



# Junior Leadership & Mentoring Program

A curriculum developed as a leadership and mentoring program between High School students and Grade level 1 – 8 students

**Designed By: Rodney Zimmerman**

## COURSE DESCRIPTION

The Junior Leadership & Mentoring Program is designed to instill mentoring, leadership, confidence, and teamwork while directly impacting in school-related attitudes, performance, and behavior for high school and elementary students. High School students mentor and lead elementary students through various activities in a specific sport, helping create stronger communication skills, direction, follow through, and leadership skills. The lens brings together concepts and content for deeper thinking and more meaningful relationships; drawing instruction and students continually back to the significance of their actions and how they communicate. High School students will gain understanding of real life application regulating attention, risk assessments, decision making, time management, and social skills; overall becoming more focused learners. Transferable skills (skills which help elementary students redesign a direction to make stronger decisions on their own) will be introduced and/or refined to help master the unit's essential understandings (generalizations).

Elementary students will be mentored by High School athletes during specific sport seasons. During high school practices once a week for 8 weeks, elementary students will attend the high school practice for a leadership and mentoring session. The High School coach will operate an altered practice based around the Conditioned Minds Junior Leadership & Mentoring Program curriculum. Elementary participants will attend specified home games as honorary guests, creating school spirit and connection. Participants will wear jerseys during their mentorship practice time and all honorary game days.

## COURSE PREPARATION & STANDARDS

### Standards embedded throughout the curriculum For High School Students:

H.S.1: Students will develop communication skills by finding conversational common ground and developing types of confidence building and communication that work for each student.

H.S.2: Students will understand role management by shaping leadership through preparation and development by aligning them as mentors for elementary students.

H.S.3: Students will conquer their insecurity of failure by participating at a competent level in a variety of cognitive and socioemotional activities.

H.S.4: Students will create a drive factor by understanding follow through, perseverance, and consequences within communication skills.

### The Course Is Divided Into Eight Sessions:

*S1: Engaging Positive Character Factors*

*S5: Responsibility*

*S2: Experience through Integrity & Respect*

*S6: Conflict Resolution*

*S3: Communication*

*S7: Holiness*

*S4: Self-Expression / Confidence Building*

*S8: Cognitive Experiential Learning*

## Session 1: Engaging Positive Character Factors

<b>Learning Experience:</b>	
<b>Generalization Connection(s):</b>	This class session will define its structure of character by emotional stability helping leaders stay calm under pressure; ambition to help leaders set challenging goals for their teams to reach; sociability to communicate with team and to put in the time that it takes to nurture the relationship; and interpersonal sensitivity causing leaders to focus more on others than on themselves.
<b>Assessment:</b>	Understanding the interaction between high school student-athlete leaders and elementary 1-4 graders, various behavior styles, and interventions used that have worked for each child individually and in a group setting.
<b>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</b>	Risk Factors: (Variables that increase the likelihood of future behavioral difficulties.) – These factors can include factors such as conflict; emotional factors such as low self-esteem, difficult temperament, and peer rejection; and stressful events.
	Resilience Factors: (Variables that decrease the likelihood of emotional and behavioral difficulties developing in the face of adversity.) – These factors can include good intellectual functioning, a close relationship between high school leaders and elementary 1 – 4 graders, and authoritative structured coaching.  This decreases stress development.
<b>Extensions for depth and complexity:</b>	Open-ended dialogue of how to engage positive character outcomes.
	Creation of a proactive intervention by providing clear behavior expectations, teaching expected behaviors, having consistent responses to rule violations, and individualized programming for chronic bad behavior.
<b>Critical Content:</b>	Entering a conversation using the listen, hear, process, and analyze technique before communicating.
<b>Key Skills:</b>	Analyze cause and effect relationships between social values and individual lives.
<b>Critical Language:</b>	Cause and Effect; Commanding Respect.
<b>Learning Notes:</b>	<p><u>Positive Behavior Support</u> – Used to control outcomes of disruptive behavior. Preventative measures and positive approaches for addressing problem behavior instead of emphasizing the negative end results.</p> <p><u>Comprehensive Practice/Play Management</u> – Emphasizes the importance of following the rules set while allowing a reward program to help instill self-motivation within each student.</p> <p><u>Re-Education</u> – Finding the middle ground of not too easy where it is boring, but not too difficult where it is defeating. Bring out daily joy, what the student is good at doing (pursuit of SMART Goals), living in the now, understanding self-control, and understanding they have a supportive community.</p>

## SESSION 1: Engaging Positive Character Factors

- **Part 1: Emotional stability activities**

Activities incorporating “team leadership” of elementary grade level

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Activities incorporating “individual leadership” of elementary grade level

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 2: Concrete Direction (Controlled Undistracted Work)**

Improving Learning Techniques – what has elementary grade level learned from above activities? They demonstrate in groups.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Mastering the Technique - what have leaders learned from above activities? They demonstrate in groups.

