

Week 1: Leadership in the Western World

Topic Introduction: To begin our conversations on leadership and how it affects everyone, we as program directors would like to know if you're familiar with different leadership styles found around the world.

- Define/Introduce these types of government models: Oligarchy, Anarchy, Democracy, Monarchy, Dictatorship, Republicanism (People's Republic)
- Who knows what kind of government we have here in the United States?

What separates the United States from other developed countries is its ability to elect politicians into office who display likeable qualities, sufficient education, and ethical decision making to set the standard for the people to follow. The president is often looked to as the face of the country, the first person who will interact with foreign dignitaries and ambassadors. It's like electing the best dressed, emotionally and intellectually smart student in your class to speak to other best dressed, emotionally and intellectually smart students in your school. You wouldn't choose a person who fights other kids, calls them names, and can't pass their classes, to represent your values.

Today we're going to take a test of your knowledge prior to participating in *Horizons*, go through an activity that addresses the qualities of a leader, and identify some of the leaders we have in the United States and around the world.

- Students construct ideal qualities for political leadership to evaluate the qualities of past leaders and current candidates
 - Identify what they think makes a good leader.
- Qualities of a leader
 - Who are some leaders in their life and in the U.S ?
 - Which of our past leaders would you elect today if he/she were still alive ? Why?
 - Out of all the qualities a politician and leader must have, which are the most important?
 - (Insert leader worksheet here)

Leader/Politician worksheet

1. Write down the words that come to mind when you think of the word "Politician".
2. Write down the words that come to mind when you think of the word "Leader."
3. Share the similarities and differences between Politicians and Leaders.

Week 2 - What Makes an Effective Leader

Opening discussion: What makes a good leader? Is it their ability to connect with their community/country/voters? Maybe it's their good communication skills or the way they speak. Perhaps it's the way they dress or what school they went to. Before we get to know a person, we often make assumptions based on the qualities we can see: A person's clothes, their hair cut, the way they stand, or even what accent they have. Very quickly we assume we know enough about a person because of the external things we can see. This week we're going to take a deeper look at what makes an effective leader, how to identify good qualities, and some of the world's most prolific voices of leadership. Can someone read what you wrote last week about leaders and politicians? In what ways are they different? **(Projected time: 7-9min)**

Fun Fact Corner: 'The quality of a leader is reflected in the standards they set for themselves.' - Ray Kroc

A leader is someone who has the

> **Write a list of global leaders on the board:** Jacinda Ardern (New Zealand Prime Minister), Greta Thunberg (Swedish Student and Climate Activist), Anna Nimiriano (Sudanese Editor-in-Chief for Juba Monitor), Bill & Melinda Gates (American Cofounders of Gates Foundation/Philanthropists), Izumi Nakamitsu (Japanese Undersecretary General for Disarmament in the United Nations).

> **Have students divide into groups of 4, select leaders they want to investigate further, pass out packets of info on the leader they have selected.**

> Students will create a list within their group identifying their leader's qualities, evidence of leadership capabilities, and the country's opinion. They will have an opportunity to pitch their leader to the class and why they're an excellent person for this position. **(Projected time 10min)**

Thought exercise: You all have chosen a leader who is relevant to modern history, a leader who has had an impact on the globe or inspired a movement for social and political change. Now we're going to put their leadership skills to the test. Using the qualities you've identified in the leader, we're going to throw a scenario your way and pretend the leader has to deal with it. This will be an activity we do as a class and every group will have time to explain their leader's action and reasoning behind the decision. As in real-life scenarios, you will have the opportunity to work together with other leaders and determine what an agreeable outcome would be.

Scenario: The year is 2045 and 90% of the world is running on electricity rather than gasoline, food has gone away from being genetically modified to completely organic, and humans are finally starting to get along. At the 2045 United Nations meeting, a new country who is not a part of the organization is requesting help from the UN to assist in its struggling

economy, failing technology, food crisis, and civil disruptions. This country, let's call it Lemuria, has attempted to join the UN in the past, but was denied entrance due to its violent tendencies toward other countries and threats of nuclear warfare. They have made the threat that if they do not receive immediate help, they will die and take out half the world with them in a nuclear blast. If you as leaders assist Lemuria, you will be saving their people and half the globe, however your way of life will be forever altered. You will return to civil conflict, your food stores will be depleted and you will be forced to return to GMO food, and in order to keep up with demands for food and work you will return to using gasoline.

