Inspired to Influence Leadership Program:
Course Syllabus

Introduction

Successful leaders understand their personal mission, vision and values and work to align their actions accordingly. Their influence comes from a healthy sense of belonging within a community, the development of personal identity and the commitment to contribute to the wellbeing of those in their community. This course is designed to empower students to grow their leadership through instruction, small group discussions, one-on-one mentorship, authentic learning opportunities, project work and volunteerism. Inspired to Influence is a Christian faith-based program and will include Christian faith perspectives.

Broad Areas of Learning

Sense of Self, Community, and Place *(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development, and Spiritual Development)*

The Inspired to Influence Course is designed for students to develop their leadership. This will happen in the context of community. Students will have opportunities to build meaningful relationships in the program, as well as in their own communities through volunteerism. Students will develop empathy and a stronger sense of their personal identity while learning about the diverse perspectives of others in the program.

Lifelong Learners *(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)*

Leaders are learners. Leadership requires metacognition and curiosity as they seek to understand and solve problems that exist in their communities through inquiry. This program will help students cultivate a growth mindset so they can better understand their personal potential and discover ways they can work with others to create thriving communities and become lifelong learners.

Engaged Citizens *(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society, and Growing with Change)*

Leaders have clarity, courage and confidence to bring about positive change for the good of their communities. They understand the interconnectedness of their relationship with self, others and community and take responsibility for and steward their rights and relationships with care, acting as engaged citizens. This leads to the common good of all.

Cross-curricular Competencies

Developing Thinking

Leaders need to develop thinking skills to grasp facts, concepts, procedures and to think reflectively in order to understand their world and creatively develop solutions to problems.

Developing Identity and Interdependence

Students will develop a positive self-concept while engaging in teamwork with a common mission as they grow to understand how their actions can bring about positive change in their community. Students will learn to address their personal needs while caring for the needs of others as they develop both identity and interdependence.

Developing Literacies

Leaders require communication skills to make sense of information and present it to others. Leaders intentionally seek credible information to hold informed opinions and to make informed decisions. Students will develop skills to make sense of diverse literacies, and explore a variety of ways to communicate messages that will have a positive affect on their communities. Leaders need these skills to be successful in an ever-changing world.

Developing Social Responsibility

Leaders aim to positively impact their communities by inspiring and empowering others to move towards their full potential for the good of the community. Leaders create spaces for others to contribute to the common mission of the group consistent with the defined mission, vision, and values of the group. Leaders emphasize that everyone in the community has significant contributions to offer of the group.

Aims and Goals:

The Inspired to Influence Course aims to support students as they grow their sense of belonging in their current community, their sense of personal leadership identity and as they discover how they can best contribute to positively impact their communities now. This course will also help students to imagine what their impact could be in the future as they better understand their own unique interests, giftedness and potential for positive contributions. The course is designed to support the intellectual, social and spiritual development of each student as students are given opportunities to grow through authentic learning opportunities, outdoor learning and place-based learning.

The Course has Three Main Goals:
1. BELONGING - Students will understand the significance of their relationships, and their unique contribution to work towards positive change in their community.
2. IDENTITY – Students will grow their leadership potential by understanding their unique life mission, vision and values, interests and giftedness.
3. CONTRIBUTION - Students will have opportunities to make decisions and take actions to bring about positive change for their communities (independently and collaboratively)

Career & Life Purpose

Students will be equipped and inspired for their future career through class discussions, authentic learning opportunities, and inspirational speakers. Through these opportunities, students will develop their own skills, knowledge and attitudes so they can contribute to enhance the arenas of society where they can best contribute both now and in the future. Students will be exposed to a variety of career opportunities and success stories in government, family, business, media, education, religion and arts and entertainment. Students will grow as leaders while also developing career competencies.

Outcomes

This course is designed to facilitate authentic learning opportunities and provide opportunities for students to practice metacognition. Students will explore their own giftedness while developing a growth mindset and personal motivation as they inquire about how they can contribute to positive change for their community. Students will be developing skills connected to all the outcomes throughout the course.

