



Unit #3: Grade 8 Leadership Day

KEY LEARNING GOALS:

A note from Mr. Parsons...

This is your opportunity to do something to impact the world in a positive way, while aligning with your own personal passions or interests. I hope that this project will demonstrate that even small acts of leadership make an important difference.

Curriculum Expectations:

- Demonstrate the ability to use time-management techniques.
- Analyse the reasons for various attitudes towards change.
- Apply different problem-solving strategies to a variety of management planning challenges
- Demonstrate an understanding of proper leadership techniques in a variety of situations.
- Analyse the factors that contribute to the success or failure of a team.

Summative Grade 8 Leadership Day:

As leaders we have an obligation to demonstrate social responsibility and act when opportunity arises. For this unit summative you are asked to demonstrate your leadership ability through a Grade 8 Leadership Day that promotes a supportive and socially responsible community.

Working with your entire class you are asked to plan, lead, organize and control a day to teach Grade 8's valuable leadership lessons. You must capture the entire process on video and edit the project into a leadership video maximum of 10 minutes. Ensure that your video highlights all of the project expectations listed below.

On the day of your event you will be dismissed from Period 2 and have an entire afternoon to execute your plans at a local elementary school.

Part A: Planning

Summary of the day. What are your plans? What do you intend to teach the Grade 8's? Outline your intended goals for this project?

What do you hope to achieve? What is your criteria for success? How do you intend to accomplish this task with the time frame outlined?

Document the planning process for the project. Capture examples of leadership from planning to execution of this day.

Use a SWOT Analysis in your planning process to determine direction for your project.

Curriculum Expectations
Continued...

- Apply business teamwork skills to carry out projects and solve problems.
- Explain the barriers and obstacles to effective communication (e.g., cultural differences, differences in perception, inappropriate communication)
- Demonstrate an understanding of group dynamics.
- Analyse the importance of planning to the success of an organization.
- Demonstrate appropriate presentation techniques for both groups and individuals.
- Apply business teamwork skills to carry out projects and solve problems.

- Create a time frame plan - focus on demonstrating appropriate time management techniques.
- Meet with Mr. Parsons to discuss your plans and receive approval.
- Your group will be observed by Mr. Parsons during the planning stages and the discussion/approval process. Each student will be evaluated throughout this process based on the strength of leadership that is demonstrated.

Part B: Organizing

- Organize your plans and develop a professional proposal presentation for the Elementary School Principal to receive approval for your plans. Your proposal must contain all of the following and will be submitted for evaluation:
 - A report outlining all the details of your plans for the Principal.
 - A multimedia presentation proposing the learning goals for your Grade 8 Leadership Day.
 - Frame your proposal using Aristotles Modes of Persuasion to convince the Principal that your project ideas meet school policy and are achievable with the given timeframe. If approval is not received you will have to adjust your plans or pitch to another Elementary School Principal. Ensure to consider school liability issues when planning your ideas.

Part C: Leading

- Capture your efforts on video, highlighting the best examples of leadership. What did you achieve? Did you make a difference in the lives of the Grade 8's?
- Did you demonstrate the qualities of great leadership?
- How did your team function? How did your team deal with challenges of this project?
- Document why this issue is important to you and why leaders should care about supporting others. Interview members of the class to capture these moments/thoughts on video.

Part D: Controlling

Each student is asked to submit a report outlining the learning and results achieved throughout this process. You will be evaluated based on your reflection/learning and demonstration of leadership growth/leadership throughout this project.

- What are your results? Outline what you achieved.
- What was the outcome? What impact did you make? Was your team successful? Were you successful?
- Assess your own leadership skills throughout this project? What did you learn? What did you gain?
- What were the major obstacles and challenges throughout the project? Were you able to problem solve? How were the issues resolved? Would you approach it differently if faced with this challenge again?
- What were the most valuable lessons of this project? What can be gained from this project that will support you in the execution of your final BOH event?

