

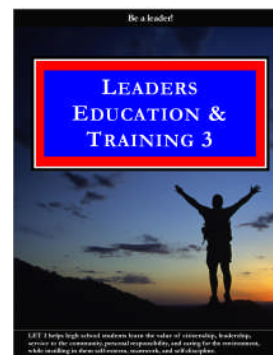
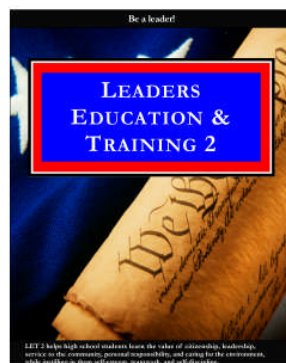
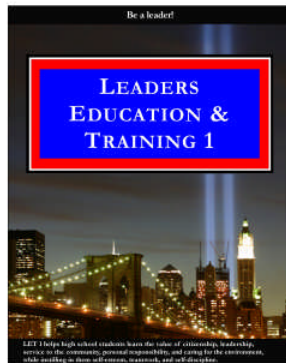


Leaders



Leaders Curriculum Overview

Peaceful Leadership Education & Training



Curriculum Review – How You Start Influences How You Finish

“Helping young people acquire sufficient background to perform their role as citizens.”

- ❖ 1. **Overview of goals and objectives**
- 2. **Content of the *Leaders***
- 3. **Instructional strategies / methods used**
- 4. **Strategies to differentiate for diverse learners**
- 5. **Research base from which the program was developed**
- 6. **Locations where the program and components are being used**
- 7. **Support for professional development of teachers**

"The future belongs to those who believe in the beauty of their dreams."
-- Eleanor Roosevelt

Leaders Defined

“Helping young people acquire sufficient background to perform their role as citizens.”

A leadership education and training program for high school students. Students are taught to think critically and live life helping others with integrity, humility, compassion, and courage.

Implementation options range from a four year 720 hour program to a 26 hour program.

LET 1



LET 2



LET 3



LET 4



Purpose of *Leaders*

“Helping young people acquire sufficient background to perform their role as citizens.”

The *Leaders* program is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and caring for the environment, while instilling teamwork and self-discipline.

The program’s focus is reflected in its mission statement, “To provide young people with sufficient background to perform their role as citizens in a democracy.” It prepares high school students for responsible leadership roles while making them aware of their rights and responsibilities.

The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, nation, and the planet.



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“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”

-- Margaret Mead

Units of Instruction

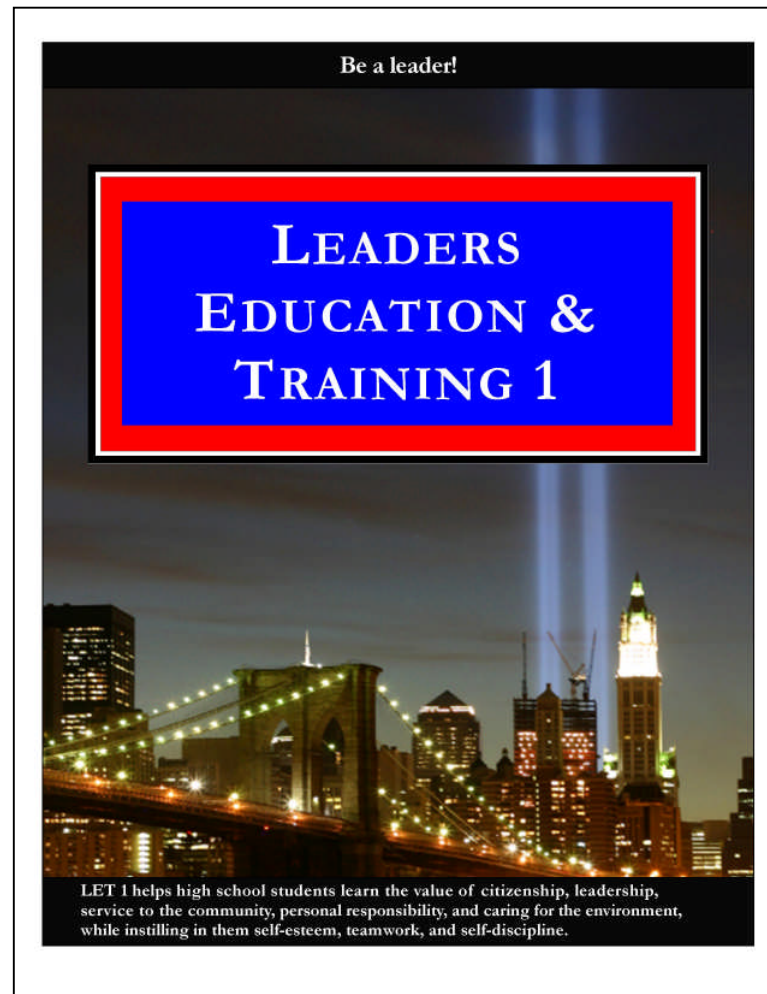
“Helping young people acquire sufficient background to perform their role as citizens.”



