

Livermore Valley Joint Unified School District

Course Title: Leadership A/B/C

Grade Level(s): 9-12

Length of Course: Three trimesters

Credit: 15 units

Prerequisite: Student must go through the election or appointment process and earn a spot in the class.

Course Overview:

The Leadership class is designed to facilitate the Student Government program. It is a project-based course intended to provide time for Associated Student Body (ASB) members to accomplish their goals and duties as representatives of the student body. Students develop their leadership skills in goal setting, time management, organization, communication, school and community service, interpersonal relations, problem solving, team building, and evaluation and reflection. They will utilize reading and writing to develop their knowledge of leadership types and how best to present their ideas to others.

Schools Offering: Del Valle High School  
Granada High School  
Livermore High School  
Vineyard High School

Meets University of California Entrance Requirements: Seeking "g" approval

Board Approval: Pending Board Approval

Course Materials: None

Supplemental Materials: None

## Leadership A/B/C

### COURSE CONTENT

Students will actively participate in the planning and execution of events at school site. They will complete service hours outside of class representing school Leadership. Students will read, write and complete tasks that increase their understanding of what it means to be a leader as well as how to build shared values and a culture of significance creating a more inclusive school community. The class will focus on standards designed by the California Association of Directors of Activities including communication, personal and social development, civic and service learning, government, business and finance, and technology and digital citizenship. Students in elected and appointed positions will join Leadership for all three trimesters. These courses may be repeated for credit.

#### **Unit 1: Communications**

In this unit, students will learn and practice communication with each other as well as students and adults outside of Leadership.

##### *Summary of Key Assignments and/or Activities*

Students will create written plans and follow-up reports for the activities they plan.

Students will conduct interviews for all ASB elections.

Students will present their activities to the class. They will use clear communication to convey the logistics and vision for their event.

Students will organize a lesson based on a leadership concept. They will use engaging communication to speak to the class and teach them about a leadership topic they find important.

Students will plan a campus activity in a small group and create an individual written reflection analyzing the pros and cons of their communication and why/how good communication was necessary for a successful activity.

Students will reach out to an adult outside of Leadership for assistance with a leadership task and create a written response demonstrating how they implemented the positive communication skills that have been discussed in class.

#### **Standards Addressed**

State of California Student Leadership Standards

##### Standard 1: Written Communication

Written communication is the foundation of the student leadership program. Even when words are meant to be spoken (e.g., Homecoming script, auto-dialer message to families), it all begins with the written word.

##### Standard 2: Interviewing Skills

Student leaders encounter interviews in a variety of different settings. Appointed candidates are interviewed for selection; experienced officers are sometimes called upon to reverse roles and become the interviewer. By sitting on both sides of the table, student leaders can gain valuable college and career interview skills.

#### Standard 3: Public Speaking

Student leaders speak in the public arena in formal and informal settings. A variety of verbal and non-verbal factors ensure the success of their communication.

#### Standard 4: Crowd Management

Effective group management requires good planning and an awareness of the location and composition of the group.

#### Standard 5: Conflict Resolution

Managing groups requires developing and refining skills related to listening, advising, effectively communicating, and seeking outside support as needed.

#### Standard 6: Evaluation and Feedback

Effective leaders continually self-evaluate and seek the feedback of outside observers in order to expand their leadership skills.

#### Standard 7: Interpersonal Skills

Strong leaders possess exceptional interpersonal skills that focus on active listening, taking initiative, and collaborating positively.

### **Instructional Methods and/or Strategies**

The teacher will facilitate lessons that use presentation, discussion, and hypothetical practice to demonstrate positive communication skills and the importance of them.

The lessons created by the teacher will guide students through learning communication and practicing it while creating the activities on our campus.

### **Assessment Methods and/or Tools**

Assessment of communication skills will be based on student reflection, success of events, in-class observation of interaction, and feedback from the outside adults that Leadership students interacted with.

- Student reflection will be measured by a post-event self-evaluation form. The form will require rating group communication and perceived personal communication, as well as a journal-style writing to reflect on perceived successes and failures.
- The teacher will assess the event itself and assign a grade to the success of the event as a whole as well as how communication impacted the progress and outcome of the event.
- Staff members who were asked for support or advice will receive a Google form that rates the student's ability to communicate effectively in-person and via email.

