

Course Guide

Building Future Leaders In A Global World



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PHILOSOPHY

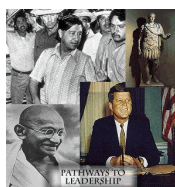
"The object of true education is to make people not merely do the right things, but enjoy them" -John Ruskin



There is an old Salvadoran story of seven blind men who are asked to describe a banana tree. Being blind, each Salvadoran describes the banana tree according to their own unique experience. The first blind man touches a banana leaf and explains that the tree is, “like an umbrella.” The second blind man touches the banana fruit explaining that the tree is “like a toucan’s beak.” This goes on until the men begin fighting over who is correct. Clearly, each blind man describes the banana tree’s composition according to the part of the tree they experienced. That is, until a little girl walks by and explains to the blind men that they are all right. She says, “banana trees have many parts with many shapes and sizes.”



Like the little girl who explains the composition of the banana tree to the blind men, we believe that exposing students to a variety of different experiences and issues will help them create a sense of one’s place in the world. Unfortunately, given the institutional dynamics of an international high school, students are often only exposed to a specific view of the world that originates from each teacher’s academic discipline. Students must then apply these views in a way that creates a cohesive picture of the world that relates to them on an individual basis. While most of our students succeed in transferring this knowledge to real-world situations, this model does not necessarily work for everyone. After all, creating a sense of one’s place in the world is a highly individualized affair and to accommodate a more interdisciplinary education, the following course, titled “Building Future Leaders in a Global World,” gives students the opportunity to apply their theoretical knowledge to real-world experiences.



Adding to the idea that an interdisciplinary education can build future leaders, it is also critical that students understand what it means to be part of an ever evolving and interdependent world. We can no longer assume that our actions occur in isolation. For this reason, this course offers students the opportunity to engage in a year long project that exposes them to the underpinnings of responsible leadership, service-learning, sustainability, creativity, and community. In this vein, we will be asking students to look closely at the present day world and to discover how they can be contributors and leaders in creating sense of social, environmental and personal awareness.

RATIONALE

"There's only one thing worse than the man who will argue over anything, and that's the man who will argue over nothing." --Laurence Peter



According to the International School of San Salvador's mission statement, students that graduate from this institution are "compassionate, inquisitive, and ethical learners prepared for roles of leadership in the global community." To achieve this goal, this school outlines several objectives that encourage leadership skills. Some of these goals include, understanding one's place in nature, being aware of other cultures, learning two languages, applying history to the future, and valuing aesthetics. Moreover, this international school caters to students whose parents are either locally affluent, international ambassadors or government officials. Other students won a scholarship according to their high academic and service oriented achievements. Because of this specific demographic, it is safe to say that these students will most likely find themselves in a position of leadership as they pursue their future goals.



To augment these goals, this course is designed with the belief that students need to take advantage of living in an international arena and begin exploring various issues they will encounter as future leaders. Although not limited to these topics, this course will focus on such topics as globalization, environmental change, poverty, cultural interaction, health, historical legacies, and linguistic pluralism. Students will engage in these issues in three ways. First, they will examine their personal understanding of these issues. Second, they will look at how these issues are framed within a globalized world. Finally, they will engage these issues in an outside community. Through these three perspectives, students will not only benefit from having real-life experiences with the Salvadoran community, but they will also benefit academically and socially as new doors are opened and future possibilities are revealed.

Simultaneously, with service learning being a large component of this course, students will engage with their surrounding community by creating ideas and projects that encourage sustainable development. Given the context that this course will rely on identifying and working through the issues El Salvador faces today, the community will ultimately be one of the primary beneficiaries of this course. Yet, underpinning students' engagement with the Salvadoran community will be an emphasis on the importance of identifying issues that originate from the community itself. Ultimately, through a process that values community input, this course will not only establish a bond between the school and the surrounding community, but will also give students the opportunity to create a authentic connection with a larger society and world.



AUDIENCE DESCRIPTION

"We are tomorrow's past." --Mary Webb

Founded in 1979, the International School of San Salvador offers a Kinder-12th grade program of studies modeled on the U.S. educational system and incorporates the requirements of the Salvadoran Ministry of Education. Located in an urban residential area, this small private school meets the needs of students of various nationalities, cultures, and linguistic backgrounds. The school is a member of the following organizations:

AASCA - Association of American Schools in Central America.

ISA - International Schools Association; Geneva, Switzerland.

ISSE - International School to School Experience; Philadelphia, Pennsylvania.

NASSP - National Association of Secondary School Principals.

NASC - National Association of Student Councils.

ERB - Educational Records Bureau.

For the 2005-2006 school year 310 students were enrolled at all levels in the school. Of these about 25% were U.S. citizens, 40% Salvadorans, 10% Asians, and 25% from 30 or so other countries. Given its international context and location in a metropolitan area, this school embraces diverse cultures and languages. At the same time, this school emphasizes a bilingual environment where students are taught in both English and Spanish. Because of these characteristics, this course develops life skills as they lead to creating both ethical and compassionate leaders for tomorrow. Moreover, every student in the 12th grade will take this course, as it will be a requirement for graduation. This means for the 2005-2006 school year 18 students would have been enrolled in the class.

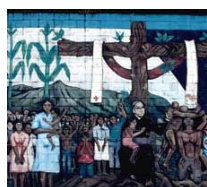
This school finds itself in the developing country of El Salvador, which provides ample opportunity to encounter different ways of living. Much of the issues with El Salvador begin in the 1860s. At this time, a coffee oligarchy began to infiltrate the economic structure of the country, and by 1928 a few hundred families owned almost 80 percent of the land. When this occurred, El Salvador had a population of approximately 1.5 million people in a country roughly the size of Massachusetts. While this oligarchy acquired more land over the years, the population continued to increase until it reached roughly 5 million inhabitants by 1980. Because of this uneven distribution of resources, scholars typically allude to this structure as the catalyst for a 12 year civil war that began in 1981.



