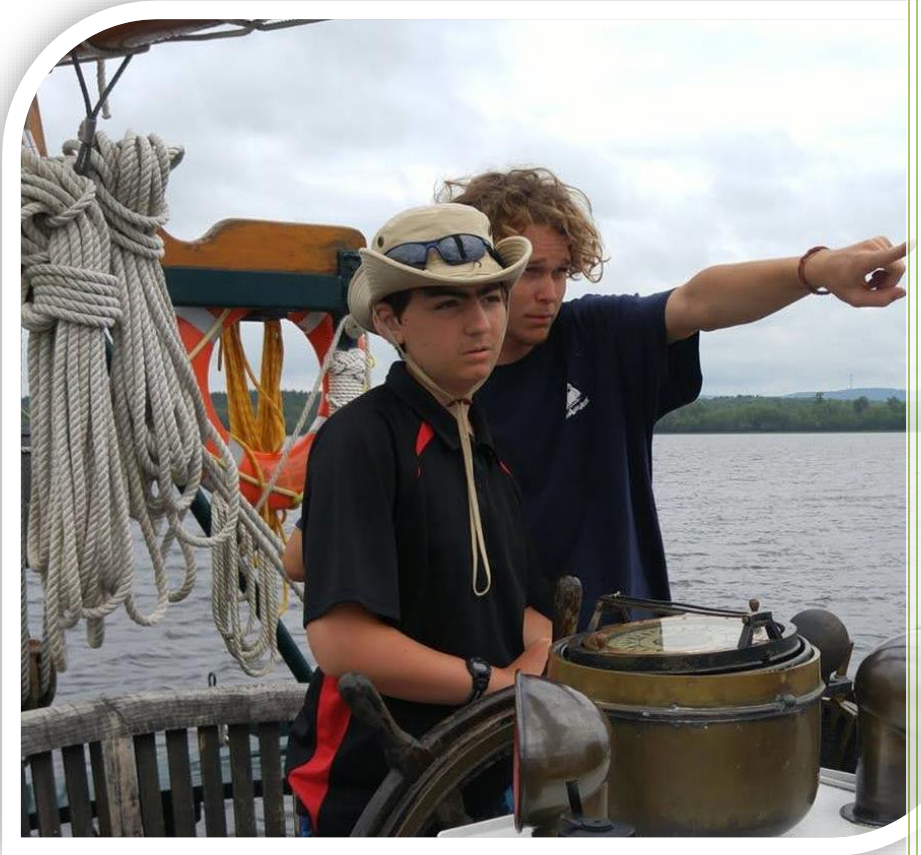




Bytown Brigantine Academy

20/21



Course of Study: Sail into LeaderSHIP (GPP₃O)

"Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So, throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover." ~Mark Twain



Course Details

Name of School:	Bytown Brigantine Academy
Department:	Guidance and Career Education
Course Developer:	Lindsay Cumming, Instructor
Course Development Date:	Summer, 2015
Course Revision Date, Reviser:	September 2020, Lindsay Cumming
Course Title:	Sail into LeaderSHIP
Ministry Course Code, Grade, Type:	GPP30, Grade 11, Open
Credit Value:	1
Prerequisites:	None
Curriculum Policy Documents used in the Development of the Course	Guidance and Career Education (2006) Growing Success (2010) First Nations, Métis, and Inuit Connections: Scope and Sequence of Expectations Resource Guide (2016)

Course Description

This course will be following a hybrid model of instruction, with part of the instruction time being done in person, and part online. In-person instruction will normally happen at the Bytown Brigantine headquarters in Ottawa, but may take place in other locations, and will take place once a month on a Saturday and Sunday. Online instruction will happen once each week on a weekday evening.

This course prepares students to act in leadership and peer support roles. Students will work on skills that are essential on-board ship and applicable throughout their lives. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.



Overall Curriculum Expectations

Personal Knowledge and Management Skills

By the end of this course, students will:

- explain how their personal characteristics and acquired skills may affect their interactions with others in leadership and peer support roles.
- identify the characteristics of an effective leader and use these to evaluate their own leadership and peer support capabilities.
- identify and apply the personal-management skills and characteristics required to succeed in leadership and peer support roles.
- identify and apply effective teaching and learning strategies and resources to help others through leadership and peer support roles.

Interpersonal Knowledge and Skills

By the end of this course, students will:

- use strategies that promote positive interpersonal relationships as they pertain to leadership and/or peer support.
- demonstrate effective use of communication skills in a variety of settings.
- apply theories related to group dynamics and leadership in various situations.
- explain how community dynamics affect leadership and peer support roles.

