

Community Leadership 12

District Name: Mission
District Number: 75
Developed by: Debbie Kooy, Al LaFontaine, Kelly Lawlor, Ed Sward
School Name: Heritage Park, Hatzic, Mission Secondary Schools
Principal's Name: Kevin Kaardal, Mike Malfesi, Randy Huth
Board/Authority Approval Date: February 10, 2004

Board/Authority Signature:

Course Name: Community Leadership
Grade Level of Course: 12
Number of Course Credits: 4
Number of Hours of Instruction: 120

Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Leadership Resources
CASAA Membership (Resources)
Leadership Conferences (Provincial, National and Advisor Conferences)
B.C. Student Voice Involvement
T.W.U. or Pinnacle Pursuits Outdoor Leadership Training Program

Course Synopsis:

This course is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in the areas of self-image, goal-setting, decision-making, time management, communication skills, public speaking, school and community service, public relations, conflict resolution and an understanding of various leadership styles. This course will allow students the opportunity to acquire evidence and documentation to add to their graduation portfolios.

Rationale:

The good leaders of tomorrow need to be encouraged today. Whether within a school, community organization or place of employment, leadership is necessary if the organization is to carry out its tasks. Student leadership teaches the skills that employers look for, and includes those traits that make a good citizen, who becomes part of a successful community. It is with this in mind that the leadership course is proposed. The mission of the public school system is to provide opportunities for students to develop the knowledge, skills and attitudes, which enable them to enjoy a productive and satisfying life and to be positive participants in our democratic society. Through this course students will develop personal skills, build positive attitudes toward both self and society, and will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of contributing to their communities and helping others throughout their lives.

Organizational Structure:

Unit	Title	Time
Unit 1	Philosophy of Leadership	15 hours
Unit 2	Personal Leadership	15 hours
Unit 3	Communication	20 hours

Unit 4	School and Community Relations and Implementation	30 hours (plus requires time out of scheduled class)
Unit 5	Team Building	20 hours
Unit 6	School and/or Community Legacy Project(s)	20 hours
	Total Hours	120 hours

The activities that are found throughout the course are not necessarily linear or limited to the section in which they are found. The outcomes are developed and applied in a spiral fashion that integrates the theory and practice of leadership, deepening the students understanding and skills as the course progresses. Many of the outcomes are evident in several sections and units.

Unit/Topic/Module Descriptions:

Unit 1: Philosophy of Leadership -15 hours

Students will become familiar with the overall concept and workings of student leadership through an introduction to general leadership theories and styles. Students will analyze and explore the qualities of a positive and effective leader. Students will present research on positive and effective leaders.

Curriculum Organizer: Leadership Styles and Theory

It is expected that students will:

- Demonstrate an understanding of leadership styles
- Demonstrate an understanding of leadership theory
- Demonstrate an understanding of what makes an effective and positive leader
- Review and define the 20-60-20 rule of leadership and comfort zones
- Analyze and understand the working of different leadership models, both positive and negative
- Research and share the working of different leadership models, both positive and negative

Curriculum Organizer: Personal Analysis of Leadership

It is expected that students will:

- Increase self-esteem and confidence in preparation for a leadership role
- Identify their role as a leader
- Analyze their contributions as a leader
- Identify real life role models and the leadership qualities they possess
- Reassess their strengths, interests, aptitudes, and values
- Set short term goals and evaluate long-term goals, revising as necessary (in response to change)
- Be able to evaluate their own self-image and identify steps that could be taken to improve their self-image.
- Different leaders will have the opportunity to increase their understanding of their involvement and motivational techniques

Curriculum Organizer: Experiential Learning

It is expected that students will:

- Students will perform a variety of leadership roles in the classroom, school and community

Unit 2: Personal Leadership - 15 hours

Students will move from a general knowledge of the concept of leadership to a specific understanding of their individual leadership styles. A wide range of tools will be used to help students to explore their individuality as leaders; a variety of planning and management skills will be presented to help students cope with the practical demands of leadership.

Curriculum Organizer: Planning, Organizing and Time Management

It is expected that students will:

- Describe various approaches to planning
- Demonstrate an understanding of effective planning
- Demonstrate an understanding of time management and organizational skills
- Demonstrate organizational skills using a variety of formats
- Understand a variety of decision making models
- Demonstrate and apply decision making skills
- Review the process for moral and ethical decision making
- Develop and express appropriate responses to issues or problems
- Understand stress management
- Assess the role of values, ethics and beliefs in decision making
- Develop a stronger sense of social responsibility

Curriculum Organizer: Goal Setting

It is expected that students will:

- Demonstrate and apply short term and year-long planning goals
- Understand the importance of goal setting
- Understand the SMART Principle for goal setting
- Explore and understand the 7 Habits of Highly Effective People

Curriculum Organizer: Individual Versus Group Dynamics

It is expected that students will:

- Examine different roles in group dynamics
- Examine their personal role in group dynamics and in a school and a greater community context
- Identify and understand the functional and non-functional roles of each individual in a group
- Recognize their leadership role and its impact on others in a variety of situations
- Collaborate and consult with others (ie. small group discussion)
- Understand the process of group formation

Curriculum Organizer: Analysis

It is expected that students will:

- Reassess their personal strengths, values, and ethics
- Relate the importance of personal strengths, values, and ethics to a variety of leadership roles
- Increase their awareness of self through a process of self-evaluation exercises
- Evaluate and interpret a variety of current (leadership) issues
- Develop and express personal opinion of current (leadership) issues
- Develop an understanding of leadership without reward and positive action without assured feedback
- Determine their own style of leadership
- Understand and develop their ability to take action in different leadership roles and what those roles require
- Seek opportunities for leadership
- Identify how others (family, friends, teachers, employers) view their leadership qualities / abilities
- Develop a personal mission statement

Unit 3: Communication - 20 hours

Students will be able to understand and apply effective individual and team communication skills as they actively pursue the other units in this course.

