

**BAA [Student Leadership and Government 10] Framework**

YSTLG 10

**District Name:** Abbotsford

**District Number:** 034

**Developed by:** Linda Pollastretti

**Date Developed:** January 2003

**School Name:** Yale Secondary School

**Principal's Name:** Bruce Nicholson

**Board/Authority Approval Date:** APR - 5 2004

**Board/Authority Signature:** \_\_\_\_\_

**Course Name:** Student Leadership & Government

**Grade Level of Course:** 10

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120

**Prerequisite(s):**

**Special Training, Facilities or Equipment Required:** The director of student activities, or other teachers designated by the principal, shall be the advisor of the student leadership class. All students will be registered subject to the advisor's approval.

**Course Synopsis:** The purpose of this course is to train student leaders in the various aspects of student leadership and to provide regular class time for performance of leadership tasks associated with the office to which each has been elected. Study includes a look at various modes of communication (listening and speaking), working with a group (dynamics and motivation), management skills, self-awareness (self-esteem, assertiveness) plus human relations including making a positive school and community impact.

**Rationale:** The attributes of successful leaders can be identified and taught. The old saying that "leaders are born and not made" does not necessarily hold true. This course is designed to give students the opportunity to learn the ways in which they can become successful leaders in their school and community.

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### Organizational Structure:

Unit	Title	Time
Unit 1	Communication Skills	20 hours
Unit 2	Group Processes	10 hours
Unit 3	Managerial Skills	10 hours
Unit 4	Self-Awareness	20 hours
Unit 5	Human Relations Skills	20 hours
Unit 6	Project Implementation	40 hours
	TOTAL HOURS	120 hours

### Unit Descriptions:

#### Unit 1: Communication Skills

Students will have the opportunity to develop their communications skills. Students will look at listen in a group including empathy, and body language. Students will look at their speaking skills including how to speak with an individual and a large group. Students will develop confidence, ease, and poise. Students will use these skills in their development of their final project.

#### Curriculum Organizer

*The students will have the opportunity to:*

- Improve speaking skills in small and large groups
- Improve listening skills in small and large groups
- Improve group skills necessary to get others to listen
- Increase poise while working in groups
- Increase awareness of the importance of public relations
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#### Unit 2: Group Processes

Students will have an opportunity to look at how groups function including individual importance to group cohesion plus the need to develop conflict resolution skills for effective group processing. In addition, students will address motivation, and effective goal setting within a group setting. Finally, students will learn to debrief their group experiences. Students will use these skills in their development of their final project.

#### Curriculum Organizer

*The students will have the opportunity to:*

- Increase their awareness and effectiveness in group processes and skills as they apply to various situations

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- Increase their understanding of different leadership styles as they apply to various situations
- Increase their understanding of the concepts of conflict resolution
- Increase their ability to apply effective motivation and involvement techniques
- Increase their understanding of effective goal setting
- Increase their understanding of the importance of identifying and utilizing different resources
- Increase their understanding of the concepts of group dynamics
- Increase their understanding of appropriate evaluation and debriefing techniques

### **Unit 3: Managerial Skills**

Students will have to opportunity to develop their management skills including planning and conducting meetings using parliamentary procedures and Robert's Rules. While conducting meetings, students will develop their problem solving and delegation techniques. Student will learn the necessity of having a chain of command and the importance of time management. Students will use these skills in their development of their final project.

#### **Curriculum Organizer**

*The student will have the opportunity to gain an understanding of:*

- The essential elements necessary in planning, conducting and evaluating meetings, skits, assemblies, fund-raisers, and other projects
- Various problem solving techniques
- The value of delegation of authority, involvement techniques, and methods of motivation
- The principles of chain of command
- Time management, task analysis, and pre- and post-time lining
- Respect for establishing procedures, legal parameters, and financial and budgetary management
- Various goal setting and prioritization techniques

### **Unit 4: Self Awareness**

This unit is intended to develop individual students sense of self-including looking at self-esteem, and assertiveness. Primary importance will be places on inventories, and analyzing the inventories to gain a better understanding of self. Students will use these skills in their development of their final project.

