

BAA [Student Leadership and Government 11] Framework

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: 11

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 the identification and understanding of various leadership terms and theories, types of leadership, setting goals, and prioritizing, looking at why people get involved and finally, effective problem-solving.

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	Theory – Terms and Concepts	10 hours
Unit 2	Leadership Described	20 hours
Unit 3	Goal Setting	20 hours
Unit 4	Needs Theory	10 hours
Unit 5	Problem Solving	20 hours
Unit 6	Project Implementation	40 hours
	TOTAL HOURS	120 hours

Unit Descriptions:

Unit 1: Terms and Concepts

Students will have the opportunity to look at a variety of terms and concepts that are keys to leadership. Finally, students will compare and contrast the differences between achieved and ascribed and formal and informal leadership. Students will use these skills in their development of their final project.

Curriculum Organizer

The student should:

- Define terms relating to leadership including:
 - Leadership
 - Power
 - Influence
 - Authority
- Distinguish between the following pairs of concepts:
 - Achieved leadership and ascribed leadership
 - Formal leadership and informal leadership

Unit 2: Leadership Described

Students will have an opportunity to look at behaviors of effective and ineffective leadership. Discussion and activities will take place around the concept of situational leadership. Finally, students will have an opportunity to look at strategies used to influence other and apply these strategies to self, and situations. Students will use these skills in their development of their final project.

Curriculum Organizer

The student should:

- Identify and describe examples of leadership behavior demonstrated by:
 - Self
 - Others

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- Propose why leadership may or may not be situational based
- Describe leadership behaviors performed in specific contexts and in specific situations
- Explain why leadership behaviors performed in specific contexts and in specific situations
- Explain why leadership behaviors appropriate in one context or situation may be inappropriate in other contexts or situations
- Describe strategies used by self and others to influence others

Unit 3: Goal Setting

What is a goal and what is an objective? Why are goals important? These concepts and more will be discussed and developed as students look at the “7 Habits of Highly Effective Teens.” Students will use these skills in their development of their final project.

Curriculum Organizer

The student should:

- Define and distinguish between:
 - Goals
 - Objectives
- Identify and explain processes used to set goals and objectives
- Explain and demonstrate brainstorming
- Define the following terms and describe the relationship among goals / objectives and:
 - Motivation
 - Achievement
 - Success
 - Ambition
- Describe strategies and instruments available to assess achievement and success

Unit 4: Needs Theory

Students will have an opportunity to inventory their needs, and then apply them to various need theories. We will discuss why people join groups, and get involved and how to apply these to our own success. Students will use these skills in their development of their final project.

Curriculum Organizer

The student should:

- Identify and describe needs theory (e.g.: Maslow, Herzberg)
- Describe why people may join groups:
 - Clubs
 - Teams
 - Political parties

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- Volunteer groups
- Identify and explain challenges faced by:
 - Leaders
 - Followers

Unit 5: Problem Solving

This unit looks at the need to be an effective problem-solver. Included are strategies, behaviors, and the importance of relationships that include decisions, and feedback loops. Students will use these skills in their development of their final project.

Curriculum Organizer

The student should:

- Identify and explain various models of problem solving
- Explain how models assist the problem solving process
- Describe the relationships among:
 - Problem solving
 - Decision making
 - Feedback/ feedback loops

Unit 6: Leading by Example - Implementing Projects

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

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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 Class Curriculum	NASSP
100 Ways to Build Teams	Carol Scarce
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

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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.