- Know how the frame applies to viewing a mistake
- Define the five responses to a mistake

Students will list their mistakes about their mistakes what they do will make a mistake explain what they learn from the mistakes

Students will list concepts when in a leadership

Students will participate in the Red Cup

Growing through Risk
(Week 11, 2 Weeks)

This unit will examine the importance of positive risk.

- Define comfort zone
- Define the frame as it applies to risk vs. comfort zone

Students will analyze their comfort zone by frame

Students will list activities that are outside their comfort zone

Students will list activities that are outside their comfort zone

			their comfort zo
			Students will m their own perso comfort zone w activity
Reckless Risk (Week 11, 2 Weeks)	The students examine the difference between growing through risk and reckless risk	Define reckless risk Define comfort zone Define the neurology of the teenage brain	
Leadership Theory (Week 12, 3 Weeks)	This unit examines leadership theory.	Define the following terms: Autocratic Democratic Laissez Faire Types of leaders: Telling persuading consulting joining delegating Situational leadership: Telling Selling Participating Delegating	Students will ta Hartman Perso Profile test Students will cr categories by c the Hartman co i.e. Red/White Students will lis presentation on leadership style
Goal Setting Unit (Week 12, 5 Weeks)	The students will understand the basic of the SMART goal process and apply it to a 30 day goal.	Define: Specific Measurable Attainable Relevant Time-Specific Motivation Review and Assessment	Students will ex number of goal possibilities Students will se thirty day goal Students will se accountability p

Students will de
mission statem

**Conflict
Management**
(Week 14, 2
Weeks)

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

Define: Assertiveness
Cooperativeness
Competing
Collaborating
Compromising
Avoiding
Accommodating

Take the Thom:
Kilmann Conflic
Instrument

Examine the re:
the instrument

Apply the result
instrument to le
situations

**Ethical
Decision
Making**
(Week 15, 2
Weeks)

Students will examine the different theories of ethical decision making.

Define the following concepts:
Truth vs. Loyalty

Individual vs. Community

Short term vs. Long Term

Justice vs. Mercy

Ends-based Thinking

Students will be presented with different ethical and their applic

Student will be with different et situations and r choices

Students will pr own ethical situ the form of a sk

Rules-based Thinking

Care-based Thinking

The "Mom" test

The " Front Page" test

The "Gut" test

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

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

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

Students will be identify a movie defines their ha

Students will be construct a pow that illustrates t

Students will be create an activi illustrates their |

Students will be develop a skit th illustrates their |

Students will be select a song th illustrates their |