- Citizenship in Action
- Leadership Theory and Application
- Foundations for Success
- Wellness, Fitness, and First Aid
- Geography, Map Skills and Environmental Awareness
- Citizenship in History and Government
- Certified Peace Leader (Optional)

Leaders Education & Training 1

“Helping young people acquire sufficient background to perform their role as citizens.”



Students Learn

“Helping young people acquire sufficient background to perform their role as citizens.”

- Citizenship
- American and World History
- How Government Works
- Our Constitution
- Nonviolence as a force more powerful than violence
- Caring for the environment
- Importance of individual and government financial responsibility
- Wellness
- First Aid / CPR
- Preventing Drug Abuse
- Effective Oral/Written Communications
- Technology Awareness
- Career Opportunities
- Current Events



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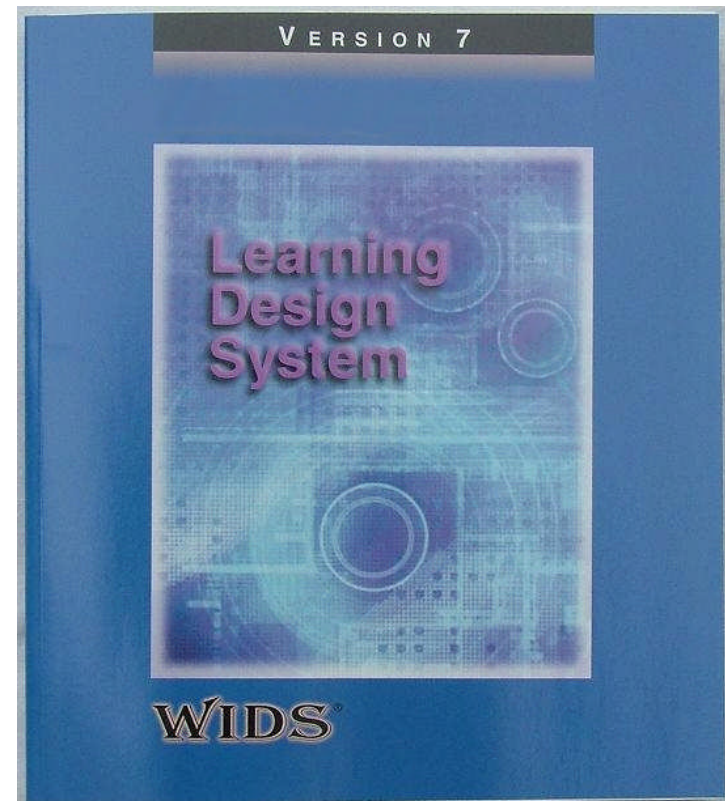
“Leaders aren't born, they are made. And they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve that goal, or any goal.”

-- Vince Lombardi

Performance-based learning

“Helping young people acquire sufficient background to perform their role as citizens.”

- In the production of this curriculum the *Leaders* program has incorporated the latest educational theories used in secondary education.
- The *Leaders* program uses the Worldwide Instructional Design System (WIDS is an educational group operating under the Wisconsin Technical College System Foundation, Inc). The WIDS model and methodology are used to develop core abilities, competencies, performance standards, and learning plans.



21st Century Learning

“Helping young people acquire sufficient background to perform their role as citizens.”

- ✓ In Addition to Core Subjects 21st Century Content should include:
 - Global Awareness
 - Financial, Economic, Business, and Entrepreneurial Literacy
 - Civic Literacy
 - Health and Wellness Awareness

- ✓ Learning and Thinking Skills

- ✓ Information and Communications Technology (ICT) Literacy

- ✓ Life Skills (to include leadership)

- ✓ 21st Century Assessments (high quality standardized testing along with effective classroom assessments)



Source: Partnership for 21st Century Skills (www.21centuryskills.org).

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“It is not fair to ask of others what you are unwilling to do yourself.”

