

LOCALLY DEVELOPED COURSE OUTLINE

Leadership, Character ... (2021)15-3

Leadership, Character ... (2021)15-5

Leadership, Character ... (2021)25-3

Leadership, Character ... (2021)25-5

Leadership, Character ... (2021)35-3

Leadership, Character ... (2021)35-5

Submitted By:

The Chinook's Edge School Division

Submitted On:

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Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
15-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10
25-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
25-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10
35-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
35-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10

Course Description

The emphasis of the course is leadership, character development and social responsibility in local and global contexts. The students will demonstrate their understanding of the critical values and attitudes needed to become a leader. There are many types of leaders in today's global society. There are positive and negative leadership styles and students will develop an understanding of these, and when they are appropriate and beneficial to use. Students will actively engage in the delivery and scope of this class by leading various in-class and out of class activities, events, and projects. This engagement will empower students to take a leadership role and apply what they have learned throughout their exploration of leadership. Through this involvement, students will also define their leadership style; including their personal interests, passions, and an understanding of their social responsibilities.

Course Prerequisites

The 15-level course is a prerequisite for the 25-level course, and the 25-level course is the prerequisite for the 35-level course.

Sequence Introduction (formerly: Philosophy)

This leadership course is designed to develop essential leadership knowledge and skills with a focus on the development of character. The course endeavours to develop key values, attitudes, and ethics for leadership and for responsible, global citizenship in the future. The focus of this course is on developing an engaged thinker, ethical citizen, and morally responsible and social individual. Students are able to demonstrate leadership in their own pursuits and show how leaders emerge from a variety of settings. A push for action, change, and impact in a local or global community is a key component.

Student Need (formerly: Rationale)

Leadership, Character ... (2021) 15, 25, and 35 is designed to provide students with an opportunity to develop leadership skills and abilities. Most importantly, students will grow and develop as individuals while making a difference in their local and global community. Students need guided opportunities to learn and grow as leaders and to develop a stronger sense of their social responsibilities.

The classroom environment created is safe, caring, and welcoming. This will in turn nurture a collaborative space, allowing students to grow from taking risks towards developing their own personal leadership style. This approach is unique because students are allowed to pursue individual goals through a variety of diverse experiences. Students will take steps outside of their comfort zone to grow into a global leader.

Within local and global communities, leadership is demonstrated through a variety of connections and practical experiences. Leadership students identify needs based on personal interests and then develop strategies to meet those needs; they dedicate their time to leadership initiatives, which allows them to pursue their passions. Leadership extends the student's sense of community, opens their eyes to their potential, and provides opportunities for them to share their successes. Students begin to see how they can shape events rather than be shaped by them.

Desired competencies for our students include collaboration, critical thinking, problem solving, managing information, creativity and innovation, cultural and global citizenship, communication, and personal growth and well-being. This course provides multiple opportunities for students to meaningfully develop these competencies, which will be assets as they continue as citizens of a globalized world.

One advantage of these courses is the opportunity for local autonomy. Teachers are able to individualize learning experiences for students. The sequence of 15-25-35 offers continuity and opportunities for building leadership competencies year to year. Students are able to develop leadership, social responsibility, and character through intentional scaffolded outcomes. There is a focus on personal leadership in a variety of settings rather than on governance, regulations, and procedures.

The second advantage of these courses is to raise importance on cultural awareness/sensitivity, local and global citizenship, and ethics. Students are able to take action on local and global issues that will provide a unique lens and opportunity for student growth, which is not covered to the same extent by other courses.

Scope and Sequence (formerly: Learner Outcomes)

Empower students to understand leadership characteristics in a local and global context, and develop a sense of active social responsibility.

This Essential Understanding spans the three course levels - 15, 25, 35.

