

A look into LEADership

CONCEPTS OF THE IMSA LEADERSHIP EDUCATION AND DEVELOPMENT PROGRAM

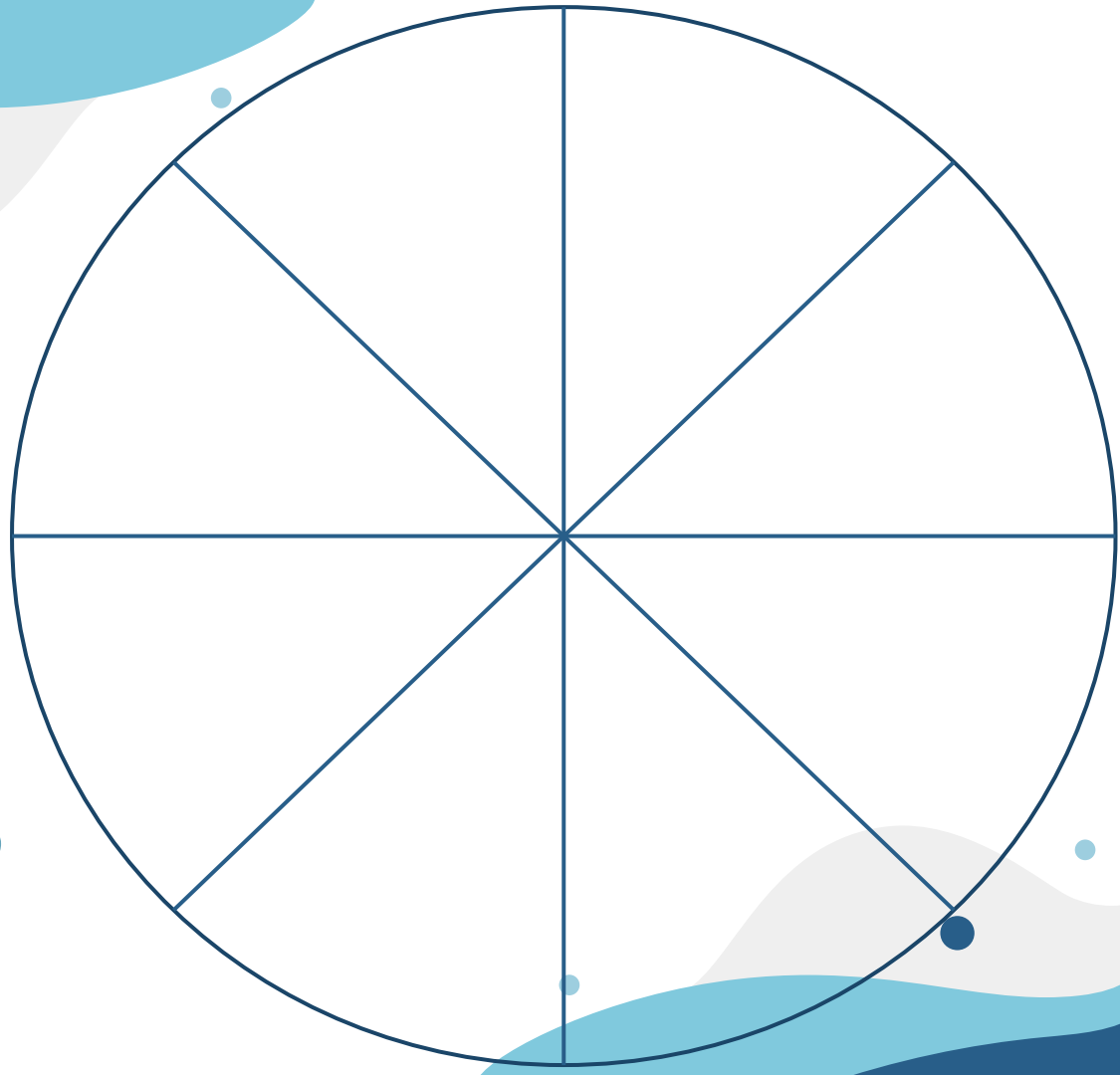
Institute Day 2023
March 3rd, 2023

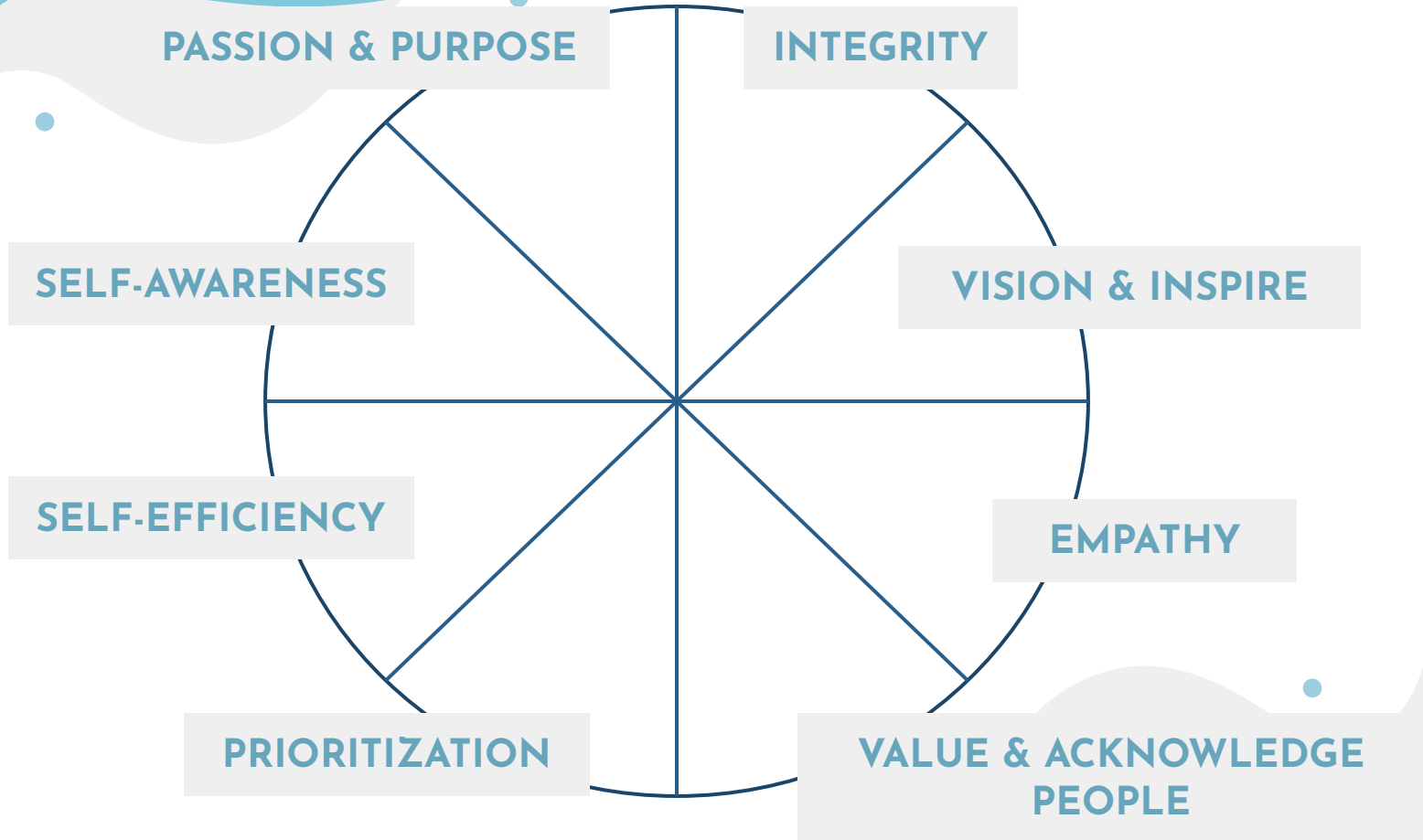