AUDIENCE DESCRIPTION (CONT)

Interestingly, much of the initial roots for the Salvadoran civil war rest in Nicaragua with the Sandinistas rise to power in 1979. Within this context, a group of reform-minded civilians and younger military officers staged a coup against General Romero and successfully ousted him from power on October 15, 1979. Unfortunately, those who believed in reform quickly lost control of the military to a handful of reactionary officers that subsequently began killing thousands of innocent people each month. Among the more famous people killed during this time included Mario Zamora, a government general in charge of the poor, Enrique Alvarez Córdova, president of the Democratic Revolutionary Front, Archbishop Oscar Romero, the Catholic leader of El Salvador, and four Catholic nuns from the United State who were conducting solidarity work with their colleagues in El Salvador.

After its tumultuous civil war, El Salvador moves down a road of democracy and political freedom. Today, El Salvador is a capitalistic society that is largely dependent on foreign investment. Textiles, coffee, and some agriculture dominate the economic landscape, but the disparity between rich and poor continues to grow. In addition, deforestation, pollution, and drought has plagued the countries resources. It is within this context, that students will be exposed to alternative ways of living and sustainable development. Students will gain the experience and theory to be more prepared and confident in facing the issues that a future leader might encounter in the twenty-first century.



COURSE GUIDE

In general, this course relies heavily on projects, service-learning, and cooperative learning as means of teaching leadership in the global world. Most units are divided into three sections. The only sections that are not organized this way are in week one, when we are introducing the course, and weeks 34 and 35 which is when students will have guest speakers and have time to work on their final exhibition. Otherwise, the first section in each unit focuses on the self, and how issues pertain to each individual in the class. Typically classes will be structured according to a cooperative learning environment where students are in different expert groups and then relay information to their home groups. During this section, students will engage in debates, discussions, and lectures. Following these exercises, students will begin to explore the issues of each topic and how they pertain to El Salvador and the world. Again, the cooperative learning model will be utilized extensively in this portion of each unit. The idea is that students discuss the issues that pertain to the global world as we know it and reflect on any future trends that are appearing. Finally, community is the last of the three components. In this portion of each unit, students will explore the relationships between themselves, the issues and the community of El Salvador. Most of the projects and service-learning field work will occur here.

To facilitate the work in this course, the class schedule will follow a non-traditional format. Specifically, students will have class five days a week during the first and last week of the thirty-six week school year. For the rest of the year the students will have guided instruction on Monday's, Wednesday's, and Friday's. Tuesday's and Thursday's will be time for the students to work individually, during this time the students will have opportunity to do research on the topics being discussed during the guided instruction, work on upcoming projects, participate in community organizations, and research their final exhibition. Although a teacher will be available during this time to answer any questions that students may have, students are responsible for how they spend their. We believe that this format will encourage individual responsibility and foster leadership skills.

Students will be graded in four areas for this course participation, projects, service-learning, exhibition. A cumulative grade will be determined as follows:

- Participation (20%)
- Projects (10%)
- Service Learning: Students must participate in 8 service-learning activities (30%)
- Exhibition (40%)

Unit 1—Week 1: Introduction

The first week of this life skills course will be the introduction. During this first week of class the students will build their learning community. They will accomplish this by participating in team-building activities. The students will also go over in detail the syllabus for the course, which will discuss the service learning participation that will be required of all students, and they will learn the format for the course, which will follow the three categories listed above (i.e. self, issues, and community).

Unit 2—Week 2-3: Responsible Leadership

Preparing for professionalism is a unit that introduces students to the tools they will need to succeed as a leader in the global world. This unit begins by having students examine what characteristics make up an ethical and compassionate leader. To do this,



students will write a one page essay on what they believe a good leader is and what characteristics they possess personally to be a good leader. After writing this essay, students will practice public speaking by giving a five minute presentation on their essay and definition of responsible leadership. Through this presentation, students will learn new ideas about leadership, strengthen important leadership skills, and discover their hidden potential for leadership. Finally, after these presentations students will be asked to define one goal they want to achieve as a future leader. They will do so by creating a goal according to the steps below:



HOW TO SET GOALS

1. Define the goal.*
2. Outline the steps needed to achieve it.
3. Consider possible blocks and ways of dealing with them.
4. Set deadlines.

*Not every wish can be a goal. For instance, you may wish you could live and stay young forever, but since there's nothing you can do to make that happen, it could never be considered a goal.

The second week of this unit will focus on some of the issues involved in responsible leadership. To illuminate some of these issues, this unit will focus on the value of being an active follower. By this we mean creating followers that are open to criticism, apply critical thinking to a group, and are responsible for what a group does. Being an active follower is important because students often have more opportunities to be a follower than a leader, especially early in their career. Moreover, being an active follower places responsibility, both ethically and individually, on everyone in a group for the actions they do. To facilitate an examination of active followers, students will participate in an activity where they read some examples of groups who are not grounded ethically or morally and commit atrocities due to their reluctance to think critically in a group. One example of this would be the Holocaust.



Leadership Workshop (Project):

Students will apply their understandings of leadership and being a good follower to a real life situation. Basically, students will identify a non-profit organization that they are interested in and shadow the leader of the organization for an entire day. This will give students a real-world experience with leadership and open the doors to understanding leadership as a form of service to others.

Unit 3—Week 4 ~ Conflict Resolution

Conflict resolution will instruct the students on how to deal with conflict and give the students techniques on how to avoid getting into a conflict. The students will learn about being compassionate and caring towards others. Also, the students will learn that communication is the most important key to conflict resolution. If the different parties can communicate effectively, this will greatly improve relations and perhaps avoid conflicts altogether.

Following a self examination of conflict resolution students will learn about the different conflicts going on in the world today, and the different techniques that are being used to resolve these conflicts. Some of the techniques that will be applied for this theme are: mediation, affirmative language, and group management. The students will get a sense of how these techniques work and the pros and cons of each. With the knowledge that the students will gain from this theme they will better understand conflict and conflict resolution.



Finally, students will explore how conflicts happen frequently in small communities and how they will need to understand the how's and the why's of these conflicts. By understanding the conflicts in this context the students will be better able to help resolve these issues. Students will learn that conflict resolution has many techniques that will apply to keeping community harmony. After all, keeping a harmonious community is key to the success of the community.



Unit 4—Week 5-6: From Individual Rights to Human Rights

To be a responsible leader in the global world, students must understand the importance of rights. Rights can take many forms. There are civil rights, collective rights, human rights, individual rights, environmental rights and social rights, just to name a few. In its simplest form, rights serve as rules of interaction between people by placing constraints on the actions of individuals or groups. To explore the basic construction of rights, however, it is critical to examine how each student is influenced by the rights they have or do not have. In the first day of this section, students will be involved in such an examination by studying the UN Universal Declaration of Human Rights and how the rights outlined in this document apply to everyone in the classroom.

Following an examination of the Universal Declaration of Human Rights, students will then tackle some of the issues involved in administering these rights to everyone in the world. Specifically, students will apply Salvadoran history as a way of exploring indigenous rights, rights in the age of globalization, gender rights within a society of machismo, and constitutional rights for international workers. At the end of the week, students will be assigned a specific issue that involves human rights and debate the issue in class.

Finally, given the context of being in El Salvador, students will watch a movie on an indigenous massacre that occurred in the western part of the country. Using this movie as a reference point, students will then move towards the project component of this lesson.

Rights Shadowing (Project):

Students will shadow an individual in a non-profit organization that focuses on extending rights to marginalized groups. These organizations can focus on such topics as women's issues, indigenous rights, and the affects of globalization on human rights.

Unit 5—Week 7 - 8: From Individual Health to Global Health

Because of continuously increasing negative influences on people's health, one very important part being spreading diseases, we must show students how to take care of themselves. To ensure this, one of the things we need to do is determine how well they know their own health related responsibilities. It is significant to find out how well students understand their intake of nutrients and the precautions for diseases (especially HIV/AIDS) to ensure physical health. The students will be provided with simple facts of how to protect themselves from diseases by immunization and reproductive precautions; furthermore, they will learn to stay healthy through proper nutrition and healthy eating habits.

The second part of this unit will explore statistics of diseases around in El Salvador and the world. Students need to learn that different cultures often incorporate different nutrition needs. In addition, students will learn the consequences of missing nutrients and over-dosage of specific nutrients and infant mortality rates. Important



questions will be raised about what kinds of nutrients are needed and where we can get those from, the role of pills in offsetting malnutrition, and what effects do pills have. Students will understand the difference between what is organically produced, what is genetically modified by humans, and the ramifications of genetically modified foods on local farmers and poverty stricken areas.



When somebody is traveling to El Salvador, the main precaution that one is warned of is to make sure that the food you eat is cooked and to drink bottled beverages. A lot of this has to do with the water pollution that is affecting the population. Students need to understand how this affects the people in El Salvador. How their health is influenced by the food, what changes can be made, and what would help to enforce these changes. In addition we will determine and investigate the diseases that are affecting El Salvador (Malaria, Hepatitis A, Hepatitis B, etc.). Concurrently, there are 24,000 people living with HIV/AIDS in El Salvador (2001 est.). Therefore, it is important to explore how people in El Salvador educate themselves about diseases and how to prevent these diseases.

Health Project (Service Learning 1)

The students will be matched with a health brigade who is conducting outreach into rural communities. These students will translate and offer additional support as needed to the patients and staff of the brigade. This experience provides evidence of the problems effecting the rural communities including infant mortality due to preventable diseases, lack of feminine hygiene, deficiency of medicines and general professional care, lack of dental services, and inequality between the rich and poor.



Unit 6—Week 9-11: Diversity and Interconnection

The focus of this section is to demonstrate the strength found in diverse environments, which include ecological and cultural diversity. The more ecological diversity there is, the less susceptible plants and animals are to plagues and natural disasters. In the same token, the more diverse the population is linguistically and culturally, the more knowledge and different points of view there are. All organisms are interconnected with all other organisms, therefore an individual's actions effects all others. In this unit, the class will explore the effects their actions have on the rest of the planet and species, as well as encourage the students to take personal responsibility for the destruction and discrimination they encounter. We will begin this section by having small groups discuss their own cultural background and histories. They will then present these to the class, so that we can celebrate individual identities in the classroom and community.

Following this, the next section of the course will look at the age of industrialization and how the diversity of the plant and animal species has dramatically decreased. Extinction rates have sky rocketed as habitats are lost to extract resources for human populations and urbanization. The fewer species that exist the more prone they become to disease. Mono-cropping and mass agriculture has also lead to the rapid spread of disease, which we can see currently throughout the world in cows, birds, and agricultural products such as corn and bananas. Consumerism is also rapidly spreading with advances in technology and the world will loose an estimated 3,000 languages, half of the existing languages, within the next fifty years. Language is made up of knowledge. In indigenous societies, this knowledge is collected over hundreds or thousands of years, and is place-based. Many indigenous cultures have an abundant vocabulary describing every plant and their properties in the area in which they live.



Ecological Footprint (Project):

Students will create their own ecological footprint, which will demonstrate to them the effects they personally have on the earth. They will see the need for decreasing their consumption and this will also serve as the introduction to the sustainable living practices that will follow.



Finally, this unit will examine the lack of diversity ecologically and culturally in the Salvadoran society and what has lead to this destruction. The students will learn about historical events that have instigated the current conditions, and how that effects the society in general.

National Park Service (Service Learning 2)

We will visit the National Park in San Salvador that has re-created the ecological diverse environment of the past. Students will be asked to volunteer with this organization and learn about the ecological diversity of El Salvador. By working with this organization students will have the opportunity to examine local plant knowledge plants and their medicinal properties. Finally, if they choose, students will identify herbs and plants in a specific community and present it to a city council.

Unit 7—Week 12: Globalization

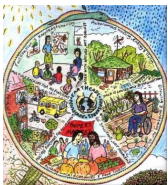
In this unit students will learn how to see themselves as a global citizen. They will learn that their actions do indeed impact the global world. The students will discover that we are all migrants from somewhere and the impact that migration has on their lives. Moreover, students will see their impact on the global community, especially in from the viewpoint of economic trade.

Following this section of the course, students will begin to discover and discuss how migration, economic trade, and NAFTA/CAFTA (Central American Free Trade Agreement) affect the global community. Students will see how international policies drive communities, markets, and economics. At the end of this section of the course, students will have a better understanding of what globalization issues are and formulate some ideas for solutions to globalization.

Finally, students will see how every community is a part of the global community. They will see the issues that are being dealt with at a local level and at a global level. The students will also discover that economic trade and migration are major issues that communities have to work with and around every day. By the end of this section the students will understand that all communities belong to a larger global community and what is going on globally will filter down and affect local communities.

Maquiladoras: (Service Learning Project 3)

On a given Saturday, students will stand outside a local textile factory offering workers food and water during their breaks. During this time students will be exposed to the conditions these workers must work in and develop some compassion for their situation. They will also learn the income of these workers compared to the profits of multi-national companies and the lack of labor rights and environmental policies.



Unit 8—Week 13-14: Permaculture

In this unit students will be introduced to the idea of permaculture. Permaculture can best be described as an ethical design system applicable to food production and land use, as well as community building. It seeks the creation of productive and sustainable



ways of living by integrating ecology, landscape, organic gardening, architecture and agroforestry. The focus is not on these elements themselves, but rather on the relationships created among them by the way they are placed together; the whole becoming greater than the sum of its parts. Permaculture is also about careful and contemplative observation of nature and natural systems, and of recognizing universal patterns and principles, then learning to apply these 'ecological truisms' to one's own circumstances.

Students will then explore how permaculture is a broad-based and holistic approach that has many applications to all aspects of life. At the heart of permaculture design and practice is a fundamental set of 'core values' or ethics which remain constant whatever a person's situation, whether they are creating systems for town planning or trade; whether the land they care for is only a windowbox or an entire forest. These 3 'ethics' are often summarized as;

- Earthcare – recognizing that the Earth is the source of all life (and is possibly itself a living entity- see Gaia theory) and that we recognize and respect that the Earth is our valuable home and we are a part of the Earth, not apart from it.
- Peoplecare – supporting and helping each other to change to ways of living that are not harming ourselves or the planet, and to develop healthy societies.
- Fairshares (or placing limits to consumption) - ensuring that the Earth's limited resources are utilized in ways that are equitable and wise.

Everyone needs to eat, and it is the issue of food production where permaculture had its origins. It started with the belief that for people to feed themselves sustainably they need to move away from reliance on industrialized agriculture. Where modern farms used fossil fuel driven technology specializing in each farm producing high yields of a single crop, permaculture would stress the value of low-inputs into the land and diversity in terms of what was grown. The model for this was an abundance of small scale market and home gardens for food production.

Finally students will examine how a permacultural design model is useful in making connections between components in the final design. The formal analogy for this is a natural mature ecosystem. So, in much the same way as there are useful connections between Sun, plants, insects and soil there will be useful connections between different plants and their relationship to the landscape and humans. Another innovation of the permaculture design is to design a landuse or other system that has multiple outputs. A useful connection is viewed as one that maximises power: that is, maximizes the rate of useful energy transformation. A comparison which illustrates this is between a wheat field and a forest.

Permaculture (Service Learning Project 4)

The students will learn throughout the course sustainable living practices that will decrease their global dependence while increasing their local dependence. We will visit the Permaculture Institute and work on a project with them during a given Saturday.

Unit 9—Week 13 - 14: Environmental Issues

It is important to show students how they can prevent environmental issues and their effects. It is also necessary to understand that each individual must take a role to prevent these issues. In this unit, students will learn what causes pollution and what are the things they can do to avoid further pollution.

Following an individual application to pollution, students will then explore some of

the pollution problems in the world. We will discuss everything from air pollution and water pollution to the global warming and fossil fuels. Then we will discuss what governments are doing about these issues. Here it is important to show which countries lead in prevention of pollution and which are falling behind.

Finally, this unit will examine water pollution, deforestation, and soil erosion in El Salvador specifically. This will give students the background necessary to research solutions to these problems and apply it to a given community.



Environmental issue Project (Service Learning Project 5)

The students will do an online research project finding out the three most important environmental issues that El Salvador encounters currently. Then they will get into groups of 3 – 4 students and create a plan on what kind of precautions could be taken and what kind of adjustment there would have to be made to decrease or eliminate these issues. Every student that creates a plan that is possible to actually administrate gets full score. Any student who participates in a project to perform the plan will receive extra credit.

Unit 10—Week 15 - 17: Energy/Resources

The students will discuss the energy resources they are personally using. Furthermore it is necessary to inform the students about fossil fuels as well as renewable sources. Muscle power provided by domestic animals has been important since the dawn of agriculture 10,000 years ago. Industrialization utilizing coal and later oil changed the modern agricultural world and production in general. Since the early 1980's an increased number of people recognize the importance of conservation and renewable energy. Current energy sources are mainly fossil fuels, which currently provide about 85% of all commercial energy in the world. Biomass fuels on the other hand contribute only about 6% of commercial energy. Other renewable sources make up 4-5% of commercial power and nuclear power makes up 4-5%. One point that speaks against nuclear power is that in 1996, more than 15,000 tons of high-level radioactive waste was being stored and the waste is radioactive for more than 10,000 years. The class will explore the current state of renewable energy (solar, wind and animal byproducts) including the benefits, drawbacks and limitations of these sources.

In El Salvador 43% of the energy is consumed by residential and another 30% by transportation. El Salvador extracts its energy mainly from fossil fuels. In this unit students will learn the facts about the country's energy consumption and the suggested direction for the future.

Energy/Resources Project

After finding out what kind of renewable resources there are available in the student's community, the students will have to research (Online or Library) how to create a renewable resource (wind, solar, water, etc.). The students will write out a research paper on how to build one type of "energy provider". The research paper must include the materials that would be needed and what the cost of building it would be.



Unit 11—Week 18: Waste/Garbage

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To make students aware of the issues with waste around the world it is essential that they understand what generally lands on the landfills. Furthermore they have to understand the concept of transformation of landfills. After that they can move to the topic of how recycling and composting works. One important and impressive part of this unit is what countries over the world have done so far with their waste and the impact this has made on their environment.



The main components for garbage in El Salvador include waste collection, recovery, and composting. An important factor of this unit will be how well El Salvadorans collect their garbage store it and either have brought/taken to a collection agency or if they include composting. Often contaminated water has a lot to do with our waste disposal and we are going to take a closer look at how much the waste in El Salvador influences the pollution. An apparent problem in El Salvador is the amount of little along road sides. The class will discuss this issue and possible measures to counter this country-wide phenomena.

There are several immersing local businesses utilizing recycled material. One of these is the Recycled Glass Center which melts used glass and creates beautiful vases, glasses and other household goods. We will explore this business plan and the possibility of expanding this into other recycled products.

Waste/Garbage Project (Service Learning Project 6)

The school adopted a prominent public property the size of 500 square feet. The students are required to clean this property. In addition, the students will sort the trash afterwards onto piles for composting, recycling, and general waste. They will create a three step composting system at the school site. The school's kitchen agreed to include their natural waste for the project and the future. This is a long term project and one that will need consistent care. This will become one of the students final projects and will be passed down as a permanent activity for the future.



Unit 12--Week 19 - 20: Water-Sanitation

Water covers 70% of the world's surface, which would be more than 370 billion gallons and makes up 98% of the human body. Students will achieve a general understanding about where water can be found (water-compartments, glaciers, etc.) and what kind of water resources those are (Freshwater, Groundwater, etc.). Only 2.4% of water is classified fresh water and 90% of this is found in glaciers and ice caps, however most of our drinking water comes from groundwater. It is essential that students understand what effects this has on the world's population.

The usage of water and the management around the world are one component they need to thoroughly understand. The population of the world suggests that we need to be careful with are water resources. Another important factor that influences the availability of water is water pollution. Pollutions of our Air and ground especially lead to water pollutions since these this are generally the filters our water circles in its reproduction. Worldwide, humans withdraw about 10% of total annual renewable supply. Many societies have treated water as an inexhaustible resource. Natural cleansing and renewing functions of hydrologic cycle do not work properly if systems are overloaded or damaged. Human water use has been increasing about twice as fast as population growth over the past century. Average amount withdrawn worldwide is about 170,544 gal/person/year. Annual renewable water supply in US amounts to an average of 2.4 million gallons/person/year. Worldwide, agriculture claims about 69% of total water withdrawal. Worldwide, industry accounts for about 25% of all water use (cooling water for power plants is single largest industrial use). Estimated 1.5 billion people lack access to an



adequate supply of drinking water. Nearly 3 billion lack acceptable sanitation. Currently, 45 countries, most in Africa or Middle East, are considered to have serious water stress, and cannot meet the minimum essential water requirements of their citizens. More than two-thirds of world's households have to retrieve water from outside the home.

El Salvador isn't a place where you'd expect to find water problems. After all, it gets nearly six feet of rainfall each year. But clean water is in short supply. Contaminated water kills thousands of Salvadorans every year, many of them are children. The country has failed to protect resources. Farmers have cut down forests that used to store rainwater, and ranchers have allowed their livestock to pollute rivers. Communities have put latrines too close to shallow wells or lack any type of human waste disposal.

Water-Sanitation (Service Learning Project 7)

It is the job of the students to find at least three water sources in the community that they can use for this research project. Students will take water samples from each one of the water sources and analyze these in the school Lab. Their Job is it to find out what exactly is in all three water sources. They will also visit a community working with FUNDE, a Salvadoran agency focused on water and sanitation, and build a latrine.

Unit 13—Week 21-22: Construction

Natural building involves a range of building systems and materials that place major emphasis on sustainability. Ways of achieving sustainability through natural building focus on durability and the use of minimally-processed, plentiful or renewable natural materials, as well as those which, while recycled or salvaged, produce healthy living environments and maintain indoor air quality. "Natural building" is a general term, interpreted slightly differently by each of its typically self-directed practitioners. The basis of natural building is the need to lessen the environmental impacts of housing and other buildings, while promoting comfortable, healthy, aesthetically pleasing and spiritually uplifting structures. To be more sustainable, natural building uses primarily abundantly-available, renewable, reused or recycled materials. The use of rapidly renewable materials is increasingly a focus. An emphasis on building compactly and minimizing eco-footprint is common, as are on-site handling of energy acquisition, on-site water capture, alternate sewage treatment and water reuse.

The materials common to many types of natural building are clay and sand. When mixed with water and, usually, straw or another fiber, the mixture may form cob or adobe (clay blocks). Other materials commonly used in natural building are: earth (as rammed earth or earth bags), wood (cordwood or timber frame/post-and-beam), straw bales, rice-hulls, bamboo and rock. A wide variety of reused or recycled materials are common in natural building, including urbanite (salvaged chunks of used concrete), tires, tirebales, discarded bottles and other recycled glass.

Several other materials are increasingly avoided by many practitioners of this building approach, due to their major negative environmental or health impacts. These include unsustainably-harvested wood, toxic wood-preservatives, portland cement-based mixes, paints and other coatings which off-gas volatile organic compounds (VOCs), and some plastics, particularly polyvinyl chloride (PVC or "vinyl") and those containing harmful plasticizers or hormone-mimicking formulations. Several of the major types of currently-popular natural building will be outlined below, along with the various techniques and materials commonly used. Many of these are traditional pre-industrial methods, techniques, and materials, now experiencing a resurgence of popularity and continuing up-dating, often stimulated by internet specialty discussion lists.

Hay Bail Raising (Service Learning Project 7)

The class will examine the structure and building materials in their surroundings. The students will help construct a building using passive solar, and natural building design.

Unit 14—Week 26-27: Forestry

Trees are a necessary part of everyone's life. They provide food, building materials, paper, shade, water induction to aquifers, clean air, habitat for birds and animals, protect coastlines and against erosion, provide beauty and a cooler climate. El Salvador is the second most deforested country on the Western hemisphere, making reforestation extremely important.

Today a strong body of research exists regarding the managing of forest ecosystems, selection of species and varieties, and tree breeding. Forestry also includes the development of better methods for the planting, protecting, thinning, controlled burning, felling, extracting, and processing of timber. One of the applications of modern forestry is reforestation, in which trees are planted and tended in a given area. In topographically severe forested terrain, proper forestry is important for the prevention or minimization of serious soil erosion or even landslides. In areas with a high potential for landslides, good forestry can act to prevent property damage or loss, human injury, or loss of life.

Deforestation, a net deficit in the area covered by forest over time, results from the sustained removal of trees without sufficient reforestation. It can be deliberate, as when land is cleared for farming, grazing, or human habitation, or unintentional, particularly where uncontrolled grazing prevents natural regrowth of young trees. Closely related to deforestation is cumulative loss of habitat and water quality caused by the conversion of complex natural forests into plantations. Although the total area covered by forest may not change, the provision of ecosystem services often declines over time, even with the application of modern forestry techniques. The students will be exposed to the many career opportunities available in forestry.

Reforestation (Service Learning Project 8)

Students will visit deforestation, reforestation and natural forests. They will then learn how to plant trees and create a small nursery as well as plant trees at the school and at another community institution.

Unit 15—Weeks 28-33: Engaging communities and the role of economics.

In an age where disparities between rich and poor are increasing, it is critical for communities to join forces and create organizations that can overcome poverty. To meet this need, this unit turns students' attention to the role of fundraising, micro-lending, community mapping, voting procedures, and sustainable economic projects. Beginning with the self, this unit has students learn about personal finance and their rights as part of a democracy. In week one, students will grapple with these concepts as they create a personal finance plan for their first year in college.

In week two, students will examine the issues of community development and financing. They will read literature that discusses the importance of community mapping, micro-lending, market logistics, small business development, and citizenship.

After discussing these issues, students will form into their cooperative learning groups and devise a micro-lending strategy for meeting a community's needs. This will teach students the importance of financial planning and budget creation.

In week three and four, students will apply these skills to field work. Specifically, students will have the option of researching a local artisan market or mapping a

community as a means of documenting its history and potential for encouraging a sustainable community organization.

Community Project

Option 1: In the first option, students will explore how artisan markets give people specific skills to earn a living. Specifically, in the mountains of El Salvador there is an entire town, known as La Palma, which is designed as an artisan market where everyone in the town participate in creating a specific type of art modeled after a famous Salvadoran artists.

Option 2: (Service Learning Project 9)

In the second option, students will find a community they are interested in working with and complete a worksheet titled, “Mapping Your Community.” They will then work with a representative of that community to devise a strategy for meeting the community’s needs and resources through the creation of a community organization.

After working in the field, students will present their findings to the class and spend two weeks creating a letter to the editor that illuminates some of the issues they encountered in the field. This will give students the opportunity to engage in active citizenship and introduce them to the logistics of writing a persuasive letter.

Unit 16—Weeks 34-35: Citizenship and Careers

Because students will be working on their final exhibitions, the last two weeks of class will bring guest speakers into the class and introduce students to their future options as leaders of the global world. Speakers will include the director of Peace Corps in El Salvador, an ambassador from the British embassy, a correspondent from a local newspaper/television station, the director of USAID in El Salvador, the mayor of San Pedro Massahuat, a lawyer that works on indigenous rights, and a college recruiter. Topics that this unit will touch on include, resume building, college entrance exams, working in the international community, volunteer opportunities, journalism, and professional careers.

COURSE GUIDE CHART

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Week	Unit	Topics
1	Introduction	Team-building activities, service-learning participation, syllabus, self-issues-community format
2-3	Responsible Leadership	Public speaking, Leading and following
4	Conflict Resolution	Mediation, Compassionate Communication, Affirmative language, Group Management
5-6	From Individual Rights to Human Rights	Constitutional, Human, Indigenous, Gender, Personal Responsibilities in Democracy
7-8	From Individual Health to Global Health	Nutrition, Reproductive health, HIV/AIDS
9-11	Diversity and Interconnection	Ecological, linguistic, personal cultural histories, ecological Footprints, Industrialization
12	Globalization	Economic trade, migration, NAFTA/CAFTA
13-14	Permaculture	Zoning, Water runoff, natural pest control, Integration of local, bee-keeping
15-16	Environmental Issues	Environmental Issues, Human effects, Pollution (Air, Ocean, Ground Water, Land)
17-18	Forestry	Deforestation, Reforestation, Desertification, Agroforestry, Tree nursery, Long-term care
19-21	Energy in a global context	Fossil Fuels and Renewable Sources, Oil (Benefits/drawbacks/limitations) Peak Oil, Current events, Reduce/reuse/recycle, local business, public transportation Food, Materials, Resources
22	Waste-Garbage	Composting, recycling, transformation of landfills
23-24	Water-Sanitation	Pollution, Rain Water Collection, Grey Water Treatment, Latrines, Health problems
25-26	Construction	Hay bale and Cob Building, Passive Solar, alternative housing
27-33	Engaging communities and the role of economics.	Benefits, Local trades, Market logistics, small business development, Outreach, Meeting Structure, Community Mapping, Prioritizing issues, Voting, Committee development, Reporting, Analysis, letter to the editor.
34-35	Citizenship and Careers	Guest Speakers, Write Resume, target future goals, quantifying skills
36	Public Presentations	Evening with Students, Families, and Community

