



Board/Authority Authorized Course:
Cross-disciplinary and Interdisciplinary Arts: Leadership 11

School District/Independent School Authority Name: School District No. 73 (Kamloops-Thompson)	School District Authority Number: SD73
Developed by: Carla Salituro	Date Developed: July 1, 2018
School Name: Valleyview Secondary	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 11	Grade Level of Course: 11
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 designed to instruct students in 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 practice 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 self-awareness, public speaking skills, teamwork skills, improving time management, organization, and communication skills. Leadership students will ultimately make a difference in their schools and community.



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Goals and Rationale:

Leadership 11 provides students the opportunity to learn why Leadership is important and how to become successful leaders in their school, community, and the world. Students identify and examine leadership qualities and skills possessed by those around them and examine their own views on leadership, how they respond to the guidance of others, how people interact in groups, and how successful leaders work well with others. While tapping into their own talents, students work together to apply those leadership skills in a positive and productive manner in a variety of settings. Applying these new understandings within a variety of personal contexts supports students as lifelong learners. It will 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 those of others. They will then apply these principles 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 utilize 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. Students will develop and demonstrate the importance of effective communication which includes public speaking.
7. Students will explore school/community relationships by interacting with the community
8. Students will explore various methods and techniques for planning, implementing, and evaluating projects for the school/community
9. Students will reflect on their work by evaluating their progress, goals, and outcomes of a project; including providing a summary on their experience and constructive suggestions for the future.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning

- Learning involves patience and time.
- 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 fundamental to Leadership 11. Leadership is inseparable from connectedness and relationships; specifically: Emphasis on Identity, Community Involvement, Experiential Learning, Flexibility, A Positive Learner-centered Approach, Community engagement, The role of the Teacher (leader or coach), Local focus



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Big Ideas

<p>The art of Leadership engages the body and mind.</p>	<p>Leadership entails the exploration of one's identity, philosophy and ethics in relation to one's habits.</p>	<p>Volunteerism and Social Responsibility enhances the ability to be a contributing member of society.</p>	<p>By setting goals and reflecting upon them, we remain focused and motivated.</p>
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Learning Standards

Curricular Competencies	Content
<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 ● Attempt different leadership styles represented within the school, community, and world ● Understand 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 and role model that successful leaders and teams develop strong relationships and incorporate effective group processes ● Employ leadership techniques to improve chances of event success ● Explore qualities and characteristics of successful teams ● Demonstrate why it is important to be a team player <p>Self-Awareness and Personal Leadership</p> <ul style="list-style-type: none"> ● Demonstrate positive leadership qualities in self and identify leadership traits 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 conceptions ● Develop a leadership skills profile for one's self ● Examine and utilize different leader styles to complete tasks ● Be sensitive to the differences in style when working with others ● Continue to recognize that learning takes perseverance and may involve setbacks ● Demonstrate an understanding of different time management and organizational skills ● Demonstrate understanding of effective decision-making skills 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ● Leadership styles: e.g. autocratic, democratic, strategic, transformational, laissez-faire, transactional, coaching, charismatic, visionary, etc. ● Virtues of outstanding leaders: e.g. 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 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 (e.g. passive, aggressive, passive aggressive, assertive, etc.) ● Verbal and nonverbal 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



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| <ul style="list-style-type: none"> • Demonstrate an understanding of a variety of decision making models and the constraints within each • Create time management strategies by focusing on your own difficulties in using time well: 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 • Demonstrate increased confidence in taking initiative • Continue to demonstrate understanding of being in a leadership role • Develop a strong work ethic: show confidence in new areas and experience new challenges <p>Goal Setting</p> <ul style="list-style-type: none"> • Develop short-term and long-term personal goals that are measurable and realistic • Identify limits that may become barriers to personal goals and put strategies in place to decrease the likelihood of the limits being imposed • Document steps taken to achieve certain personal goals which includes prioritizing one's social and academic commitments to become more efficient in reaching 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 <p>Public Relations and Forms of Communication</p> <ul style="list-style-type: none"> • Know your audience in terms of how others receive your message • Will practice public speaking techniques with prepared material, impromptu, note form, and using props • Improve ability to express feelings while public speaking • Develop skills in writing announcements, making posters and using the P.A. system to get information to the student body • Utilize 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 • Continue to learn verbal and non-verbal listening cues • Use effective communication skills in a group setting, which will be sensitive to everyone's ideas, while still being efficient | <ul style="list-style-type: none"> • 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 • Media Technologies for image development and design and manipulation of selected visual elements of design • Principles of design • A range of materials, processes, and techniques • Media production skills: <ul style="list-style-type: none"> - 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 |
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- 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 problems
- Demonstrate inclusive behaviour and attitude

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
- Demonstrate an understanding of effective promotional activities
- Work with others to create an effective promotional component to the project
- Demonstrate increased confidence in taking initiative
- 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
- Explore more ways to take on leadership roles within the school/community

Exploring and creating

- Create media collaboratively and individually using imagination, observation, inquiry, and appropriate risk taking
- Create images using sound and movement
- Experiment with a wide range of media arts materials, **technologies**, and processes to create works of art
- Refine **skills** and techniques using a range of styles and a variety of **sources of inspiration**
- Create drafts, storyboards, and/or revision, and develop a plan and overcome challenges in realizing the work



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Reasoning and reflecting

- Understand the purpose of critique and choose when to apply suggestions
- Analyze and evaluate audience response to media artwork

Communicating and documenting

- Share, **document**, and engage with media artwork in a variety of ways and contexts
- Create works of art with a specific audience in mind
- Demonstrate respect for self and others through image making and use of materials
- Use media art to communicate and respond to social and environmental issues occurring locally, regionally, and globally as they connect to personal values

Connecting and expanding

- Create artistic works to reflect personal voice, story and values in connection with a specific place, time and content



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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 practice that is hard to give up
- **volunteerism** is the practice of volunteering one's time or talents for charitable, educational, or other worthwhile activities
- **goal:** to aim for and try to achieve a desired effect

Curricular Competencies – Elaborations

- **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



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Content – Elaborations

- **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 of 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 **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, **T**imely
- **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



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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.

CASAA Leadership Handbook

CASAA Student Activity Sourcebook

Clemmer, Jim (1999) Growing the Distance. Ontario:Stoddart Publishing.

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

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

Kouzes and Posner (2011) The Leadership Challenge: 4th Edition. New York:Gildan Media.

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

McGraw, Jay (2000) Life Strategies for Teens. New York: Touchstone.

Time Management for the Creative Mind

Additional Information:

Information for this document was taken from multiple sources including:

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

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

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

Kamloops SD73 BAA Course: **Leadership 11** (2005) Sherry Stade.

North Okanagan-Shuswap SD83 BAA Course: **Leadership 11** (2018) Tiffany Lombaert, Andrea Threatful, Rhys Waters