

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study
LINK CREW LEADERSHIP

I. Overview

Title of Course: Link Crew Leadership

Course Author(s): Erik Berkowitz and Katie Slattery

Schools where the course will be taught: Redwood High School, Tamalpais High School, and Sir Francis Drake High School

Length of Course: One Year (can be repeated for credit)

Subject Area and Discipline: Non-departmental Elective

Grade Levels: 10th-12th

Is this course being submitted for possible UC honors designation? No

Is this course an integrated course? No

Prerequisites (required or recommended): None

Co-requisites (required or recommended): None

Are you seeking UC approval? If so, in what area (A-G)? Yes, G

Requirements satisfied: UC "G", grad requirement elective

II. Introduction

Built on the belief that students can help students succeed, Link Crew trains selected mentors in 10th, 11th and 12th grade to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide freshmen/transfers to discover what it takes to be successful during the transition to high school. Through this class, students will become more empowered peer leaders as they hone their public speaking, critical thinking, and teamwork skills. The coursework extends and enhances the traditional Link Crew program (a program designed under its parent company, The Boomerang Project) above and beyond its primary intended purpose as a high school transition program that welcomes freshmen and transfer students to make them feel connected to the school campus.

Link Crew Leadership is a course that combines high-level critical thinking, writing, and analytical skills with mentorship and project-based learning. Students will participate in research and evaluation, project planning and execution, as well as leadership and critical thinking-based activities in order to further develop these key skills in tandem with mentorship and counseling of fellow students. Students will learn vital theoretical lessons in the areas of interpersonal communications, diversity and inclusion, marketing, advertising, and pedagogy. Findings from these experiences will lead students to become empathic and responsible citizens who can apply their knowledge in future college and workplace environments. Students will be taught best practices in business development involving budgeting, marketing, target audience research, reporting, and pitching ideas for their projects; subsequently, students will implement these concepts as they craft and execute their events, projects, and presentations. This class will require students to synthesize information obtained in core classes as well as work both individually and collaboratively.

Link Crew Leadership is intended to give students an opportunity to explore interpersonal and mass communications as they assist in ameliorating the school community through mentorship of younger students and transfer students. In order to best support a fully inclusive school community, students in the class will be trained in anti-bias facilitation techniques and will use these skills when working with and in representation of all students.

III. Course Content: Learning Outcomes and Unit Plans (Stage 1, Desired Results)

Through a variety of activities and events, Link Crew students help facilitate freshmen and transfer students' success. Link Crew's goal is to provide a structure in which students make real connections with each other, resulting in the following long-term benefits: 1) increased attendance and retention, 2) improved academic performance, 3) improved social behaviors, and 4) improved school climate. Through this program, freshmen and new transfer students learn that the schools in our district care about them and their success. Leaders experience opportunities to make a positive difference for the school while developing leadership skills that can be transferred to other educational and life settings.

Each unit includes a framework that encompasses a presentation of essential questions, intended learning outcomes, and meaningful assignments. Information for students will be organized in a practically obtainable manner. Essential questions will be discussed within each assignment/activity/discussion during a given unit so that students understand how the work they are doing is meant to answer said questions.

In order for learning goals and outcomes to be achieved, the teacher will provide scaffolded lessons that include critical reading and writing exercises, facilitated discussions, and visual examples such as films and/or guest speakers. Due to the diversity of topics, it is important to use this wide range of instructional methods and strategies so that the material can be delivered in the most current, authentic, and meaningful way for students. Every effort will be made to present particular topics in relevant ways so that students feel consistently challenged, motivated, and inspired to learn. This method of instruction will enable students to connect deeply with the theoretical information and enable them to articulate opinions, analysis, and connections with the material. In addition, this diverse range of instructional methods will reach a wide range of learning modalities.

In addition to being provided with teacher-generated content, students will be asked to do some of their own research to further the ideas that are presented in class. As such, they will take ownership of their learning, deepening their classroom experiences by arriving upon their own conclusions and making their own inferences and connections within their research topic(s).

Students will also be given ample opportunity to reflect personally on the information presented in class. This will occur in both written and oral form. Personal connections with the material must be made for students to retain the knowledge shared in class; thus, this vital piece of pedagogy will be included frequently in every unit of study.

Unit 1 Title: Interpersonal Communication

Learning Goals: Students participate in various community-building practices to create an empathetic and productive working environment. Through use of activities, current readings, documentaries, and event analysis, students identify systems of oppression and build individual and societal liberation practices in order to increase inclusion and promote wellness.

