



## Leadership 30L

Locally Developed Course:  
Saskatchewan Rivers School  
Division#119

Tomorrow's leaders are confident and competent students who, through their understanding, appreciation, and application of leadership knowledge, demonstrate the skills and strategies of effective leaders throughout life.

2/8/2012

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## Introduction

Leadership is a concept that good leaders are **made** not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience (Jago, 1982). Leadership can be defined as “a process whereby an individual influences a group of individuals to achieve a common goal.”

While leadership is learned, the skills and knowledge possessed by the leader can be influenced. Attributes or traits, such as beliefs, values, ethics, and character all can affect leadership. Knowledge and skills contribute directly to the *process* of leadership, while the other attributes give the leader certain characteristics that make him or her unique. (Clark, 2010)

This curriculum provides the learning outcomes that Leadership 30 students are expected to achieve by the end of the course. Indicators are included to provide the breadth and depth of what students should understand, know, and be able to do in order to achieve the identified learning outcomes.

## Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan’s Goals of Education. Leadership 30 contributes to the Goals of Education through helping students achieve understandings, skills, and attitudes related to the following:

### *Lifelong Learners*

Students who are engaged in attaining and maintaining optimal well-being learn that leadership is a concept that broadens, extends, and reaches beyond traditional ideas of career education. Throughout Leadership 30, students demonstrate understandings, abilities, and dispositions necessary to learn about Leadership and to apply these learnings in various settings. Applying these new understandings within a variety of personal contexts supports students as lifelong learners.

### *Sense of Self, Community, and Place*

Students who possess a positive personal identity are able to establish and maintain meaningful relationships with others. In Leadership 30, students learn that through relationships they can promote the attainment and maintenance of balance within the physical, psychological, social, spiritual, and environmental dimensions of Leadership. Leadership is a positive approach to living - an approach that emphasizes the balanced and whole being within

### **Rationale:**

Leadership skills are considered a valuable asset by employers.

Students need to be explicitly taught the importance of positive leadership and volunteerism.

Students often do not have an opportunity to gain experience in the areas of leadership, mentorship or volunteerism until after high school. This allows them to begin developing these skills now.

relationships with others. In striving for this balance, students' sense of self, community, and place is strengthened.

### *Engaged Citizens*

Students who build a capacity for active involvement, an ethical sense of personal agency, and connections to the well-being of self, family, community, and the environment will contribute to the sustainability of local and global communities. Making positive and informed decisions for well-being broadens students' understanding of, and responsibility for, stewardship of the natural environment and the well-being of communities.

## **Cross-curricular Competencies**

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies are reflective of the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

### *Developing Thinking*

This competency addresses how people make sense of the world around them. Understanding develops by building on what is already known, and by initiating and engaging in contextual thinking, creative thinking, and critical reasoning through cultural, experiential, and inquiry processes. Leadership 30 is inquiry-based and recognizes the knowledge and abilities that students already possess. Students learn to self-reflect and purposefully seek, evaluate, and apply historical, contemporary, and evolving information to empower themselves as internal leaders.

### *Developing Identity and Interdependence*

This competency addresses the ability to act autonomously in an interdependent world. It requires the learner to develop an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group cohesiveness. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human

Thinking and learning contextually

Thinking and learning creatively

Thinking and learning critically

Understanding, valuing, and caring for oneself

Understanding, valuing, and caring for others

Understanding and valuing social, economic, and environmental interdependence and sustainability

diversity and human rights and responsibilities; and understanding and valuing social and environmental interdependence and sustainability.

### *Developing Literacies*

This competency addresses a variety of ways, including using knowledge and technology, to interpret the world and express understanding of it. Multiple literacies involve the evolution of interrelated skills, strategies, and knowledge that contribute to the development of an individual's ability to participate in attaining and maintaining balance in the home, school, and community. Leadership 30 requires students to use different literacies, including health literacy and career literacy, effectively and contextually to represent and apply understanding about Leadership in multiple, flexible ways.