Exploration of Opportunities

By the end of this course, students will:

- describe, on the basis of research, the range of leadership and peer support opportunities in the school and the community, and identify those to which they are most suited.
- demonstrate the ability to design and implement a plan or program that addresses needs identified in the school or the community.
- identify a range of careers and postsecondary options requiring skills in leadership and peer support.



Outline of Course Content

Unit 1 Understanding Leadership and Communication	40 hours
Unit 2 Discovering Your Authentic Leadership	40 hours
Unit 3 Jobs and Leadership in the Community	30 hours
TOTAL	110 hours

Unit 1: Understanding Leadership and Communication

In this introductory unit on experiential education, students will be introduced to the syllabus, class expectations and rules. They will identify common myths and misunderstandings about leadership and become familiar with definitions of leadership and will work together to create their own. In addition, they will learn and demonstrate various leadership styles, and will explore the importance of clear communication to leadership. They will explore strategies for team management and effective delegation.

In the area of communication, students will understand the importance of empathy, sympathy and active listening, develop basic principles for effective communication techniques such as responding appropriately and providing constructive feedback and will understand the relationship between effective communication and expressing and managing emotions. At the end of this unit students will explore the value and challenges of diversity in leadership.

Students will gain an understanding of group dynamics by becoming familiar with Tuckman's Model of Group Dynamics within the students' own group and will be able to accurately identify the stages. They will learn and implement strategies for maximizing group efficiency. Students will learn and demonstrate both negative and positive influences of power in leadership, know their rights in leadership roles and also when working or participating in a group under another leader. Students will learn the importance of positive relationships to successful leadership.

Unit 2: Discovering your Authentic Leadership

In this unit, students will cultivate self-awareness through an understanding of intelligence, personality and motivation. They will explore their own character traits and personality characteristics using a Myers-Brigs personality test and will describe how culture, media, family, etc., have influenced their motivation, leadership and peer support roles. Students will identify elements that contribute to building positive self-esteem, sources of pressure on adolescents and strategies to deal with these pressures. Students will explore how to handle stressful situations safely and effectively

In addition, they will learn about the world's best (and worst) leaders and will compare common leadership traits. Through this they will create their own leadership statement, assess their own leadership ability and potential, describe and understand challenges to effective learning and goal achievement, describe various learning styles, identify their own dominant learning style and



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learn strategies for supporting people with varied learning styles, and learn links between experience in leadership and personal success.

Students will also learn strategies for managing conflict. They will explore the different ways conflict arises and presents itself in a variety of settings, and how to mitigate the negative influences of conflict. They will experiment with conflict resolution models in real and imagined situations through active learning and role-play.

Unit 3: Jobs and Leadership in the Community

In this unit, students will explore the role of Leadership in the workplace, and the different kinds of leadership needed in different positions. Students will explore different jobs that appeal to them and describe the nuances of the leadership styles that are most effective in those positions. Students will experiment leading and organizing a team of their peers through a variety of simulated and real scenarios. Students will assist their peers in organizing, establishing, and creating an art gallery in which their peers can exhibit their work.

Students will learn the importance of safety in the workplace. They will learn strategies for mitigating risk in the work environment and develop critical thinking skills required for keeping an environment safe as they are shown how to load and fire traditional black-powder cannon. They will research the importance of safety-focused leadership to a workplace environment and decide how to emphasize safety in their own leadership styles. Students will be familiar with principles and protocols of privacy and confidentiality.





Teaching and Learning Strategies

Teachers are encouraged to use a variety of teaching strategies in order to address the learning needs of the students. Selections from the following will be used with a focus on experiential or practical strategies.

Teaching & Learning Strategies	
• Media Presentations	• Individual Conferences
• Demonstrations	• Brainstorming
• Debates	• Role Play
• Experiential / Active Learning	• Peer Tutoring
• Problem-Based Learning	• Peer Editing
• Service Learning	• Films, Videos
• Team-Based Learning	• Assignment Writing
• Case Study Analysis	• Creative Writing

Strategies for the Assessment and Evaluation of Student Performance

It is important within the scope of this course that assessment and evaluation strategies are varied, and experience based.

Assessment and Evaluation Strategies	
• Leadership in Practice	• Discussion
• Final Exam	• Journals & Reflection
• Leadership Goals	• Group Dynamics
• Teamwork	• Goal Setting



Considerations for Program Planning

Bytown Brigantine Academy commits itself to providing lasting and meaningful change in our students. To honour that commitment, educators must be sure that the course is taught to emphasize a direct relationship between the learning material of this course and the world outside of the school. Students need to be able to practically apply theoretical concepts throughout the course, building confidence and ability in order to adapt them to real-world situations.

