

BAA [Student Leadership and Government 12] Framework

YSLG 12

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: 12

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. Study includes a look at group dynamics including why groups form, leaders and followers and dealing with apathy, leadership theories including different theoretical approaches, and discussion of time and place appropriate styles, taking the lead or when to lead and when to follow, and team building including decision making, consensus building and more.

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.

BAA [Student Leadership and Government 12] Framework

Organizational Structure:

Unit	Title	Time
Unit 1	Group Dynamics	20 hours
Unit 2	Leadership Theories	10 hours
Unit 3	Leadership Styles	20 hours
Unit 4	Taking the Lead	10 hours
Unit 5	Team Building	20 hours
Unit 6	Project Implementation	40 hours
TOTAL HOURS		120 hours

Unit Descriptions:

Unit 1: Group Dynamics

Students will have an opportunity to look at groups processes including why people choose to get involved, roles individuals take within the group, the process of working with others including cooperation and consensus, and finally, a discussion when it is appropriate to lead and when to follow. Students will use these skills in their development of their final project.

Curriculum Organizer

The student should:

- Identify and describe why groups form
- List and describe dimensions of different groups
- Explain group dynamics
- Describe and explain how leaders:
 - Lead groups
 - Evolve in groups
- Explain and demonstrate consensus seeking and conflict management in a group situation
- Describe defense mechanisms found in and among groups
 - Personal defense mechanisms
 - Group defense mechanisms
- Define apathy
- Demonstrate strategies for handling apathy

Unit 2: Leadership Theories

Students will have an opportunity to look at various theories of leadership. We will then discuss how each theory may or may not be appropriate to different situations. For example, why is one theory more appropriate than another? Students will use these skills in their development of their final project.

BAA [Student Leadership and Government 12] Framework

Curriculum Organizer

The student should:

- Identify theories of leadership
 - Classical
 - Contingency
 - Systems
- Describe the key elements of each theory identified
- Describe context in which each theory of leadership was applied
- Suggest contexts in which each theory may be appropriately applied

Unit 3: Leadership Styles

Students will have an opportunity to look at various leadership styles including completing a leadership inventory. Discussion will take place regarding each style and why it may or may not be more effective than other styles. Students will also look at the role of delegation within a group and the challenges and triumphs this entails. Students will use these skills in their development of their final project.

Curriculum Organizer

The student should:

- Explain the concept of "leadership style"
- Identify and explain different styles of leadership
- Describe research on leadership styles
- Explain the purpose of delegation and the challenges faced by leaders when they delegate
- Suggest contexts in which each leadership style may be appropriately used

Unit 4: Taking the Lead

Students will participate in a series of challenges designed to test their group skills and their ability to lead and follow. Skills taught in previous units, will be brought forward and expanded upon as we look at our successful and not-so successful leadership behaviors. Students will use these skills in their development of their final project.

Curriculum Organizer

The student should:

- Demonstrate the ability to lead others to attain a stated goal
- Assess the success of leadership behaviors demonstrated

Unit 5: Team Building

This is an active learning unit developed using Tom Jackson's resources. Through this unit, students will be actively involved in the process of learning through game type

BAA [Student Leadership and Government 12] Framework

activities, which test their innovation and challenge their perceptions. Students will learn the importance of team and develop a sense of self within a team. Along the way discussions will involve decision-making, problem solving, and building consensus. Students will use these skills in their development of their final project.

Curriculum Organizer

The student should:

- Describe the importance of team building
- Identify and describe possible individual behaviors within a team
- Analyze the importance of team work and individuality within a group
- Define synergy
- Describe potential positive and negative effects of achieving synergy
- Describe the relationship among synergy and
 - Problem solving
 - Decision making
 - Consensus building

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/ 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

Independent instruction

Modeling

BAA [Student Leadership and Government 12] Framework

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 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

BAA [Student Leadership and Government 12] Framework

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.