Assessment Evidence (Stage 2, Evidence): It is expected that students will:

- Analyze various scholarly studies pertaining to interpersonal communication for both substance and style.
- Students will learn to synthesize outside scholarly research with their own personal experiences in order to be more informed and effective mentors and citizens.
- Offer thoughtful and articulate contributions to class discussions surrounding the topic of interpersonal communication.
- Determine their own conversational style, level of intro- or extroversion, and level of empathy and identify any areas for improvement as well as an understanding of how these distinctions shape personal interactions and mentor-based relationships.
- At the end of the unit, students will be assessed choosing from a variety of modalities. Students will demonstrate their learning by either writing a 3-5 page evidence-based essay, giving a 5-10 minute oral presentation or leading a 5-10 minute class activity. Student will also have the option to propose a creative way to demonstrate their knowledge. In whichever modality is chosen, students will identify the various interpersonal communication styles with an understanding of how their preferred style may impact the way others perceive and communicate with them.

Instruction (Stage 3, Learning Plan)

Lesson 1:1 Interpersonal Communication Skills and Styles - Concepts Addressed in Lesson

- Through readings, discussions, guest speakers, and documentary viewings, students will gain a knowledge of the research and pedagogy surrounding interpersonal communication and communication styles.
- Students will apply aforementioned knowledge to their own relationships as they mentor fellow students; through case studies as well as personal experience, they will identify areas of weakness and work to ameliorate said weaknesses using sound strategies.
- Skill-based learning will be coupled with extensive self-reflection in the form of journal writing, group discussions, and inquiry-based writing assignments that will foster a greater understanding of the importance of genuineness, self-awareness, self-acceptance, and self-expression as they relate to interpersonal connectivity.
- Special emphasis will be placed on cultivating empathy to enrich interpersonal communication. Close reading and analysis of the words apathy, empathy, and sympathy, along with accompanying readings about each, will underscore the paramount importance of empathic understanding in meaningful relationships. As mentors, students will be encouraged to embrace and internalize this perspective as they interact with their peers.
- An understanding of conversational style will be achieved through critical reading of selections of Deborah Tannen's *That's Not What I Meant*; students will apply this knowledge to their mentorship and will write reflectively and analytically about specific conversations they have had with mentees.
- Other issues surrounding interpersonal communication and personality styles will be examined, such as understanding gender-based communication styles (through use of Deborah Tannen's *You just Don't Understand*), the introvert-extrovert continuum (through use of excerpts from Susan Cain's *Quiet*), and nonverbal communication styles/cues.

Unit 2 Title: Cognition & Pedagogy

Learning Goals: Students will learn how to design and develop business plans, identify target audience, craft and implement a marketing plan, and manage program facets.

Assessment Evidence (Stage 2, Evidence):

It is expected that students will:

- Understand the eight different intelligences as described by Gardner and identify with which of the eight they identify most strongly.
- Utilize this knowledge as they make connections with their mentees; if, for instance, one of their mentees is clearly a student who gravitates towards the interpersonal intelligence style, while another identifies more strongly with the linguistic intelligence style, that would necessitate communicating with each of them differently to ensure an effective exchange of ideas/information.
- At the end of the unit, students will teach a lesson using the methods that connects to a larger leadership theme and will be assessed according to the attached rubrics. Students will work in pairs to craft this Leadership Lesson and will be evaluated on their ability to use essential questions, activities, and discussions to teach their intended content.

Instruction (Stage 3, Learning Plan):

Lesson 2.1: Learning Styles & Multiple Intelligences

- A mentor/mentee relationship is not unlike a teacher/student relationship. In that way, it is valuable for Link Crew students to have in-depth knowledge of learning styles and how they affect worldviews and interpersonal communication.
- Throughout the year on multiple occasions, students will have opportunities to teach both their classmates as well as their mentees. As such, knowing how to reach their audience on multiple levels to ensure accurate and exhaustive communication of their message(s) is paramount. Students' understanding of the theory of multiple intelligences will be achieved through critical reading of, discussion upon, Howard Gardner's work.
- The eight different intelligences proposed by Gardner will be examined; this includes linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist intelligences.

Lesson 2.2: Creative Pedagogy: Crafting Fun and Fundamental Lessons

- Develop an understanding of how important it is to create meaningful learning experiences for students through hands-on opportunities that bring energy, excitement, and authenticity to the classroom; learning in this way allows students to internalize and process information on a deeper level.
- Learn how establishing a sense of community in a classroom, and thus a greater level of student comfort, contributes to greater student success.
- An emphasis will be placed on learning and using quick engagers and lengthier activities at the outset of larger thematic- based lessons; these kinesthetic activities will lead into deeper discussions on topics such as logic, leadership, inclusion, integrity, and strategizing.
- Learn how to connect the fun activity to more fundamental truth(s) or authentic ideological discussion through the use of observation-based questions.

