

# BAA Leadership 11

**District Name:** Coquitlam  
**District Number:** SD #43  
**Developed by:** Rhonda Trunkfield  
**Date Developed:** March 2004  
**School Name:** Terry Fox Secondary  
**Principal's Name:** Dan Derpak

**Board/Authority Approval Date:** April 20, 2004

**Board/Authority Signature:**

**Course Name:** Leadership

**Grade Level of Course:** 11

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120

**Prerequisite(s):** None

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

## **Course Synopsis:**

This course offers students the opportunity to learn and practice leadership skills. Students will learn the value of contribution through the volunteer component of the course, which allows students to work with a variety of age groups on projects, activities and events throughout the community. Students will be able to improve their confidence through learning various organizational tactics, effective communication skills, and the adoption of leadership traits that will contribute to their personal growth and successes. Students will also learn the strategies that are necessary to make an effective plan to achieve their goals. Students may have the opportunity to attend a district workshops, retreat and/or conference.

**Rationale:**

The development of leadership capacity in secondary students is key to the culture and organization of schools. Students should be given the opportunity to develop leadership skills as part of their education. The participants in this course will make valid contributions to both the school and local community in the process of understanding the nature of successful student leadership. Leadership opportunities will aid in preparing students for the challenges the next century will present to them.

**Organizational Structure:**

<b>Unit/Topic</b>	<b>Title</b>	<b>Time</b>
Unit 1	Leadership Principles	10 hours
Unit 2	Volunteerism	40 hours
Unit 3	Understanding Self and Others	20 hours
Unit 4	Planning and Implementing Events	20 hours
Unit 5	Building Leadership Skills Through Reflection and Practice	30 hours
<b>Total Hours</b>		120 hours

## **Unit/Topic/Module Descriptions:**

### **Unit 1: Leadership Principles:**

**10 hours**

In this unit students will explore the beginnings of foundations of leadership and examine various leadership models. They will become familiar with the importance of leadership in a variety of situations and be provided with examples of different leadership styles.

#### **Curriculum Organizer - What is Leadership?**

*It is expected that students will:*

- demonstrate understanding of the importance of leadership training in today's world.

#### **Curriculum Organizer - Team Leadership**

*It is expected that students will:*

- demonstrate understanding of the dynamics of team leadership.

#### **Curriculum Organizer - Leadership Styles and Traits**

*It is expected that students will:*

- identify leadership traits, qualities and personalities.

#### **Curriculum Organizer - Leadership Laws**

*It is expected that students will:*

- explore and evaluate certain theories on Leadership and their sociological applications to groups.

## **Unit 2:Volunteerism**

**40 hours**

### **Curriculum Organizer - The Purpose of Volunteerism**

*It is expected that students will:*

- understand the value of volunteerism in their community.
- adapt to a variety of volunteer environments and expectations.

### **Curriculum Organizer - Volunteering in the Community (40 hours)**

*It is expected that students will:*

- develop an understanding of contribution to one's community.
- develop an understanding of working with a variety of leaders.

### **Curriculum Organizer - Personal Organization for a Volunteer Experience**

*It is expected that students will:*

- use an agenda book to post dates, times, contact information and locations for volunteer experiences.
- use appropriate dress for the nature of the volunteer experience.
- develop a professional attitude about their volunteer experience

### **Curriculum Organizer - Volunteer Experiences That Encompass All Ages**

*It is expected that students will:*

- organize volunteer experiences so that they will have the opportunity to work with a variety of age groups in the community (kids, teens, adults, elderly)

### **Curriculum Organizer - Job Shadow Community Leader Program**

*It is expected that students will:*

- commit a minimum of 4 hours working with someone in the community who is in a Leadership capacity.

### **Curriculum Organizer - Journal Reflection**

*It is expected that students will:*

- reflect and report on their volunteer experiences through journal writing.

