Leadworthy The Course

PEIMS Code: N1290012

Abbreviation: LDWRTY

Grade Level(s): 9-12

Award of Credit: 0.5

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.

- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.

- Innovative courses may only satisfy elective credit toward graduation requirements.

- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

Leadworthy The Course is designed to develop personal responsibility, leadership, and professional skills through explicit social-emotional participatory learning experiences. The course provides students the opportunity to develop an awareness of personal image, a healthy self-concept, and healthy relationships. Students learn the concepts of consequential thinking and principle-based decision making. Students examine their awareness of social media, the effects of peer pressure and bullying, along with effective strategies to counteract those effects. This course will provide students opportunities to improve their public speaking and communication skills and their personal vision, mission statement, and goals. They will develop an understanding of what it means to be an effective member of the community through community service.

Essential Knowledge and Skills:

(a) General Requirements. The course is recommended for high school students, grades 9-12. Students shall receive one-half credit for the successful completion of this course.

(b) Introduction.

   (1) Leadworthy The Course enables students to develop leadership skills. To accomplish this, students need skills and tools to present themselves in a positive way, interact with others, exhibit professionalism, and problem solve.

   (2) Leadworthy The Course is an explicit social-emotional learning experience that teaches students personal responsibility, self-awareness, leadership and communication skills, and decision-making and prosocial skills.

   (3) In addition to developing character and leadership skills, students are required to demonstrate proficiency in:

     (A) delivering clear verbal messages;

(B) choosing effective nonverbal behaviors;

(C) listening for desired results;

(D) applying valid critical-thinking and problem-solving processes;

(E) identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

(c) Knowledge and Skills.

(1) Personal Growth. The student describes the impact of self-concept and self-confidence on personal growth. The student is expected to:

(A) define self-concept and explain how self-concept is formed through social experiences, social comparisons, and reflected appraisals;

(B) discuss problems related to basing one's self-concept on performance and negative comments;

(C) define reframing, the process of taking negative comments or events and placing them into a positive framework, and describe how reframing affects self-concept;

(D) define self-confidence and distinguish between self-concept and self-confidence; and

(E) explain the characteristics of people who have self-confidence, such as goal setting, risk-taking, and perseverance despite failure.

(2) Self-Assessment. The student self-assesses emotional intelligence to identify personal improvement goals. The student is expected to:

(A) define intelligence quotient (IQ) and emotional intelligence, or emotional quotient (EQ);

(B) distinguish between emotional intelligence and intelligence quotient;

(C) describe the skills and qualities, including interpersonal skills, persistence, optimism, self-awareness, self-control, empathy, social skills, and self-motivation, associated with emotional intelligence;

(D) use emotional intelligence scales to identify personal areas of strength and areas for improvement; and

(E) identify effective strategies to achieve personal emotional intelligence improvement goals.

(3) Goals Setting. The student examines personal values to develop statements of current and future goals. The student is expected to:

(A) define personal values and explain how personal values are demonstrated by actions such as how individuals spend free time and money, and how individuals treat others;

(B) identify personal values and explain the choices selected;

(C) define and discuss the elements of a personal mission statement which is a statement describing what a person wants to do now that is tied to their values;

(D) define personal vision statement, a statement of what a person wants to be following high school graduation;

(E) identify and apply the steps involved in developing a personal vision statement; and

(F) describe strategies to balance personal goals with one's current reality.

(4) Taking Responsibility. The student understands the importance of taking responsibility for one's thoughts, attitudes, and actions. The student is expected to:

(A) examine the importance and effects of personal attitude in various scenarios;

(B) develop effective strategies, such as thought replacement and rational emotive theory to change personal attitudes;

(C) explain the concept of delayed consequences; and

(D) discuss the importance of taking responsibility for one's thoughts, attitudes, and actions.

(5) Personal Image. The student understands the importance of a positive image and precautions to employ when using social media. The student is expected to:

(A) identify factors involved in making a good first impression, including the eight primary cues that people notice;

(B) define and discuss methods of impression management;

(C) define image and compare image with self-concept;

(D) explain the importance of a positive image;

(E) discuss consequences of inconsistencies between a person's public and private image; and

(F) discuss the influence of social media on image.