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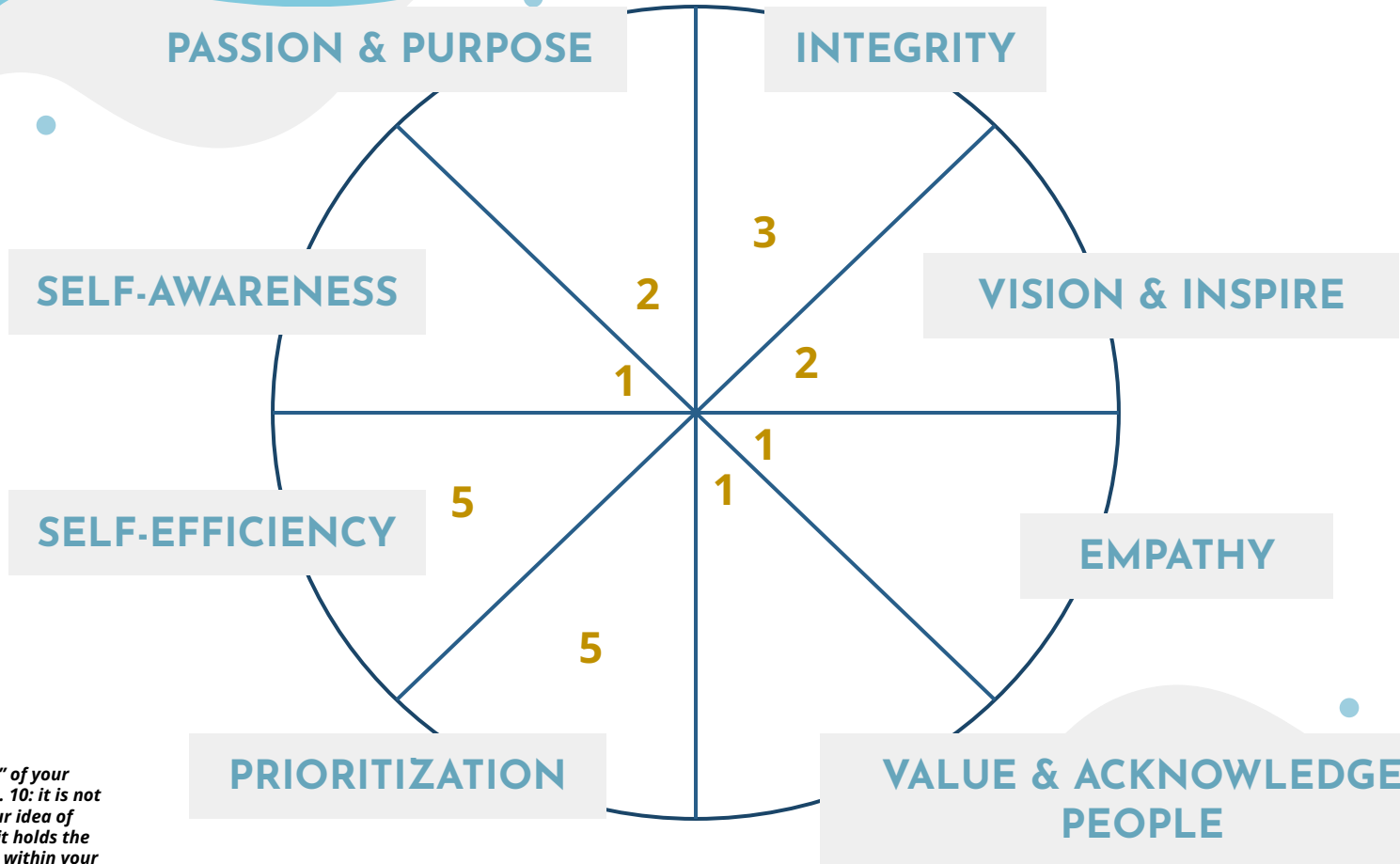


