

## BA LEADERSHIP 10

**District Number:** SD # 73

**Developed by:** Greg Gartrell

**Date Developed:** March 2004

**School Name:** Chase Secondary School

**Principal's Name:** Alan Dodd

**Board Approval Date:** 2004/05/17

**Board Signature:**

**Course Name:** Leadership

**Grade Level:** 10

**Number of Credits:** 4

**Number of Hours of Instruction:** 115

**Prerequisite(s):** none

**Special training required:** none

## **RATIONALE:**

This course is designed within our school to teach leadership skills to motivated students who then become an integral part of planning and carrying out school activities. These activities fall under the window of student's council, intramural activities and community events. Through the leadership curriculum, students will learn what it means to be a leader and reflect upon their own leadership skills and styles to become more effective in their role within the school. Specific skills that students learn in this course are goal setting, communication, organization, planning, conflict resolution, and public speaking. These skills are applied within the school and community when planning events, leagues, dances, and peer helping/counselling.

## **ORGANIZATIONAL STRUCTURE:**

<b>Unit</b>	<b>Title</b>	<b>Time</b>
1	What is Leadership	15 hours
2	Goal Setting	15 hours
3	Managing Your Time/Organization	15 hours
4	Leadership Styles	20 hours
5	Public Relations	15 hours
6	Project Planning	25 hours
7	Conflict Resolution	10 hours
	<b>Total Hours</b>	<b>115 hours</b>

## **UNIT DESCRIPTIONS:**

### **Unit 1: What is Leadership?**

Students will explore what it means to be leader and what qualities leaders have in common. An understanding that there are many different ways that people lead and self-exploration to see where their own strengths and weaknesses may be. A leadership skill profile will help students with this task.

#### **Curriculum Organizer: Personal Growth**

*It is expected that students will:*

- Identify leadership qualities both within themselves and others that are perceived to be great leaders.
- Recognize that each person in a group has an important contribution and develop listening skills.

#### **Curriculum Organizer: Group Skills**

*It is expected that students will:*

- Solve problems in group situations using a variety of leadership qualities.
- Recognize and understand that all members of a team or group are important to the overall success of that team or group.

#### **Curriculum Organizer: Communication**

*It is expected that students will:*

- Develop listening skills needed to be a positive and active listener.
- Learn both verbal and non-verbal listening model “SOFTEN”.

## **Unit 2: Goal Setting**

Students will learn to set realistic goals and the steps that are necessary to reach these goals. Students will spend time taking a good look at themselves and the world around them in order to select appropriate goals. Students will discover obstacles that can get in the way of achieving goals and ways to get around these obstacles. By the end of the unit students should have some short-term and long-term goals that are attainable both personal and academic.

### **Curriculum Organizer: Personal Growth**

*It is expected that students will:*

- Set 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 in a journal that will be used throughout the course.

### **Curriculum Organizer: Group Skills**

*It is expected that students will:*

- Work as a group to set some class goals that are measurable and attainable. These goals will be reviewed at the end of the course and the group will determine success.
- Help other class members and nurture their ambition in the quest to attain the goals that they have set for themselves.

### **Curriculum Organizer: Communication**

*It is expected that students will:*

- Work as a class to set goals and be open to all class members and their ideas.
- Document the goals of the class or group and revisit this list at the end of the semester to reflect on the overall success.

### **Unit 3: Managing Your Time/Organization**

Students will learn to deal with the never-ending problem of time management for the leader. Students will prioritize the things in their life that are important and learn skills to organize larger tasks into smaller manageable tasks. Students will learn to differentiate between things they want to do and things they are responsible for doing. The value of a daily planner will be taught during this unit. The school agenda is a good model for this, but not the only acceptable way of daily time management.

#### **Curriculum Organizer: Personal Growth**

*It is expected that students will:*

- Review time management strategies and focus on their own difficulties in using time well and develop a plan accordingly.
- Develop daily to-do lists when planning events or school activities.
- Prioritize ones social and academic commitments to become more efficient in reaching personal goals set out in the previous unit.
- Develop an understanding of the relationship between organization, efficiency, and stress.

#### **Curriculum Organizer: Group Skills**

*It is expected that students will:*

- Learn to divide tasks equally among group members to work towards a common goal.
- Help members of the group complete tasks by deadlines when required.
- Develop strategies to optimize the efficiency of the team when working on projects.
- Develop incentives to encourage the overall completion of the task at hand in a timely fashion.

#### **Curriculum Organizer: Communication**

*It is expected that students will:*

- 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 conversation may not be possible. (Notes, In-box, E-mail).

## **Unit 4: Leadership Styles**

Once students have had time to plan an event or work as a team member, they will reflect upon the leadership styles that they are most comfortable using. An overview of the leadership styles will be reviewed at the beginning of this unit. Each student will choose a leader that they admire, and analyse the style of leadership that this person uses.

### **Curriculum Organizer: Personal Growth**

*It is expected that students will:*

- Be able to identify different leadership styles and determine their own style by examining their behaviour in different settings throughout the course of the semester.
- Try to utilize different leadership styles to complete tasks.
- Interview a leader in the community and identify the style they use by examining their behaviours.

### **Curriculum Organizer: Group Skills**

*It is expected that students will:*

- Be aware of different leadership styles and be sensitive to these different styles when working on group projects.

