



**Board/Authority Authorized Course:**  
Cross-disciplinary and Interdisciplinary Arts: Leadership 12

<b>School District/Independent School Authority Name:</b> School District No. 73 (Kamloops-Thompson)	<b>School District Authority Number:</b> SD73
<b>Developed by:</b> Carla Salituro	<b>Date Developed:</b> July 1, 2018
<b>School Name:</b> Valleyview Secondary	<b>Principal's Name:</b> Barb Hamblett
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Cross-disciplinary and Interdisciplinary Arts: Leadership 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority Prerequisite(s):**

None

**Special Training, Facilities or Equipment Required:**

None

**Course Synopsis:**

This course is designed to provide students with the opportunity to develop and practice leadership skills which help them become socially responsible citizens. 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 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 feel confident when they have to problem solve or think outside the box. They will be able to voice their perspectives and/or concerns on issues that matter to them. Ultimately, they will make a difference in their schools and community.



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### **Goals and Rationale:**

Leadership 12 students will be able to identify why Leadership is important and what it means to be a good leader. Emphasis for the grade 12s will be on time management and organizational skills that would serve them both for running successful events and in their future workplace. Students identify and examine leadership qualities and skills possessed by those around them and themselves. Applying these new understandings within a variety of personal contexts supports and motivates students as lifelong learners. It will provide students with opportunities to build knowledge and create inquiry habits of mind that lead to deeper understanding and make connections in the world. Leadership 12 students will be able to identify personal attributes, strengths and weaknesses that will be important in their future careers and life.

### 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 enable and empower them to have impact, as they engage 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.
7. Students will feel comfortable speaking in small/large groups on an issue one is passionate about.
8. Explore school/community relationships by interacting with the community which will foster a strong sense of social responsibility.
9. Students will explore various methods and techniques for planning, implementing, and evaluating projects for the school/community.
10. 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.
11. Students will be able to problem solve and work well with a variety of people overcoming challenges and setbacks.
12. Students will understand that you must go outside your comfort zone if you want to grow as a person.

### **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 fundamental to Leadership 11: Leadership is inseparable from connectedness and relationships; specifically: Emphasis on identity, Learning involves patience and time, Community involvement, Experiential learning, Flexibility, A positive learner-centered approach, Community engagement, the role of the teacher (leader or coach)



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### Big Ideas

<p><b>Leadership</b> development is an ongoing process engaging the <b>mind and body</b> and in order to grow you must step outside your comfort zone and take risks</p>	<p>Purposeful communication and effective <b>media arts</b> presentations enhance the depth and impact of a message</p>	<p>Exploration of one's <b>identity</b>, philosophy and <b>ethics</b> in relation to one's everyday habits leads to better self-awareness.</p>	<p><b>Volunteerism and Social Responsibility</b> enhance the ability to be a contributing member of society.</p>	<p><b>Setting goals</b> and <b>reflecting</b> upon the process leads to future success.</p>
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### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Principles of Leadership and Teamwork</b></p> <ul style="list-style-type: none"> <li>Identify and understand what it means to be a <b>leader</b></li> <li>Demonstrate different <b>leadership styles</b> represented within the school, community, and world.</li> <li>Identify positive <b>leadership qualities</b> and negative leadership qualities</li> <li>Demonstrate an understanding of what makes an effective and positive leader</li> <li>Understand that successful leaders and teams develop strong relationships and incorporate effective group processes</li> <li>Explore qualities and characteristics of successful teams</li> <li>Recognize why it is important to be a <b>team player</b></li> <li>Understand the importance of working cooperatively to complete a task and use positive strategies to deal with difficult people</li> </ul> <p><b>Self-Awareness and Personal Leadership</b></p> <ul style="list-style-type: none"> <li>Identify positive leadership qualities in self and identify leadership traits to improve on</li> <li>Recognize First Peoples principle that learning requires exploration of one's identity</li> <li>Identify and understand one's own leadership style</li> <li>Fully develop a <b>leadership skills profile</b> for one's self</li> <li>Be aware of different leadership styles and be sensitive to the differences in style when working with others</li> <li>Utilize different leader styles to complete tasks</li> <li>Review <b>time management</b> and organizational strategies and focus on their own difficulties in using time well and develop a plan accordingly</li> <li>Demonstrate an understanding of a variety of <b>decision making models</b> and the constraints within each</li> <li>Understand and use effective decision making skills</li> <li>Develop an understanding of the relationship between organization, efficiency, and <b>stress</b></li> <li>Understand the body's internal and external reaction to</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Leadership styles: e.g. autocratic, democratic, strategic, transformational, laissez-faire, transactional, coaching, charismatic, visionary, etc.</li> <li><b>Virtues</b> 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.</li> <li>First Peoples perspective of learning requires patience, time, and exploration of self</li> <li><b>Principles of effective teamwork</b></li> <li>Techniques to encourage inclusion, cohesiveness and participation during teamwork</li> <li>How to create a leadership style profile</li> <li>Elements of <b>cooperative learning</b></li> <li>Steps of <b>conflict resolution</b></li> <li><b>Decision matrix</b></li> <li>Benefits of having good time management</li> <li>Good time management skills and tools that can be used to become more successful and efficient</li> <li>How procrastination and lack of time management can lead to stress and being less productive</li> <li>Wheel of life</li> <li>Definition of goal</li> <li>Difference between short term and long term goals and individual and group goals</li> <li><b>SMART goals</b></li> <li>Types of communication (e.g. passive, aggressive,</li> </ul>