### **Unit 2: Personal and Social Development**

In this unit, students will gain a deeper understanding of their own styles of leadership and interaction while also figuring out how to work with others.

*Summary of Key Assignments and/or Activities*

Students will plan activities with static small groups, allowing them to learn from previous encounters and improve group dynamics.

Students will use their awareness of group dynamics and social/emotional learning to work efficiently and cooperatively. They will complete reflections after each event to demonstrate the situations they encountered and what they learned from those interactions.

Early in the year, small groups will create a written plan for the whole year to guide their calendar and events.

Students will take the personality test at [www.16personalities.com](http://www.16personalities.com). The test will explain the different aspects of their personality. They will find a prominent leader with the same personality traits to research and write an essay comparing themselves to the researched leader.

**Standards Addressed**

State of California Student Leadership Standards

**Standard 1: Group Dynamics**

Effective leaders work collaboratively to create vision, purpose, and direction for their team. Particular emphasis on positive group dynamics leads to the best possible outcome for the team's mission.

**Standard 2: Goal Setting, Feedback, and Evaluation**

Identifying vision and a systematic plan for implementation of the team's goals leads to its ultimate success. The team should first identify why its mission is important and then set attainable goals to achieve its objectives.

**Standard 3: Social and Emotional Learning**

A harmonious environment where all leaders feel validated, accepted, and important is necessary to facilitate cooperation within the group. Individual leaders need to develop self awareness and an appreciation for the diversity of others in order to utilize their strengths and contribute positively to the group.

**Instructional Methods and/or Strategies**

The teacher will facilitate lessons that use presentation, discussion, and hypothetical practice to demonstrate positive group interaction and organization. The lessons will also focus on different types of learning and leadership styles and how awareness of leadership styles can create better leaders.

The lessons created by the teacher will guide students through learning personal and group strategies and practicing them while creating the activities on our campus.

**Assessment Methods and/or Tools**

Assessment of personal and social development will be based on student reflection, success of events, in-class observation of interaction, and feedback from the outside adults that leadership students interacted with.

- Student reflection will be measured by a post-event self-evaluation form. The form will require rating planning skills, organizational skills and teamwork, as well as a journal-style writing to reflect on perceived successes and failures.
- The teacher will assess the event itself and assign a grade to the success of the event as a whole as well as how organization, teamwork and effective planning impacted the progress and outcome of the event and how the student demonstrated those attributes.
- Staff members who were asked for support or advice will receive a Google form that rates the student's ability to work with other adults on campus.

### **Unit 3: Civic and Service Learning**

In this unit, students will learn the importance of positive interactions with the school and local communities.

#### *Summary of Key Assignments and/or Activities*

Students will complete three sets of required hours outside of class:

- 1) Producing and working at school events or other events tied to our school.
- 2) Working at community service locations of their choice.
- 3) Attending events created by other groups on our campus.

### **Standards Addressed**

State of California Student Leadership Standards

#### Standard 1: Civic and Community Engagement

As the future leaders of our communities and world, our student leaders need the experience of working collaboratively with affiliated organizations to establish connections -- allowing all groups to achieve their highest potential.

#### Standard 2: Service Learning Strategies

Informed global citizens need practical experiences -- at an early age, to effect change in their communities and beyond. Fostering these opportunities (and follow up reflection) empowers them to identify their responsibilities as members of the global community.

#### Standard 3: Community Service

Serving others creates connections and awakens a sense of responsibility for societal challenges. It also helps the leader identify needs within the community and fosters the development of empathy and compassion.

### **Instructional Methods and/or Strategies**

The teacher will facilitate lessons that use presentation and discussion to explain the importance of positive engagement with our school and local communities.

The teacher will create parameters and tracking methods to document the hours completed and the follow-up reflections for the service completed.

### **Assessment Methods and/or Tools**

Assessment of communication skills will be based on student reflection and reporting of hours will comprise the assessment of completion.

- Students will submit hours at the end of the trimester that fulfill a required number in each of the categories: 1) helping events on campus that are directly tied to leadership, 2) general community service and 3) attending events on campus created by other groups.
- As part of their take-home final, students will write an essay on what they learned from their community service hours.
- The Campus Life Table Group will be graded on their ability to create Service and Civic opportunities as that falls into their purview.

#### **Unit 4: Government**

In this unit, student leaders will learn their role in the organization of our school and the rules that apply.