- \_\_\_\_\_
- \_\_\_\_\_

## Session 2: Experience through Integrity & Respect

<b>Learning Experience:</b>		
<b>Generalization Connection(s):</b>	This class session will define its structure of integrity and respect by teaching leaders and elementary participants how to be on time, every time; keep promises; focus on performance; analyze inconsistency in behavior; fixing processes rather than blame; and become disciplined.	
<b>Assessment:</b>	A student's ability to stay focused on positive outcome.	
<b>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</b>	Words that help align the students' mission with their purpose and allows them guidance leading into the process.	Challenge leaders and participants to communicate effectively to figure out exactly what needs to be done to accomplish the task.
<b>Extensions for depth and complexity:</b>	Research of S.M.A.R.T. Goals and what each letter stands for.	How the S.M.A.R.T. Goals align with integrity and respect for self and for one another.
<b>Learning Notes:</b>	<p><u>Measurable</u> – How much? How many? How will you know when it is accomplished? (Example: time to complete a project) Is just saying you are going to graduate High School a measurable concept? Why?</p> <p><u>Achievable</u> – How can I accomplish this goal? How realistic is the goal, based on other constraints, such as financial factors? (Example: decide whether you have the time to learn the skill or complete the project)</p> <p><u>Relevant</u> – Does this seem worthwhile? Is this the right time? Does this match your other efforts? (Example: make sure you are the right person for this role)</p> <p><u>Timely</u> – When? What can I do today? (Example: a realistic time frame of when something can be accomplished)</p>	

## SESSION 2: Experience through Integrity & Respect

- **Part 1: Activities to help keep students focused**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 2: Integrity Activities (Teaching participants not to cut corners)**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 3: Respect Activities**

- \_\_\_\_\_
- \_\_\_\_\_

## Session 3: Communication

<b>Learning Experience:</b>		<b>Instructor Use</b>
<b>Generalization Connection(s):</b>	The use of various communication connection tools so that students can have a personable face to face conversational experience to help one another create follow through.	
<b>Teacher Resources:</b>	Mentoring communication through various platforms	
<b>Student Resources:</b>	How Communication Can Work For You In A Positive Way	
<b>Assessment:</b>	The ability to use communication as a design to tap into the subconscious behaviors of negative dispositions.	
<b>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</b>	<p>Students developing communication techniques in a non-stressful athletic environment.</p> <p>Student Involvement – Everyone getting involved to understand the pathway to proper communication and follow through.</p>	Students communicate with one another where they journey through their fears, their happiest moments, how they can gain positive traction, etc. as social leaders.
<b>Extensions for depth and complexity:</b>	Discussion on how we can attack our fears and dreams through communication right now.	How do we inadvertently get caught up in the wrong communication by not having mentors?
<b>Critical Content:</b>	Specific offerings of understanding while creating a personal label with feelings attached to having a mentor.	
<b>Key Skills:</b>	Analyze cause and effect of mentorship as it relates to positive outcomes.	
<b>Critical Language:</b>	Mentorship	
<b>Learning Notes:</b>	The effects of dynamic mentoring and communication.	

## SESSION 3: Communication

- **Part 1: Positive Communication Activities**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 2: Activities to Develop Communication Skills**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 3: Activities Attacking Fears While Using Motivated Communication**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 4: Team Communication Activities**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Session 4: Self-Expression / Confidence Building

<b>Learning Experience:</b>		<b>Instructor Use</b>
<b>Generalization Connection(s):</b>	Self-expression becomes the confidence builder as freedom to communicate, act out, and come together as a team ignites a new found energy in a confined environment.	
<b>Assessment:</b>	Generating communication, preparation, and follow-through skills necessary for a competitive environment.	
<b>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</b>	Understanding that it takes longer to recover from the action than to create the action.	<p>Student's role play through change in their attitudes towards how they apply for a job.</p> <p>Students develop natural actions in order to secure opportunities both individually and as a team. Stronger development of eye contact and body positioning so that students can learn to own their space as a possibility to interpersonal skills.</p>
<b>Extensions for depth and complexity:</b>	Understand ability to lead by being educated on the need for community leadership.	Students design routines which help them with interpersonal skills, problem solving, and confident outcomes.
<b>Critical Content:</b>	Entering a conversation about self-expression, when it is appropriate, and how to maintain confidence throughout the processes.	
<b>Key Skills:</b>	Analyze cause and effect relationships between where the situation is, what others say, and how to reach outside of that stigma.	
<b>Critical Language:</b>	Accountability; Demanding Results of Self	
<b>Learning Notes:</b>	Boundaries and Expectations – Understanding if the student has boundaries with clear rules and consequences, they should be aligned with sports, school, community, and performance at home. High School role models as a necessity in the elementary student's life as well as positive peer influence. Students should have high expectations set of them by all High School students in the student's circle.	