BELONGING

Relationship Skills
I2I 1.0 Develop social skills, curiosity, and a growth mindset necessary to positively contribute to community

Social Awareness
I2I 1.1 Develop skills and abilities to collaborate with others and harmoniously work together to achieve shared goals for the good of all

Social Awareness
I2I 1.2 Acquire and develop life skills of empathy and self-awareness to experience belonging in a community

IDENTITY

Self (Management) Leadership
I2I 1.3 Analyze the positive and negative attributes of diverse leadership models

Self Awareness
I2I 1.4 Grow a sense of personal leadership identity that can be applied to a variety of contexts

Self Awareness
I2I 1.5 Examine and develop personal strengths and unique giftedness

Metacognition
I2I 1.6 Demonstrate metacognitive skills as a mode of thinking in order to grow a comprehensive understanding of a situation by exploring personal beliefs about a topic.
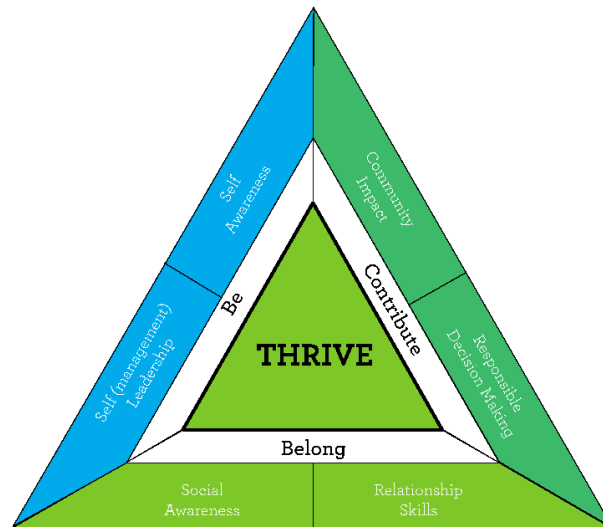
CONTRIBUTION

Community
I2I 1.7 Acquire skills and abilities to take actions to bring about positive change for self, others and society

Responsible Decision Making
I2I 1.8 Acquire and Develop skills to make effective decisions and solve problems for the good of the community

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Outcomes and Indicators

BELONGING	
Relationship Skills I2I 1.0 Develop social skills, curiosity, and a growth mindset to contribute to community positively and respectfully	a. Demonstrate the ability to notice the needs of others b. Analyze Maslow's hierarchy of needs and consider how those impact self-efficacy c. Assess the effectiveness of various modes of communication including oral and written d. Reflect on how to develop a growth mindset e. Demonstrate the ability to include others and support their participation f. Identify how others can contribute to a common goal g. Describe various roles team members might play in order to reach a common goal

	h. Examine social problems and think creatively and collaboratively about possible solutions
Social Awareness I2I 1.1 Develop skills and abilities to collaborate with others and harmoniously work together to achieve shared goals for the good of all	a. Practice active listening and reflect back what was heard b. Describe the importance of considering the perspectives of those who think differently than you do c. Reflect on how bias can be a barrier of positive change within a community d. Identify the ways First Nations, Metis and Inuit leadership models support collaborative efforts e. Demonstrate how various members of a team can take on distinct roles to achieve the best outcome together f. Discuss the necessary character attributes for a leader to collaborate effectively h. Reflect on the personal development associated with one-on-one mentorship
Social Awareness I2I 1.2 Acquire and develop life skills of empathy and self-awareness to experience belonging in a community	a. Demonstrate how peer mentoring and one-on-one mentoring can contribute to new understandings b. Reflect on how hearing the stories of unfamiliar people can build a sense of empathy c. Create a definition of empathy that considers the experiences of others d. Describe the importance of mental health in regards to successful leadership e. Predict how the integrity and moral character of a leader impacts the greater group f. Discuss how personal motivation is developed and cultivated
IDENTITY	

