



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District 73: Kamloops/Thompson	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD73
Developed by: Carla Salituro	Date Developed: January 6, 2018
School Name: Valleyview Secondary School	Principal's Name: Barb Hamblett
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Cross-disciplinary and Interdisciplinary Arts: Leadership 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

This course is an introductory leadership course that is designed to provide students with the opportunity to learn and practice leadership skills. Students will learn various methods and techniques for planning, implementing, and evaluating projects related to school and/or community activities. It is through creating and running these activities that students will learn and practise concepts and skills of leadership. A strong focus will be on cooperative leadership and inquiry based learning. Among other elements of effective leadership, students will focus on developing teamwork skills, improving time management, organization, and communication skills. Thus, leadership students will ultimately make a difference in their schools and community.

Goals and Rationale:

Leadership 10 students will be able to identify why Leadership is important and what it means to be a good leader. Students will also identify and examine leadership qualities and skills possessed by those around them and themselves. While tapping into their own talents, the students will work together to apply those leadership skills in a positive and a productive manner in a variety of settings. Applying these new understandings within a variety of personal contexts supports students as lifelong learners. It will also provide students with opportunities to build knowledge and create inquiry habits of mind that leads to deeper understanding and make connections in the world.

Goals:

1. Students will explore their self-awareness and their connections between their own leadership style and values and that of others. They then will understand how it applies to everyday life.
2. Students will apply leadership skills that will enable and empower them to have an impact, as they engage themselves as positive role models, in their school, community, and society.
3. Students will demonstrate understanding, abilities, and dispositions necessary to learn leadership and apply their learning in various settings.
4. Students will inquire habits of mind that lead to deeper understanding and make connections to the real world.
5. Students will help create a positive school culture.
6. Develop and demonstrate the importance of effective communication
7. Explore school/community relationships by interacting with the community

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning

- Leadership supports the development of self in support of connections with others.
- Leadership involves learning from mentors as well as those we are meant to lead.
- Leadership and learning is holistic, reflexive, reflective, experiential, and relational.
- Leadership requires exploration of one's identity, philosophy, and ethics.

Declaration of Aboriginal Worldviews and Perspectives:

The First Peoples Principles of Learning are inherent in the aspects included in Leadership 10. Leadership is inseparable from connectedness and relationships; specifically:

- Community involvement
- Experiential learning
- Flexibility
- A positive learner-centered approach
- Community engagement
- The role of the teacher (leader or coach)

- Local focus

BIG IDEAS

Leadership development is an ongoing process engaging the **mind and body**.

Develop confident and competent students who understand, appreciate, and apply leadership knowledge, skills, and strategies throughout their lives and through **media arts** projects.

Students will acquire **habits** that lead to deeper understandings of themselves and their world.

Through **volunteerism**, students will develop a connection with their school and their community; therefore, enhancing their ability to be a positive, contributing member of society.

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our **goals**.

Learning Standards

<p><i>Students are expected to do the following:</i></p> <p>Principles of Leadership and Teamwork</p> <ul style="list-style-type: none"> ● Explore what it means to be a leader ● Understand different leadership styles ● Identify positive leadership qualities and negative leadership qualities as demonstrated by role models in society ● Demonstrate an understanding of what makes an effective and positive leader ● Understand that successful leaders and teams develop strong relationships and incorporate effective group processes ● Identify qualities and characteristics of successful teams ● Understand why it is important to be a team player <p>Self Awareness and Personal Leadership</p> <ul style="list-style-type: none"> ● Identify positive leadership qualities in self and identify leadership traits one wants to improve on ● Recognize First Peoples principle that learning requires exploration of one’s identity ● Identify one’s own leadership style ● Compare and contrast results from a leadership style inventory with one’s own 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ● Leadership styles: eg. autocratic, democratic, strategic, transformational, laissez-faire, transactional, coaching, charismatic, visionary, etc ● Virtues of outstanding leaders: eg. deep honesty, moral courage, moral vision, compassion and care, fairness, intellectual excellence, creative thinking, aesthetic sensitivity, good timing, deep selflessness, etc ● First Peoples perspective of learning requires patience, time, and exploration of self ● Principles of effective teamwork ● Techniques to encourage inclusion, cohesiveness and participation during teamwork ● How to create a leadership style profile ● Elements of cooperative learning ● Steps of conflict resolution ● Decision matrix ● Benefits of having good time management ● Good time management skills and tools that can be use to
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conceptions

- Develop a **leadership skills profile** for one's self
- Be aware of different leadership styles and be sensitive to the differences in style when working with others
- Try to utilize different leader styles to complete tasks
- Demonstrate an understanding of different **time management** and organizational skills
- Develop an understanding of effective decision making skills
- Demonstrate an understanding of a variety of **decision making models** and the constraints within each
- Review time management strategies and focus on their own difficulties in using time well and develop a plan accordingly
- Develop an understanding of the relationship between organization, efficiency, and **stress**
- Develop strategies to optimize the efficiency of the team when working on projects