Curriculum Organizer: Interpersonal Management

It is expected that students will:

- Demonstrate an understanding of the importance of communication skills for effective leadership (verbal, non-verbal, one-way, two-way, written, and listening)
- Demonstrate an understanding of conflict resolution skills
- Demonstrate and apply problem solving skills
- Develop and express appropriate responses to issues or problems
- Develop and demonstrate enhanced interpersonal skills
- Develop skills of assertiveness and confidence through the exploration of communication models
- Understand and apply a variety of questioning techniques
- Be able to give and accept constructive feedback to / from staff, teacher, administration, peers, self, and community
- Develop self-help skills in the area of coping through the analysis of success / failure and praise / criticism

Curriculum Organizer: Public Speaking

It is expected that students will:

- Develop and demonstrate enhanced public speaking skills (P.A. Announcements, leading others through activities, leading school events, speeches, debating, negotiating, "I Statements", seminars)
- Develop the skills of mediation and delegation through the exploration of communication models

Unit 4: School and Community Relations and Implementation - 30 hours (plus) (Requires out of class time)

Fundamental to the success of student leadership is the development of leadership beyond the classroom and into the school and greater community. Students will be able to demonstrate the planning, implementation, and evaluation of individual / group projects while incorporating marketing, advertising techniques / strategies, and community relations skills.

Curriculum Organizer: School and Community Climate (Spirit and Culture)

It is expected that students will:

- Demonstrate leadership skills through the application and reflection on individual and / or group projects in the classroom and at the school, local or community level
- Demonstrate a variety of marketing and advertising strategies in the promotion of project implementation both at school and in the community
- Learn and apply effective public relation skills
- Increase understanding of techniques used to develop a positive school and community climate
- Complete a variety of in-class, school and community projects
- Use the planning process to design, implement, assess, and evaluate a plan to promote personal, school and community well-being
- Design and implement assessment tools for personal, peer, and teacher evaluation with regard to project planning and implementation
- Understand and practice the formal process for leading meetings using a variety of methods including parliamentary procedures, agendas, minutes, committee structure, introduction to Robert's Rules, as well as informal methods
- Develop skills for planning and budgeting expenses for school or community based activities

Curriculum Organizer: Marketing and Advertising

It is expected that students will:

- Understand and demonstrate a variety of marketing and advertising strategies in the promotion of project implementation at school and in the community
- Learn and apply effective public relation skills

- Assess the influence of mass media and advertising strategies on public opinion
- Understand and demonstrate telephone communications, person-to-person communication, and use of flyers / posters with school and community personnel

Unit 5: Team Building - 20 hours

Students will become familiar with the principles of team building. They will work together in a cooperative and collaborative environment developing the basic skills required to build connections and relationships with others.

Curriculum Organizer: Collaboration

It is expected that students will:

- Demonstrate an understanding of team / group dynamics through the application of collaboration skills
- Demonstrate an understanding of the value of interdependence
- Participate in and facilitate a variety of cooperative games and icebreaker activities

Curriculum Organizer: Building Connections and Relationships

It is expected that students will:

- Analyze their personal role and contributions to team building
- Analyze the impact their participation or non-participation has on others
- Understand and demonstrate relationship building with other groups in the school (staff, peers, custodial staff, clerical staff)
- Apply positive strategies for building and maintaining relationships in the classroom, school, and community

Unit 6: School and / or Community Legacy Project - 20 Hours

This is the summative unit of the course. Students will have the opportunity to work through the identification, planning, implementation, and evaluation process on a meaningful and appropriate project.

It is expected that students will:

- Identify a need for a school or community legacy project
- Relate the school Code of Conduct towards school improvement / legacy
- Design, implement, assess, and evaluate a plan to promote personal, school, and community well-being
- Present their plan for approval by necessary stake holders (teacher, peers, administration, and custodial staff)
- Complete one or more school and / or community legacy projects

Instructional Component:

- Direct Instruction
- Indirect Instruction
- Peer and Partner Instruction
- Interactive Instruction
- Experiential Learning
- Modeling
- Brainstorming
- Discussion
- Group Work
- Independent Study
- Guest Speakers
- Analysis of Commercial Resources (videos, DVDs, books, articles)
- Analysis of Self / Peer Feedback / Performance
- Self, Teacher and Peer Evaluation
- Leadership Theory and Resources

- Portfolios

Assessment Component:

Type of Assessment	Category	Details	Weighting %
Formative		Self and Peer Evaluation / Journaling	10%
		Class Participation	25%
		Written Work / Projects	25%
		Volunteer Service	15%
		Notebook	5%
Summative		School Improvement Project (s)	20%

Learning Resources:

- Videos
- Resource Books
- Conference Material
- CASAA Newsletters / Web site
- BCASAA Newsletters / Web site
- Various Conferences (Provincial, National, Advisor)
- Internet
- NASSP
- Authentic Documents (Magazines, Newspapers)
- CIRA
- Journals and Periodicals