### *Developing Social Responsibility*

This competency addresses how people contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the ability to participate with others in resulting Leadership opportunities. Leadership 30 supports students in addressing mutual concerns for well-being and applying decisions for individual, family, community, and environmental Leadership.

## **Aim and Goals of Leadership 30**

### *Aim*

The aim of Leadership 30 is a reflection of the K-12 aim of Health Education and Career Education.

The K-12 aim of the Saskatchewan health education curricula is to develop confident and competent students who understand, appreciate, and apply health knowledge, skills, and strategies throughout life.

The K-12 aim of the Saskatchewan career education curricula is to enable all Saskatchewan students to develop essential skills and career management competencies to assist them in achieving their potential as they construct their personal life and work career.

Based upon the K-12 aims of health education and career education, the aim of Leadership 30 is to develop confident and competent students who understand and appreciate and apply leadership knowledge, skills and strategies throughout life.

Representing and applying leadership understanding in multiple ways

Unique gifts result in increased community leadership opportunities

Leadership is a natural extension of the aims of Health and Career Education.

## Goals

Goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject area. Leadership 30 contributes to the achievement of both the K-12 Health Education and the K-12 Career Education goals.

Goal # 1 – Students will explore their self-awareness and their connections between their own leadership styles and values and that of others and understand how it applies to everyday life. [SA]

Goal #2- Students will develop a sense of empowerment to make a difference in their own and other’s lives, within and outside of their communities. [EP]

Goal #3- Students will apply leadership skills that will enable them to have an impact, as they engage themselves as positive role models in their school, community and society. [ES]

## Constructing Understanding through Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry focuses on the development of compelling questions, challenging opportunities, and personal application, to motivate and guide inquiries into concepts and issues related to curriculum content and outcomes.

Inquiry is more than a simple instructional strategy; it is the authentic, real work that someone in the “world of Leadership” might tackle. It is “the type of work that those working in the disciplines actually undertake to create or build knowledge. Therefore, inquiry involves serious engagement and investigation and the active creation and testing of new knowledge.” (Galileo Educational Network, 3011).

Inquiry builds on students’ inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. It provides opportunities for students to become active participants in a collaborative search for meaning, understanding, and change. While memorizing facts and information may be necessary in some cases, it is not sufficient. What is important in Leadership 30 is understanding how to access, make sense of, and apply the reliable and relevant information related to Leadership. Students need to move toward the generation of useful and applicable knowledge - a process

Learning development of overall goals are achieved through multiple outcomes.

*Inquiry* is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children.

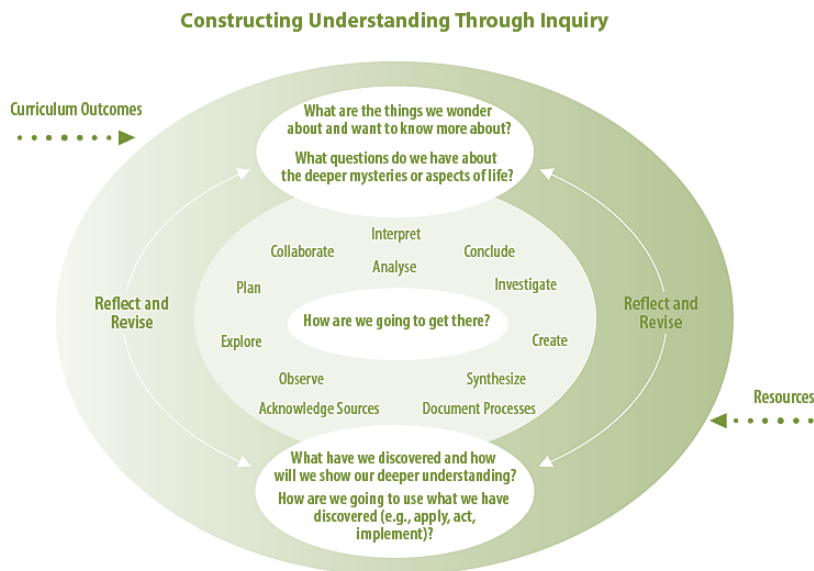
(Mills & Donnelly, 2001, p. xviii, in Wellness 10)

supported by inquiry learning. Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights, and co-construction of new knowledge.