Unit 3 Title: Entrepreneurial Business Skills

Learning Goals:

Student will expand learning to better not only interpersonal relationships, but also society as a whole. Through readings, discussions, and trainings, students will gain an understanding of how to foster diversity, inclusion, and wellness on our campus, in our community, and in the world at large. Students will be trained in and analyze leadership styles in order to develop best practices. Students will implement projects that serve our school community and speak to larger local and national issues.

Assessment Evidence (Stage 2, Evidence) It is expected that students will:

- Read and write critically about key elements of advertising and public relations, including social currency, triggers, emotion, audience, practical value, and creating meaningful narratives
- At the end of the unit, students will complete a research project about companies that have effectively wielded marketing, advertising, and PR to their advantage. Students will present their findings from the research project in a five-minute formal oral/visual presentation and will be assessed using the attached rubrics. Students will include strategies, business plans, Mission and Vision statements, as well as business failures that led the company to its success.

Instruction (Stage 3, Learning Plan):

Lesson 3.1: Essentials of 21st Century Marketing, Public Relations (PR), and Advertising

- Learn how to identify target audience, craft a marketing plan, and manage program facets individually and as a piece of an overall project/event.
- Marketing has changed with the proliferation of the internet. Now, content-based communication is no longer about appealing to the masses
- Marketing, PR, and Advertising are no longer separate disciplines run by different people with separate goals, strategies, and measurement criteria.
- The internet has transformed the above antiquated rules; the web-enabled marketplace of ideas has resulted in a complete revolution in the way organizations connect with their audience/public.
- Use of traditional forms of advertising still matter; print media and commercials still offer a valuable way to reach the public, but the opportunity to disseminate the same information in more cost-effective and impactful ways is literally at our fingertips with the internet. The key is to use this tool effectively.
- Effective management of social networks like Twitter, Facebook, and Instagram, as well as other forms of online content like blogs, online video, and news releases communicate directly with an audience in an authentic and participatory way.
- During this unit, students will read excerpts from *Contagious: Why Things Catch On* in order to appreciate how ideas spread.
- By acknowledging the power of peer relationships on the spread of popular ideas/concepts, students will learn how to harness this power to make their planned events more successful.
- In addition, excerpts from *The New Rules of Marketing and PR* by David Meerman Scott will give students practical advice on how to effectively promote their events to their target audience(s).

Lesson 3.2: Business Planning: Budgeting and Fundraising

- Learn how to create a project budget, with special focus on budgeting in a non-profit organization
- Learn how to fundraise effectively through both goal-oriented money-driven means as well as through person-to-person connections
- During this unit, students will read excerpts from *The Generosity Network* to explore innovative ways to raise money for non-profit organizations. By emphasizing the need to form authentic relationships and partnerships, rather than focusing on raising money for money's sake, this book speaks to one of the core values of Link Crew: you get back what you give.
- By nurturing meaningful relationships with students, families, and community members through our inclusion and anti-bullying mandate, we are far more likely to raise the funds we need to implement the projects/programs that will make a true difference in the lives of students on campus.

Unit 4 Title: Purpose, Leadership, and Class Project Implementation

Learning Goals:

Through readings, discussions, guest speakers, and documentary viewings, students will gain an understanding of the research and practices surrounding interpersonal communication and communication styles. Special emphasis will be placed on cultivating empathy to enrich interpersonal communication. As mentors and leaders, students will be encouraged to embrace and internalize this perspective as they interact with peers.

Assessment Evidence (Stage 2, Evidence)

It is expected that students will:

- Articulate their leadership strengths and how they can be used to the advantage of their overall team cohesion and project completion.
- Identify a leader whom they respect and articulate in an oral presentation how and why this person is an inspirational leader. Students will then consider how they might emulate this leader both for the purposes of their mentoring relationships and as a campus leader.
- Discuss areas for their own leadership growth and create an action plan with both short- and long-term goals for developing any skills needing enhancement.
- At the end of the unit, students will carry out a large group leadership project. Students will document their steps along the way including: planning, publicity, implementation, and evaluation of the final public project.