-- Anna Eleanor Roosevelt

Supporting Diverse Learners

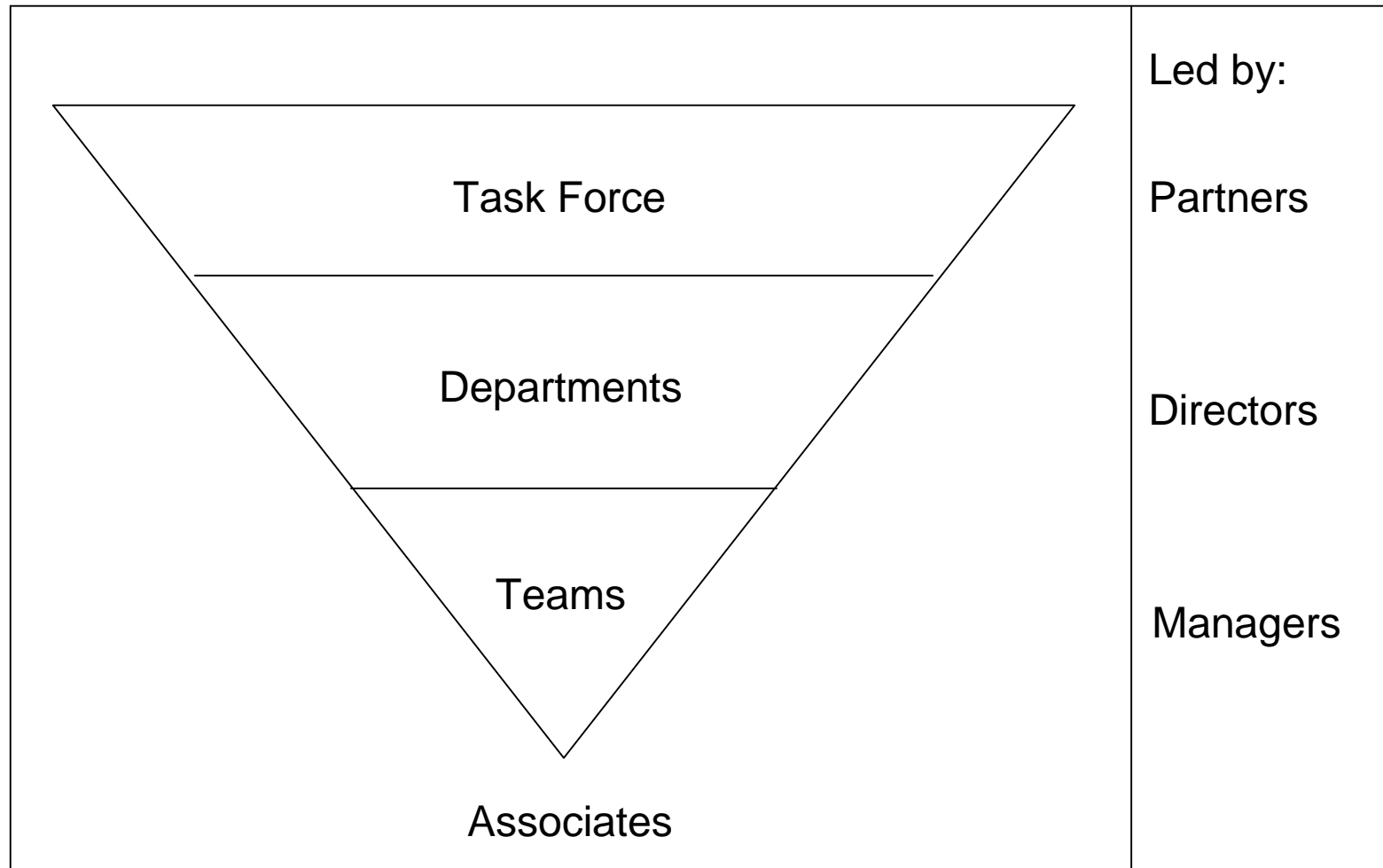
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- Scaffolding for all students.
- The LET 1 to 4 system reinforces the ability to ramp up students with the flexibility to enter any LET.
- Service learning and multimedia enable students to see, hear, and touch the data.
- Diverse learners are supported with peer tutoring, group cooperation, and experts in addition to qualified instructors.
- Active learning by teaching (students teach new content to each other with instructors guiding the process).
- *Leaders* transition options for former JROTC students is unique.



