



CONDITIONED MINDS FOUNDATION

LEADERSHIP SKILLS LAB

A curriculum developed to reinforce positive leadership skills in students.



Course Design Process

The Fearless leadership skills program course design refers to the planning and structured work sessions between your school and Conditioned Minds Foundation to achieve specific instructional goals. This work session packet will help you identify if there is a benefit to having the Conditioned Minds Fearless leadership skills program in your school. The areas in **yellow** should be filled out as part of your internal work session. We work closely with your school counselor/psychologist; therefore, it is advised that they be a part of this intake.

The course design process includes the following activities:

- Identifying appropriate goals
- Choosing content that's consistent with those goals
- Selecting ways to achieve such goals
- Assessing participant learning in relation to the goals

As part of the design process, each program element considers:

- Integrated teaching styles applicable to the Conditioned Minds leadership model
- The learning styles of “each” participant
- The roles of each elective program theme and Grade Level Expectations (GLE)

Before the Fearless affective skills program begins

Most design decisions must be made as a collaborative effort before stepping into the actual programming. These decisions relate to these basic areas:

- The content to include
- The delivery methods to use
- The time allocated for each goal
- The tools for assessing participant learning

During the Fearless affective skills program

As lessons are conducted, we will learn more about the participants and their needs. This information may lead us to make adjustments in the course design. For example, after working with the group, we may decide to

- Change the time allocation for a particular topic.
- Change the type of activity associated with a particular topic, for instance, from an individual to a group activity or vice versa.



Administrative Outline

(Work Session)

SCHOOL ELECTIVE PROGRAM PERFORMANCE GOALS:

PRODUCT MODEL:
STUDENTS NEEDS TO ACHIEVE OBJECTIVES:

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PROCESS MODEL / CONTENT
(Ways in which students will learn):

ELIGIBILITY REQUIREMENTS:

QUOTAS PER SEMESTER _____

STAFFING (Steady State)

REASONS FOR PROPOSED CURRICULUM/CHANGES:

RECOMMENDED IMPLEMENTATION DATE:



Learning Outcomes and Active Plan

(Work Session)

Focusing Lens:

The frame through which students filter information. The lens brings together concepts and content for deeper thinking and meaning making; it draws instruction (and students) continually back to the significance of what they are studying

Standards and Grade Level Expectations Addressed in this Unit The codes for the County Academic Standards and Grade Level Expectations met in this unit

A,B,C Reporting Measurements (End goal is to move students up to green): (Definitions/requirements of each listed below)

Red:

Yellow:

Green:

Inquiry Questions (Engaging- Debatable): List connections that have been relevant, catch students' interest, and guide students to think more conceptually and abstractly (i.e., these questions are open-ended and will not have one "correct" answer)



Active Plan & Generalizations

(Work Session)

Unit Title	Fearless Affective Skills Leadership Class	Length of Unit	17 weeks
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • What examples are we currently experiencing? • What are their (potential) effects/impacts? 		

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Changing (or constant) values often shape and/or determine the future and direction. This format creates triggers/disruptors (whether negative or positive) or resolve in each of us.	What is the problematic concern?	How are personal or social values represented by the choices made so far?
Youth alter and adapt to exciting resources to meet personal/social, cultural, and economic needs.	Which resources are typically associated with the problematic concerns to date?	How do creative resources impact the personal or social values?

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Every decision involves potential risks and benefits.	What examples illustrate the social and personal components of risk/reward decision-making?	Which factors are most significant in determining the right risk-benefit balance in this decision-making?
Physical characteristics and human activity (availability and allocation of resources) contribute to the growth and sustainability.	What specific resources are distinctly tied to such physical characteristics and human activity?	Who decides the best ways to manage resources to the benefit or interests?



Learning Outcomes

(Work Session)

Critical Content:

My students will Know... The “locked in time and place” topics and factual information that students must know in order to successfully master the unit’s essential understandings (generalizations)

Key Skills:

My students will be able to (Do)... The transferable skills (i.e., skills that are applicable across content areas) that will be introduced and/or refined in order for students to successfully master the unit’s essential understandings (generalizations)

Critical Language...

The Academic and Technical (Tier 2 and Tier 3) **vocabulary, semantics, and discourse** particular to and necessary for accessing and demonstrating understanding of the content, concepts and skills of the unit

Academic Vocabulary: Cross-discipline language and discourse patterns (e.g. migration, direction, mapping, examine, analyze)

Technical Vocabulary: Discipline-specific language and discourse patterns (e.g., longitude, latitude)