(6) Leadership. The student evaluates the qualities and motivations that shape the development of a leader. The student is expected to:

(A) identify the internal qualities that leaders possess such as warmth, kindness, influence, knowledge, and genuineness;

(B) identify the types of motivation that sustain great leaders such as gaining influence, receiving recognition, and making a difference in the lives of others;

(C) examine the personal costs, including the time and commitment requirements, of leadership; and

(D) investigate how a leader's personal values are developed and demonstrated to others.

(7) Group Dynamics. The student understands the changing relationships that exist within groups and demonstrates skills to manage group dynamics. The student is expected to:

(A) describe and participate in developing a social contract for the class;

(B) examine group roles and dynamics and analyze their impact on group effectiveness;

(C) use effective communication strategies for building consensus and solving problems to promote group effectiveness; and

(D) discuss characteristics of healthy relationships.

(8) Interactions with Others. The student understands various forms of peer pressure and develops strategies and skills for managing negative peer pressure and bullying. The student is expected to:

(A) identify types of peer pressure, including overt, covert and situational;

(B) describe how peer pressure can both positively and negatively influence individuals;

(C) develop strategies, such as positive self talk or doing something positive for others, to manage negative peer pressure;

(D) identify different types of bullying, such as retaliatory, popular, group, indifferent, and cyber and explain the impacts of each; and

(E) identify and roleplay skills to defend and rescue others in situations involving peer pressure and bullying.

(9) Communication Skills. The student develops and uses skills that help build, grow, and maintain both professional and personal relationships. The student is expected to:

(A) use communication management skills to develop assertiveness, tact, and courtesy;

(B) identify and explain the importance of developing effective communication strategies such as remembering names and writing follow-up letters;

(C) use effective communication strategies in roleplay and authentic conversations;

(D) explain and roleplay verbal and nonverbal behaviors that exhibit active listening; and

(E) demonstrate the skill of giving affirmations such as a handwritten thank you note after receiving a gift, a verbal or written note of appreciation to a guest speaker, or a compliment to encourage someone.

(10) Family Dynamics. The student analyzes family dynamics. The student is expected to:

(A) describe and roleplay the family dynamics identified in the Circumplex model;

(B) explain why family tension might occur using the Circumplex model; and

(C) identify strategies to improve family relationships, including affirming others, active listening, asking for forgiveness, and spending time with family members.

(11) Problem Solving. The student describes and uses various problem-solving processes. The student is expected to:

(A) define lateral and vertical thinking and the types of problems these methods of thinking are designed to solve;

(B) explain brainstorming and its use in problem solving;

(C) define paradigm shift as it relates to putting aside a personal bias to intentionally seek out creative solutions to a problem; and

(D) use vertical and lateral thinking skills to solve problems.

(12) Public Speaking. The student understands how to communicate in written, oral, and visually supported mediums. The student is expected to:

(A) analyze the audience, occasion, and purpose when planning for and designing presentations;

(B) use effective strategies to organize and outline presentations;

(C) use information effectively to support and clarify points in presentations;

(D) describe and use effective facilitator skills such as tone of voice, use of stories, articulation, credibility and vulnerability;

(E) prepare and deliver individual and group presentations and speeches to inform, persuade, or motivate an audience;

    (F) use effective techniques to build self-confidence when speaking in front of a group;

    (G) use effective nonverbal behaviors such as posture, movement, gestures, facial expressions, and eye contact, while delivering a speech;

    (H) analyze and evaluate the effectiveness of one's own and other's communication; and

    (I) discuss the importance of being an effective communicator.

(13) Community Service. The student demonstrates leadership and communication skills to serve the community. The student is expected to:

    (A) research various types of community service opportunities; and

    (B) develop and execute a plan of service.

Recommended Resources and Materials:

- Certified Course Leaders are asked to participate in Leadworthy Online. This online resource center is updated periodically with articles, blog posts, quotes, videos, and surveys designed to provide additional instructional materials for all Course Leaders.
- Students and Course Leaders participating in Leadworthy The Course are invited to attend Leadworthy Live, a stadium-sized classroom experience where participants and leaders come together to learn.
- Course Leaders are encouraged to use a variety of rich primary and secondary source materials to teach essential knowledge and skills. Such materials may include speeches, letters, and diaries; poetry, songs, and film; and articles, financial documents, and simulations.
  - Selections may include the articles located in the Course Leader Guide and/or student manual: "The Importance of a Timely Note" by Lou Holtz; "Character Matters" by Christopher Vincent; "I am a Gangster" by Joel Nayder; and the "I Have a Dream" speech by Martin Luther King.
- Books referenced include:
  - Canfield, Jack, and Hansen, Mark Victor. (1993). Chicken Soup for the Soul: 101 Stories to Open the Heart and Rekindle the Spirit. Deerfield Beach, FL: Health Communications.
  - DeBono, Edward. (1970). Lateral Thinking: Creativity Step by Step. New York: Harper and Row.
  - Kouzes, J.M., and Posner, B.Z. (1988). The Leadership Challenge. San Francisco: Jossey-Bass Publishers.
  - Mandino, Og. (1985). The Greatest Salesman in the World. New York: Bantam Books, Division of Bantam-Dell Double Day Publishing Company
  - Stock Pd.D., Gregory. (1987). The Book of Questions. New York: Workman Publishing Company.
- Motivational resources are also available from guest speakers. Ideas for community service projects such as planning a food drive, visiting a nursing home, or cleaning up a local park can be found online or provided by members of The Flippen Group.
- Materials are purchased through The Flippen Group and include consumable, grade-appropriate, student manuals. The course leader's guide, now available online, is designed for a semester long course, but does contain enough curriculum for the entire school year. The course is divided into 61 lessons. Each lesson plan contains the objectives, materials (which may be downloaded), journal questions, sample script, discussion questions, activities, supplemental resources, as well as other resources needed for the course (video, group activities, challenges etc).

Recommended Course Activities:

- The required teaching methods include highly intensive activities such as modeling, role-playing, grouping teams, and delivering student speeches.
- The student manual provides each Leadworthy student with an opportunity for daily journal entries that challenge him/her to apply the classroom concepts that are taught each day.
- Optional activities, additional group discussions, service projects, and team building activities are included in the course leader's guide. Opportunities for students to develop and demonstrate their skills are imbedded throughout the course. For example, students practice the leadership skill of shaking hands daily when they enter the classroom or when a visitor arrives.
- Students are first introduced to topics such as defending skills, then asked to practice the skills in a group setting with guided practice and finally the teacher creates opportunities for students to demonstrate those skills independently.
- Students have multiple occasions to practice and refine their public speaking skills in prepared speeches.
- Students research and create a presentation on a public figure as well as researching various types of community service opportunities and executing a plan of service.

Suggested methods for evaluating student outcomes:

Learning in this course is evaluated in various ways.

- Much of the learning is experiential. As students participate in activities, challenges, and class discussions, Course Leaders check for understanding using graded reflective journals.
- Course Leaders may use rubrics to assess projects such as the creation of a bulletin board, a brochure, a newsletter, skits, a rap song, or a PowerPoint presentation of a public figure.
- The Course Leader evaluates speeches according to a provided rubric. Students also self-reflect and provide feedback to others which the Course Leader observes and moderates as part of class discussion.
- Course Leaders observe and provide feedback to students regarding written and verbal affirmations to classmates, various school personnel and community members.
- The Course Leader provides daily monitoring and feedback of student's abilities to follow the social contract.
- The Course Leader daily observes and provides written or verbal feedback to students regarding their ability to properly shake hands.
- As a culminating assessment, they also research, plan, and execute a community service project.
- Finally, there are also periodic written quizzes and a summative final written examination.

In addition, comprehensive and relevant research is a key ingredient for effectively evaluating programs.

- Rigorous research studies have demonstrated that the Capturing Kids' Hearts process, including Leadworthy The Course curriculum, is effective for improving behavioral and academic outcomes.
- Student outcomes are evaluated using proven, scientifically-based research techniques including validated survey tools and randomized, controlled trials.

- Our research studies have been published in peer-reviewed journals, and Leadworthy The Course curriculum has been listed as an evidence-based program on the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidence-based Programs and Practices.

Teacher qualifications:

Educators must have a valid State Board of Educator Certification teaching certificate appropriate to grade level of assignment.

Additional information:

Educators must additionally complete the following trainings.

- Educators must attend Capturing Kids' Hearts - 1 training to become acquainted with the foundational concepts taught in Leadworthy The Course.
- Those who wish to become Leadworthy Course Leaders must then complete Leadworthy Certification in which they receive additional training to address the concepts of modeling skills, grouping teams, sequencing the curriculum, grading student performances, and implementing group growth.

Districts must contact owner of the course directly. Please contact Tanya Peterson, Director of Operations--Education at the Flippen Group, tanya.peterson@flippengroup.com, 800-316-4311, for information regarding this course.