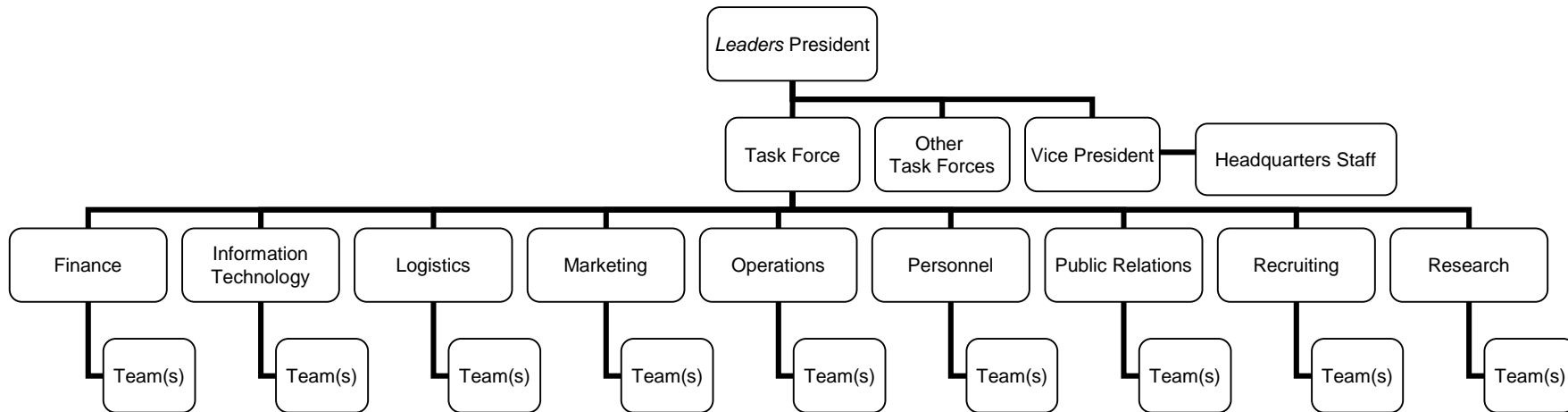
Structure & Advancement

“Helping young people acquire sufficient background to perform their role as citizens.”



Organization Chart

“Helping young people acquire sufficient background to perform their role as citizens.”



Core Abilities & Extracurricular Activities

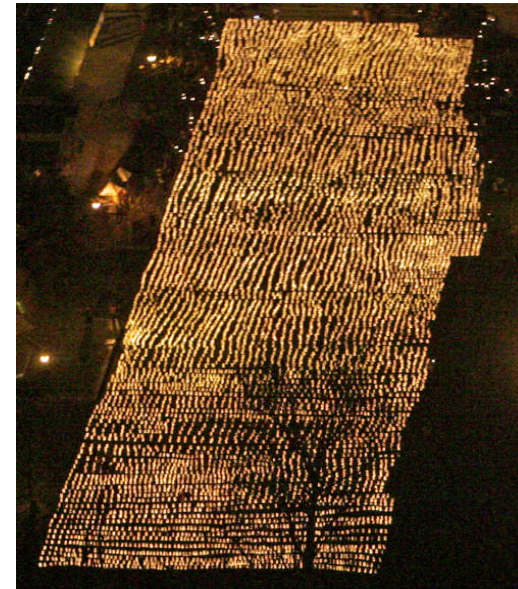
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Core Abilities

- Develop capacity for life-long learning
- Solve conflicts utilizing nonviolent strategies
- Communicate using verbal, non-verbal, visual, and written techniques
- Take personal responsibility for actions and choices
- Contribute as productive citizens to the school, community, country, and world
- Treat self and others respect
- Apply critical thinking techniques

Extracurricular Activities

- Community service
- Meetings with lawmakers
- Annual awards programs
- Attending special briefings from city officials
- Unifying the community with peace education events
- Teaching leadership in the community



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Democracy is an objective. Democratization is a process. Democratization serves the cause of peace because it offers the possibility of justice and of progressive change without force.

-- Boutros Boutros-Ghali

Green Field & Reengineering

“Helping young people acquire sufficient background to perform their role as citizens.”

- The green-field approach allows innovations to be free from existing program limitations. The focus of the green-field effort was to identify and fill existing educational gaps to help students acquire the background and skills they need as citizens in our democracy.
- The reengineering approach benefits from analysis of best practices. The focus of the reengineering consisted of a careful review of JROTC to assess what deserved to be kept and what needed to be replaced, improved, and supplemented.



Students helping validate our leadership development research in Washington, DC.