COURSE OBJECTIVES (CONT.)

Cognitive Domain:

GO 1: Knows basic concepts

SLOs:

Identifies key concepts in each unit and describes their relevancy to leadership.
Selects issues that are relevant and timely.

GO 1: Knows specific facts

SLOs:

Identifies personal and community health and interconnection

Identifies sustainable living practices

Outlines the needs of a community through collaborative group work.

Describes specific cultural histories.

Identifies changes due to industrialization.

Lists the various forms of rights.

Identifies community conditions (housing, pollution, deforestation, health, etc.)

Describes the natural conditions in the community in comparison to home country

GO 2: Comprehends facts and principals

SLOs:

Distinguishes a clear sense of the purpose of leadership

Explains ethical dimensions of leadership

Explains the importance of linguistic and ecological diversity

Explains the principles behind permaculture

GO 3: Applies laws and theories to practical situations

SLOs:

Demonstrates a complete understanding of the process of becoming an effective leader

Shows the relationship between leaders and followers in a free society

Shows competence in volunteer and active work projects

GO 3: Applies concepts and principles to communication

SLOs:

Produces formal and informal public speaking skills

Demonstrate an enhancement of research ability

Expands knowledge of local culture

GO 3: Demonstrates correct usage of a method or procedure

SLOs:

Solves problems related to community outreach

Shows how community projects relate to class material

Understands strengths and weaknesses as a leader, a follower, and personal approach to the practice of leadership.

GO 4: Recognizes unstated assumptions

SLOs:

Outlines class topics in a critical manner.

Breaks down topics during discussions and presentations.

GO 4: Recognizes logical fallacies in reasoning

SLOs:

Identifies political bias in topics presented in class

GO 4: Distinguishes between facts and inferences

SLOs:

Distinguishes between a political agenda and real issues.

Separates opinions from facts during class discussions, debates, and group work.

GO 4: Evaluates the relevancy of data

SLOs:

Selects valid research that pertains to class topics

GO 4: Analyzes the organizational structure of a work

SLOs:

Breaks down the argument of different scholars in a variety of fields

Diagrams alternatives to neo-liberal policies in El Salvador

GO 5: Gives a well-organized speech

SLOs:

Plans presentations in a logical and cohesive manner.

Revises and practices speaking on a topic prior to giving a presentation.

COURSE OBJECTIVES (CONT.)

Cognitive Domain (cont):

GO 5: Proposes a plan for an experiment

SLOs:

Develops zoning maps and community experiments that identify community needs.
Writes a well developed plan for a project prior to meeting with communities

GO 5: Integrates learning from different areas into a plan for solving a problem

SLOs:

Rewrites topics covered in class so that it applies to a real-life situation.

GO 5: Formulates a new scheme for classifying ideas, resources, and events.

SLOs:

Develops skills that relate to personal and group projects.

Explains how topics relate to leadership.

GO 6: Judges the adequacy with which conclusions are supported by data

SLOs:

Compares field experience with theoretical understandings

Criticizes a bias in an issue.

GO 6: Demonstrates correct usage of methods and procedures

SLOs:

Extend goals for the future as an active member of society

Performs team work in a way a leader would perform

Produce affirmative language using the correct terminology

Communicate ideas clearly and persuasively orally and in writing.

Affective Domain:

GO 1: Shows sensitivity to human needs and social problems.

SLOs:

Asks community for information when devising projects.

Gives others a chance to make recommendations

Replies to other's opinions with sensitivity.

GO 1: Listens attentively

SLOs:

Follows questions with well-thought responses

Gives others a chance to articulate their ideas.

GO 1: Accepts differences of race and culture

SLOs:

Asks people from different races and cultures to speak during class and in the field..

Selects community work that is cognizant of race and culture.

Locates races and cultures that would benefit from a community project.

GO 2: Participates in class discussion

SLOs:

Discusses issues in a manner that illustrates competency.

Presents material using critical literacy.

Reads classroom material thoroughly.

Complies with the rules of engaging in a discussion throughout the semester.

GO2: Shows interest in subject.

SLO:

Answers questions in class in an enthusiastic and passionate way.

Presents material that is relevant to personal interests.

Reads outside material that will augment projects, presentations, and group work.

GO 2: Volunteers for special tasks

SLOs:

Presents information to class from volunteer activities.

Complies with service learning requirements.

GO 2: Enjoys helping others

SLOs:

Helps communities reach their goals.

Assists communities in identifying the needs of a particular locality.

Answers questions with respect and enthusiasm.

GO 3: Shows concern for the welfare of others.

COURSE OBJECTIVES (CONT.)

Affective Domain (cont)

SLOs:

Invites outside input when working with a community.
Studies issues relating to community welfare outside of class.
Initiates projects that will benefit others.
Proposes alternatives to neo-liberal policies.

