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## Curriculum Organization

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We are pleased to share the Essential Academic Learning Requirement- aligned curriculum activities used by the Student Leadership Program in the Leaders in Service Program and in the Leadership through Service-learning Regional Conference Program. Please refer to the specific agendas for each program presented in this guide to identify specific curriculum. Many educators have tested and evaluated the activities. Their evaluation and recommendation are the basis for the content and sequencing of the activities.

### Groupings

Activities are organized in three groups:

1. Secondary School Activities – These activities have proven successful when presented to high school and to middle school students. The objectives are aligned with Washington State Essential Academic Learning Requirements and benchmarked for 7<sup>th</sup> and 10<sup>th</sup> grade achievement.
2. Middle School Activities – These activities have proven successful when presented to middle school students. The objectives are aligned with Washington State Essential Academic Learning Requirements and benchmarked for 7<sup>th</sup> grade achievement. The activities have not been effective when presented to high school students.
3. High School Activities – These activities have proven successful when presented to high school students. The objectives are aligned with Washington State Essential Academic Learning Requirements and benchmarked for 10<sup>th</sup> grade achievement. They may be appropriate for high achieving middle school students.

### Sequence

Within each grouping, activities are organized by Student Leadership Program (SLP) curriculum units. SLP curriculum units are organized to create general guidance in the sequencing of activities that produce the successful developmental flow of information and challenge proven effective in empowering students with self confidence and skills to become leaders. Within each curriculum unit, activities are arranged alphabetically. The units are:

1. Developing Relationships - challenges students to move outside their comfort zones and risk trusting themselves and others in a new environment. Students begin to remove their school “masks” and reveal the person inside.
  - a. Objectives
    - i. To acquaint students with each other in new ways and to achieve a degree of comfort within the group.
    - ii. To establish a basic definition and understanding of “leader” and “leadership”.

- b. Outcomes
  - i. Students are familiar with each other's names, and understand the leadership framework from which conference materials are presented.
  - ii. Students understand basic needs of individuals, qualities of leaders and establish group interaction guidelines.
  - iii. Students develop trust as they communicate their needs and expectations.
2. Understanding Potential - guides students in discovering and acknowledging their individual values and potential, and those people who are assets to their personal, educational and career development.
  - a. Objectives:
    - i. To allow students discovery and acknowledgement of physical and psychological needs and underlying interests.
    - ii. To allow students discovery and acknowledgement of those relationships which help and hinder their achievement of their physical and psychological needs and underlying interests.
    - iii. To introduce the concept of mentors – and allow students to identify individuals who are their mentors.
    - iv. To build vocabulary.
  - b. Outcomes:
    - i. Students have a better understanding of the relationships in their lives.
    - ii. Students have a better understanding of basic needs of individuals and how they meet those needs and the underlying interests in their own lives.
    - iii. Students identify people who support them in achieving their basic needs – “asset builders” and mentors, and those people who detract from their achieving their basic needs.
    - iv. Students know each other better and develop trust as they communicate their needs and expectations.
3. Choices - guides students to recognize opportunity and make thoughtful choices.
  - a. Objectives:
    - i. To allow students discovery of what is important to them and their associated needs, interests and values.
    - ii. To acquaint students with how interrelationships influence their choices.
    - iii. To acquaint students with the practice of making good choices.
  - b. Outcomes:
    - i. Students have a practical understanding of their basic values and how those values influence their choices.
    - ii. Students are aware of their leadership potential.
    - iii. Students have a practical understanding of how understanding their values and their potential can help them to make good choices.

4. Goal Setting - Develops students' skills in setting short term and long term goals.
  - a. Objectives:
    - i. To help students discover their goals and identify short and long term goals.
    - ii. To have students identify a personal goal and develop a beginning framework for planning to achieve that goal.
  - b. Outcomes:
    - i. Students know the difference between long term and short term goals.
    - ii. Students have a practical understanding of steps to take to set goals.
    - iii. Students identify a goal and outline a framework for achieving that goal.
    - iv. Students understand challenges that they may encounter in achieving their short and long term goals and supports that help them achieve their goals.
5. Problem Solving - provides structure for students to become effective in implementing choices and attaining goals.
  - a. Objectives:
    - i. To introduce students to a step-by-step process for problem solving.
    - ii. To engage students in applying choice making, goal setting and problem solving skills individually and as a member of a group.
  - b. Outcomes:
    - i. Students have a practical understanding of a systematic problem solving process.
    - ii. Students have a written plan to solve an individual problem.
    - iii. Students apply a problem solving process by working as a team to solve a problem, using and practicing their leadership skills.
6. Futuring – Action Planning - Challenges students to develop practical plans to implement their leadership skills.
  - a. Objectives:
    - i. To provide students with opportunities to refine goal setting and problem solving skills.
    - ii. To provide students with the skills and support to prepare action plans to achieve a specific personal educational or career goal.
    - iii. To allow students to practice their leadership skills in identifying and developing action plans to address a specific school or community improvement goal.
  - b. Outcomes:
    - i. Students have a practical understanding of a systematic action planning process.
    - ii. Students have a written action plan to solve an individual career or educational goal.
    - iii. Students work as a team to identify a school or a community improvement goal and develop a written action plan to achieve that goal.

7. Communication – Conflict Resolution – Challenges students to evaluate how they receive and give information and to develop effective listening and conflict resolution skills.
  - a. Objectives:
    - i. To help students identify potential for conflict.
    - ii. To increase student’s understanding of their and other’s responses to conflict.
    - iii. To enhance student’s communication and conflict resolution skills.
  - b. Outcomes:
    - i. Students know the steps of a conflict resolution process.
    - ii. Students know how to apply conflict resolution skills to real-life situations.
    - iii. Students know some vocabulary used in conflict resolution.

## **Process for Assembling Curriculum for SLP Tested Agendas**

1. Using the Guide, refer to the SLP detailed agenda that identifies the focus group(s) (middle school or high school), the order in which activities were successfully presented, the activity name, and the unit.
  - a. If the focus group is middle school, the activity may be found in either the middle school grouping or the secondary school activity grouping.
  - b. If the focus group is high school, the activity may be found in either the high school grouping or the secondary school activity grouping.
2. Some activities may serve more than one purpose. As the curriculum sub-committee becomes comfortable with the activities and the curriculum, it may develop an agenda that uses activities out of sequence:
  - a. Some Developing Relationships Unit activities may also be used at points in the agenda when groups are reforming, new groups are forming, personal revelations and discoveries that change group members’ understanding or expectations of each other have been revealed, etc.
  - b. Some Problem Solving Unit activities may be used before Goal Setting, Problem Solving and Futuring – Action Planning Units’ activities as pre-tests to the group and individual learning and post tests of the group and individual’s achievement.

## **Process for Assembling Agendas for the Curriculum**

1. Identify the focus group(s) (middle school or high school).
2. Refer to the Detailed Agenda Planning Form in the Guide, and the SLP Units’ sequencing, to build the curriculum agenda. Practitioners, who facilitated activities in a conference setting, recommended assignment of each activity to the unit based on the level of group development at which the activities proved effective, the activity objectives, and SLP experience with the student outcomes of the activity.