Instruction (Stage 3, Learning Plan) Project Rubrics attached

Lesson 4.1: Student Leadership

- Essential concepts of leadership will be explored including leadership styles, personal development, and the difference between leadership and management.
- Students will learn and put into practice how to best maximize team member strengths along with own strengths when leading a team.
- Students will gain an appreciation of how and why honing one's leadership skills will assist in all future endeavors, be they social, intellectual, or vocational in nature.
- Students will examine the lives of high profile leaders such as past presidents, current and former CEOs, pop culture icons, and local leaders. By examining the context of the lives of these leaders and assessing their strengths and weaknesses in influencing others, they can apply the theoretical leadership concepts taught in class.

- During this unit, students will use *The Student Leadership Challenge: Five Practices for Exemplary Leaders* to identify their leadership personality and learn how best to approach collaboration when leading a team. Students will examine both positive and negative leadership qualities and evaluate how they would approach situations noted in the book. The authors of this book give students insights on how to bring out the best in themselves and others when they lead a team. This information will influence how students interact with each other during their leadership project planning and implementation phases. This book will exemplify for students how to be both an effective leader and team member, which will then positively affect productivity and collaboration in their leadership projects.

Lesson 4.2: Link Crew Leadership Class Project Implementation

- Learn how to brainstorm, plan, and implement a mentorship event as a class and be assessed using the attached rubrics. Students will actually carry out a leadership project rather than imagine a hypothetical one. This will occur twice during the year; once during first semester and again during second semester. The size and scope of the project will be differentiated based on a student's skill levels and interest. Projects can range in size from a small lunch time event with 15 students that they the know, to a school-wide evening event where they are managing multiple committees to execute the event. For students who are taking the course for a second or third time, it is expected that the student chooses a project that has a higher level of difficulty to plan and organize. This scaffolding will allow repeat students a chance to continually develop their leadership skills from year to year.
- Students will use their leadership skills, interpersonal communication awareness, and knowledge of best practices related to creating a positive school and event environment to choose, plan, and implement a leadership project as a class.
- For example, students may choose to host an on-campus barbeque for their mentees (the freshman class, which is typically upwards of 500 students), Students would work together to raise funds, purchase proper supplies, and carry out the event. Or, students may choose to plan and implement a series of small-group tutoring sessions to help mentees with final exams, which would involve fundraising for the event and organizing the logistics pertaining to these sessions. As they decide upon and carry out their class project, students will work collaboratively and build their understanding of best practices related to event planning and leadership and communication styles.
- Ample feedback will be given by the teacher, and students will have multiple opportunities to reflect upon the experience before, during, and after the project is completed. This reflection will serve to clarify any successes and challenges that may have been encountered so that students can carry out additional projects throughout the year with an optimal outcome.

COURSE OVERVIEW: GRADING SCALE

Students will be graded using the following grading scale:

90- 100% = A

80 - 89.99% = B

70 - 79.99% = C

60 - 69.99% = D

59.99 and below= F

IV. Instructional Materials: Suggested textbook(s), materials, equipment and resources

Textbooks:

Title	Author	Publisher	Edition	Website	Primary
The Student Leadership Challenge: 5 Practices for Becoming an Exemplary Leader	James M. Kouzes, Barry Z. Posner	Wiley	2nd/2014	yes	yes
That’s Not What I Meant: How Conversational Style Makes or Breaks Relationships	Deborah Tannen	Ballantine Books	2011	No	No
Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do	Claude M. Steele	W. W. Norton & Company	Reprint Edition	No	No
The New Rules of Marketing and PR	David Meerman Scott	John Wiley & Sons	2013		No
Contagious: Why Things Catch On	Jonah Berger	Simon & Schuster	2013	No	No
The Generosity Network: New Transformational Tools for Successful Fundraising	Jennifer McCrae & Jeffrey C. Walker	Penguin Random House	2013	No	No
Frames of Mind: The Theory of Multiple Intelligences	Howard Gardner	Perseus Books	2011	No	No
Springboard: Quick Creative Activities to Launch Learning	Mary Beth Campbell, Carolyn Hill, and Micah Jacobson	Wood N Barnes Publishing	2009	No	No
Quiet: The Power of Introverts in a World That Can’t Stop Talking	Susan Cain	Crown	2012	No	No

Other: Supplemental Curriculum

Anti-Bias Study Guide Secondary Level	Anti-Defamation League	Supplemental Curriculum	adl.org	Primary- no
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V. Supplemental Documents

The below rubrics will be used to evaluate student work throughout the course.

21st Century Skills Rubric:

<https://docs.google.com/document/d/1esRQDXjBjlsmr0Klce-uHNKQ4zRyJp2a1zAoc2sDaJg/edit>

Student Agency Rubric:

https://docs.google.com/document/d/1nq1WVcN_48qVynShl3F0QVSY-lccCVrBqSdp5p9nNus/edit

BOT Approved: