



## Leadership (Team Academy)

### Overview Information

Title of Course: <b>Leadership (Team Academy)</b>	
Course Author(s): <b>Diana Goldberg, Jasper Thelin</b>	Schools where the course will be taught: <b>Archie Williams High School</b>
Length of Course: <b>4 Semesters</b>	Subject Area and Discipline: <b>Non-Departmental, Elective</b>
Grade Levels: <b>11/12</b>	Is this course an integrated course? <b>no</b>
Is this course being submitted for possible UC honors designation? <b>No</b>	Are you seeking UC approval? If so, in what area ( <u>A-G</u> )? <b>UC "G" Elective</b>
Prerequisites (required or recommended): <b>n/a</b>	Co-requisites (required or recommended): Concurrent with other Team courses
If there are prerequisites for the course, please include a justification as to why they are in place: <b>n/a</b>	
Check all that apply: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> UC A-G course <b>UC "G" approval</b></li> <li><input type="checkbox"/> Graduation Requirement ( specify the requirement this course meets)</li> <li><input checked="" type="checkbox"/> Elective</li> <li><input type="checkbox"/> Honors/AP</li> <li><input type="checkbox"/> CTE</li> </ul>	

### Introduction to the Course

**Course Overview:** This leadership class is designed to foster personal and collective leadership through a blend of outdoor leadership, citizenship, community action projects, and various levels of personal and collective leadership development. By engaging with multi-faceted leadership styles in nature, in the classroom, and within their wider communities, and applying leadership principles in real-world contexts, students will develop the skills to lead with confidence, empathy, and responsibility. The skills students will learn are outlined using Common Core standards for Social Studies, English, and our greater Tam District graduate profile. Students will learn leadership skills in the following areas: Citizenship and personal leadership, time management/organization, goal-setting, leading in the backcountry, speaking/listening/written communication, and community action. They will be challenged to understand their personal leadership roles and to identify ways in which they interact and support their wider communities in various contexts. They will sign on to commit to leadership roles in school, in the backcountry, and in their community.

## Unit One: *Foundations of Personal Leadership*

### Unit Summary:

Students will explore the concept of personal leadership, developing self-awareness, emotional intelligence, and resilience. They will engage in self-reflection and growth activities to understand their personal strengths, values, and leadership styles. Students will engage in various quizzes, questionnaires, and literature studies to understand their leadership styles and how to work with various styles in the classroom and in the backcountry. Students will focus on weekly goal setting, time management, and reflections on their learning.

### Unit Outcomes:

- Acknowledge their strengths and know when and how to use them
- Acknowledge their growth areas and know when and how to ask for help
- Students will be able to define personal leadership and recognize its role in both outdoor and community contexts. Model integrity and inclusion
- Maintain awareness of personal needs for self-care leading to balanced priorities
- Students will research different leadership styles to understand their own
- Students will work on weekly time management skills and goal-setting techniques.
- Cultivate resilience through challenges and self-reflection.

### Sample Unit Assignments:

**Leadership Inventory:** Students will take various assessments (e.g., Myers-Briggs, Enneagram, four directions, Naviance personality, career inventories, Harry Potter houses, etc.) to better understand their leadership style. They will journal about their assessments and do group activities to showcase the various types of leadership in the class and how to work together.

**Journaling & Reflection:** Weekly reflections on these assessments and reflections on personal growth, challenges, and lessons learned from our team building work in and outside of the classroom.

**Monday Mindfulness and Motivation Work:** Monday is a day where they use their planner to set weekly personal and academic goals and write out their work for the week. Students work on not just writing due dates, but planning out their weekly schedule and working to understand where/when they work best. This is also a day to check in personally and commit to a grounding mindfulness moment. We also work with our wellness center in the district to implement weekly mindfulness activities.

**Grading period reflections:** Students reflect on their academic and personal leadership in all classes and fields at the end of the grading period. Then, at the end of each semester, they meet at 2:1 with our two staff members to review their strengths and growths from the semester as leaders.

**Ropes course leadership:** Students attend a ropes course at UC Berkeley and learn about their own styles through low and high ropes courses and communal games. They learn how they lead personally and how to lead in a group setting. They debrief and bring this home with them.

### Sample unit assignments/assessments:

*Leadership reflection for the grading period- students do a grade check (adopted from our Avid courses) to reflect on how they're doing academically and a leadership reflection on how they did individually as a leader for themselves and others during the previous 6 weeks.*

[https://docs.google.com/document/d/11\\_KB4MBZYMyQ8EA43lCxaie5a9FSdZTlr9nNuankXW8/edit?tab=t.0](https://docs.google.com/document/d/11_KB4MBZYMyQ8EA43lCxaie5a9FSdZTlr9nNuankXW8/edit?tab=t.0)

## **Unit Two: *Outdoor Leadership***

### **Unit Summary:**

Students will apply leadership principles in outdoor settings, learning to lead by example, build teams, and navigate complex environments. They will also engage in risk management and decision-making in wilderness settings. Students will have specific Leader Days in the backcountry and reflect and debrief with their adult guides on their strengths and growths in the backcountry. The ultimate goal is for students to take their backcountry leadership skills and apply them in a classroom and community setting in any environment. This curriculum is designed to provide a holistic and engaging leadership experience. By combining outdoor adventure, community service, current events analysis, and personal leadership development, students will leave the program with a well-rounded skill set for leadership in any context.