## SESSION 4: Self-Expression / Confidence Building

- **Part 1: Goal Setting Principle Activities**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 2: Maximum Achievement Activities**

- Building Self-Confidence  
\_\_\_\_\_
- Aligning Intelligent Learning  
\_\_\_\_\_
- Overcoming Obstacles  
\_\_\_\_\_

- **Part 3: Self Awareness & Direction Activities**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 4: Team Communication Activities**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Session 5: Responsibility

<b>Learning Experience:</b>		<b>Instructor Use</b>
<b>Generalization Connection(s):</b>	Connecting responsibility to each individual's performance.	
<b>Teacher Resources:</b>	Knowledge of subject matter in discussing differences of listening, hearing, processing, analyzing, and Communication techniques.	
<b>Student Resources:</b>	Searching for observations that identify where students see themselves in the future and how being responsible can help them obtain those future goals.	
<b>Assessment:</b>	Generating responsibility by creating an environmental definition of the type of communication which is most effective in team development. Distinguish this from the necessities and/or longstanding social traditions.	
<b>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</b>	Representations of relevancy to those who are responsible verses those who are irresponsible.	Students create a visual mosaic that represents the differences between those in strong leadership roles and those in non-leadership roles as it pertains to their effectiveness and ability to reach positive outcomes.
<b>Extensions for depth and complexity:</b>	Open-ended dialogue of how to become responsible in order to tackle inconsistent behaviors by others, and predictive outcomes of others.	Students create a visual pathway of how they will act in face to face moments within their roles of responsibility.
<b>Critical Content:</b>	Entering a conversation using the listen, hear, process, and analyze technique before communicating.	
<b>Key Skills:</b>	Analyze cause and effect relationships between social values and individual lives.	
<b>Critical Language:</b>	Cause and Effect of Responsibility; Commanding Respect.	
<b>Learning Notes:</b>	The effects of a responsible leader.	

## SESSION 5: Responsibility

- **Part 1: Cause and Affect Activities**

- Developing Task Lists

---

---

---

- **Part 2: One-Minute Responsibility Activities**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 3: Responsible vs. Irresponsible Activities**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 4: Activities Creating Responsibility Through Visualization**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Session 6: Conflict Resolution

<b>Learning Experience:</b>		<b>Instructor Use</b>
<b>Generalization Connection(s):</b>	Changing values of conversation so that students can learn to bring out various perceptions that shape and determine the direction of where they want the conversation to go. High School leaders may use a non-verbal communication approach as a tool so that elementary students can learn how to create positive communication outcomes.	
<b>Assessment:</b>	Engaging students to create new leadership roles within role play while conquering communication barriers.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	Descriptive words that the student uses to describe others.	Students may create a visual leadership chart which describes themselves and finds the common thread that connects all of those in the room.
<b>Extensions for depth and complexity:</b>	How to change the mirror of what people see and perceive into higher personal expectations.	Students may create a visual leadership chart of how they will act in face to face moments within the class and with their peers for positive and sustainable outcome reflection.
<b>Critical Content:</b>	Specific offerings of understanding while creating a personal label with feelings attached.	
<b>Key Skills:</b>	Analyze cause and effect relationships between communication and collaboration in leadership roles.	
<b>Critical Language:</b>	Communication; Relationships; Collaboration	
<b>Learning Notes:</b>	<p><u>Be Specific (Command the Room)</u> - Be as clear as possible. Avoid words that will derail a good point you are trying to make. We all use different words that we feel appropriate and non-appropriate.</p> <p><u>Label Your Feelings (Remember to Listen, Breathe, Hear, Breathe, &amp; Process)</u> - Let the other person know what you're feeling in a calm way and bring them back into discussion slowly.</p> <p><u>Accept Partial Responsibility and/or Offer to Help (Use for Argumentative Scenarios)</u> - Accept your role in any situations. We all play some role. Offer ways in which you can help place a resolve on the topic.</p> <p><u>Commitment to Learning</u> – Facing the uphill battle of students wanting to commit to learning. The students must be given</p>	