While *Leaders* is a new offering, many program components have been field tested for over a decade.

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“One day we must come to see that peace is not merely a distant goal that we seek, but that it is a means by which we arrive at that goal. We must pursue peaceful ends through peaceful means.”

-- Dr. Martin Luther King, Jr.

An Innovative & New Offering

“Helping young people acquire sufficient background to perform their role as citizens.”

- We actively worked with key stakeholders in San Francisco to develop this new offering.
- Program components are tested in several schools in California (e.g., Burbank and JFK in Sacramento).
- The *Leaders* design team is working with student interns to test, validate, and refine *Leaders*.
- San Francisco, often a leader on national issues, was chosen by the *Leaders* design team as the best location in the country for the initial implementation of *Leaders*.



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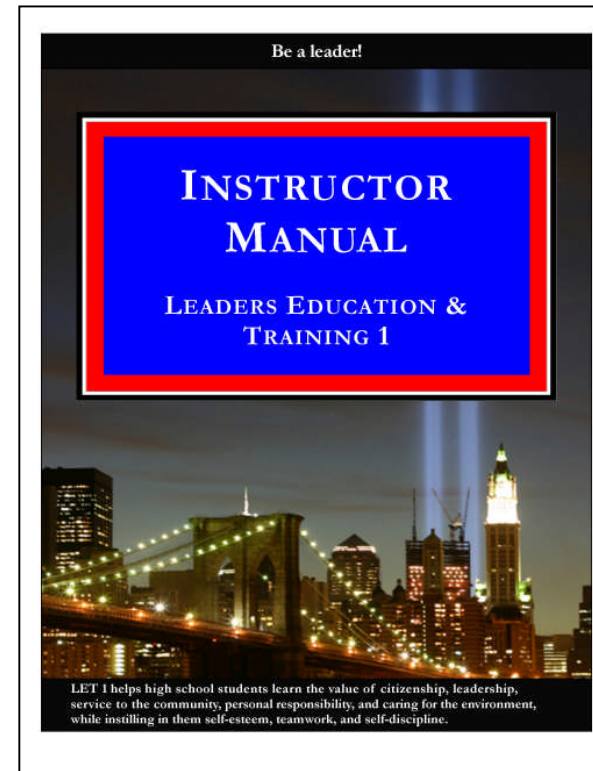
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"Leadership and learning are indispensable to each other."
-- John F. Kennedy

Teach Peace Foundation Teacher Development

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- 10 day training program for teachers.
- Senior instructor support.
- Experts and successful leaders to assist.
- Online teacher resources.
- E-support via e-mail and telephone.
- Common planning and collaboration time.
- Priced in our solution is paid teacher time to discuss curriculum issues, problem solving, and program improvement.
- Priced in our solution is paid substitute teachers time to facilitate teacher development.
- Opportunities to benefit from working with leaders in the community and participate in exciting extracurricular events.



The Instructor Manual, over 250 pages for LET 1, includes detailed lesson plans and classroom delivery instructions.