As leaders with a unique set of skills, what is your course of action? (**Projected time: 20min**)

Debriefing: Well done leaders, you completed the scenario. It was tricky at first, but we needed you to think critically about three things:

- Your available resources
- Your influence over others
- Your ability to work with other leaders

This exercise demonstrates how decisions are made on large and small scales. We as citizens of a country have to determine what is right for our citizens, what is right for our country's moral standard, and how we can contribute to overall health and peace of our neighbors. How did we target these three concepts in this exercise? (**Projected time: 2min**)

Final Exercise: To close out this week's lesson we're going to watch a video that talks about the qualities of leaders that make us feel safe. Then, you will be sent home this week to make one SMART goal that you want to do this school year as a leader. (

[Qualities of a Good Leader That Make Us Feel Safe](#)

SMART GOALS

S

SPECIFIC

Describe your goal:

M

MEASURABLE

How can you track your progress?

A

ATTAINABLE

Who is going to help you with your goals?

Which will be your accountability partner?

R

RELEVANT

List the skills and resources you need in order to meet your goals.

T

TIME BOUND

Goal for check in date 1

 When?

Goal for check in date 2

 When?

Goal for check in date 3

 When?

Week 3 Topic - Why does voting matter

Week Overview: Students will discuss what we talked about in our last session, and we will discuss what we learned about and what made a good leader. We will address these key points in this week's discussion

- What makes a good leader?
- Who are good leaders in their lives?
 - Review list created in week 1. Identify individuals in their immediate circle of influence (Teachers, Parents, Older Friends/Family Members, etc) who possess these qualities.
- The importance of voting and what its purpose serves

Introduction of the new topic

- Why voting matters
 - Will present a Powerpoint that will go over why voting is important .
 - Show "Why Voting is Important" youtube video
 - Have a short quiz on Kahoot

Discussion questions:

- Why is voting important?
- What does it mean to be a registered voter?
- What do you accomplish when you vote?
- Does voting make a difference? Does my vote count for anything?
- Give some examples of how citizens can make a positive difference in their community?
- How had the voting process changed over time?
- How do you think the voting process can be improved?
- What are the qualifications to be a voter in your state ?
- Where can you register to vote if you are qualified?
- What documentation must you have with you to register ? What documentation will you receive when you have registered?
- What counts as a reputable resource to find information about topics you're interested in? News sources? Websites? Other media? Commentators?

Activity: Students will have a short voting poll, to show them how voting works.

Debate questions

Should voting be mandatory?

Should voting be expanded to residents not only citizens?

Should the age of voting for local government change to the age of sixteen

Following Discussion/Debate Introduction: Well done, leaders. In two weeks you will be asked to participate in a debate with your classmates on one of these topics:

- Should voting be mandatory?

- Should voting be expanded to residents not only citizens?
- Should the age of voting for local government change to the age of sixteen?

>**Critical application:** From the perspective of a leader, we need to think about the matter from all sides. Remember, what you say becomes law and others will follow you by example. If you recall your list of leadership qualities from two weeks ago and what we identified as good leaders qualities this week, it sounds like we have a pretty good understanding of what is desirable and what is not when considering leaders.

>**Instructions:** Have students split as evenly into groups as possible: one side who is in favor of the issue, one side who is opposed, and a final group who is neutral. The students will be given a worksheet on how to develop a good argument and arrange times outside of the group where they can meet up and discuss their argument and the ethics behind the decision. Students will be allotted 20 minutes each meeting to get together with their group.

Week 4: Campaign Work

Week overview: Students will revise what was discussed in the previous week. This week we will discuss campaign work which covers Social Work Competency 5. Students will learn about advocacy and the steps for campaigning.

- What is Advocacy?
- Skills of an ethical Advocate.
- Why be an Advocate?
- How to get started?

Activity for the day: Students will be quizzed on the information learned on Advocacy.

Creating their message

- Students will learn how to clearly communicate their passion for certain topics and issues.
 - Write a personal story
 - What changes would they like to make on these topics/issues?
 - What are the core values?
 - What offices would make the greatest impact for this issue/topic?
 - Write the message.
- Students will find to create their own message/slogan for the topic voted on in the previous week.
 1. Students working together in groups will have the opportunity to discuss among themselves:
 - a. Topic
 - b. Students will be divided into two groups- opposing and in favor.
 2. Students will create opening statements for the debate.
 - a. Students will discuss logos, campaign slogans, and opening arguments.