Leadership 30 is taught, learned, and evaluated using an inquiry approach to decision making. Students who are engaged in inquiry:

- construct deep knowledge and deep understanding rather than passively receiving information
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 3007)



## Outcomes and Indicators

Guided by the document *Renewed Outcomes: Understanding Curricula* (Ministry of Education 2010), the outcomes for Kinesiology 30 were developed based on current research and practice to ensure coherence and rigour within the area of study while attaining complementarity across the areas of study within each grade level. Kinesiology 30 outcomes have the four characteristics of effective outcomes:

- are considered by most experts in the discipline a high priority for attaining deep understanding
- represent thinking or behaving like a subject discipline expert within the subject discipline
- require creation using different types and levels of knowledge including factual, conceptual, procedural, and metacognitive (i.e., addresses competency and not just content coverage)
- are expansive enough to encourage and require various ways of knowing and worldviews.

*Indicators* are examples of ways that students might be asked to demonstrate achievement of an outcome. They serve as examples of the type of evidence that teachers would accept to determine the extent to which students have achieved the desired learning results. The set of indicators provided in the curriculum for an outcome:

- provides the intent (depth and breadth) of the outcome
- tells the story, or creates a picture, of the outcome
- defines the level and types of knowledge intended by the outcome
- is not a checklist or prioritized list of instructional activities or prescribed assessment items.

Student learning outcomes identify what students are expected to know and be able to do by the end of the course



Goal # 1 – Students will explore their self-awareness and their connections between their own leadership styles and values and that of others and understand how it applies to everyday life.

**[SA] Self Awareness**

*Outcomes*

**SA 1.1** Analyze and interpret the importance of leadership.

*Indicators*

- a. Students should define leadership through brainstorming and research.
- b. Students should create guidelines as to what makes a good leader.
- c. Predict which type of leader they would choose to become and justify their evaluation.
- d. Students should research a person they consider to have leadership qualities that they admire and be able to justify how they fit the definition of a good leader.
- e. Students should evaluate what qualities they have as a leader and which ones they feel they need to work on.
- f. Students should design some goals they have for themselves regarding leadership

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*Outcomes*

**SA 1.2** Evaluate how leadership affects their everyday lives and work place.

*Indicators*

- a. Describe the hierarchy in a classroom, school and community setting (examples could start with coaches, mayors, chiefs, and principals and interpret the types of leaders they seem to be.
- b. Examine the qualities of people you consider to be leaders and illustrate how their qualities affect their everyday lives.

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*Outcomes*

**SA 1.3** Interpret different types of leadership styles.

*Indicators*

- a. Examine various types of leadership examples through brainstorming and research
- b. Take a leadership style inventory to assess what type of leader you are.
- c. From previously brainstormed lists, decide what type of leader each person fits.
- d. To develop an understanding of different leadership styles and when it may be more appropriate to use one over the other.

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### *Outcomes*

**SA 1.4** Interpret and assess both positive and negative qualities of leadership.

### *Indicators*

- a. Re-examine the qualities that they think a leader should possess
  - b. Recognize and question the characteristics of all types of leaders such as autocratic, democratic and laissez-faire.
  - c. Identify the advantages and disadvantages of the above types of leaders
  - d. Examine the effects of hidden agendas on group interaction
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### *Outcomes*

**SA 1.5** Analyze group dynamics and how it affects the environment.

### *Indicators*

- a. Identify the strengths and weaknesses of a group
  - b. Explain the following terms: co-operation, compromise, delegation and team building.
  - c. Understand that a person's role in a group changes according to the needs of a group.
  - d. To recognize passive, assertive and aggressive behaviours.
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### *Outcomes*