### **Unit Outcomes:**

- Acknowledge their own strengths and growths as leaders in the front country and apply to the backcountry
- Demonstrate strong resilience while climbing mountains and communicating with peers and adults about daily needs.
- Ask for help along the way
- Practice circle protocol to reflect on each day on the trail and develop deeper connections with peers
- Read, review, and demonstrate Leave No Trace Principles.
- Lead their entire group with a peer on a leadership day on each trip.
- Demonstrate strong decision-making in group settings
- Apply principles of environmental stewardship and sustainability to leadership practices as they honor the land we are walking on.
- Understand and follow personal responsibility, safety protocols, and risk management in outdoor activities.
- CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1

### **Sample Unit Assignments:**

**Wilderness Day Trips and Overnights:** Single-day hikes, climbing days, and backpacking trips where students take turns leading the group, making decisions, and managing logistics.

**Personal/Collective Backcountry Preparation:** Activities such as map reading, backcountry stove use, group cooking/cleaning, how to pack a pack, nutrition in the backcountry, proper hydration, how to prevent altitude sickness, applying wilderness medicine practical skills, gear maintenance, and more that require both personal leadership and collaboration. These can be used for lifetime wilderness access for students and they have access to our gear library for free for life.

**Sustainability and Land Acknowledgements:** Students learn about Leave No Trace principles and the importance of environmental stewardship, incorporating these into their outdoor leadership. Before trips, students learn about the history of the land, flora, fauna, environmental protections, and more. Students learn about Native lands and indigenous history of the land, as well as, and the lack of access to the outdoors for all. They want to be stewards of the land and to leave it better than they found it.

**Memoir Writing:** Students create memoirs and posters from their trips in the outdoors. They do daily reflective journaling and learn to write descriptive nature-based narratives of their journeys. They share their

memoirs both out loud and the written versions at a family slideshow/potluck night.

**Nature Readings:** Students read nature-based poetry, personal narratives, documentaries and more to understand, discuss, and develop empathy for the impact of nature on a diverse variety of people. They learn to help protect nature for the people and the planet. We encourage them to be stewards in their communities to show the impact nature has had on them and how they'll give back.

**Solo Sits and Group Circle Protocol:** Students engage in knightly circles focused on communication with their group mates and reflect on their days. These circles serve as a space for students to process both the physical and emotional journey of the trip. They are prompted to share questions about their rose, bud, and thorn, as well as, what community means to them. How did they engage with childlike wonder that day? What the mountains represent in their lives and more. They practice empathetic and present listening and validating one another. They also engage in a 2-hour solo sit and debrief where they write and reflect on the larger meaning of the trip for their lives.

**Trip Self Evaluation Leadership Rubric and Guide Debriefs:** At the end of each backpacking trip students fill out a self-evaluation of how they did as a leader on the trip. They then meet with their adult guides and share their strengths and growths from the trip. The guides then verbally reflect on each students' strengths and growths. This is a huge learning moment to reflect on how to take the lessons of the trail and the trip home with them. This format mimics job evaluations and the feedback process

#### **Sample Unit Assignments:**

*Leadership self-eval Trip Evaluation:*

[https://docs.google.com/document/d/11K2ImSwe4Edx9howTYemdyVCvdUOtYHXB4VdBYJRZpE/edit?usp=drive\\_web&oid=104269626740504873891](https://docs.google.com/document/d/11K2ImSwe4Edx9howTYemdyVCvdUOtYHXB4VdBYJRZpE/edit?usp=drive_web&oid=104269626740504873891)

*Memoir assignment:*

<https://docs.google.com/document/d/1JLeLuogfrehLd-cszlL2o3b72vnWVuy6ToDFaoWkJKQ/edit?tab=t.0>

### **Unit Three: Academy Leadership-Committees**

#### **Unit Summary:**

This ongoing weekly unit focuses on applying leadership principles to real-world organizational settings of their Academy through committee work. Students will gain group leadership experiences in key committees that they create and manage on their own. Committees created are: Gear Management, Fundraising, Public Relations, Community Organizing, and Event Planning. By engaging with current Students will electively choose a committee chair, work in mixed junior/senior groups, and develop essential leadership skills such as communication, strategic planning, team collaboration, and problem-solving within their committees. They will work on quarterly projects in their committee and showcase their outcomes at the end of each semester. These committees mimic working on boards and small group planning for a lifetime to come.