Guiding Questions (formerly: General Outcomes)

- 1 understand leadership characteristics in a local and global context, and develop a sense of active social responsibility. This Essential Understanding spans the three course levels - 15, 25, 35. Guiding Questions 1. How can leadership skills and characteristics be developed?**
- 2 2. How can I develop skills to effectively communicate with others?**
- 3 3. How can social responsibility influence leadership?**
- 4 4. How can I develop personal growth and well being?**
- 5 5. How can I work individually and/or in a group to achieve a common goal?**

Learning Outcomes (formerly: Specific Outcomes)

1 understand leadership characteristics in a local and global context, and develop a sense of active social responsibility. This Essential Understanding spans the three course levels - 15, 25, 35. Guiding Questions 1. How can leadership skills and characteristics be developed?	15-3 15-5 25-3 25-5 35-3 35-5
1.1 Explore what characterizes safe, and developmentally appropriate activities.	X
1.2 Identify what characterizes safe, and developmentally appropriate activities.	X
1.3 Examine what characterizes safe, and developmentally appropriate activities.	X
1.4 Demonstrate an understanding of what characterizes safe, and developmentally appropriate activities.	X
1.5 Demonstrate safe, and developmentally appropriate activities.	X
1.6 Model and demonstrate safe, and developmentally appropriate activities	X
1.7 Demonstrate an understanding of the diversity of leadership, including leadership styles and cultures.	
1.8 Demonstrate an understanding of the diversity of leadership, including leadership styles and cultures, in a variety of situations.	X
1.9 Explore qualities and responsibilities of effective leadership and leaders.	
1.10 Explore and identify qualities and responsibilities of effective leadership and leaders.	X
1.11 Develop a self-growth strategy that includes the development of managing information and time.	
1.12 Develop and manage a self-growth strategy that includes the development of managing information and time.	X

1.13 Demonstrate an ability to make effective leadership decisions.	
1.14 Demonstrate an ability to make multiple effective leadership decisions, in a variety of situations.	X
1.15 Demonstrate an understanding of the meaning and importance of collaboration.	
1.16 Demonstrate an understanding of the meaning and importance of collaboration, in a variety of situations.	X
1.17 Demonstrate an understanding of the skills associated with effective group management.	
1.18 Demonstrate an understanding of the skills associated with effective group management, in a variety of situations.	X
1.19 Explore the impacts of volunteering on a community, in a local and/or global context.	X
1.20 Demonstrate an understanding of the impact of volunteering on a community, in a local and/or global context.	X
1.21 Explore the importance of resiliency through a collaborative environment.	X
1.22 Identify the importance of resiliency through a collaborative environment.	X
1.23 Demonstrate familiarity with a variety of leadership styles and techniques.	X
1.24 Demonstrate a sound understanding of a variety of leadership styles and techniques.	X
1.25 Explore ethics in leadership and the ability to make ethical decisions.	X
1.26 Examine ethics in leadership and the ability to make ethical decisions.	X
1.27 Demonstrate an understanding of ethics in leadership and the ability to make ethical decisions.	X
1.28 Analyze ethics in leadership and the ability to make ethical decisions.	X
1.29 Demonstrate an understanding of the value of public relations and societal pressure.	X
1.30 Demonstrate an understanding of positive and negative value of public relations and societal pressure.	X

1.31 Demonstrate an understanding of how public relations and societal pressure can influence people, events, and activities.	X
1.32 Demonstrate a strong understanding of how public relations and societal pressure can influence people, events, and activities.	X
1.33 Explore conflict resolution strategies.	X
1.34 Demonstrate conflict resolution strategies.	X
1.35 Demonstrate conflict resolution strategies, in a variety of situations.	X
1.36 Demonstrate appropriate conflict resolution strategies, in a variety of situations.	X
1.37 Explore reliability and responsibility as a group member.	X
1.38 Identify reliability and responsibility as a group member.	X
1.39 Demonstrate reliability and responsibility as a group member.	X
1.40 Demonstrate reliability and responsibility as a group member, in a variety of situations.	X
1.41 Conduct and reflect on leadership activities.	X
1.42 Plan, conduct and reflect on a variety of leadership activities.	X
1.43 Plan, conduct, reflect, and act on leadership activities.	X
1.44 Plan, conduct, reflect, and act on a variety of leadership activities.	X
1.45 Build an effective leadership team.	X
1.46 Build and work together as an effective leadership team.	X
1.47 Explore team dynamics.	X
1.48 Explore and understand team dynamics.	X
1.49 Explore and identify a personal leadership philosophy.	X
1.50 Explore and develop a personal leadership philosophy.	X