##### *Summary of Key Assignments and/or Activities*

Students will engage in weekly ASB meetings to approve spending of ASB funds and school activities.

Students will plan and execute ASB and class elections as well as other activities that require voting such as homecoming court or using polls to make class decisions.

Students will read and pass a test on the school ASB constitution and by-laws.

Students will research an aspect of the United States federal government and write an essay correlating it with something in ASB leadership.

#### **Standards Addressed**

State of California Student Leadership Standards

##### **Standard 1: Authority and Governance**

Student leadership offers our kids the opportunity to participate in the system of government and procedures that exist on their campuses. It also allows them to make comparisons between student government and local, state, and national government systems and policies, and to experience the constraints within which all government systems must operate.

##### **Standard 2: Procedures**

Adherence to established policies and procedures is an important aspect of local, regional, and national government. Teaching our students to identify and follow these formal and informal protocols is an important part of their growth as entrusted leaders.

##### **Standard 3: Elections and Appointments**

When a student leader runs or applies for an elected or appointed office and wins, the student wants to know that they did so in a fair and equitable process. Likewise, the student who runs/applies and does not get the job also wants to know that he lost fair and square. While the primary responsibility for ensuring a fair and accessible election/selection process rests with the advisor and administration, student leaders can contribute a great deal to the fairness and equality of the process by following the rules and guidelines, encouraging their friends and supporters to positively participate in the process, and then finally being a gracious winner or loser.

##### **Standard 4: Effective Meetings**

The Business Meeting often serves as the backbone of the daily operation of student leadership organizations. The adult advisor, the president, the secretary, and each individual member all have a role to play in a productive meeting. By understanding the format and structure of an effective meeting, student leaders can give all educational partners a voice and more quickly get to the planning and implementation of the programs and activities that create a positive school culture.

**Instructional Methods and/or Strategies**

The teacher will model behavior and expectations for ASB meetings.

The lessons created by the teacher will explain the laws that govern our ASB activities.

**Assessment Methods and/or Tools**

Assessment of understanding and upholding procedures will be based on in-class observation during ASB meetings and practical application while planning events.

Students will learn where our ASB practices and rules are mirrored in the US or state government and demonstrate that information on a written exam.

**Unit 5: Business and Finance**

In this unit, students will learn the money cycle and laws that organize finances for ASB. They will demonstrate successful fundraising, branding and advertising techniques.

*Summary of Key Assignments and/or Activities*

Students will approve an ASB budget each school year.

Students will plan activities that incorporate proper fiscal procedures, consistent branding, and effective advertising.

Students will practice and reflect in writing good customer service based on interactions with the target group of people for an activity.

**Standards Addressed**

State of California Student Leadership Standards

**Standard 1: Finance/Accounting**

With a combination of school activities, athletics, and class activities, an associated student body in California can easily have a six- or seven-digit figure annual budget to manage. School staff (including administrators, athletic directors, leadership advisor, and account clerk or other classified staff) often handle many of the day-to-day ASB transactions. However, students in middle and high school ASBs are still considered by state law to be the stewards of all student body funds. As such, student leaders should be involved at every level of student body fund accounting, from the creation and approval of an budget, through the pre-approval and disbursement of funds, and the collection of fundraiser monies, as well as the record-keeping of all approvals through the ASB minutes.

**Standard 2: Fundraising**

Building a successful leadership and activities program requires resources. While the LCAP and LCFF have unlocked new discretionary resources for site administrators to use in promoting a more positive school culture, the funding for these programs most often falls to a school's associated

student body. Student leaders who learn effective fundraising practices and techniques not only help bring in this much-needed revenue, but learn skills they can use in college, career, and beyond.

#### Standard 3: Marketing

Marketing is a broad strategy. It involves the creation and nurturing of a brand and brand message that connects the producer (student leaders) to their consumers. The American Marketing Association defines it as “the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.”

#### Standard 4: Advertising

Advertising is one part of your marketing strategy, specifically designed to sell or promote a product or activity. Modern advertising blends the more traditional media of posters and flyers with video production, photography, and social media. An effective advertising begins with accurate and well-articulated information and comes to life with creativity and sensory appeal.