#### **Curriculum Organizer**

*The students will have the opportunity to:*

- Increase their self-esteem and self-concept through an increased understanding and awareness of self

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- Increase their understanding of self through self-inventory, values clarification, goal setting, and evaluating experiences
- Increase their skills in areas of assertiveness, risk-taking, conflict resolution, and time management
- Increase their self-help skills in areas of stress management, coping with failure/success, and dealing with criticism/praise

### **Unit 5: Human Relations**

Relationships are the key to true inner and outer leadership. In this unit, students will have an opportunity to look at how and why we value individuals including reinforcement, trust and communications. Students will also have an opportunity to look at their communities, and how to make a positive impact on their school. This unit involves a detailed look at ourselves, and the people and places that surround us. Students will use these skills in their development of their final project.

#### **Curriculum Organizer**

*The students have the opportunity to:*

- Increase their understanding of the values of positive reinforcement, trust, and honest communication
- Increase their awareness of social, cultural, ethnic, and racial diversity, and to increase their ability to deal with such diversity
- Increase their understanding of techniques used to develop positive school and community climates
- Increase their understanding of the lonely/ alienated students and ways to increase their sense of belonging
- Increasing their awareness of good sportsmanship and the ways it can be generated
- Increase their awareness of sexism and sexual equality in leadership

### **Unit 6: Leading by Example - Implementing Projects**

This is the final summative project, which encompasses all the skills and knowledge gained in the course. Students will start from the ground up and develop a project, which will impact their school and community.

#### **Curriculum Organizer**

*The student should:*

- Identify a project (should be related to student's goals and expectations)
- Prepare a project plan (purpose, deliver, timeline, resources, materials, budget)
- Define assessment standards (indicators of success)
- Present and gain approval for project
- Proceed with the project as outlined in the project plan
- Monitor project and make necessary adjustments to project plan

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- Present project (outcomes attained, relationship to goals & objectives)
- Assess the project (process, strategies, recommendations for future improvement)

### Instructional Component:

Active learning  
Direct instruction  
Indirect instruction  
Cooperative learning  
Interactive instruction  
Independent instruction  
Modeling  
Brainstorming  
Group work

### Assessment Component:

Twenty-Five percent (25%) of the grade will be based on evaluations conducted throughout the course. This portion of the course will reflect the ongoing level of achievement within each unit based on work/ assignments from each unit. For example, students will be asked to define their goals through a series of exercises - these exercises will be evaluation for completion and evidence of growth.

Fifteen percent (15%) of the grade will be based on a workbook or logbook of student's ongoing reflections of the materials and content covered in class. The workbook is a continuing collection of student's work during the course divided into assignments, calendar, class notes, and ongoing project work.

Sixty percent (60%) of the grade will be based on a final evaluation of each student's project. Assessment will be based on completion of project including project: proposal, management, completion, assessment and presentation. In addition, informal evaluation of the project will include observations of individual effort, and interpersonal interactions during the instructional period.

### Learning Resources:

Resources	Written By
7 Habits of Highly Effective Teens	Sean Covey
Organizing Student Activities: The Book of Forms	Earl Reum
National Leadership Training Centre: Leadership Curriculum Guide	National Association of Secondary School Principals (NASSP)
Student Council Handbook	NASSP
Building Leaders for Life: A High School Leadership	NASSP

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Class Curriculum	
100 Ways to Build Teams	Carol Scearce
Choose to Lead	Mark Scharenbroich
Group Dynamics for Student Activities	Russell Robinson
Handbook for Student Council Member	Earl Reum
How to Start a Leadership Class	Linda Rogers
Leadership Effectiveness Training	Dr. Thomas Gordon
Leadership and the One Minute Manager	Kenneth Blanchard et al.
Leadership: "Learning by Doing"	Patricia Boss
Skills for Leaders	John Grey
Spirit Works... Turn it On!	Bob Burton
Parliamentary Procedures Without Stress	Roberta McDow
The ABC's of Student Advising	Jan Kurtz
Activities That Teach	Tom Jackson
More Activities That Teach	Tom Jackson
Still More Activities That Teach	Tom Jackson

### Additional Information:

Students will incorporate the contents of units 1-5 and demonstrate these concepts while implementing their project. Projects will be assessed using self evaluation, peer evaluation, teacher rubric / checklist evaluations and a reflection of how the project may be implemented and refined in the future.