Week 5: Ethics in Debate/Putting it in Practice

Introduction

Welcome back leaders to the final week of Horizons. You've shown us through in-class discussions and our take-home activities that you have what it takes to be a critical thinker and an ethical leader. We look forward to this week's debate; this is your chance to demonstrate to your classmates and teachers that your opinion on this subject is important and should be heard.

For our introduction today, we're going to ask each team to stand behind their representative. Think of this as the opening statements of our debate. Each of you will present your logo, campaign slogan, and opening argument. From there we will pull numbers from a hat and that will determine the order in which you go. We will serve as moderators and give you each 3 and a half minutes to speak. **(10 min)**

Moderator notes: Encourage students to work together and have their peers weigh in with the evidence they have gathered. To encourage audience engagement, have one student serve as a 'reporter' and take questions from the crowd.

>Panel questions (20min):

- In each of your groups you were asked to come up with a statement that succinctly summarizes your position on the subject. What is this position? Are you in favor, opposed, neutral?
 - What has led you and your group to decide this opinion?
- Who is affected by your position?
 - Who is the majority?
 - Who is the minority?
- What needs to change currently in order for this to happen? What steps can be done in order to ensure this doesn't happen? What can be done currently to maintain the status quo?
- If this were to be true, what do you think the best outcome for your audience would be?
- What are some common misconceptions others may have about this topic? How can we combat those misconceptions?
- Is there anything we're leaving out here that needs to be addressed?

>Closing arguments (10min)

>Debriefing and Survey: As our time together draws to a close, we want to review with you the topics we covered in the last five weeks. **(4-5min)**

Appendix A

Jacinda Ardern (New Zealand's 40th Prime Minister)

World's youngest female head of government, Leader of New Zealand's Labour Party. Her platform focuses on education reform, poverty reduction, mental health care, and 'leveling the playing field'. She entered politics in order to address the gang activity and poverty found in her hometown of Murupara, NZ. JA has always been fiercely positive, never settling for lesser standards.

In 2018, JA made headlines in the news for bringing her 3 month old baby to the United Nations General Assembly in hopes of normalizing parenting in the workplace. In 2019 she launched a global campaign addressing racism. From a young age, JA has been advocating for LGBTQ+ rights and supporting the community. Following the terror attack on mosques in Christchurch, NZ, she reformed gun laws to protect every member of her country.

Greta Thunberg (Swedish Student and Climate Activist)

Young activist from Sweden, Greta is unafraid to speak plainly about the devastating effects of climate change and how it has affected the environment. At only the age of 17, GT is responsible for starting the global initiative: School Strike for Climate, which invites school-aged children to skip classes on Friday in order to protest climate change at government buildings. These Friday protests are called 'Fridays for Future' and continue to occur.

Greta openly discusses her diagnosis with Asperger syndrome and how it has helped her realize her superpower. This form of autism allows her to focus deeply on one idea or become interested in one concept, something which has helped her become the phenomenal activist she is today. Greta understands that in some ways she is socially different from her peers, but she doesn't let that stop her.

Anna Nimiriano (Sudanese Editor-in-Chief for Juba Monitor)

Anna is a celebrated editor-in-chief known for receiving a Courage in Journalism Award for representing media in South Sudan. At a time in Sudan's history where it is unsafe to publish news contrary to a powerful government, AN fearlessly continues to provide a voice for the voiceless. She has not let strict gender roles stop her from achieving her dreams of practicing ethical journalism.

She encourages other young women in South Sudan to pursue careers in journalism, reporting, and media managing. It is her goal to create a strong network of journalists who support one another, keep one another accountable, and problem solve as a team. Anna doesn't let her fear of retaliation from the government stop her from reporting the truth to her country.

Bill & Melinda Gates (American Cofounders of Gates Foundation/Philanthropists)

A philanthropic couple best known for their computer software company, Microsoft. Their charity work is not limited to the amount of technology they install in underprivileged

communities, but also to funding research for health initiatives and vaccines. Their most recent act of assistance can be seen in their donations toward finding a cure for COVID-19. In the past, B & M have helped raise awareness for individuals living with AIDS and HIV, while also donating funds to research against the disease.

Bill and Melinda are also committed to alleviating academic inequality among Black, Latino, and Native American youth. They provided college scholarships for 20,000 students for two decades; they have also provided access to technology for communities globally who may not have access to it otherwise, assisted in financing malaria vaccine research, and donated to eradicating polio and tuberculosis worldwide.