**SA 1.6** Analyze the importance of ethics and etiquette and make connections to leadership.

### *Indicators*

- a. Examine one's own values about proper behavior.
  - b. Brainstorm and research definitions of ethics and etiquette
  - c. Show examples of ethical and unethical behaviors in various situations.
  - d. Analyze scenarios to deduce whether they are ethical or unethical
-

Goal # 2 – Students will develop a sense of empowerment to make a difference in their own and other’s lives, within and outside of their communities.

**[EP] Empowerment**

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*Outcomes*

**EP 2.1** Develop and demonstrate the importance of effective communication.

*Indicators*

- a. Describe and justify the importance of effective communication.
  - b. Identify where communication break downs occur in case studies.
  - c. Demonstrate how communication can get distorted.
  - d. Understand the importance of body language.
  - e. Identify the positive and negative signs of body language in case studies.
  - f. Identify the importance of knowing your audience.
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*Outcomes*

**EP 2.2** Analyze and evaluate both positive and negative aspects of decision making.

*Indicators*

- a. List the steps for effective decision making.
  - b. Identify why the decision making process is important.
  - c. Recognize positive and negative decisions from case studies.
  - d. Analyze how one can be influenced as you make decisions.
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*Outcomes*

**EP 2.3** Design and implement team building strategies.

*Indicators*

- a. The students will be able to identify their role and the roles of their classmates within a team building activity.
- b. List qualities of an effective team member.
- c. List and identify different personality types that could be found within a group, in order to team build.
- d. Justify the importance of delegation.

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*Outcomes*

**EP 2.4** Design and implement constructive problem solving strategies.

*Indicators*

- a. List the steps for effective problem solving
- b. Identify and solve problems in case studies.
- c. Recognize the importance of determining priorities for time management.
- d. Recognize the importance of team input when trying to solve problems.

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*Outcomes*

**EP 2.5** Realize the importance of creating effective goals.

*Indicators*

- a. Design goals that are measurable, realistic and have a timeline.
- b. Critique and refine goals from case studies.
- c. Produce a time bound, personal goal or action plan.

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Goal #3- Students will apply leadership skills that will enable them to have an impact, as they engage themselves as positive role models, in their school, community and society.

**[ES] Engage Students**

*Outcomes*

**ES 3.1** Demonstrate and appreciate various leadership styles and abilities, both in themselves and others.

*Indicators*

- a. Encourage students to define personal philosophies and consider their importance as student leaders.
  - b. Students should create an opportunity to learn, practice, and apply their leadership style/techniques to everyday situations.
  - c. Create a children's leadership story that reflects the varying leadership styles.
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### *Outcomes*

**ES 3.2** Practice and model leadership skills so that they learn to appreciate, develop and express their innate leadership characteristics.

### *Indicators*

- a. Plan and implement school activity to demonstrate their leadership skills during the school year.
- b. Understand the importance of teamwork and cooperation in project planning.
- c. Build cohesive team spirit within a group or organization.
- d. Evaluate your own leadership skills and how they apply to school, work and life.

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### *Outcomes*

**ES 3.3** Implement leadership skills in their everyday lives and work experiences.

### *Indicators*

- a. Design a plan to exhibit one's leadership skills in the school and community.
- b. Provide a positive way to celebrate the completion of a project or the end of the school year.

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### *Outcomes*

**ES 3.4** Explore school-community relationships by interacting with the community.

### *Indicators*

- a. Participated in a teambuilding activity that helps students understand aspects of group process skills. (communication, roles in groups, problem solving)
- b. Volunteer within the community to enhance school-community relations.
- c. Mentor younger students in the community (refs, coaches, Big Brothers, Big Sisters).

