

Teen Leadership Corps Course Description

The Teen Leadership Corps curriculum is designed to engage its students in a meaningful set of community service activities: planning, community education, budgeting, volunteer recruitment and management, public relations and fundraising. In this class, teams of students will design and implement a coordinated series of projects related to Teen Leadership Corps' primary mission of intergenerational service to the school and community.

This course will serve a two-fold purpose:

1. Addressing school and community-based issues and needs.
2. Developing leadership, problem-solving and positive character skills for lifelong service and citizenship.

To the extent that this course succeeds, it will demonstrate how effective organizational practices can make a substantive contribution to addressing human needs in the school and community.

The experience and skills gained in this course will benefit students who choose to pursue careers in the service sector as well as to all those who will participate as citizens in service to their community.

Teen Leadership Corps Course Syllabus

The following syllabus is a general outline for the Teen Leadership Corps class. The TLC staff does recommend that each program instructor make the necessary modifications to best fit their school and community.

Course Objectives:

- ***To develop an appreciation of social and civic responsibility***
- To develop students' leadership skills
- To learn practical organizational skills associated with specific volunteer roles and activities
- To develop and apply skills in advocacy and problem solving
- To assess and strengthen self-awareness and personal skills related to service and leadership

Course Requirements:

Class is limited to 16 junior and senior students. Students who enroll in this class must meet the following criteria:

- Complete an application
- Provide both parent and teacher references
- Participate in an interview
- Demonstrate good citizenship skills
- Complete the student contract



Course Textbook:

Everyday Leadership: Attitudes and Actions For Respect and Success Mariam G. MacGregor, MS

Instructor Resource Books:

- *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, and Social Action* Cathryn Berger Kaye, MA
- *What do you Stand For Teens: A Guide to Building Character* Barbara A. Lewis
- *Teambuilding with Teens: Activities for Leadership, Decision Making and Group Success* Mariam G. MacGregor, MS

General Course Content

First Quarter

- The students will participate in on-going projects to benefit their peers, their school and their community .
- The students instruction in leadership and service learning will be topical and change weekly .
- The students will establish group goals and policies, including designating a weekly processing day for students and their weekly service.
- The students will engage in and develop team building skills and activities
- The students will develop communication skills and activities
- The students will develop self-esteem and stress-management lessons for self and others
- Use lessons 1-8 from “Everyday Leadership” text - enrichment exercises.

Second Quarter

- The students will participate in on-going projects to benefit their peers, their school and their community .
- The students will utilize their training and interpersonal skills to mentor students in the elementary grades, as service to the school district.
- The students will utilize their training and interpersonal skills to partner with a friend from an area nursing home or senior center.
- The students will be introduced to the varied service opportunities in the community , either by hosting guest-speakers or touring area agencies.
- The students will study issues related to these guests/tours.
- The students will work as a team to plan one school/community event.
- Use lessons 9-12 from “Everyday Leadership” text - enrichment exercises.

Third Quarter

- The students will participate in on-going projects to benefit their peers, their school and their community .
- The students will utilize their training and interpersonal skills to mentor students in the elementary grades, as service to the school district.
- The students will utilize their training and interpersonal skills to partner with a friend from an area nursing home or senior center.
- The students will work as a team to plan one school/community event.
- Utilizing knowledge gained through exploration of community needs, students will plan and implement individual or small-group service projects.
- Use lessons 13-17 from “Everyday Leadership” text - enrichment exercises.

Fourth Quarter

- The students will participate in on-going projects to benefit their peers, their school and their community .
- The students will utilize their training and interpersonal skills to mentor students in the elementary grades, as service to the school district.
- The students will utilize their training and interpersonal skills to partner with a friend from an area nursing home or senior center.
- The students will work as a team to plan one school/community event.
- The students will continue and then conclude individual or small group service projects.
- Choose from lessons 18-21 from “Everyday Leadership” text as enrichment exercises.

Course Outline / Sequence

The first quarter of the year is intended to be curriculum heavy as it is the quarter during which teachers should be preparing students for service learning projects.

After training is complete, students will be using their class time for service learning projects... both their preparation and execution.

Teachers will choose one day a week to have “class day” – a day during which some remediation, review, or new instruction may transpire.

August - September

Section One: Class Expectations, Introductions...

Through use of the text, students will:

- Consider their own potential for leadership
- Gain insight into the value of leadership in everyday activities
- Introduce themselves to the group
- Review program or class expectations or goals

As a class, students will establish group goals and policies.

Section Two: Defining Leadership

Through use of the text, students will:

- Learn basic leadership concepts
- Identify various leadership characteristics
- Define leadership
- Reflect broadly on the significance of leadership in everyday circumstances

As a class, students will establish group goals and policies.