Self (Management) Leadership I2I 1.3 Analyze the positive and negative attributes of diverse leadership models	a. Explain why some styles of leadership empower while others disempower b. Identify which styles of leadership tend to positive impact communities c. Compare and contrast various styles of leadership d. Identify e. Reflect on unique strengths, achievements and giftedness f. Identify personal areas of interest and leadership style g. Compare and contrast transformational and servant leadership
Self Awareness I2I 1.4 Grow a sense of personal leadership identity that can be applied to a variety of contexts	a. Define leadership and develop a personal life mission statement b. Define personal vision and values c. Reflect on how personal behaviors do or do not reflect life mission/vision and values e. Identify social or personal barriers that might prevent personal leadership development
Self Awareness I2I 1.5 Examine and develop personal strengths and unique giftedness	a. Consider various spheres of society and how unique giftedness might best contribute b. Evaluate the impact of technology and social media on the development of personal potential c. Explore resiliency strategies to overcome mental health challenges d. Develop skills to cope with major life setbacks
Metacognition I2I 1.6 Demonstrate metacognitive skills as a mode of thinking in order to grow a comprehensive understanding of a situation by exploring personal beliefs about a topic.	A. Define metacognition and explain the importance of the skill b. Reflect on the importance of fostering diversity within a community c. Compare and contrast knowledge and beliefs

	d. Compare and contrast wisdom and information e. Identify factors that contribute to the wellbeing of an individual and a society
CONTRIBUTION	
Community I2I 1.7 Acquire skills and abilities to take actions to bring about positive change for self, others and society	a. Gather information about the needs of a community b. Assess personal bias c. Define and describe healthy relationships within a community d. Evaluate processes to understand e. Evaluate the impact of giving and generosity in a community f. Predict how different modes of communication might impact a group g. Analyze a variety of event planning procedures and evaluation tools h. Reflect on the personal and social benefits of volunteerism
Responsible Decision Making I2I 1.8 Acquire and Develop skills to make effective decisions and solve problems for the good of the community	a. Reflect on how taking certain actions might positively or negatively affect a group b. Consider a variety of ways to contribute positively to the community c. Evaluate processes to understand community problems d. Identify strategies to gather information to better understand the needs of a group e. Develop a plan with measures of success defined to solve a problem f. Evaluate the effectiveness of a strategy employed to solve a problem g. Demonstrate the ability to set personal and group goals

Assessment: This course is designed to facilitate authentic learning opportunities and inquiring based learning. Therefore, assessment for learning, of learning and as learning will be incorporated throughout the course. Learners will co-construct criteria for success, set their own goals and self-assess throughout the process as they develop leadership skills and competencies.

1. Students will co-construct criteria for success
2. Students will be given feedback throughout the learning process
3. Students and teacher will provide feedback to one another throughout the learning process
4. Learners are active instructional resources for each other, and support each other in taking action and documenting those actions for assessment purposes.
5. Learners own their own learning, and set goals as required in the outcomes. They document and assess their own work to improve their own learning of leadership skills.

A variety of products, observations, and conversations will inform the summative assessment for each outcome of this course. Assessments will assess the outcomes, nothing more and nothing less. Scaffolding tools will be provided and the assessment tool will match the task. Students will be given a variety of ways to demonstrate they have met an outcome.

Foundation Educational Models For This Course:

-Authentic Learning, Inquiry Based Learning, Place-Based Learning & Outdoor Education

The Program Will Include:

-Leadership Sessions (Volunteerism, citizenship, communication, teamwork, goal setting, personal values, exploring unique giftedness)
-Mentorship (Peer mentorship and one on one leadership mentoring from an Inspire Volunteer Mentor)
-Team Building/Confidence Building Activities (Outdoors)
-Presentations from Inspiring Leaders (Working in various spheres of society)

Inspired to Influence Program Description: Students who participate in the Inspired to Influence Leadership Program will experience mentorship, volunteer opportunities, develop their communication skills, teamwork, goal setting, personal values, and grow their unique giftedness. They will also develop life skills such as decision making, problem solving, empathy and self-awareness. Through the course, students will develop a strong sense of belonging, identity and have opportunities to contribute to their communities to bring about positive change.

Resources:

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