- **Gear Management Committee**
  - **Role and Responsibilities:** This committee oversees our outdoor gear room and all its equipment, and resources necessary for outdoor activities. Responsibilities include inventory management, equipment maintenance, gear check-in/check-out, and searching for discounts and deals for new gear.
- **Public Relations Committee**
  - **Role and Responsibilities:** This committee is responsible for promoting the Team Academy events on social media, through a monthly newsletter to families, and maintaining our website. They also create and sell merchandise for our Team.
- **Community Organizing**
  - **Role and Responsibilities:** This committee works to engage and connect students, parents, and

community members in our academy's work. They organize student engagement events and opportunities internally and externally to help spread our work to the wider community. They help with recruiting new members into our community

- **Event Planning Committee**

- **Role and Responsibilities:** This committee is responsible for the logistics and execution of our Academy events, from brainstorming event ideas to celebrating holidays, and birthdays, and handling the decorations and execution of these events. They work with the fundraising community for events as well.

- **Fundraising Committee**

- **Role and Responsibilities:** The fundraising committee is tasked with identifying and organizing activities that raise funds for the academy's outdoor events. They will seek out grants, and sponsors, plan fundraising events, and create fundraising materials in accordance with our school district and local non-profit work to help teens get more access to the outdoors.

### **Unit Outcomes:**

- Students will engage in a circle protocol led by their committee chairs each week
- Committee chairs will make draft agendas and hold their group responsible for their goals/outcomes
- Students will work together to listen and learn about their committee field and plan/implement projects
- Students will collaborate and use time effectively during committee work periods.
- Listening (CCSS.ELA-LITERACY.SL.9-10.1) *"Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively"*
- Oral Rhetoric (CCSS.ELA-LITERACY.SL.9-10.4) *"Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task."*

### **Sample Unit Assignments:**

1. Committee goals project proposal
2. Committee outcomes presentations
3. Weekly committee agendas -including goal setting with clear and specific outcomes.
4. Implementing their work in the community

### **Sample Unit Assessments:**

*Committee goals presentation:*

[https://docs.google.com/document/d/1kzO-7LtFz46mlozRrMNQbzSkoc\\_GD7\[uSjs\]cppQgtE/edit?tab=t.0](https://docs.google.com/document/d/1kzO-7LtFz46mlozRrMNQbzSkoc_GD7[uSjs]cppQgtE/edit?tab=t.0)

*Committee showcase:*

[https://docs.google.com/document/d/1110slguAyX8jds5nPlbJVuDRc1VAsFYFlrVY\\_B2vaFA/edit?usp=drive\\_web&oid=104269626740504873891](https://docs.google.com/document/d/1110slguAyX8jds5nPlbJVuDRc1VAsFYFlrVY_B2vaFA/edit?usp=drive_web&oid=104269626740504873891)

## **Unit Four: *Citizenship and Current Events***

### **Unit Summary:**

This ongoing weekly unit focuses on how to be an engaged citizen in their local, state, national, and global communities. Students work together every Friday to engage with weekly current events, discuss in small to large groups, and present current events to one another. It will develop their critical thinking, media literacy, and communication skills by encouraging them to analyze, discuss, and form opinions about events shaping the world today. Students will explore topics through research, group discussions, written reflections, and presentations. The unit will also foster a deeper understanding of media bias, how to form a politically informed leadership identity, and how to discuss the nuances of events happening around the world today.

**Unit Outcomes:**

- Analyze and evaluate current events from multiple perspectives.
- Understand bias in the media and how to find credible news sources
- Develop and support their own opinions about the news and their political identity.
- Communicate their ideas about current events in an ongoing presentation cycle.
- Work in small and large groups to discuss the larger implications of current events on their community.
- Work on oral rhetoric skills and communication skills to both teach their peers and engage in weekly circle discussions of these events.
- Work to research reliable sources and create a professional presentation to lead and teach their peers about events of their choice in small groups.
- Integrate their learnings into their community action projects in order to help a field of their choice.

**Sample Unit Assignments:**

1. Weekly NYtimes current event quizzes
2. Weekly analysis of guardian photos of the week
3. Weekly small group discussions of current events
4. 2x per semester students will present a current event of their choice to the group in small groups

**Sample unit assessments:**

*Weekly assignment example:*

<https://docs.google.com/document/d/1vZaYyk6o-5KS-FNJTMP78cggIQg3Dov-HiLIWhUXQGo/edit?tab=t.0>

*Group project:*

[https://docs.google.com/document/d/1ix4FN6SoVFsPZCT0DEGULGt-gatCQhy0RJ4jeDGpkdI/edit?usp=drive\\_web&oid=104269626740504873891](https://docs.google.com/document/d/1ix4FN6SoVFsPZCT0DEGULGt-gatCQhy0RJ4jeDGpkdI/edit?usp=drive_web&oid=104269626740504873891)

**Unit Five: *Community Leadership and Action Project*****Unit Summary:**

Students will apply their leadership skills in the context of service to the greater community. Through hands-on projects in small groups, they will identify needs in their school community, local community, and CA/National community and work collaboratively to address them through a specific Community Action Project. Students will synthesize their learning throughout the program by designing and presenting a leadership capstone project. This project will involve applying leadership skills to an identified challenge or opportunity in their community or environment. The goal is for students to learn how to apply their leadership skills in their communities and beyond.

