

Arizona Association of Student Councils

Serving Arizona's Student Councils Since 1934

STUDENT LEADERSHIP/STUDENT COUNCIL CURRICULUM STANDARDS

LEADERSHIP STRAND	STANDARD	BENCHMARKS	SUGGESTED ACTIVITIES
1. Communication	1.1 Student communicates effectively in large and small groupings	1.1.a Student develops content and ideas into organized presentations. 1.1.b Student learn to monitor and adjust based upon the audience 1.1.c Student uses appropriate language and style 1.1.d Student expresses themselves effectively in interpersonal situations 1.1.e Student identifies and understands non-verbal communication cues	<ul style="list-style-type: none"> - Public presentations - Interviews - Telephone skills - Giving Directions - Interpersonal communication activities - Non-verbal communication activities - I messages - Adapting to different audiences
	1.2 Student writes effectively	1.2.a Student organizes thoughts and ideas 1.2.b Student employs appropriate writing formats 1.2.c Student exhibits appropriate word use and grammar	<ul style="list-style-type: none"> - Developing memorandums - Writing Thank You notes/letters - Minutes and agendas - Electronic communications - Invitations - Press releases - Advertisements - Reports - Letters - Evaluations
	1.3 Student listens effectively	1.3.a Student listens and observes to gain better interpret information and instructions. 1.3.b Student checks for accuracy and comprehension by asking questions and paraphrasing. 1.3.c Student uses the appropriate listening level for particular circumstances and contexts	<ul style="list-style-type: none"> - Practice listening levels - Practice effective listening using appropriate techniques (i.e. soften, paraphrasing)
	1.4 Student effectively uses various mediums of communication	1.4.a Student communicates through oral, artistic, graphic and/or multimedia presentations 1.4.b Student demonstrates use of available technology to present ideas and concepts.	<ul style="list-style-type: none"> - videos - power point presentations - computer use - flyers - digital displays - posters and banners - electronic communications

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2. Organization and managerial skills	2.1 Student demonstrates self-organization.	2.1.a Student exhibits effective time management skills 2.1.b Student learns to prioritize commitments 2.1.c Student formulates and employs goal setting strategies.	- Personal calendar planning - Short/Long term personal goal setting - Timelines - Prioritizing commitments
	2.2 Student plans & implements organized projects.	2.1.a Student formulates & employs project goals. 2.1.b Student uses sequential project planning steps. 2.1.c Student uses appropriate evaluation tools.	- Brainstorming - Prioritizing - Consensus - Value Voting - Project Planning checklist - Delegation - Written, oral, surveys - Portfolios
	2.3 Student demonstrates effective meeting skills	2.3.a Student practices a variety of meeting formats 2.3.b Student demonstrates meeting preparedness.	- Roberts Rules of Order - Parliamentary procedure - Consensus - Decision making steps - Meeting facilitation - Written agendas, announcements, - Minutes
	2.4 Student understands the structure of his/her organization.	2.4.a Student demonstrates knowledge of constitution and by-laws. 2.4.b Student identifies the chain of command within their school. 2.4.c Student understands & executes his/her job responsibilities and duties.	- Job responsibility charts - Observation and feed-back - Organizational charts - Constitution and revision processes

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3. Character Development	3.1 Student takes responsibility for personal actions and acts ethically (i.e. demonstrates character traits)	3.1.a Student demonstrates respect for the rights and abilities of self and others	- Character Counts Programming
		3.2.b. Student defines and demonstrates ethical behavior.	- role playing scenarios - ethical behavior case studies and analysis - development of a behavioral contract
		3.3.c. Student models responsible actions and a positive attitude	- daily/weekly affirmations - case studies of role models - brainstorm list of responsible actions and post
		3.4.d. Student identifies appropriate Character traits: respect, fairness, caring, citizenship, trustworthiness, responsibility	- situational activities and essays - development of personal code of ethics - development of organization and personal mission statements - Character Counts Programming
		3.5.e. Students understand that a variety of models exist for ethical decision making.	- ethical decision making activities - role model identification
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4. Goal Setting	4.1 Students will understand and participate in the process of setting, achieving, and evaluating goals.	4.1.a. Student understands the purpose of goal setting and can write realistic goals that correspond with individual or group vision and or philosophies.	- planning an activity or event - analyze the goals of others and examine how they were accomplished - utilize a goal setting plan - SMART Goals
		4.2.b. Students develop action plans to monitor and achieve both long and short term goals	- progress charts for goals both individual and for group - list and document short vs. long term goals - document/implement action plans
		4.3.c. Students monitor, adjust, and/or reflects upon goals	- simulation activities - personal and group goal setting exercises