Let's start with an activity!

LEADERSHIP PIZZA







Key:
 Label each "slice" of your leadership pie a 1-10. 10: it is not a huge role in your idea of leadership AND 1: it holds the most important role within your leadership identity

What is LEAD?

An IMSA graduation requirement for current sophomores that spans a full curriculum year

Students participate in LEAD for one hour a week, for 12 weeks out of the typical 17 week semester. This accounts for several shortened weeks, breaks, and a week of final testing.

Students are assigned to a classroom with their peers, and remain there for the entirety of the semester. They also stay with the same upperclassman facilitators.

LEAD Curriculum Breakdown

Semester 1: CORE

Leadership Concepts

- *Ethical Leadership
- *Civic Engagement
- *Intersectionality

Lifetime Skills

- *Presentation Skills
- *Public Speaking
 - *Networking
- *Interview Skills
 - *Conflict Management
- *High-Stress Management

Bonding

(Between Fellow Sophomores AND Upperclassmen)

- *Developed Trust
- *Mentorship

Semester 2: Elective Focus

EnACT

Politics and Government (Activism)

Students learn about political discourse through the process of creating a policy portfolio

- *Policy Development
- *Philosophy of Debate
- *Social Change

IMPACT

Data Journalism

Students learn about both the data analysis aspect and the storytelling aspect of data journalism; module topics include media bias, misleading statistics, FOIA requests, data in politics

- *Data skills and Visualizations
 - *Interviewing
 - *Data Analysis

SoCent

Social Entrepreneurial Skills (Activism)

Students seek to address a social justice issue and use the UN Sustainable Development Goals.

- *Design Thinking
- Minimum Viable Products
- *Ideate and Prototype

Module Example

LEAD'S VERSION OF A LESSON PLAN

MODULE

9

Intersectionality in Leadership

Quotes: All modules include a quote that best connects to the topic. 9/10 the quote embodies a famous leader in history. Sometimes it uses a quote from one of our facilitators, like this one

Student Objectives: Goals of knowledge that students will understand following the module

Facilitation Notes: Pointers for facilitators, specific to the lesson plan, that assist with their facilitation/classroom management

tortoises and turtles look the same, but if you put them both in water the tortoise will drown. Similarly in real life, certain parts of our identities may be similar, but our differences keep us who we are.

-Matty Clarke 2022

Agenda

1. What is Intersectionality (5 min)
2. Activity 1 (25 min)
3. Activity 2 (25 min)
4. Recap (5 min)

Purpose & Place in Curriculum

2022-23 LEAD Mission: The LEAD mission is to cultivate the sophomores into leaders that take action in their communities by exposing them to projects they might not have done previously.

Place in Curriculum: The intersectionality module takes place about ¼ of the way through the core curriculum when facilitators are just beginning to think about electives and final projects. Use this module to help them think about themselves as a leader before choosing electives and topics.

Value to Students: To show students how they can become better leaders by acknowledging their own identities and building off of the identities of others through intersectionality. Upcoming Module: CORE x Electives (Extended Module!)

Student Objectives:

1. Students will understand what intersectionality is and how it relates to leadership.
2. Students will understand why intersectionality in leadership is important to recognize.
3. Students will understand their own identity in terms of intersectionality.

Facilitation Notes

- Make sure to ask questions/call on students every couple of minutes to ensure they're listening
- Make sure to emphasize the importance of intersectionality on leadership
 - Being conscious of intersectionality allows you to be a better leader

Module Example

LEAD'S VERSION OF A LESSON PLAN

continued...

Hands-on Activities:

Activities are used to connect content taught to interactive learning. Activities can be crafty in nature or conversational. Engagement is an important element

*While the facilitators look to this module plan to provide consistency, they are empowered to observe/understand their classroom and pivot when necessary to engage better with their peers.

Alt Activity [2]: Chain of Intersectionality (25 mins)

Purpose: For students to understand how social identities relate differently to each individual. Additionally, to develop critical thinking about how they perceive their identities. Seeing a physical tangible representation of this will allow students to better understand the meaning of intersectionality within a community.

Materials: construction paper (normal paper works too), stapler/tape, pens

Directions: Each student will receive a small rectangular piece of paper. On this paper they will write their different identities they are comfortable sharing. Then, each student will chain together their pieces of paper creating a giant chain. This chain can be hung up in the classroom or kept with a facilitator.



Alt Activity [2]: Four Corners (25 mins)

Purpose: For students to understand how social identities relate differently to each individual. Additionally, to develop critical thinking about how they perceive their identities.