Module 1: Engaging Positive Outline Factors

Learning Experience:		Instructor Use
Generalization Connection(s):	The class will define its structure by aligning rules and a point system in place for all to adhere to.	
Assessment:	Understanding the interaction between the student’s history, current environments, behavior styles, and interventions used that have worked for the child individually and in a group setting.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	<p>Risk Factors: (Variables that increase the likelihood of future behavioral difficulties.) – These factors can include family factors such as poverty, abuse, and conflict; emotional factors such as low self-esteem, difficult temperament, and peer rejection; academic factors such as learning disability; ecological factors such as neighborhood violence and racial injustice; and stressful life events such as parent death, war, and other traumatic events.</p>	<p>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 with a family member, authoritative structured parenting.</p> <p>This decreases EBD development.</p>
Extensions for depth and complexity:	Open-ended dialogue of how to engage in a positive outcome.	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.
Critical Content:	Entering a conversation using the listen, hear, process, and analyze technique before communicating.	
Key Skills:	Analyze cause and effect relationships between social values and individual lives.	
Critical Language:	Cause and Effect; Commanding Respect.	
Learning Notes:	<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 Classroom 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>	
Executive Function:	Emotional Control / Impulse Control	



MODULE 2: Maintaining Boundaries

Learning Experience:		Instructor Use
Teacher Resources:	Teacher knowledge of S.M.A.R.T. Goals	
Assessment:	Understanding a student's ability to stay focused on positive outcome.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Words that help align the students' mission with their purpose and allows them guidance leading in to the counselor meeting and asking the right questions.	Challenge students to communicate effectively with their counselor to find out exactly what they need to do to graduate.
Extensions for depth and complexity:	Research of S.M.A.R.T. Goals and what each letter stands for.	How the S.M.A.R.T. Goals align with understanding how to get through High School.
Learning Notes:	<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>	
Executive Function:	Organization	

FEARLESS

Mentorship (UNIT 3)

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



Employment (UNIT 4)

Learning Experience:		Instructor Use
Generalization Connection(s):	The teacher may touch on various job opportunities available for short term while in high school, and then long term for career.	
Assessment:	Understanding the barriers of communication, preparation, and follow-through skills necessary for the workplace.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	<p>Understanding that it takes longer to recover from the action than to create the action.</p> <p>Students fill out an employment application.</p>	<p>Student's role play through change in their attitudes towards how they apply for a job.</p> <p>Students discuss ways to develop natural conversation in order to secure job opportunities at school and outside of school. Illustrate ways in which we use eye contact and body positioning so that students can learn to own their space as a possibility to interpersonal skills.</p>
Extensions for depth and complexity:	Understand ability to lead by being educated on the need for community leadership.	Students design an algorithmic board of problems in their community, how they evolve through the problem, and into a clear direction of opportunity.
Critical Content:	Entering a conversation about community, home life, and pathways out of those problems through employment and stability.	
Key Skills:	Analyze cause and effect relationships between where the situation is, what others say, and how to reach outside of that stigma.	
Critical Language:	Accountability; Demanding Results of Self	
Learning Notes:	Boundaries and Expectations – Understanding if the student has boundaries at home with clear rules and consequences and are they aligned with school and neighborhood boundaries. Adult role models as a necessity in the student's life as well as positive peer influence. Students should have high expectations set of them by all adults in the student's circle.	
Executive Function:	Planning and Prioritizing / Task Initiation / Working Memory	



Tackling Touchy Topics: Identity, Cohesion, & Belonging (UNIT 5)

Learning Experience:		Instructor Use
Generalization Connection(s):	The teacher may touch on current events in the media that have a direct influence on how we see ourselves in the future, so that students can engage in how the direct influencers sway the perception of how outcome is judged.	
Teacher Resources:	Teacher knowledge of subject matter in discussing differences of listening, hearing, processing, analyzing, and Communication techniques.	
Student Resources:	Internet & Print Media - Searching for photos and other visuals that identify where students see themselves in the future.	
Assessment:	Understanding communication by creating a classroom definition of the type of communication which is most effective in community development, workplace/schools, and at home. Distinguishing this from the necessities and/or longstanding social traditions.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Photos and/or pictorial representations of relevancy to those who look like they are listening verses those who hear; those who are processing verses those who are analyzing.	Students create a visual mosaic that presents the differences between those who in strong leadership roles and those in non-leadership roles as it pertains to their effectiveness in the community and positive outcomes which come from each leader's roles.
Extensions for depth and complexity:	Open-ended dialogue of how to tackle inconsistent behaviors by others, content by others, and predictive outcomes of others.	Students create a pathway goal chart of how they will act in face to face moments within the community and with their peers.
Critical Content:	Entering a conversation using the listen, hear, process, and analyze technique before communicating.	
Key Skills:	Analyze cause and effect relationships between social values and individual lives.	
Critical Language:	Cause and Effect; Commanding Respect.	
Learning Notes:		
Executive Function:	Emotional Control / Impulse Control / Self-Monitoring	

FEARLESS

Self-Expression (UNIT 6)