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stress

- Identify strategies to aid one's self with stress and create environments that prevent and reduces stress
- Develop and implement strategies to optimize the efficiency of the team when working on projects
- Be a visible and confident leader within the school/community
- Take on increasingly demanding leadership roles
- Increase one's awareness of social, cultural and ethnic diversity and identify and overcome prejudices

### Goal Setting

- 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.
- Help others nurture their ambitions in the quest to attain the goals they have set for themselves
- 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
- Use different **media** to release information to the class/school/community
- Will practice public speaking techniques with prepared material, impromptu, note form, and using props
- Develop proper microphone techniques and improve ability to express feelings during public speaking
- Create diverse and interesting announcements, posters, and other media to get information to the student body or intended people
- Develop listening skills needed to be a positive leader and active listener
- Learn verbal and non-verbal listening models
- 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
- Be able to identify behaviours that can lead to conflict
- 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

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
- **principles of design**
- **design strategies**
- a range of **materials, processes**, and techniques
- media production skills to enhance, alter, or shape the technical elements of a project:
  - **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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### 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 and develop goals and steps required to plan/guide a project
- Identify and develop 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
  
- 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 and identify individual accountability while working within a team and on individual assignments
- Work as an effective team member
- Fluently engage in multiple leadership techniques to improve chances of event success
- 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 in connection with family, community, and the world
- Combine and adapt media arts materials, **technologies**, and processes
- Adapt and refine **skills** and techniques using a range of styles and a variety of **sources of inspiration**

### Reasoning and reflecting

- Use image development strategies and image manipulation to revise and improve media artworks
- Assess the context or purpose of a critique and choose when to apply suggestions

### Communicating and documenting

- Share, **document**, and engage with media artwork in a variety of ways and contexts
- Engage in **digital citizenship** throughout the creative process
- 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

- Demonstrate safe use, care, and maintenance of tools, equipment, materials and work space



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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
- **SOFTEN** is a listening model that encourages the listener to **S**mile, **O**pen, **F**orward lean, **T**ouch, **E**ye contact, **N**od



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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:

Teaching strategies will vary according to the activity but may include: Direct 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.

CASAA Leadership Handbook

CASAA Student Activity Sourcebook

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



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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.

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.

### **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 Twelve**.

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.

Kamloops SD73 BAA Course: **Leadership 12** (2006) Gregory Gartrell.

North Okanagan-Shuswap SD83 BAA Course: **Leadership 12** (2018) Tiffany Lombaert, Andrea Threatful, Rhys Waters