



Youth Leadership: Theory and Practice Course Handbook (CSUS860)

M.W. Everett

Table of Contents

Overview of the Course	1
Course Syllabus	2
APPENDIX A - Assignment 1 Rubric (Teaching Leadership Philosophy Video)	12
APPENDIX B - Assignment 2 Rubric (Youth Leadership Promotional Video)	13
APPENDIX C - Assignment 3 Rubric (Constitution and Calendar of Activities).....	14
APPENDIX D - Assignment 4 Rubric (Teaching Youth Leadership)	15
APPENDIX E - Assignment 4 (Sample Lesson Plan).....	16

Youth Leadership: Theory and Practice Course Handbook (CSUS860)

Overview of the Course

Welcome to CSUS860, Youth Leadership: Theory and Practice! This hybrid course is self-paced, however there are structured due dates and the end date is the last day in which assignments will be accepted. This course is designed to give students a better understanding of youth leadership from a practitioner perspective. This course is also designed for you to utilize your classroom or other educational location as an environment for learning from your students about youth leadership. Therefore, as part of this course you may survey, observe, or even interview students (perhaps via Zoom) to better understand their knowledge and goals toward youth leadership (Assignment 5). Even though this is purely for educational purposes, you may need to refer to your organizations policy about gathering information and get appropriate permission.

This course is a hybrid format. What does that mean? It means that you will spend a large amount of time working on your own via the web-based, online learning platform called D2L (Asynchronous Learning). Additionally, you will attend in-person or via Zoom experiences near the end of the course (weeks 5 and 7) where you will meet with professionals who are currently working with youth in the context of youth leadership (Synchronous Learning). The D2L link for the course can be found at: <https://d2l.msu.edu/>. D2L is reasonably intuitive, however if you do have problems or questions, the D2L 24-hour phone line is: 517-432-6200 or Toll Free at 844-678-6200.

As previously mentioned, all of the course materials can be found on the D2L Website. When you log on to D2L if you do not see this course, then you can type in the aforementioned naming convention (US20-CSUS-860-740) into the “search for courses” menu. When you go into the course on D2L you will find a series of folders. These folders are separated into Modules, Assignments, and Additional Readings and Resources.

Each of the Module folders represent roughly one week of the course. Within each of the modules you will find a Powerpoint and movie file. Both documents will serve as a guide for weekly objectives, readings, and assignments. Additionally, you may find different resources including readings, survey instruments, and questions to ponder. Finally, in many of the Modules you will find Blogs. These Blogs are designed to stimulate discussion between you and your fellow colleagues in the class as well as provide an opportunity to reflect on youth leadership as a practitioner and learner.

Each of the Assignment folders includes rubrics for the assignments and Dropboxes for you to upload your final product. Again, this should be reasonably intuitive, however if you have questions contact D2L and they can guide you through the process. Also, refer to the course syllabus below for specific due dates for all assignments. Finally, you will need to become familiar with iMovie, Camtasia or another form of software package that will assist you in development of videos for course assignments.

CSUS 860
Youth Leadership: Theory and Practice

Hybrid, 3 Credits

INSTRUCTOR:

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OFFICE HOURS: By Appointment

LOCATION: Online with Field trips (TBD)

MEETING TIMES: Online with additional field trip meeting dates

COURSE DESCRIPTION:

This course serves both formal and non-formal educators by understanding how youth develop and emerge as leaders in their families, schools, organizations and communities. Content will be derived from youth organizations at the local, state, national, and international level. This course will provide current and future youth educators and leaders with a foundation in youth leadership. This hybrid online course will include: discussions, readings, written assignments, blogging, guest speakers and relevant online work.

COURSE GOALS: The goals of this course are to develop students' knowledge and skills of youth leadership. As such, the course builds upon current knowledge of youth leadership by participants. As a student in this course you will have the opportunity to:

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- Describe key theories of youth leadership in formal and non-formal settings;
 - Describe key factors associated with positive youth leadership;
 - Identify management theories related to youth leadership programs;
 - Identify support networks for leadership programs;
 - Utilize technology in youth leadership programming; and
 - Evaluate theories and practice as applied to integration of classroom instruction, youth leadership and work-based learning.
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Youth Leadership: Theory and Practice - Learning Outcomes

Students will be able to describe key theories of youth leadership by:

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- Identifying the characteristics of an effective leaders;
 - Explaining the meaning and values of symbols and traditions of youth organizations; and
 - Describing the traits of different leadership and learning styles.
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Students will be able to describe key factors associated with positive youth leadership development by:

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- Identifying important theories related to youth leadership;
 - Defining recent and relevant career/academic initiatives;
 - Defining and apply core concepts of a youth organization including leadership, work-based learning, and experiential education;
 - Applying key factors of youth development to appropriate youth leadership groups; and
 - Applying theories in the context of youth leadership groups.
-

Students will be able to identify management theories related to youth leadership programs by:

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- Facilitating meetings with students in an advisory capacity;
 - Developing a Constitution for a youth organization (e.g., FFA, 4-H, BSA, etc.);
 - Applying leadership interactions to community and business settings;
 - Development of an Advisory Committee; and
 - Development of an Alumni Chapter for youth organizational support.
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Students will be able identify support networks using technology for leadership programs by:

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- Developing a Program of Activities/Calendar of Events for an organization;
 - Applying the use of experiential learning in the context of teaching and learning;
 - Analyzing fundraising strategies for youth organization profit; and
 - Applying leadership concepts to community and business settings.
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- Students will be able to evaluate theories and practice as applied to integration of classroom instruction, youth leadership and work-based learning by:
 - Comparing award recognition categories for youth organizations;
 - Identifying service learning opportunities and resources at the local level;
 - Conducting programmatic research about youth development and leadership;
 - Reflecting on self as a leader and opportunities for student growth;
 - Identifying appropriate instructional materials needed for youth development; and
 - Evaluating programmatic development and leadership aspects of relevant youth organizations.
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MICHIGAN STATE UNIVERSITY LEARNING GOALS CSUS860 – Youth Leadership: Theory and Practice

Analytical Thinking: You will learn to critically analyze complex information and problems through courses and experiences at MSU and by applying what you learn both in and out of class.

Cultural Understanding: You will learn to deepen your understanding of global and cultural diversity by interacting with others in and outside our diverse campus community and reflecting on your own culture and that of others.

Effective Citizenship: You will learn to be an effective citizen by engaging in opportunities for involvement both inside and outside the classroom.

Effective Communication: Spartans communicate to diverse audiences using speech, writing, debate, art, music, and other media. You will learn how to communicate effectively through your interactions with peers, faculty, staff, and community members at MSU, your coursework, and your reflection on how you've changed as you progress toward graduation.

Integrated Reasoning: You will learn to make decisions through integrated reasoning by observing the example set by your fellow Spartans—faculty, professional staff, your peers and student leaders, and our 500,000 Spartan alumni—who are advancing knowledge and transforming lives in innumerable ways. MSU provides you with the space and support to make decisions learn from them and use them to inform your values.

DEPARTMENT OF COMMUNITY SUSTAINABILITY COMPETENCIES CSUS860 – Youth Leadership: Theory and Practice

Critical Thinking: Students will interpret, analyze and evaluate information generated by observation, experience, reflection, reasoning, and communication as a guide to formulate and defend responses to complex sustainability problems.

Boundary-crossing: Students will identify their own assumptions and biases, recognize new perspectives, and demonstrate the ability to collaborate with individuals and groups whose norms, assumptions and biases are different from their own.

Civic engagement: Students will develop the knowledge, skills, values, and motivation to participate in civic life.

Leadership: Students will develop, demonstrate and evaluate leadership practices that contribute to sustainability.

Initiative and practical skills: Students will demonstrate initiative, including the ability to self-direct and solve problems individually and as participants in larger group efforts.

Ethics: Students will evaluate and analyze diverse ethical positions on practical sustainability challenges.

TEXTBOOK:

Appleman, D. (2011). *Developing Teen Leadership: A Practical Guide for Youth Group Advisors, Teachers and Parents*. Desaware Publishing, San Jose, CA.

STYLE MANUAL:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th edition). Washington, DC: Author.

ADDITIONAL READINGS AND RESOURCES:

Bird, W. A., Martin, M. J., & Simonsen, J. C. (2013). Student Motivation for Involvement in Supervised Agricultural Experiences: An Historical Perspective. 54(1), 31-46. doi: 10.5032/jae.2013.01031.

Boyd, B. L., Herring, D. R., & G. E. Briers. (1992). Developing life skills in youth. *Journal of Extension*. 30(4), On website, <http://www.joe.org/joe/1992winter/a4.php>.

Gambone, M. A., Walker, K. C., & Walker, J. A. (2011). Special edition featuring 100 years of research in youth development. 6(3), 2011. On Website, https://nae4a.memberclicks.net/assets/documents/JYD_110603final.pdf#page=8.

Goldman, S., & Booker, A. (2008). Mixing the digital, social, and cultural: Learning, identity, and agency in youth participation. In Buckingham (ed.), *The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning*. Cambridge, MA: The MIT Press, 2008. 185-206. doi: 10.1162/dmal.9780262524834.185. On Website, <http://mitpress2.mit.edu/books/chapters/026202635Xchap9.pdf>.

Hasting, L.J., & McElravy, L.J. (2020). Further examination of youth leadership skills predictors. *Journal of Leadership Education*. 19, 99-118. <http://doi.org/10.12806/V19/I1/R4>

Murphy, S. E., & Johnson, S. K. (2011). The benefits of a long-lens approach to leader development: Understanding the seeds of leadership. *The Leadership Quarterly*. 22, 459-470. On Website, <http://www.sciencedirect.com/science/article/pii/S1048984311000452>.

Phelps, K., Henry, A. L., & Bird, W. A. (2012) Factors influencing or discouraging secondary school students' FFA participation. *Journal of Agricultural Education*, 53(2), 70-86. On Website, <http://files.eric.ed.gov/fulltext/EJ993275.pdf>.

Ricketts, J. C., & Rudd, R. D. (2002). A Comprehensive leadership education model to train, teach, and develop leadership in youth. *Journal of Career and Technical Education*. 19(1). On Website, <http://scholar.lib.vt.edu/ejournals/JCTE/v19n1/ricketts.html>.

The National Council for Agricultural Education. (2016). National Quality Program Standards for Secondary (Grades 9-12) Agricultural Education. On Website, https://www.ffa.org/SiteCollectionDocuments/tc_national_quality_program_standards_revised.pdf.

Redmond, S., & Dolan, P. (2016). Towards a conceptual model of youth leadership development. *Child & Family Social Work*. 21, 261-271. <http://www.doi.org/10.1111/cfs.12146>

Seemiller, C. (2018). A competency-based model for youth leadership development. *Journal of Leadership Education*. 17, 56-72. <http://doi.org/10.12806/V17/I1/R1>

Snelson, C. (2011). Teacher Video Production: Techniques for Educational YouTube Movies. Society for Information Technology & Teacher Education International Conference, Nashville, TN, USA. 1218-1223.

COURSE CALENDAR AND METHODOLOGY:

The course is structured utilizing a variety of teaching methods including online modules associated to learning. The tentative schedule is as follows:

Week #1 – Module 1 – Youth Leadership – Why is it important? (ONLINE – May 11 to May 15)

Introductions, Information, and Syllabus Overview

- Youth leadership – Why is it important?
- Personal perspective (**Blog 1**)
- Characteristics of a youth leader (**Blog 2**)
- Traits and skills of a youth leader (Hastings & McElravey, 2020, Boyd et al., 1992)
- How youth view youth leadership (**Blog 3**)

Week #2 – Module 2 – Factors involved in youth leadership and a philosophical approach to youth leadership (ONLINE – May 18 to May 22)

- ASSIGNMENT 1 DUE (20%) – Teaching Leadership Philosophy Video
- Micro-PDIs (**Blog 4**)
- Youth leadership theory (Ricketts & Rudd, 2002) (**Blog 5**)
- Youth leadership conceptual model (Redmond & Dolan, 2016)
- Developing Teen Leadership (Part I)

Week #3 – Module 3 – Management of a youth leadership program (ONLINE – May 25 to May 29)

- ASSIGNMENT 2 DUE (20%) – Youth Leadership Promotional Video
- Curriculum, technology, and leadership
- Micro-PDIs (**Blog 6**)
- Creating a Program of Activities/Calendar of Events
- Developing Life Skills/Benefits of youth leadership (Murphy and Johnson, 2011) (**Blog 7**)
- Developing Teen Leadership (Part II)

Week #4 – Module 4 – The support network of a youth leadership program (ONLINE – June 1 to June 5)

- ASSIGNMENT 3 DUE (10%) – Constitution and Calendar of Activities (CoAs)
- Micro-PDIs (**Blog 8**)
- Developing an Advisory Committee
- Supporters of youth leadership
- Factors discouraging youth leadership (Phelps et al., 2012)
- Developing Teen Leadership (Part III)

Week #5 – Module 5 – Incorporating technology into youth leadership (June 11 @ Zoom Meeting)

- FFA as a youth leadership organization
- Evaluation of technology and leadership (Goldman & Booker, 2008)
- Developing Teen Leadership (Part IV)

Week #6 – Module 6 – Combining classroom instruction and youth leadership (**ONLINE – June 15 to June 19**)

- Student Motivation for Involvement in SAE: An Historical Perspective (Bird et al., 2013)
- Assessment (Seemiller, 2018)
- Developing Teen Leadership (Part V)
- Micro-PDIs (**Blog 9**)

Week #7 – Module 7 – Creating a package for your learning setting (**June 15 @ Zoom Meeting**)

- ASSIGNMENT 4 DUE (20%) – Teaching Youth Leadership Video/Lesson
- Aspects of youth leadership from a programmatic perspective
- NQPS Evaluation (**Blog 10**)

VIDEOS – Your video will require some type of software. Certainly, there are free packages that will adequately create your needed videos. *Camtasia* is a free software package available to students at MSU. This is a very powerful video creation software, but does take some time to use and understand. I would encourage you to acquire whatever software you deem appropriate *sooner versus later*. The great part about our world today is that we have YouTube, which can be used as a DIY system for video creation, software understanding ***OR in our case, developing content that can be used in your youth leadership context.*** Therefore, three of your assignments require you to create videos and post content on YouTube. I would strongly encourage you to upload your videos as “Unlisted” that way you control who can see the content. Finally, depending on your internet speed, you may need to be proactive in assignment uploading to YouTube and making sure content can be uploaded in a timely manner. **THIS MAY TAKE TIME!** Be aware of this challenge. Note – For all video-based assignments, you will upload a YouTube link to the D2L assignment placeholder along with any other documents as appropriate.

The Constitution/COA (#3) and lesson plan (#4) assignments are written documents and should be formatted using appropriate margins with a Time New Roman 12-point font throughout the document.

All assignments are due on the class date defined below. All assignments will be due by the end of the class period described in the calendar above. Further, there will be NO late assignments accepted.

Course Activities and Assessments:

Class Based Online Blog – 20% (200 Points)

Developed knowledge through online readings and blogging will be an important part of the learning experience. All students are expected to participate in blogging activities based on the readings and topics provided in the D2L blog. Additionally, four of your Micro-PDI Blogs are also part of your online blogging activity (See below for an explanation of Micro PDIs*. Over the course of the first several Blogs (4, 6, 8, 9) you will upload your Micro-PDIs to the appropriate Blog location. You will also be provided with a prompt on certain blogs and asked to dialogue based on the prompt and associated literature from the course.

***Micro-PDIs** are intended to develop individual educational experiences that help to inform others about youth leadership and present this experience in class. Micro-PDIs may include, however are not limited to: 1) engaging others in something new and unique, 2) teaching others about something you have a particular expertise, or 3) assisting colleagues in developing something that will help within the confines of youth development. Micro-PDIs will be uploaded to D2L during online class sessions in the interactive Micro-PDI Blog within each respective Module and presented in person during the in-class session.

Examples:

- A leadership lesson that could be used in the context of youth learning
- YouTube video that conveys a youth leadership message
- An activity that can be used in various setting

Example Deliverables:

- Lesson plan with resources
- Link to video or website
- List of resources needed for the activity

This should also be accompanied by a brief (1 paragraph) explanation about why you chose what you did.

Assignment #1 – Teaching Leadership Philosophy Video – 20% (200 Points)

As a way to stimulate growth and learning in the classroom, students will develop a philosophy video about leadership. Developed videos may include examples, demonstrations, or learning lessons that frame the student's leadership philosophy. Videos should be published using YouTube with a link being uploaded to the D2L site under assignment #1. Videos should be no more than 2-minutes in length.

Assignment #2 – Youth Leadership Promotional Video – 20% (200 Points)

As instruction continues to leverage online system for delivery, educators and administrator should be able to provide students content through an electronic format. The goal of this assignment is for students to develop a video that demonstrates a youth leadership technique. Examples may include, but are not limited to a video to promote or market a program or event or a recruitment or retention video. Think about what would work best for you and your context. Videos should be published using YouTube with a link being uploaded to the D2L site under assignment #2. Videos should be no more than 3-minutes in length.

Assignment #3 – Constitution/Bylaws and Calendar of Activities – 20% (200 Points)

Having a Constitution/Bylaws and annual Program of Activities or Calendar of Activities that underpins a youth leadership organization is critical to the success of that group. Students will develop a working Constitution/Bylaws or seek advice in revising and updating their current Constitution/Bylaws. Additionally, students will also develop the framework for an annual Program of Activities (PoA) or Calendar of Activities (CoA) for a one-year period. The PoA or CoA should be relevant to the group or organization of a particular student. Upload both documents to D2L as PDF files under assignment #3.

Assignment #4 – Teaching Youth Leadership – 20% (200 Points)

Teaching leadership is critical to having young people develop professionally while having a working knowledge of a youth leadership organization. Students will develop a 10 to 12-minute youth leadership-centered lesson and video that engages students about youth leadership. During our in-person or Zoom session, each student will provide an overview of the lesson and answer questions. Videos should be published using YouTube with a link being uploaded to the D2L site under assignment #4. Lesson materials and video links will be uploaded to D2L, then provided to the class prior to the last in-person or Zoom class session. Students should view all student-developed instructional videos prior to the in-person or Zoom class session.

Awarding of Points

Class-based Online Blogging and Micro-PDIs	200 (20%)
Assignment 1 – Teaching Leadership Philosophy video	200 (20%)
Assignment 2 – Youth Leadership Demonstration video	200 (20%)
Assignment 3 – Constitution/Bylaws and CoA/PoA	200 (20%)
Assignment 4 – Teaching youth leadership video and lesson	200 (20%)

TOTAL POINTS

1000

Grading Scale

Grade	Points
4.0	1000 – 920
3.5	919 – 860
3.0	859 – 820
2.5	819 – 750
2.0	749 – 700
1.5	699 – 650
1.0	649 – 600
0	< 600

ACADEMIC MISCONDUCT:

Article 2.III.B.2 of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the Department of Sustainability adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

(See also <https://www.msu.edu/~ombud/academic-integrity/index.html>). **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense.**

ACCOMMODATIONS:

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

BEREAVEMENT:

Michigan State University is committed to ensuring that the bereavement process of a student who loses a family member during a semester does not put the student at an academic disadvantage in their classes. If you require a grief absence, you should complete the “Grief Absence Request” web form no later than one week after knowledge of the circumstance. I will work with you to make appropriate accommodations so that you are not penalized due to a verified grief absence.