Goal Setting

- Develop short-term and long-term personal goals that are measurable and realistic
- Identify limits that may become barriers to personal goals
- Document steps taken to achieve certain personal goals
- Create class/school/community goals that are measurable and attainable. These goals will be reviewed at the end of the course and the group will determine success

Public Relations and Forms of Communication

- Understand the importance of the knowing your audience in terms of how others receive your message
- Develop skills in writing announcements, making posters and using the P.A. system to get information to the student body
- Use different **media** to release information to the class/school/community
- Find different, creative ways to get information to the intended people
- Develop listening skills needed to be a positive leader and active listener
- Learn verbal and non-verbal listening models (eg. **SOFTEN**)
- Use effective communication skills in a group setting, which will be sensitive to everyone's ideas, while still being efficient
- Develop communication strategies with members of the class when verbal conversations might not be possible
- Communicate effectively when there are conflicts in leadership styles
- Resolve problems as a group where all parties can agree with the outcome
- Be versatile and willing to bring a give and take attitude when resolving any problems

Project Planning

- Identify components of an effective activity
- Organize a project from start to finish and complete a folder/organizer outlining the completed steps as the project is planned and completed
- Know the steps to successful project planning
- Identify goals and steps required to plan/guide a project
- Identify various roles/responsibilities within a group

become more successful and efficient

- How procrastination and lack of time management can lead to stress and being less productive
- Wheel of life
- Definition of goal
- Difference between short term and long term goals, and, individual and group goals
- **SMART goals**
- Types of communication (eg. passive, aggressive, passive aggressive, assertive, etc)
- Verbal and non verbal forms of communication
- Types of words and how they relate to communication: persuasive, emotional, negative
- **Active listening**
- How to interact with others in a positive, constructive manner
- Create **win-win** situations. Solve problems in group situations using a variety of leadership qualities
- Create/plan a school/community project
- Create an original piece of writing that can be shared with others in a performance base manner
- First Peoples perspective on experiential learning
- **elements of design**
- **principles of design**
- a range of **materials**, processes, and **techniques**
- media production skills:
 - **pre-production**
 - **production**
 - **post-production**
- **ethical, moral, and legal considerations** associated with using media arts technology
- the influence of social, cultural, historical, political, and personal context on artistic works
- personal and social responsibility associated with creating, perceiving, and responding in media arts

- Demonstrate an understanding of effective promotional activities
- Work with others to create an effective promotional component to the project
- Recognize and understand that all members of a team or group are important to overall success of that team or group
- Demonstrate and apply problem solving skills
- Demonstrate individual accountability while working within a team and on individual assignments
- Demonstrate how to work as an effective team member
- Reflect on the goals and outcomes of the project

Students will be able to use creative processes to:

Exploring and creating

- Create media collaboratively and individually using imagination, observation, inquiry, and appropriate risk taking
- Identify creative opportunities, challenges, and points of view
- Identify, select, and adapt media arts materials, **technologies**, and processes
- Identify and develop **skills** and techniques using a range of styles and a variety of **sources of inspiration**
- Brainstorm and prioritize ideas to create a range of possibilities
- Choose a form in pre-production and develop a plan for realizing the work.

Reasoning and reflection

- Create and document drafts and revisions of media works throughout the design process
- Critically evaluate selected processes in media arts
- Understand the purpose of a **critique**

Communicating and documenting

- Share, **document**, and appreciate media artworks in a variety of ways and contexts
- Create works of art with a specific audience in mind
- Engage in **digital citizenship** throughout the creative process
- Use media art to communicate and respond to social and environmental issues occurring locally, regionally, and globally as they connect to personal values.
- Examine the influences of digital and non-digital media in documentation, communication, and self-expression