2 2. How can I develop skills to effectively communicate with others?	15-3 15-5 25-3 25-5 35-3 35-5
2.1 Demonstrate adequate communication skills.	X
2.2 Demonstrate adequate communication skills, in a variety of situations.	X
2.3 Demonstrate strong communication skills.	X
2.4 Demonstrate strong communication skills in a variety of situations.	X
2.5 Demonstrate effective communication skills.	X
2.6 Demonstrate effective communication skills, in a variety of situations.	X
2.7 Utilize technology to communicate.	X
2.8 Utilize technology to enhance communication.	X
2.9 Utilize technology to communicate, in a variety of situations.	X
2.10 Utilize technology to enhance communication, in a variety of situations.	X
2.11 Utilize technology to effectively communicate.	X
2.12 Utilize technology to effectively communicate, in a variety of situations.	X
2.13 Explore the role of social media and how to effectively use social media to achieve a goal.	X
2.14 Identify the role of social media and how to effectively use social media to achieve a goal.	X
2.15 Examine the role of social media and how to effectively use social media to achieve a goal.	X
2.16 Understand the role of social media and how to effectively use social media to achieve a goal.	X
2.17 Analyze the role of social media and how to effectively use social media to achieve a goal.	X
2.18 Evaluate the role of social media and how to effectively use social media to achieve a goal.	X
2.19 Discuss a variety of tools to advertise and market ideas, events, and causes.	X

2.20 Explore a variety of tools to advertise and market ideas, events, and causes.	X
2.21 Examine a variety of tools to advertise and market ideas, events, and causes.	X
2.22 Use a variety of tools to advertise and market ideas, events, and causes.	X
2.23 Analyze a variety of tools to advertise and market ideas, events, and causes.	X
2.24 Evaluate a variety of tools to advertise and market ideas, events, and causes.	X
2.25 Recognize effective communication strategies, using case study analysis.	X
2.26 Recognize effective communication strategies, using multiple case study analysis.	X
2.27 Analyze effective communication strategies using case studies.	X
2.28 Analyze effective communication strategies using multiple case studies.	X
2.29 Demonstrate effective communication skills during stressful and challenging circumstances that demonstrate respect, confidence, initiative, courage and trust.	X
2.30 Utilize effective communication skills during stressful and challenging circumstances that demonstrate respect, confidence, initiative, courage and trust.	X

3 3. How can social responsibility influence leadership?	15-3 15-5 25-3 25-5 35-3 35-5
3.1 Explore a self growth strategy with a focus on self-discipline and effective habits of leadership.	X
3.2 Describe a self growth strategy with a focus on self-discipline and effective habits of leadership.	X
3.3 Use a self growth strategy with a focus on self-discipline and effective habits of leadership.	X
3.4 Manage a self growth strategy with a focus on self-discipline and effective habits of leadership.	X