#### Standard 5: Customer Service

Student leaders are in sales. They sell tickets to dances and athletic events, fundraiser items, spirit wear and student store items. They also “sell” free items--attendance at assemblies and rallies, attendance at lunchtime activities, and in general the more abstract concepts of school spirit and school involvement. Understanding who their clients are, what they want, and how they expect to be treated helps the student leader to not only create products and experiences that will better engage their customers in the short term, but will give them sales and customer service experience they can carry with them into a future career.

#### Standard 6: Business Law

In California and across the country, nutrition laws and accounting best practices have changed dramatically in the last twenty years. Due to increased accountability and more rigorous oversight, the student leader learns quickly that you can't simply sell chocolate bars on campus or nachos and soda at lunch to raise money. Awareness of business law, specifically as it relates to nutrition and student body fund accounting, means that student leaders have a greater awareness of how they can properly raise funds while preserving their California non-profit status and complying with school, district, and state laws and policies.

### **Instructional Methods and/or Strategies**

The teacher will facilitate lessons that use presentation, discussion and hypothetical practice to demonstrate business and finance skills and the importance of them.

The lessons created by the teacher will guide students through applying appropriate procedures and practicing them while creating the activities on our campus.

### **Assessment Methods and/or Tools**

Assessment of business and finance skills will be based on student reflection, success of events, in-class observation of planning and feedback from the activity target group.

- Students will learn the financial policies that affect leadership and demonstrate that knowledge on a written exam.



- Teachers will grade the activities themselves to provide feedback on how successfully students are adhering to the financial policies when planning.

### **Unit 6: Technology and Digital Citizenship**

In this unit, students will learn and demonstrate appropriate and effective use of technology.

#### *Summary of Key Assignments and/or Activities*

Students will maintain ASB social media accounts.

Students will distribute approved information through social media and email.

Students will enhance their lessons and activities with technology. Specifically, small groups will construct a lesson they will present to the class on a topic from one of the other units and show how technology can be used as part of a presentation.

Students will use Google Drive to organize and access the documents needed to plan activities and pass the information to the next group of students.

### **Standards Addressed**

State of California Student Leadership Standards

#### **Standard 1: Digital Workspace and Collaboration**

It seems as though cloud technology was made for student leaders. The ability to collaborate on budgets, scripts, to-do lists, calendars, and surveys, just to name a few, helps student leaders to focus less on the back-and-forth of comparing different versions of documents, and more on producing a better digital product to serve the student body. Comments, version tracking, editing/suggesting mode, in-document chat, and other features enhance the student leaders' ability to communicate and collaborate whether in the same room, on a home computer, or on their mobile device.

#### **Standard 2: Digital Citizenship**

Whether on a shared classroom computer, at home, or on a mobile device, student leaders have the power to connect to each other and to the world in ways that we never did at their age. With this power comes the responsibility to understand their own digital footprint, as well as to treat others with kindness, dignity, and respect.

#### **Standard 3: Audio/Visual Presentation**

Student leaders are frequently called upon to not only use video and amplified sound in rallies, assemblies, and outdoor activities, but also to set up the technology needed for these events as well. The student leader should have the basic skills to set up this technology, as well as know how to get the right music started to set the tone for the event.

#### **Standard 4: Video and Photography**

As access to technology grows, student leaders are increasingly using visual/media arts to promote a positive culture and climate at their schools. These tools have the power to connect students to their school, but care must be taken to use these tools responsibly, and in a way that is always positive and inclusive.

### **Instructional Methods and/or Strategies**

The teacher will facilitate lessons that use presentation and discussion to demonstrate positive use of technology.

The lessons created by the teacher will guide students through using technology for advertisement and enhancement of activities and practicing it while creating the activities on our campus.

### **Assessment Methods and/or Tools**

Assessment of communication skills will be based on student reflection, success of events, and use of technology as part of lessons on leadership.

- Students will create presentations that demonstrate their use of Google Slides, YouTube, and games like Kahoot.
- The Branding and Promotion groups will successfully manage the social media accounts and be graded on their ability to do so.
- Students will organize events and be graded on their ability to utilize Google Drive to share and store information to share with other groups or future classes.
- Students will complete research projects that demonstrate the use of digital media like webpages and videos.

### **Assessment Criteria**

A+	100-97%	B-	80-82%	D+	67-69%
A	96-93%	C+	77-79%	D	63-66 %
A-	90-92%	C	73-76%	D-	60-62%
B+	87-89%	C-	70-72%	F	0-59%
B	83-86%				