Connecting and expanding

- Create

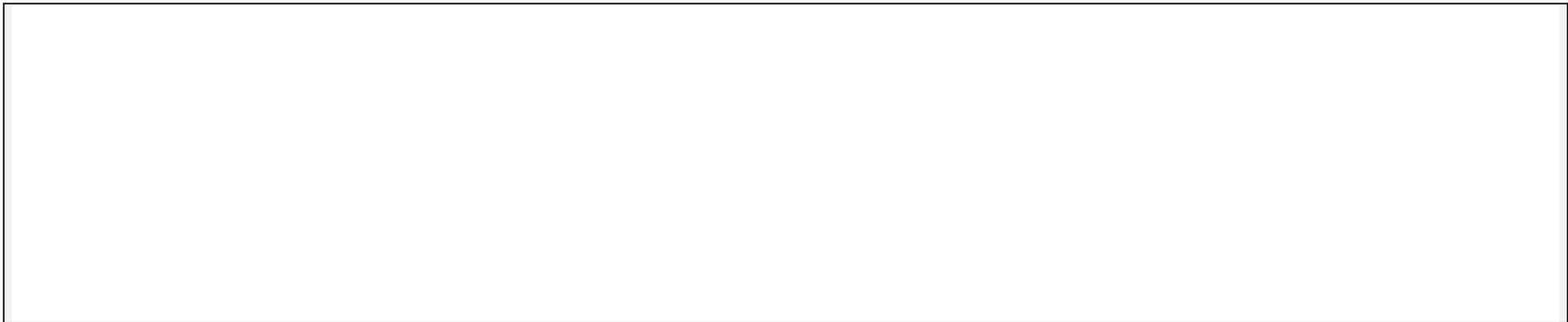
- artistic works to reflect personal voice, story and values
- Demonstrate the application of the elements and principles of design, image, development strategies, and media arts processes and technologies
- Demonstrate safe use, care, and maintenance of tools, equipment, materials and work space.

Big Ideas – Elaborations

- **Leadership** is the action of leading a group of people or organization
- **mind and body** e.g., hands-on experiences activate students' minds
- **media arts** unique art forms that employ film, video, new media, and sound as a means of artistic expression
- **habits** is a regular tendency or practise that is hard to give up
- **volunteerism** is the practice of volunteerings one's time or talents for charitable, educational, or other worthwhile activities
- **goal:** to aim for and try an achieve a desired effect

- **leader:** a person who leads or commands a group
- **leadership style** is the way in which a leader provides direction, implements plans, and motivates people
- **leadership qualities** are the traits a leader shows
- **team player** is a person who plays or works well as a member of a team or group
- **leadership style inventory** is a test a person can complete that will indicate what leadership styles the examinee has
- **leadership skills profile** is a **profile of expected leadership performance and the implications of their personality on leadership**
- **time management** is the process of organizing and planning how to divide your time between specific activities
- **decision making models** are models that help people make decisions (intuitive, rational, etc)
- **stress** is a state of mental or emotional strain or tension resulting from adverse or very demanding circumstances
- **media** is a form of communication
- **SOFTEN** is a listening model that encourages the listener to **Smile, Open, Forward lean, Touch, Eye contact, Nod**

- **virtues** are behaviours showing high moral standards that leaders should possess
- **Principles of effective teamwork** include communication, reliability, conflict management, respect, positive, thinking outside the box, etc
- **cooperative learning** is successful teaching strategy in which small teams, each with students of different levels ability, use a variety of learning activities to improve their understanding of a subject
- **conflict resolution** is a way for two or more parties to find a peaceful resolution to a disagreement among them. Strategies: clarify, establish, discuss, determine, agree
- **decision matrix** is a list of values in rows and columns that allows an analysis to systematically identify, analyze, and rate the performance of relationships between sets of values and information. Elements of the matrix show decisions based on certain decision criteria
- **SMART goals** are **Specific, Measurable, Attainable, Realistic, Timely**
- **Active listening** is a communication technique that is used in counselling, training, and conflict resolution. The listener needs to fully concentrate, understand, respond, and remember what is being said
- **win-win** situations are situations that benefit everyone involved



Recommended Instructional Components:

- Direct Instruction
- Indirect Instruction
- Brainstorming
- Group Work
- Demonstrations
- Observation
- Role playing
- Student demonstration
- Experiential Learning
- Peer teaching
- Reflective writing
- Video
- Readings
- Volunteer experiences

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Journaling
- Portfolios
- Self-Assessment

Peer-Assessment

Performance Assessment

Oral Presentations

Video/Multi-Media Presentations

Learning Resources:

Above and Beyond: The Newsletter for Advisors and Student Leaders Across Canada. Canadian Association of Student Activity Advisors.

Canadian Association of Student Activity Advisors. (2000) CASAA Student Activity Sourcebook. CASAA.

Carlson, Richard (2000) Don't Sweat the Small Stuff for Teen. New York: Hachette Books.

Covey, Sean (2004) The 7 Habits of Highly Effective Teens Personal Workbook. (2004) New York: Simon & Schuster.

Jackson, Tom (1993) Activities That Teach. Ottawa: Red Rock Publishing.

Kielburger, Craig and Kielburger, Marc. From ME to WE.

Additional Information:

Information for the document was taken from multiple sources including:

BC Curriculum Draft, Arts Education, Cross disciplinary and Interdisciplinary Arts Courses, **Media Arts Ten.**

Coquitlam SD43 BAA Course: **Leadership 10** (2006) Darren Stewart.

Kamloops SD73 BAA Course: **Leadership 10** (2004) Gregory Gartrell.