### **Unit 3: Understanding Self and Others**

**20 hours**

#### **Curriculum Organizer - Organization**

*It is expected that students will:*

- understand the importance of organization of time and detail when in a leadership position.
- apply organizational techniques that can be implemented daily.
- create a personal brochure that will contain goals for various aspects of their life as well as a thorough plan to help them achieve those goals

#### **Curriculum Organizer - Association**

*It is expected that students will:*

- understand the relationship of association and leadership roles.

#### **Curriculum Organizer - Education**

*It is expected that students will:*

- discuss the role of education and life-long learning in one's future.

#### **Curriculum Organizer - Communication ;**

*It is expected that students will:*

- demonstrate various aspects of communication for positive successful leadership.

#### **Curriculum Organizer - Motivation**

*It is expected that students will:*

- demonstrate understanding of other theories of human motivation and how it applies to group of individuals working together towards a common goal.

#### **Curriculum Organizer - Visualization**

*It is expected that students will:*

- apply visualization techniques to help them achieve goals.

#### **Curriculum Organizer - Determination**

*It is expected that students will:*

- discuss techniques to overcome obstacles in order to practice determination as part of their plan to achieve their individual and group goals.

#### **Curriculum Organizer - Conflict Resolution**

*It is expected that students will:*

- understand and practice steps to resolve conflict when it arises in group situations.

## **Unit 4: Planning and Implementing**

**20 hours**

### **Curriculum Organizer - Running Meetings**

*It is expected that students will:*

- understand the importance of meetings and how to run them effectively.

### **Curriculum Organizer - Organization and Purpose of Committees**

*It is expected that students will:*

- define the purpose of a committee.
- demonstrate how to work effectively in a committee structure.

### **Curriculum Organizer - Successful Planning For Events**

*It is expected that students will:*

- use a determined plan for the planning of events.

### **Curriculum Organizer - Promotion**

*It is expected that students will:*

- recognize and use various avenues to promote an event within the school or community.

### **Curriculum Organizer - Post Event Assessment and Reflection**

*It is expected that students will:*

- assess the success of an event with a post event evaluation and reflection.

**Unit 5: Building Leadership Skills through Reflection and Practice**

**30 hours**

**Curriculum Organizer - Virtues Project**

*It is expected that students will:*

- organize and implement a school-wide project.

**Curriculum Organizer - 10-Minute Lessons**

*It is expected that students will:*

- apply organizational techniques to be able to present confidently.
- use creativity in developing presentations.

**Curriculum Organizer - "Don't Sweat the Small Stuff for Teens" - Read, Respond, Reflect**

*It is expected that students will:*

- apply personal reflection and experiences through reflective writing.

**Curriculum Organizer - "Buddy" Project with Elementary School**

*It is expected that students will:*

- plan and participate with a partner to be responsible for organizing and implementing one activity for a primary age class.
- plan and participate with a primary age student on an "ongoing basis" throughout the semester.

### **Instructional Component:**

Written Assignments

Handbooks

Readings and Reflections

Individual and Group Projects

Volunteer Experiences (40 Hours)

Professional Speakers

Videos

### **Assessment Components:**

- Effective formative assessment via:
  - Clearly articulated and understood learning intentions and success criteria
  - Questions posed by students, peers and teachers to move learning forward
    - Discussions and dialogue
  - Feedback that is timely, clear and involves a plan
  - Students are resources for themselves and others – peer and self-assessment
  - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

### **Summative Assessment:**

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

**Learning Resources:**

*The Virtues Project* - Linda Kavelin Popov

*Jump Start Leadership Workbooks* - Volume 1 and 2

*How To Step Up As A Team Leader*

*Don't Sweat the Small Stuff for Teens* - Richard Carlson

*Seven Habits of Highly Effective People* - Steven Covey

*Roberts Rules of Orders*

**Additional Information:**

This course is offered in most of the secondary schools in Coquitlam. Depending on school organization and who is the assigned teacher, this course develops an uniqueness that mirrors the personality and culture of the school.