**Unit Outcomes:**

- Common Core Standards  
<https://drive.google.com/file/d/1NCEFBWmwYlQ0e0Rgan0w0Uo1Gc-4Eput/view?usp=sharing>
- Understand the value of community engagement and their own role in making positive change in their communities
- Develop project management and teamwork skills by participating in a choice community service project.
- Students will identify a community need (e.g., environmental conservation, social services, education, native land rights, etc) and design a leadership project to help address it.
- They will collaborate with peers, mentors, and community members to implement the project.
- Students will present the outcomes of the project, reflecting on lessons learned and leadership skills developed in our little theater to their peers/parents/community members.
- Students will reflect on the experience, including successes, challenges, and future applications of their leadership skills.
- Students will develop strong speaking skills and present their findings to a real-world audience.

**Sample Unit Assignments:**

**Brainstorm guide:** Examining different issues in their local to national to global community that they would like to address.

**Project Planning & Execution:** Develop and carry out a community-based leadership project that focuses on the need at hand. They will do hands-on work as well as look at the bird's eye view of the issue at hand.

**Presentation:** Present their project to a communal audience and implement their leadership skills throughout the semester

**Leadership Reflection:** After completing the project, students present their work, discussing leadership decisions, challenges faced, and the impact on the community

**Sample Unit Assessments:**

*Community Action Plan/ Passion Project (modified yearly) partnered with their English class and common core standard:*

[https://docs.google.com/document/d/1NNzAXf7AMxR2oB8dmKgKdRfL\\_IJ88ZxX0txk30DiTM8/edit?tab=t.0](https://docs.google.com/document/d/1NNzAXf7AMxR2oB8dmKgKdRfL_IJ88ZxX0txk30DiTM8/edit?tab=t.0)

**Recommended Texts and Resources:****Unit One:**

- Myers Briggs- <https://www.16personalities.com/free-personality-test>
- Leadership compass- [https://www.bethechangeconsulting.com/wp-content/uploads/2021/05/Leadership-compass-self-assessment.pdf?srsId=AfmBOoqno9HtTP\\_bCLIWduhrNUvPgRQBHotkFGgxYg25hogxLIR5cHH](https://www.bethechangeconsulting.com/wp-content/uploads/2021/05/Leadership-compass-self-assessment.pdf?srsId=AfmBOoqno9HtTP_bCLIWduhrNUvPgRQBHotkFGgxYg25hogxLIR5cHH)

**Unit Two:**

- REI Community stories- Studying different access to the outdoors- Akuna thru hiker <https://www.rei.com/blog/video/community-stories-akuna-hikes>
- Briefing for reentry essay by Morgan Hite: (How to take backcountry skills home) <https://www.hesperus-wild.org/writing/essays/briefing.htm>
- Excerpt from *Wild* by Cheryl Strayed <https://www.npr.org/2012/03/15/148681854/excerpt-wild>
- Native Women Reclaiming the JMT: <https://www.rei.com/blog/news/nuumu-poyo-a-story-of-reclamation-on-a-well-loved-trail>
- "Who owns the wilderness" Ted Talk: <https://www.youtube.com/watch?v=XJasV-itdoc&t=225s>
- Excerpts from *How to Suffer Outside* written by Team Alumni Diane Helmuth: <https://www.rei.com/blog/podcasts/how-to-suffer-outside-with-diana-helmuth>
- REI lessons on how to pack a pack: <https://www.rei.com/learn/expert-advice/loading-backpack.html>

**Unit Three:**

- <https://www.edutopia.org/article/5-tips-creating-effective-student-leadership-groups/>
- <https://www.berkeleyschools.net/wp-content/uploads/2015/06/Best-Practices-for-School-Site-Committees-Ideas-1.pdf>

**Unit Four:**

- <https://www.nytimes.com/spotlight/learning-current-events>
- <https://adfontesmedia.com/interactive-media-bias-chart/>

**Unit Five:**

- Students choose reliable research materials per topic

- Gallery walk of issues within our community and larger state, national, and global issues

**Board Approval Date: 1/14/2025**

**Updated:**

**UC "G" Approval Date: 2/25/2025**