## SESSION 6: Conflict Resolution

- **Part 1: Creating New Leadership Role Activities**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 2: One-Minute Struggle Activities**

- Perception of Obstacles  
\_\_\_\_\_
- Emotional Acceptance  
\_\_\_\_\_
- Meaningful Acceptance  
\_\_\_\_\_

- **Part 3: Activities To Help Label Your Feelings**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 4: Forgiveness**

- Developing Team  
\_\_\_\_\_
- Enhancing Individual Leadership  
\_\_\_\_\_
- Empowerment  
\_\_\_\_\_

## Session 7: Holiness

<b>Learning Experience:</b>		
<b>Generalization Connection(s):</b>	The understanding of Holiness and separation from the world. The importance of living your actions by reaching the next generation with love. Holding compassion for one another, no matter how you are being treated.	
<b>Teacher Resources:</b>	Teacher knowledge to teach how attitude toward sin is more self-centered and self-oriented than God-centered.	
<b>Assessment:</b>	A student's ability to stay focused on being a positive servant through leadership and mentorship.	
<b>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</b>	Actions that can potentially have double meaning in both positive and negative context.	Team challenges to help direct the patterns of using positive expression for stronger outcomes. Take sin seriously and don't misunderstand living by faith.
<b>Extensions for depth and complexity:</b>	Actions that can have double meaning (both positive and negative) about our views in a societal context.	Individual challenges to help direct the patterns of using positive expression for stronger outcomes. Teacher plays devil's advocate, opposes the action, wind the group up and lets them go. Teacher must be careful not to go too far with controversy, particularly around elementary students.
<b>Critical Content:</b>	Specific offerings of understanding while creating a personal label with feelings attached.	
<b>Key Skills:</b>	Analyze cause and effect relationships of analysis and presentation	
<b>Critical Language:</b>	Critical Thinking	
<b>Learning Notes:</b>	Students act when there is conflict. When they are passionate about a positive outcome, they are obedient instead of focusing on the victory. This includes personal discipline and the battle for holiness. High School students learn that imitation is the highest form of flattery.	

**SESSION 7: Holiness**

- **Part 1: Managing Attitude Activities**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 2: Cause & Affect Relationship Activities**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 3: Activities That Show How Our Actions Have Double Meanings**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 4: Activities Creating A Focused & Positive Servant**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Session 8: Cognitive Experiential Learning

<b>Learning Experience:</b>		<b>Instructor Use</b>
<b>Generalization Connection(s):</b>	Creation of a conflictive environment in which students figure their way out of their frustration through experiences, observation, and evaluation.	
<b>Teacher Resources:</b>	Teacher knowledge of subject matter in discussing why experiential learning provides a safe learning environment, bridges the gap between theory and practice, produces demonstrable mindset changes, increases engagement levels, delivers exceptional return on investment, provides accurate assessment results, and enables personalized learning.	
<b>Student Resources:</b>	Identifying and discussing personalized learning, enabling a journey through assessment, teaching and learning strategies, and choices.	
<b>Assessment:</b>	When it comes to experiential learning programs, it is extremely difficult to gather data, which can be used for assessments. When analytics are combined with simulations and gamification, experiential training can be used to deliver assessment results accurately across cognitive learning, skills affect and objective results	
<b>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</b>	Moves from theory to learning by doing; playing a crucial role in retaining concepts and ideas.	Psychological dimensions – Creating Long Term Stability – Experiential learning is personal and effective in nature, influencing both feelings and emotions as well as enhancing knowledge and skills. It goes beyond athletic learning and ensures that there is high level of retention.
<b>Extensions for depth and complexity:</b>	Relates to participant goals and past experiences; encourages debate and challenges ideas; and creates respect for the opinions of others.	
<b>Critical Content:</b>	The relationship between memory and time.	
<b>Key Skills:</b>	Focus on collaboration and learning from each other benefits increases engagement. Leaders become immediately involved in the problem solving activity, creating ownership of the outcome.	
<b>Critical Language:</b>	Repetitive Learning	
<b>Learning Notes:</b>	Experiential learning uses critical thinking, problem solving and decision making to deliver its outcomes. This is an accelerated learning model.	

## SESSION 8: Cognitive Experiential Learning

- **Part 1: Experiential Learning Activities**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 2: Activities That Focus on Collaboration**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 3: Activities Focused on Relationship Between Memory & Time**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- **Part 4: Leadership Through Critical Thinking Activities**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_