Materials: classroom, whiteboard, maybe paper

Directions: The 8 stations around the classroom are evenly spaced. Written on each station should be a social identity. Facilitators should ask their students a list of questions including but not limited to -

- *This is the identity I know most about*
- *This is the identity I know least about*
- *This is the identity I believe is the most important in my leadership.*
- *This is the identity I believe shaped my leadership style*
- *This is the identity that I think most people perceive me as in leadership situations.*
- *This is the identity that I see the most often in leadership situations.*
- After hearing the question, students will walk to the paper that is labeled with the identity they believe answers the question. Facilitators will ask one person from each station to share (if they are comfortable) why they chose that identity. Identity examples for the game could include
 - socioeconomic status
 - race
 - gender
 - sexual orientation
 - religion
 - physical ability
 - family status/makeup
 - ethnicity

Facilitator Notes:

- Try to facilitate an environment where everyone feels comfortable sharing their reasoning but do not press if a student is hesitant
- Try to have a little conversation in between questions, but this is up to facilitator discretion
- Possibly list ways to get in touch with that identity group/resources but up to facilitator discretion

Module Example

LEAD'S VERSION OF A LESSON PLAN

continued...

Debrief and Recap:

Used to full debrief for students to actively connect topics learned in the module to everyday occurrences in their life. Offers a recap for students to dive into the purpose of the topics they learned.



Debrief & Recap (5-10 mins)

Restate Definition: Intersectionality: "the interconnected nature of social categorisations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage"

Recap how Activities relate to Intersectionality: Reminders to discuss how intersectionality incorporates leadership. Students should see how everyone in the class is different and has different ideologies, traits, and identities. Students should also explore how this diversity and intersectionality relates to their own lives and leadership.

Restate Ending Ideas & Relevance: Understanding intersectionality also requires you to

Revised July 2022

Who makes up the LEAD team?

How do we operate, in order to best support our sophomore student body?

LEAD Student Leaders

Each year, student interview for the following positions...

Co-Coordinator: 2 Seniors

*Student leaders of the LEAD team; heads the board

* Develops module lesson plans for 1st semester CORE

*Develops SLX; leads weekly facilitator meetings, plans retreats and other fun activities; and develops content/training materials for summer development week and early move in

Co-Elective Chairs: 6 Seniors (2 Per Elective)

*Serves as a board member in conjunction with Co-Coordinators; is responsible for leading their facilitators under their respective electives.

*Develops module lesson plans for 2nd semester electives

*Lead in the classroom as a facilitator through module guides

LEAD Student Leaders

Each year, student interview for the following positions...
continued...

Facilitators: 40 Seniors/Juniors

*Assist with the development of their electives curriculum under the guidance of their co-chairs and advisor

*Work together in pairs to lead their classrooms through module guides

*Each facilitator has an elective that they are assigned to

*Next year we will add 6 additional facilitator positions (2 an elective) to assist with potential coverage if a facilitator needs to miss a meeting, go on academic probation, or decide that they no longer wish to be a facilitator with LEAD.

We also have the assistance of 3 Residential Counselors in a liaison capacity

Student Leader Development

Student Leader Development Week

Summer prior to school year
(late July/early August)

- Develop Classroom Management Skills
- Practice/Develop Activities and Modules
- Set Expectations
- Bonding
- Become Comfortable Teaching with their Co-Facilitator

General Meetings

- Leadership/Bonding Activities
- Reflect on Previous Modules
- Work through Upcoming Modules with Co-Facilitator

Retreats and Additional Bonding Opportunities

- Work through specific topics of leadership, develop students further in their leadership
- Discussions regarding additional support needs in the classroom (problem solving with peers)
- Classroom Preparation Work
- Leadership Activities

Assisting with Events Around Campus

- Help with events that need additional support.



• Student Leadership Exchange (SLX)

Yearly conclusion event for Sophomore students to come together in groups of 3-4 to develop a project focused on their respective elective.

SLX provides students an opportunity to present their projects and research to entrepreneurs, visiting professors, experts in their fields, IMSA faculty, state legislators, and most importantly each other. SLX functions much like an academic conference focusing on youth leadership, bringing awareness to social issues from around the world.



Questions?