### **Curriculum Organizer: Communication**

*It is expected that students will:*

- 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.

## **Unit 5: Public Relations**

Students will become skilled in the area of public relations within the school and community. Announcements, posters and telephone etiquette will be emphasized. Students will learn to understand that public relations is the essence of leadership and getting the correct information to the correct people is critical to the success of events and activities within the school. During this unit we will also cover public speaking skills and the fear that is usually associated with this topic. Students will learn to be supportive of their peers in this situation.

### **Curriculum Organizer: Personal Growth**

*It is expected that students will:*

- Understand the importance of knowing the audience in terms of how other students receive the information at the school.
- Use this information to cater public relations to the intended audience.
- Develop skills in writing announcements, making posters and using the P.A. system to get information to the student body.

### **Curriculum Organizer: Group Skills**

*It is expected that students will:*

- Work as a group during the school year and develop a Leadership Newsletter to inform students of any upcoming events for the following month.
- Write all public relations announcements and posters for any of the events or leagues that they are responsible for during the year.

### **Curriculum Organizer: Communication**

*It is expected that students will:*

- Use different media to release information to the student body.
- Be creative when making posters, announcements and other media relations.
- Find different ways to get information out to the school population that will catch the attention of students and staff.

## **Unit 6: Project Planning**

Students will see in this unit that it does not need to be stressful and time consuming for those who put on events within the school or the community. If done properly, events can be rewarding for those who put them on. During this unit we will go through five steps in planning a project. Information learned in previous chapters will also be drawn upon. Goal setting, time management and public relations are all critical elements when it comes to event or project planning.

### **Curriculum Organizer: Personal Growth**

*It is expected that students will:*

- Know the five steps to successful project planning.
- Be able to organize a project from start to finish and complete a folder outlining the completed steps as they plan the project.
- Work through the project plan and actually do the work outlined in the plan to successfully run an individual event within the school.

### **Curriculum Organizer: Group Skills**

*It is expected that students will:*

- Work together in groups to organize larger school events or intramural leagues and run the entire project from the initial planning stage to completion.
- Become a team player and contribute to the success of the project in any way possible.

### **Curriculum Organizer: Communication**

*It is expected that students will:*

- Use communication skills taught in earlier units to effectively and efficiently plan and run projects within the school or community.
- Use public relation skills to advertise events and projects within the school.

## **Unit 7: Conflict Resolution**

When planning events and working in a group atmosphere, students will encounter situations where there will be conflict. In order to deal effectively with conflict within a group, so that it does not become barriers to success, certain skills need to be taught. This unit will deal with teaching students to be pro-active when dealing with conflict.

### **Curriculum Organizer: Personal Growth**

*It is expected that students will:*

- Be able to identify behaviours that can lead to conflict.
- Identify the ten categories of difficult people.
- Learn mediation skills.

### **Curriculum Organizer: Group Skills**

*It is expected that students will:*

- Role-play certain situations in order to practice mediation skills in a group.
- Display skills taught in this unit when doing project work.

### **Curriculum Organizer: Communication**

*It is expected that students will:*

- Use conflict resolution techniques and communication skills when dealing with problems that may arise during project planning.

### **Instructional Components:**

- Direct instruction
- Indirect instruction
- Independent instruction
- Brainstorming
- Group work
- Individual work
- Modelling
- Self evaluation
- Group evaluation
- Video
- Journal activities

### **Assessment Components:**

- **25%** of the grade will be class participation and enthusiasm. This part of the grade will reflect on the ability of the student to perform duties independently. The mark in this area will also reflect course attendance as a daily mark out of 5. This will be a personal and social responsibility mark.
- **30%** of the grade will be based on the completion of assignments handed out during the course. These assignments are designed to help students gain the skills needed to become great leaders and follow closely with the unit themes.
- **35%** of the grade will be based on school and community projects and volunteer hours. During the course of the year students will receive project and volunteer points, which will be accumulated to determine the grade at the end of each term. Each student will be responsible for at least one individual project, one group project, one intramural event, and will complete a leadership newsletter during one month of the year. Other optional activities to gain points may also be accumulated.
- **10%** of the grade will be based on the student leadership journal, which will have the student's reflections of events, planning logs, and other information used to plan activities.

### **Performance Methods:**

- Project planning outlines
- Leadership journal
- Projects within the school and community
- Service Records signed by proper authorities
- Public relations
- Announcements

**Personal Communication:**

- Group work
- Self reflection
- Peer reflection
- Teacher/student interviews
- Journal entries
- Student involvement in events
- Staff interviews

**Other:**

- Daily assessment of personal and social responsibility
- Teacher anecdotal records
- Event Planning Checklists
- Service/Project points

**Learning Resources:**

- Various motion pictures to examine different leadership styles including
  - The Outsiders
  - Can't Buy Me Love
  - Hoosiers
  - The Power of One
- Books:
  - Building Leaders For Life: A High School Leadership Class Curriculum, Washington Association of Secondary School Principals, 1992.
  - The Seven Habits of Highly Effective Teens, Sean Covey, 2002.
  - Activities That Teach
  - More Activities That Teach
  - Jewels For the Classroom

***“TO LEAD IS TO COMMUNICATE  
TO COMMUNICATE IS TO RELATE  
TO RELATE IS TO SHARE  
OURSELVES WITH OTHERS.”***

*Unknown*