Pre-boarding student reflection and submission of their thoughts of leadership and careers as they relate to leadership will assist with understanding the interests and strengths of each student.

When teaching this course aboard ship, factors such as facilities, weather, schedules, interactions with outside agencies and equipment will influence the program structure. The structure of the course is such that it can be taught in a variety of formats, and units may be taught in overlapping lessons in order to best accommodate the nature of the course.

This course will also include the additional curriculum expectation outlined within the *First Nations, Métis, and Inuit Connections: Scope and Sequence of Expectations Resource Guide (2016)*: Personal Knowledge and Management Skills -Leadership Qualities:

– research and identify the leadership qualities and styles of a diverse range of people, including Aboriginal individuals, in leadership and support roles (e.g., in sports, politics, community, and/or school)

Each unit of the course can be modified in instruction, assessment and evaluation to address the learning needs of students, or students identified as exceptional according to their Individual Education Plan (IEP). Students over the age of 18, or parents/guardians who believe their student may require accommodation should contact the school upon registration in order to notify the instructor.

Accommodation to curriculum, instruction, assessment, and evaluation may include, but is not limited to; a modified workload, options for recording or reporting work such as drawings or diagrams, assessment adapted to learning strengths, designated scribe, use of recording devices and more time for completion of activities.

Integration into the regular classroom is a primary consideration in the placement of exceptional pupils. The teacher is expected to be acquainted with students' Individual Educational Plans (IEPs) and the unique learning characteristics of the individual student and to make necessary accommodations. The subject teacher should meet with any special education staff to discuss the specific IEP accommodations. The following is a list of strategies suggested to assist exceptional students:

- Meet with students one-on-one to discuss strategies that the student feels help him/her to be successful.
- Set up groups to provide peer support.
- Make use of a variety of teaching strategies to address various ability levels and learning styles.



- Students' roles within groups may be assigned based on strengths and weaknesses.
- Notes may be photocopied for the student who experiences difficulty making comprehensive, legible notes. The student should be encouraged to highlight photocopied notes and/or make jot notes to promote understanding.
- Allow for extra time on tests requiring written answers.
- Reduce the amount of reading material, present material on tape, or provide alternate reading material.
- Encourage the use of spell and grammar check for written assignments.
- Reduce the quantity of work while retaining the demand for quality for the student who is unable to complete assignments, e.g., assign only the even numbered questions.
- Provide written guidelines or a template, chart, or rubric model to allow the student the opportunity to visualize the end product.
- Allow the student to videotape his/her presentation or find alternative ways of presenting, e.g., to the teacher and/or resource teacher or to a small group, rather than presenting in front of the class.
- The student may use a tape recorder to tape the presentations.
- Read instructions aloud.
- Use checklists for completion of assignments.
- Model necessary skills.
- The student may have to complete the practical component of the course outside of the regular school timetable (e.g., evenings, weekends, summertime)
- The gifted student may be given more flexibility and input with assignments.
- As an option to the regular class assignment, the gifted student may be given independent projects.
- The gifted student may be encouraged to use his/her knowledge and skills as a tutor and/or mentor.
- The teacher needs to be sensitive and aware of prior learning experiences.
- Be sensitive to the fact that many ESL/ELD students may require some of the accommodations listed.

For students for whom English is an additional language, the program will be adapted in keeping with the recommendations of *Many Roots, Many Voices* (2005). These recommendations include:

-Modification of some or all of the course expectations, based on the student's level of English proficiency.

-Use of a variety of instructional strategies (e.g., extensive use of visual cues, manipulatives, pictures, diagrams, graphic organizers; attention to clarity of instruction; modelling; previewing of textbooks; pre-teaching of key specialized vocabulary; encouragement of peer tutoring and class discussion; strategic use of students' first languages where possible).

-Use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, culturally diverse materials).

-Use of assessment accommodations (e.g., granting of extra time; use of alternative forms of assessment, such as oral interviews, learning logs, or portfolios; simplification of language and instructions).



Resources

Teachers will be using the following resources:

- Maslow's Hierarchy of Needs
- Gardiner's Multiple Intelligences
- Book: The Endurance: Shackleton's Legendary Antarctic Expedition
- Book: Leadership & Self-Deception, Arbinger Institute
- Movies: Master & Commander, The Devil Wears Prada
- Senior crew members for training sessions
- Bytown Brigantine Sail Training Logbook
- Louisbourg Fortress, Hiring into Leadership positions
- Real-world situations, i.e., organizing a gallery, taking charge of a ship

Material Resources:

- Laptop
- Projector & Cables
- Journals for each student

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