# Appendix A: Instructional Resources

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## Print Resources

Above and Beyond: The Newsletter for Advisors and Student Leaders Across Canada. Canadian Association of Student Activity Advisors.

Barry, Bill. The Be Real Game. Canada: Robinson-Blackmore Printing & Publishing, 3000.

Canadian Association of Student Activity Advisors. CASAA Leadership Handbook: Lessons for Students, Resources for Advisors. CASAA, 3001.

Canadian Association of Student Activity Advisors. CASAA Student Activity Sourcebook. CASAA, 3000.

Communication Skills. Career Skills Library, Third Edition.

Leadership Skills. Career Skills Library, Third Edition.

Organizational Skills. Career Skills Library, Third Edition.

Problem Solving Skills. Career Skills Library, Third Edition.

Professional Ethics and Etiquette. Career Skills Library, Third Edition.

Teamwork Skills. Career Skills Library, Third Edition.

Covey, Sean. The 7 Habits of Highly Effective Teens Personal Workbook. New York: Simon & Schuster, 3004.

Ellis, David B. Becoming a Master Student. Rapid City, SD: College Survival, 1994.

Foster-Harrison, Elizabeth S. Energizers and Icebreakers for All Ages and Stages. Minneapolis, MN: Educational Media Corp, 1989.

Jackson, Tom. Activities That Teach. Ottawa: Red Rock Publishing, 1993

Leadership for Students Activities. National Association of Secondary School Principals.

Leadership Lessons – Lessons to Lead By, National Association of Secondary School Principals

More Leadership Lessons – 50 Lesson Plans for Teaching Leadership Concepts and Skills, National Association of Secondary School Principals

Schincariol, David. Start and Run a Profitable Student-Run Business. North Vancouver, BC: International Self-Counsel Press, 1995.

Saskatchewan Student Leadership Handbook. Regina, Sk: Saskatchewan School Trustees Assoc, 1994.

Tindall, Judith A. Peer Power Book 2. Muncie, Ind: Accelerated Development, 1994.

YWCA. Discovering Life Skills: Volumes1-8. Toronto, ON. YWCA of Greater Toronto, 1997.

### **Non-Print Resources**

Bruckheimer, J. (3006) Remember The Titans. (DVD)

Cannon, N. (3007) Drumline.(DVD)

Ellis, David B. Choose Your Conversations and Your Community. Rapid City, SD: College Survival, 1994. (video)

Ellis, David B. Find a Bigger Problem-Or a Smaller One. Rapid City, SD: College Survival. 1994. (video)

Fred, R.N. & Woods, C. (1993) Rudy.(DVD)

Howard, R. (3009) Apollo 13. (DVD)

[www.casaa-resource.net](http://www.casaa-resource.net)

[www.nassp.org](http://www.nassp.org)

[www.geocities.com/sasca.sk](http://www.geocities.com/sasca.sk)

YWCA. Discovering Life Skills: Communicating Assertively. Rapid City, SD: College Survival, 1994. (video)

# Appendix B

Alberta Assessment Consortium Successful Learner Diagram.





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ASCD *Whole Child What Works In Schools*. (n.d.) Retrieved from <http://whatworks.wholechildeducation.org/blog/promoting-physical-activity-and-health-in-schools/>

Blueprint for Life (n.d.) Retrieved from: <http://www.blueprint4life.ca/blueprint/home.cfm/lang/1>

Clark, D. (3010, November 28). <http://www.nwlink.com/~donclark/leader/leadcon.html>. Retrieved from <http://www.nwlink.com/~donclark/leader/leadcon.html>

Ministry of Education. (2010). *Health education 9*. Retrieved from [https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?lang=en&XML=health\\_education\\_9.xml](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?lang=en&XML=health_education_9.xml)

Ministry of Education. (2010). *Career education 9*. (p. all). Retrieved from [https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?lang=en&XML=career\\_education\\_9.xml](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?lang=en&XML=career_education_9.xml)

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