DROPS AND ADDS:

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is _____. The last day to drop this course with no refund and no grade reported is _____. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

COMMERCIALIZED LECTURE NOTES:

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

DISRUPTIVE BEHAVIOR:

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

E-LEARNING POLICIES:

Information technologies such as D2L and email are widely used in this class. As a result, there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student's official MSU email account).
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or disk that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at <http://ict.msu.edu/guidelines-policies/aup/>.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
- Dr. Everett will answer email about:
 - Questions arising from difficulty in understanding course content.
 - Requests for feedback about graded assignments.
 - Private issues appropriate for discussion within the teacher-student relationship.
- Dr. Everett will NOT answer email which:
 - Poses questions answered in the course information sections of the course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line clearly stating the purpose of the email and the course number (CSUS860).
 - Raises an inappropriate subject.
- Dr. Everett will answer email received on a given day no later than close of work on the next workday.
- The Web site tech.msu.edu provides a number of information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
- Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.
- CSUS860 - Turnitin Policy

- Consistent with MSU’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student’s work with multiple sources. The tool compares each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a ‘similarity score’. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using this tool.
- Students should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g. name or student number). The system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

APPENDIX A – Assignment 1 Rubric (Teaching Leadership Philosophy Video)

<i>Objective/Criteria</i>	<i>Not Acceptable</i>	<i>Passing Grade</i>	<i>Inspiring</i>	<i>Out of</i>
<i>Video that has a clear focus, not distracting, and creative</i>	0	30	50	/50
<i>Spoke clearly, no disruptions in videographic dialogue (25 Points) Dialogue and videography is all original and has been created by the student (25 Points).</i>	0	30	50	/50
<i>Provided a solid conceptual foundation of one’s leadership philosophy: 1) Overview of one’s personal leadership philosophy (25 Points); and 2) message that conveys one’s leaderships philosophy (25 Points).</i>	0	30	50	/50
<i>Provided a solid conceptual foundation of one’s leadership philosophy including: 1) a well-developed storyline relating to one’s philosophy (25 Points); and 2) unique and creative aspects that underscores one’s philosophy (25 Points).</i>	0	30	50	/50
<i>Video should be no more than 2 minutes in length. Under 1:30 (-10 points) and over 2 minutes and 30 seconds (-10 Points).</i>				
<i>Total</i>				/200

APPENDIX B – Assignment 2 Rubric (Youth Leadership Promotional Video)

<i>Objective/Criteria</i>	<i>Not Acceptable</i>	<i>Passing Grade</i>	<i>Inspiring</i>	<i>Out of</i>
<i>Video that has a clear focus, not distracting, and creative</i>	0	30	50	/50
<i>Spoke clearly, no disruptions in videographic dialogue (25 Points) Dialogue and videography is all original and has been created by the student (25 Points).</i>	0	30	50	/50
<i>Provided a solid conceptual foundation of the promotional video: 1) Overview of the promotional, marketing, or recruitment video (25 Points); and 2) message that the promotional video (25 Points).</i>	0	30	50	/50
<i>Provided a solid conceptual foundation of the promotional video including: 1) a well-developed storyline relating to the content (25 Points); and 2) unique and creative aspects that underscores the video (25 Points).</i>	0	30	50	/50
<i>Video should be no more than 3 minutes. Over 3 minutes and 30 seconds (-10 Points)</i>				
<i>Total</i>				/200