Summative Rubric:

In addition to the rubric information below Mr. Parsons will discuss and develop a more detailed rubric with the support of the class - this will ensure all students truly understand how they can achieve success throughout this project. Numerous formative activities will be completed to ensure the each student is prepared for this leadership task.

Part A: Planning

- Evaluation is based on Mr. Parsons observations of leadership demonstrated by each student throughout the in class planning components. In addition the development of ideas will be evaluated when discussed/presented to Mr. Parsons for approval.*
- Do you contribute ideas? Are do you contribute ideas that help to frame develop effective plans?*

Category - Thinking

/10 Marks

Level 1: Uses planning skills with limited effectiveness

Level 2: Uses planning skills with some effectiveness

Level 3: Uses planning skills with considerable effectiveness

Level 4: Uses planning skills with a high degree of effectiveness

Part B: Organizing

Evaluation is based on the “Principal Proposal Report” and a “Multimedia Proposal Presentation”.

Is your report/presentation professional? Well organized? Clear and easy to understand? Does it present effective ways for students to learn about leadership?

Do you outline learning goals and are your plans effective in achieving these learning goals?

Principal Report:**Category - Communication****/5 Marks****Principal Multimedia Presentation:****Category - Communication****/5 Marks**

Level 1: Communicates information and ideas with limited clarity; Uses language, symbols and visuals with limited accuracy and effectiveness; Communicates with a limited sense of audience and purpose.

Level 2: Communicates information and ideas with some clarity; Uses language, symbols and visuals with some accuracy and effectiveness; Communicates with some sense of audience and purpose.

Level 3: Communicates information and ideas with considerable clarity; Uses language, symbols and visuals with considerable accuracy and effectiveness; Communicates with a clear sense of audience and purpose.

Level 4: Communicates information and ideas with a high degree of clarity; Uses language, symbols and visuals with a high degree of accuracy and effectiveness; Communicates with a strong sense of audience and purpose.

Part C: Leading

Evaluation is based on each students demonstration of leadership throughout the day with Grade 8's. In addition a video should be created to highlight your teams leadership strengths throughout this entire projects planning and execution.

Individual Leadership Demonstrated:**Category - Application****/10 Marks****Leadership Video:****Category - Application****/5 Marks**

Level 1: Transfer concepts, skills procedures to new contexts with limited effectiveness.

Level 2: Transfer concepts, skills procedures to new contexts with some effectiveness.

Level 3: Transfers concepts, skills procedures to new contexts with considerable effectiveness.

Level 4: Transfers concepts, skills procedures to new contexts with a high degree of effectiveness.

Part D: Controlling

Evaluation is based on each student's ability to reflect on the leadership lessons from this process. Do they recognize and identify strong leadership connections? Do they effectively draw connections to their experiences and growth throughout this entire leadership project? Is it clear that they learned many valuable leadership lessons throughout this process?

Are the reflections clear, well organized and easy to follow? Are they honest, reflective and directly related to individual learning?

Leadership Reflection Report**Category - Thinking****/10 Marks**

Level 1: Does not appropriately use critical and creative thinking skills; Uses concepts, skills and procedures in familiar contexts with limited effectiveness.

Level 2: Uses critical and creative thinking skills with limited effectiveness; Uses concepts, skills and procedures in familiar contexts with some effectiveness.

Level 3: Uses critical and creative thinking skills with moderate effectiveness; Uses concepts, skills and procedures in familiar contexts with considerable effectiveness.

Level 4: Uses critical and creative thinking skills with a high degree of effectiveness; ; Use concepts, skills and procedures in familiar contexts with a high degree of effectiveness.

Total Mark Breakdown:

Planning Proposal and Development:

/10 Thinking Marks

Individual Mark

Principal Organization Report:

/5 Communication Marks

Group Shared Mark

Principal Organization Presentation:

/5 Communication Marks

Group Shared Mark

Leadership Demonstration:

/10 Application Marks

Individual Mark

Leadership Video:

/5 Application Marks

Group Shared Mark

Final Reflection Report:

/10 Thinking Marks

Individual Mark