Learning Experience:		Instructor Use
Generalization Connection(s):	1) The teacher may change 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. 2) The teacher may use a non-verbal communication approach as a tool so that students can learn how to create positive communication outcomes.	
Assessment:	Understanding the engaging of students to create new leadership roles within role play while conquering communication barriers.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Descriptive words that the student uses to describe themselves.	Students may create a leadership chart which describes themselves and find the common thread that connects all of those in the room.
Extensions for depth and complexity:	How to change the mirror of what people see and perceive into higher personal expectations.	Students may create a 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.
Critical Content:	Specific offerings of understanding while creating a personal label with feelings attached.	
Key Skills:	Analyze cause and effect relationships between communication and collaboration in leadership roles.	
Critical Language:	Communication; Relationships; Collaboration	
Learning Notes:	<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, & 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>	
Executive Function:	Flexible Thinking / Emotional Control / Self-Monitoring	



Body Language (UNIT 7)

Learning Experience:		Instructor Use
Generalization Connection(s):	1) The teacher may use dialogue so that students can develop natural conversation while learning how to follow conversation with a related question. 2) The teacher may illustrate ways in which we use eye contact and body positioning in leadership so that students can learn to own their space as a possibility to interpersonal skills.	
Teacher Resources:	Teacher knowledge to open tactics which can lead to productive conversation; ways to approach a conversation without beginning with a question; and ways to keep those around you interested in consistent communication.	
Assessment:	Understanding a student's ability to stay focused on positive conversation all the way through while enhancing leadership techniques.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Words 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. Speak in a role play situation and figure out how to have common dialogue. The student should make the other person feel a part of the conversation.
Extensions for depth and complexity:	Dictionary research of words 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 a political topic of believe, wind them up and let them go. Teacher must be careful not to go too far with controversy, particularly around emotional subjects.
Critical Content:	Specific offerings of understanding while creating a personal label with feelings attached.	
Key Skills:	Analyze cause and effect relationships of analysis and presentation	
Critical Language:	Critical Thinking	
Learning Notes:	Students chat when there is conflict. When they are passionate about a subject they may go on forever.	
Executive Function:	Self-Monitoring / Impulse Control / Emotional Control	



Conflict Resolution (UNIT 8)

Learning Experience:		Instructor Use
Generalization Connection(s):	The teacher may create a conflictive environment in which students argue their way out of their frustration.	
Teacher Resources:	Teacher knowledge of subject matter in discussing differences of listening, hearing, processing, analyzing, and Communication techniques.	
Student Resources:	Internet & Print Media - Searching for photos and other visuals that identify changes in social behaviors of leadership figures and how those behaviors affect the positions of those who follow the leadership.	
Assessment:	Measuring increased stress levels and emotions during conversations. Measuring effects which cause students to guard their emotions and arm conflictive measures.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Creating Long Term Stability – Becoming your own best friend by defining who you want to be, and not who you are. Not letting family, friends, peers, and administration dictate your goals (only towards positive outcome).	Psychological dimensions of conflict – As a young person, you are a targeted group during conflict. Home life is multiplied in a disruptive environment as a negative outbreak towards what you must bring to school. Adults do the same thing, but because we are adults, we mask those imperfections and only show students the other side.
Extensions for depth and complexity:	Preventing violent conflict – The short-term affect is not where you have been, but rather it is the where you are going. Your psychological dimensions do not determine your long-term stability.	
Critical Content:	Ways to stay away from conflict and create resolve within personal space.	
Key Skills:	Implementing accountability, visual identity, and communication skills are the key to breaking down the assigning blame game and potential violence	
Critical Language:	Cause and Effect; Commanding Respect.	
Learning Notes:	A Tribute to His Mom: https://www.youtube.com/watch?v=Li7vpzLA9uw	
Executive Function:	Impulse Control / Emotional Control	



Cognitive Experiential Learning (UNIT 9)

Learning Experience:		Instructor Use
Generalization Connection(s):	The teacher may help students understand their ability to think outside of the box and the importance of honesty.	
Assessment:	Measuring increased stress levels and emotions during challenging game performance to see if students take the easy way out in order to win, or are honest with their reality.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Learn how to design in your head before placing on paper. Use this form of critical thinking to make better decisions in everyday school performance.	Understanding your ability to be creative without the consistency of cutting corners.
Critical Content:	Ways to be creative in learning.	
Key Skills:	Cognitive Development; Critical Thinking	
Critical Language:	Cause and Effect; Commanding Respect.	
Learning Notes:	<p>Constructive Use of Time – Taking action and getting past the negative influencers which hold students back from going after their take action plans.</p> <p>Commitment to Learning – Facing the uphill battle of students wanting to commit to learning. The students must be given a map to the end result.</p> <p>Positive Values – Understanding if the student has boundaries at home with clear rules and consequences and are they aligned with school and neighborhood boundaries. Adult role models as a necessity in the student’s life as well as positive peer influence. Students should have high expectations set of them by all adults in the student’s circle.</p>	
Executive Function:	Working Memory / Flexible Thinking / Planning & Prioritizing / Self-Monitoring	