APPENDIX C – Assignment 3 Rubric (Constitution and Calendar of Activities)

	Inspiring	Passing Grade	Not Acceptable
<p>Constitution Articles: The Articles of the constitution are relevant for the respective youth leadership group or organization.</p>	Articles are clearly articulated based on the needs of the community and school/organization with respect to the youth leadership group. (40 Points)	Constitution Articles are not articulated in a way that students and adults alike understand the framework of the organization. (30 Points)	Articulation of Constitution Articles is unfocused, incomplete, or missing. (20 or less Points)
<p>Bylaws: The Bylaws include duties of the officers of the respective organization.</p>	Bylaws are clear and articulate the positions found within the youth leadership organization. (40 Points)	Bylaws do not clearly articulate the appropriate information about the youth organization leadership. (30 Points)	Articulation of Bylaws is not connected to goals. (20 or less Points)
<p>Calendar of Activities (Leadership and Committees): Leadership and Committees are defined for the current year. Committees include activity, goals, and date of completion.</p>	Leadership and Committees are clearly defined based on the needs of the youth leadership organization. (40 Points)	Leadership and Committees are not for the current year and do not reflect the goals of the youth leadership organization. (30 Points)	Leadership and Committees are not articulated or mentioned in the document. (20 or less Points)
<p>Calendar of Events: The Calendar of Activities (CoA) is a current year set of events that includes</p>	The CoA includes relevant activities that have specific dates in each of the calendar months to show consistent	The CoA does not address relevant and calendar related activities for the youth leadership	There is no systematic use of a CoA for the respective youth leadership organization.

activities that are relevant for the community and program.	activities by the youth organization. (40 Points)	organization. (30 Points)	(20 or less Points)
Grammar, Spelling, Punctuation, and Functionality of Document: What resources did you use to develop your action plan (works cited)?	Resources are appropriate to goals of the Constitution, Bylaws, and CoA. No grammatical issues with the documents. (40 Points)	There are grammatical errors in the documents, however are not significant to the overall readability of the document. (30 Points)	Grammatical challenges make the document difficult to understand. (20 or less Points)

APPENDIX D – Assignment 4 Rubric (Teaching Youth Leadership)

<i>Objective/Criteria</i>	<i>Not Acceptable</i>	<i>Passing Grade</i>	<i>Inspiring</i>	<i>Out of</i>
<i>Video and Lesson Plan have a clear focus with appropriate objectives for the lesson.</i>	0	25	40	/40
<i>Spoke clearly, no disruptions in videographic teaching dialogue (20 Points) Dialogue and videography is all original and has been created by the student (20 Points).</i>	0	25	40	/40
<i>Video includes: 1) Instruction (20 Points); 2) Application (20 Points); and 3) Evaluation (20 Points).</i>	0	40	60	/60
<i>Provided a solid conceptual foundation through preparation of the lesson plan: 1) a well-developed lesson plan with appropriate content (30 Points); and 2) Supplementary materials are appropriate given the lesson (30 Points).</i>	0	40	60	/60
<i>Video should be 10 to 12 minutes in length. Below 9:30 (-10 Points) above 12:30 (-10 Points).</i>				
<i>Total</i>				/200



APPENDIX E – Assignment 4 (Sample Lesson Plan)

Course Number
Course Title
Semester/Trimester Year
Lecture # or Date

Title of Lesson: *Make it active (verb ending with “ing” or in question format)*

Situation: *2 parts – first class composition, second specific to the lesson*

Housekeeping: *Announcements, attendance, reminders, etc.*

Objective(s): *Performance objectives with Condition, Performance and Criteria*

CTE Standards: *AFNRE standards*

Core Standards: *Any academic standards (e.g. biology) that are also taught*

Materials: *What is needed and quantity*

References: *Specific texts, web sites etc. (so you can find it)*

Interest Approach: *Introduction or the problem*

Student/Teacher Planning: *What is the Problem?*