3.5 Evaluate a self growth strategy with a focus on self-discipline and effective habits of leadership.	X
3.6 Design, use, and reflect on a self growth strategy with a focus on self-discipline and effective habits of leadership.	X
3.7 Explore cultural awareness and sensitivity in a variety of situations.	X
3.8 Examine cultural awareness and sensitivity in a variety of situations.	X
3.9 Demonstrate an understanding of cultural awareness and sensitivity in a variety of situations.	X
3.10 Demonstrate a strong understanding of cultural awareness and sensitivity in a variety of situations.	X
3.11 Demonstrate appropriate cultural awareness and sensitivity in a variety of situations.	X
3.12 Demonstrate cultural awareness and sensitivity in a variety of situations.	X
3.13 Explore socially responsible leadership and influence others to act accordingly.	X
3.14 Examine socially responsible leadership and influence others to act accordingly.	X
3.15 Demonstrate socially responsible leadership and influence others to act accordingly.	X
3.16 Model and demonstrate socially responsible leadership and influence others to act accordingly.	X
3.17 Explore the impact of attitudes and values on leadership.	X
3.18 Examine the impact of attitudes and values on leadership.	X
3.19 Understand the impact of attitudes and values on leadership.	X
3.20 Assess the impact of attitudes and values on leadership.	X
3.21 Explore the role of ethics and integrity in leadership.	X
3.22 Examine the role of ethics and integrity in leadership.	X

3.23 Understand the role of ethics and integrity in leadership.	X
3.24 Assess the role of ethics and integrity in leadership.	X
3.25 Explore a variety of social responsibilities in local and global communities.	X
3.26 Examine a variety of social responsibilities in local and global communities.	X
3.27 Understand a variety of social responsibilities in local and global communities.	X
3.28 Evaluate a variety of social responsibilities in local and global communities.	X

4 4. How can I develop personal growth and well being?	15-3 15-5 25-3 25-5 35-3 35-5
4.1 Explore how positive habits and actions impact perception.	X
4.2 Identify how positive habits and actions impact perception.	X
4.3 Understand how positive habits and actions impact perception.	X
4.4 Examine how positive habits and actions impact perception.	X
4.5 Analyze how positive habits and actions impact perception.	X
4.6 Evaluate how positive habits and actions impact perception.	X
4.7 Explore the importance of goal-setting and prioritizing and apply to practical situations.	X
4.8 Identify the importance of goal-setting and prioritizing and apply to practical situations.	X
4.9 Understand the importance of goal-setting and prioritizing and apply to practical situations.	X
4.10 Examine the importance of goal-setting and prioritizing and apply to practical situations.	X
4.11 Analyze the importance of goal-setting and prioritizing and apply to practical situations.	X

4.12 Evaluate the importance of goal-setting and prioritizing and apply to practical situations.	X
4.13 Explore the importance of initiative and effective habits in accomplishing goals.	X
4.14 Identify the importance of initiative and effective habits in accomplishing goals.	X
4.15 Examine the importance of initiative and effective habits in accomplishing goals.	X
4.16 Understand the importance of initiative and effective habits in accomplishing goals.	X
4.17 Analyze the importance of initiative and effective habits in accomplishing goals.	X
4.18 Examine the importance of initiative and effective habits in accomplishing goals.	X
4.19 Explore essential decision-making and problem-solving skills.	X
4.20 Identify essential decision-making and problem-solving skills.	X
4.21 Examine essential decision-making and problem-solving skills.	X
4.22 Understand essential decision-making and problem-solving skills.	X
4.23 Develop essential decision-making and problem-solving skills.	X
4.24 Demonstrate essential decision-making and problem-solving skills.	X
4.25 Explore how charisma, enthusiasm, and confidence impacts leadership.	X
4.26 Recognize how charisma, enthusiasm, and confidence impacts leadership.	X
4.27 Examine how charisma, enthusiasm, and confidence impacts leadership.	X
4.28 Evaluate how charisma, enthusiasm, and confidence impacts leadership.	X