GO 4: Recognizes the need for balance between freedom and responsibility in a democracy

SLOs:

Expands global awareness and personal responsibility
Values personal and community health and interconnection

GO 4: Formulates life plan in harmony with his/her knowledge, abilities, interests, and beliefs

SLOs:

Understand the impact of individual differences and different situations on the practice of leadership.

Improve interpersonal skills

GO 5: Practices cooperation in group activities

SLOs:

Listens to other's opinions when working in their expert and home groups.

Displays interest when others are speaking.

Influences the facilitation of a cooperative learning environment.

GO 5: Demonstrates industry, punctuality, and self-discipline

SLOs:

Displays responsibility by being prepared for class and on-time for outside activities.

Performs admirably in service learning components.

Practices professionalism inside and outside the classroom.

Displays readiness and knowledge to act as a leader

Psychomotor Domain:

GO 3: Applies proper health techniques to different situations

SLOs:

Displays awareness of health issues when working in the field.

Assembles tools for administering health successfully.

GO 3: Demonstrates a strong presence during a presentation

SLOs:

Displays confidence and passion when giving final presentation.

GO 5: Operates tools skillfully

SLOs:

Assembles tools effectively.

Constructs projects using tools skillfully and appropriately.

GO 6: Modifies gardening techniques for different problems and environments

SLOs:

Adapts gardening knowledge to reflect specific environment.

Alters gardening techniques to meet specific situations.

GO 7: Creates a professional presentation

SLOs:

Composes a professional presentation applying theory and practice.

Constructs presentation in a logical manner.

Designs visual aids for their presentation using different forms of technology and creativity.



SCOPE AND SEQUENCE MATRIX

SERVICE LEARNING - EDUCATION IN ACTION

“Sentiment without action is the ruin of the soul.” - Edward Abbey

Service learning is a reaching method that enriches learning by engaging students in meaningful service to their schools and communities. Young people apply academic skills to solving real-world issues, linking established learning objectives with genuine needs. They lead the process, with adults as partners, applying critical thinking and problem-solving skills to concerns such as hunger, pollution and diversity.

Goals of service learning:

- Developing and strengthening service-learning between the education community and community organizations;
- Advocating the importance of good citizenship education in academics and after-school/summer programs;
- Establishing program and financial supports for service-learning projects in K-12, Higher Education, Tribal, Faith-Based and Community-Based Organizations; and
- Providing prominent leadership roles for youth in all aspects of service-learning.
- Training is available to community organizations, teachers and professors in techniques to develop service-learning projects in classroom and after school activities;
- Creative resource development avenues are available to community organizations, schools, colleges and universities that want to start and sustain service-learning projects or programs;
- Partnerships are developed between schools, community-organizations, colleges and universities to share service opportunities that address community needs and meet academic requirements; and
- Businesses jointly participate in service-learning projects as a method of developing a well-trained workforce and citizens.

The service-learning component of “Building Future Leaders in a Global World” combines the individual and global issues with community action. Each unit is designed around a theory put into practice. Because of the exceptional support from the community, organizations are willing to work with these students to include them in project design, implementation and assessment. The various projects include: leadership, rights, energy, income generation, health, park service, maquiladoras, permaculture, environmental degradation, compost, water and sanitation, hay bail construction, reforestation and community organization. The details of each are provided in the course description.

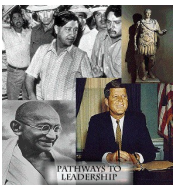


FUTURE TRENDS

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” — Margaret Mead

This course utilizes a plethora of future trends in the educational discipline.

Among the most obvious this course includes are service learning, cooperative learning, discussion based lectures, differentiated education, and project based assessment. The impetus for utilizing these trends exists in the fact that we believe strongly in providing students with real-life experiences that they will be able to draw upon as they proceed down a path of leadership, excellence, and academic curiosity. At the same time, this course is predicated on the belief that interacting with one’s community allows students to begin a life of responsible citizenship and ethical decision making. Moreover, as the final exhibition for this course suggested, students will be assessed according to the recommendations of an outside panel of experts and teachers. Indeed, this course is designed to have high expectations for each student in the class and, in the process, give them the confidence and experiences necessary to become a responsible and ethical future leader in the global world.



SENIOR EXHIBITION

"Without practice there is no knowledge." - Paulo Freire



The students will be required to complete a final project and present it to the school and community on a scheduled evening. They will have the option of working individually or in groups of no more than three people per group. The project itself will have a theme of a community-wide project focused on leadership and sustainability. Guidelines will be given, however the students will be able to creatively apply them. Examples of a community-wide project include a local activist group, a community organization, or an educational curriculum on a specific project. They will not be required to actually complete these projects, but rather form a practical and detailed plan with justification for the need for the project in the community.

During the school year, students are exposed to a variety of local, regional and global issues, as well as hands on projects. They are asked to choose eight service learning and/or projects in which they find interest and may be used to benefit their final exhibition. This class is to initiate leadership in each student and focuses on their responsibility to their local and global community which is a reflection of what they learned in the class.

The students will present their proposal to the school, families and the community on one evening. A panel of community leaders and non-profit organization members will ask questions after each presentation and give written feed-back to the presenters on how to make the project more feasible. The local media will also be present to cover the exhibitions and publicize these future leaders. It is anticipated that through this process, the students will be able to partner with a community or non-profit organization in the form of an internship to either implement their project or gain more experience in another manner.

The evaluation of the projects includes three sections: practicality and necessity of the proposed project, clearly defined problem and solution with a specific plan from the embryonic stage to full implementation, and professional presentation. The panel and instructors will grade each section on a 1-10 scale with the points being averaged for a final score. However, because students will have their projects and strategic plan approved by the instructors ahead of time, it is assumed that every student will receive the maximum points for the final exhibition. This creates a situation where students are held to high expectations. Still, we believe the feedback provided by the panel members will probably be the most beneficial information the students during the entire course.