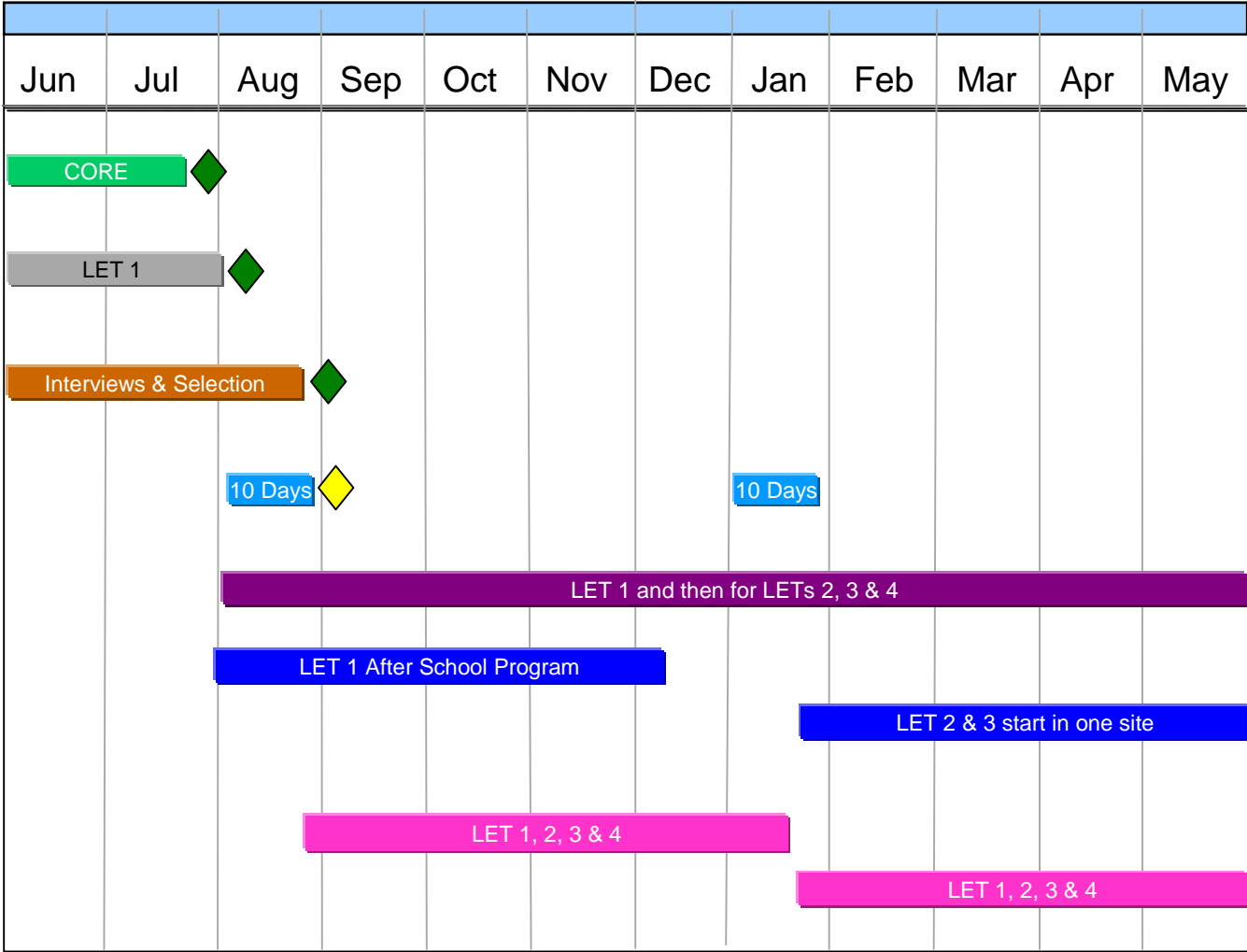
Implementation Timeline

“Helping young people acquire sufficient background to perform their role as citizens.”

Legend:

- CORE Development
- Pre-Launch Customizations
- Instructor Selection
- Instructor Training
- Senior Trainer Support
- Program Expansion
- Fasttrack Alternative

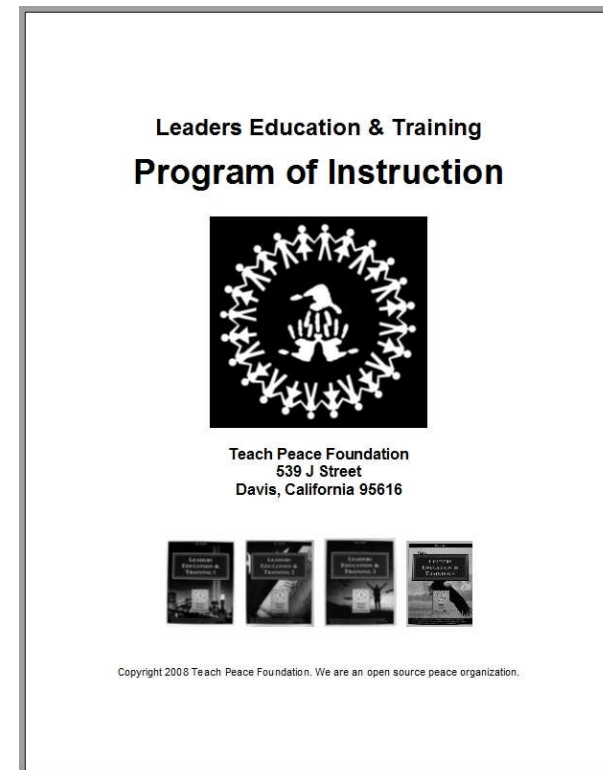
- Status:**
- ◆ On Target
 - ◆ Of Concern
 - ◆ Off Target



Curriculum Summary

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The 100+ page *Program of Instruction* provides a wealth of information on the program research, classroom delivery considerations, and much more.

Questions

“Helping young people acquire sufficient background to perform their role as citizens.”