5 5. How can I work individually and/or in a group to achieve a common goal?	15-3 15-5 25-3 25-5 35-3 35-5
5.1 Explore relationships with others to complete a leadership project.	X
5.2 Explore relationships with others to complete leadership projects.	X
5.3 Build key relationships with others to complete a leadership project.	X
5.4 Build key relationships with others to complete leadership projects.	X
5.5 Strengthen key relationships with others to complete a leadership project.	X
5.6 Strengthen key relationships with others to complete leadership projects.	X
5.7 Plan a personal vision for a leadership project.	X
5.8 Develop a personal vision in a leadership project.	X
5.9 Create and execute a personal vision in a leadership project.	X
5.10 Apply a personal vision to a leadership project.	X
5.11 Explore the ability to motivate others and instill passion.	X
5.12 Understand the ability to motivate others and instill passion.	X
5.13 Demonstrate the ability to motivate others and instill passion.	X
5.14 Demonstrate the ability to motivate others and instill passion, in a variety of situations.	X
5.15 Examine knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group.	X
5.16 Identify knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group.	X
5.17 Use knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group.	X

5.18 Apply knowledge and skills to learn more about their own leadership style and how to lead a larger, more structural group.	X
5.19 Conduct pre-event, event and post event analysis.	X
5.20 Plan, conduct, and reflect, pre-event, event and post event analysis.	X

Facilities or Equipment

Facility

No special facilities required

Facilities:

Equipment

No special equipment required.

Learning and Teaching Resources

No unique learning and teaching resources required.

Sensitive or Controversial Content

No unique sensitive or controversial issues

Issue Management Strategy

Health and Safety

No unique health or safety risk

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similar

- Leadership de Qualité AAA

Identified Overlap/Similarity

- None

Reasoning as to why Locally Developed Course (LDC) is Necessary

- Leadership de Qualité AAA is leadership in a minority culture context.

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Provincial Courses with Overlap and/or Similar

- Advance Governance and Public Policy

Identified Overlap/Similarity

- None

Reasoning as to why Locally Developed Course (LDC) is Necessary

• Advance Governance and Public Policy focuses specifically on governance, public policies, and larger societal issues. Leadership, Character, and Social Responsibility may include government activities, but it is not limited to government activities. Students will be developing and executing skills in a wider variety of situations. This course provides opportunities to develop leadership, character, and social responsibility in a variety of situations, strengthening these skills in students. Students can demonstrate leadership qualities without being in a governance structure.

Provincial Courses with Overlap and/or Similar

- REC2060 Leadership in Recreation and Sport

Identified Overlap/Similarity

- 1.5 plan to create a mastery motivational climate
- 2.4 demonstrate a variety of instructional styles, including direct instruction, indirect instruction and limited instruction
- 2.5 shape communication effectively for audience and activity
- 2.10 demonstrate effective communication strategies
- 6.2 demonstrate personal management skills
- 6.3 demonstrate teamwork skills

Reasoning as to why Locally Developed Course (LDC) is Necessary

• All of the specific outcomes that have overlap between this course and REC2060 Leadership in Recreation and Sport are tailored to specific activities in recreation and sport. While Leadership, Character, and Social Responsibility may include recreational and sport activities, but it is not limited to recreational and sport activities. Students may demonstrate some of these outcomes, but they will be in a wider variety of situations. This course provides opportunities to develop leadership, character, and social responsibility in a variety of situations, strengthening these skills in students.

Provincial Courses with Overlap and/or Similar

- ●WLD3130 Outdoor Leadership

Identified Overlap/Similarity

- ●3.2 demonstrate skill in cooperative group recreational activities
- ●3.3 demonstrate the ability to recognize decisions and establish rules that must be made to enhance the group experience
- ●6.2 demonstrate personal management skills
- ●6.3 demonstrate teamwork skills

Reasoning as to why Locally Developed Course (LDC) is Necessary

- ●All of the specific outcomes that have overlap between this course and WLD3130 Outdoor Leadership are tailored to specific activities outdoors. While Leadership, Character, and Social Responsibility may include some outdoor activities and excursions, but it is not limited to these. Students may demonstrate some of these outcomes, but they will be in a wider variety of situations. This course provides opportunities to develop leadership, character, and social responsibility in a variety of situations, strengthening these skills in students.

Student Assessment

No unique assessments required for this course.

Course Approval Implementation and Evaluation