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5. Decision-Making	5.1 Students understand the processes for making decisions.	5.1.a. Students will identify problems needing to be solved.	- role playing - surveys and questionnaires - suggestion boxes
	5.2 Students understands the roles of being a leader and being a follower	5.2.b. Students will learn and identify various decision-making styles (autocratic, democratic, consensual, laissez-faire)	- decision making simulations - decision making articles and summaries - analysis of decisions made
	5.3 Strengths and weaknesses of group will be examined by students.	5.3.c. Students will recognize appropriate decision making style for various situations and scenarios.	- situational activities and scenarios - sharing of decisions with peers - role playing
	5.4 Students will gain empowerment by the decisions they make.	5.4.d. Students will recognize the impact of individual and group decisions	- surveys and questionnaires - opinion polls
		5.5.e. Students will predict the possible outcomes of decisions and use that to guide new decisions to be made	- decision prediction models and discussions
LEADERSHIP STRAND	STANDARD	BENCHMARKS	SUGGESTED ACTIVITIES
6. Group Process	6.1 Students will be able to effectively interact in a variety of groups and variety of settings	6.1.a. Students understand the stages of group development	- ice breakers and getting acquainted activities
		6.2.b. Students practice teambuilding	- various teambuilding exercises and activities - lock-in, retreat, high ropes courses - team challenge activities
		6.3.c. Students identifies group dynamics and personality styles in a variety of situations and scenarios	- various bonding and human understanding exercises - role plays and scenarios - True Colors or other personality assessment activities
		6.4.d. Students learn how to appropriately relate to a variety of different groups	- surveys, opinion polls - exchanges with other schools - exposure to people who are different than self

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7. Conflict Resolution	7.1 Students understand and utilize strategies for resolving conflicts	7.1.a. Students identify and comprehend the various styles of conflict resolution including their own personal style.	<ul style="list-style-type: none"> - examination of conflict resolution models via acting out scenarios - role plays - self assessments
		7.2.b. Students learn to recognize internal and external conflicts.	<ul style="list-style-type: none"> - study of previous conflicts
		7.3.c. Students learn to actively listen and and exercise non-judgmental and non-bias decisions when solving conflicts	<ul style="list-style-type: none"> - listening activities - focus on action or behavior and not on person for solving conflict - institute conflict resolution models for utilization by student body
		7.4.d. Students utilizes consensus building strategies that ensure some level of equity for parties involved.	<ul style="list-style-type: none"> - consensus building activities - win win problem solving strategies
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8. Citizenship	8.1 Students understand ways to positively contribute to local, national, and global communities.	8.1.a. Students will develop an awareness of ways to positively influence local, regional, state, national, and global communities.	<ul style="list-style-type: none"> - organize service projects - research local charities - speakers on diversity - environmental projects
		8.2.b. Students will assume an active role in their local, regional, state, national, and global communities.	<ul style="list-style-type: none"> - voter registration drives - mock elections - clean up days - participate in educational promotion programs
		8.3.c. Students will recognize and develop methods to serve others.	<ul style="list-style-type: none"> - develop scholarship programs - create on-going community service programs - food drives - blood drives

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9. Diversity	9.1 Students are knowledgeable and respectful of the many groups that exist and how diverse they can be.	9.1.a. Student identifies contributions made by diverse individuals and populations.	<ul style="list-style-type: none"> - Diversity awareness activities - Multi-cultural fair or events - Special Olympics participation - Recognition of significant events, holidays, and celebrations of people from diverse backgrounds - celebrations
		9.2.b. Students plans and coordinates events and activities that are inclusive.	<ul style="list-style-type: none"> - survey attendees at events - invite groups that do not normally participate in events - set inclusion goals
		9.3.c. Students refrain from offensive bias, or discriminatory actions or remarks.	<ul style="list-style-type: none"> - bias or prejudice self-assessments - peer teams to ensure students refrain from negative actions or comments - diversity speaker - contracts
		9.4.d. Students develop an awareness and understanding of the current social and political situation of diverse individuals and populations	<ul style="list-style-type: none"> - case studies - culture weeks or presentations