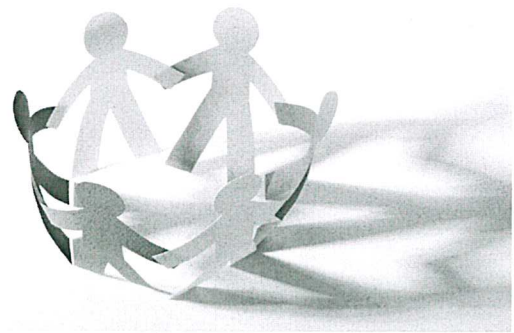


GPP30 Summative Project

This project is worth 30% of your final grade. You can choose the task that best suits your learning style and personal management strategies. As you complete your project, make sure to reflect on what you've learned throughout the course about communication skills, interpersonal relations, teamwork, conflict management; and how leaders apply those skills.

Expectations

- 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.
- 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.
- 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.



Choice #1

This is an opportunity to showcase your leadership skills in a hands-on way. You will seek out a volunteer position in which you can design and implement an activity for contributing to your school &/or community. If this is your choice, your supervisor will evaluate your performance. You must submit a report and reflection to Ms. Lebel after performing your activity.

Examples of Leadership Activities: Coach a sport, lead an activity (make a craft, prepare a meal, perform a talent) at a daycare, church, community library, or retirement home, shovel driveways for seniors, peer tutoring, fundraising, create a video to introduce a skill or lesson, etc.

Choice #1 must meet the following requirements:

- A minimum of 1 hour “Community Involvement” (attached form)
- Approved, supported, & evaluated by volunteer supervisor (attached form)
- Activity chosen is appropriate for group’s ability and time availability (due Jan13)
- Directions/handouts (if needed) are copied and ready for group participants
- Leadership Activity Report
 - Minimum 500 words
 - Description of activity (include photos)
 - Highlight careers that are connected to your volunteer activity
 - Outline leadership skills (interpersonal relations, organization strategies, communication skills, conflict management, etc.) you used during your activity.
- Course Reflection (see page 4)

Deadlines:

| | |
|---------------------|--|
| Jan 9, 2017 | Communicate to Ms. Lebel which choice you are selecting. |
| Jan 13, 2017 | Obtain approval from Ms. Lebel for your planned leadership activity. |
| Jan 19, 2017 | Choice 1 volunteer experience must be completed. |
| Jan 23, 2017 | Optional draft due at end of class; feedback provided next day and final project extended to January 27. |
| Jan 25, 2017 | Final Project DUE. |

Choice #2

This is an opportunity to conduct research on an Inspirational Leader of your choosing.

Examples of Inspirational Leaders: Jeff Bezos, Angela Merkel, Aung San Suu Kyi, Pope Francis, Tim Cook, John Legend, Christiana Figueres, Paul Ryan, Ruth Bader Ginsburg, Sheikh Hasina, Nick Saban, Huateng “Pony” Ma, Sergio Moro, Bono, (Stephen Curry and Steve Kerr), Bryan Stevenson, Nikki Haley, Lin-Manuel Miranda, Marvin Ellison, Reshma Saujani, Larry Fink, (Scott Kelly & Mikhail Kornienko), David Miliband, Anna Maria Chávez, Carla Hayden, Maurizio Macri, (Alicia Garza, Patrisse Cullors, & Opal Tometi), Chai Jing, Moncef Slaoui, John Oliver, Marc Edwards, Arthur Brooks, Rosie Batty, (Kristen Griest & Shaye Haver), Denis Mukwege, Christine Lagarde, Marc Benioff, Gina Raimondo, Amina Mohammed, Domenico Lucano, (Melinda Gates & Susan Desmond-Hellmann), Arvind Kejriwal, Jorge Ramos, Michael Froman, Mina Guli, Ramón Mendéz, Bright Simons, Justin Trudeau, Clare Rewcastle Brown, Tshering Tobgay
(<http://fortune.com/worlds-greatest-leaders/>)

Choice #2 must meet the following requirements:

- Inspirational Leader is selected and approved by Ms. Lebel (due Jan13)
- Inspirational Leader Report (<http://www.wikihow.com/Write-a-Biographical-Sketch>)
 - Minimum 1,000 words
 - Who are they, When were they inspirational, Where are they inspiring, What are they leading, & Why are they inspirational
 - Explain how some factors (culture, personal experience, media, etc.) have motivated them to become a leader
 - Speculate on the Communication Skills they would need to use on a daily basis
 - Specify their Leadership Style and how it makes them an effective leader
 - Specify their Conflict Management Style based on a conflict/challenge they have overcome
 - Describe how their life can inspire you to improve your leadership and peer support skills in future courses or in the workplace.
 - BIBLIOGRAPHY! Do NOT copy-n-paste.
- Course Reflection (see page 4)

Deadlines:

| | |
|---------------------|--|
| Jan 9, 2017 | Communicate to Ms. Lebel which choice you are selecting. |
| Jan 13, 2017 | Obtain approval from Ms. Lebel for the leader you are researching. |
| Jan 23, 2017 | Optional draft due at end of class; feedback provided next day and final project extended to January 27. |
| Jan 25, 2017 | Final Project DUE. |

Course Reflection

You must write a minimum 600-word course reflection. What should the reflection contain?

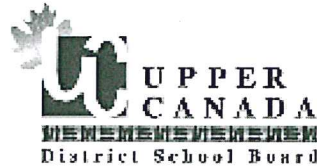
- Discuss what *you have learned* during the course (review expectations on page 1) and how it will assist you in achieving further academic and work related goals.
- Include *your strategies* for capitalizing on your strengths and overcoming your weaknesses in order to become a successful leader.
- *Your feedback* about the structure of the course. What did you like? What did you not like? If you could recommend a change in the course, what would it be?

Privacy ****READ THIS CAREFULLY****

In your reflection please DO NOT refer to your peers by name when commenting on specific events that involve them. Use alternate names, or simply refer to them as Student X or Student Y.

Your reflection will be marked according to this rubric:

| Criteria | Level 4 | Level 3 | Level 2 | Level 1 |
|---|---|---|---|--|
| Knowledge/Understanding Key concepts are mentioned in your reflection: <input type="checkbox"/> Skills that make an effective leader <input type="checkbox"/> Leadership styles <input type="checkbox"/> Communication barriers <input type="checkbox"/> Time management <input type="checkbox"/> Confidentiality & Privacy Issues <input type="checkbox"/> Strategies for peer support <input type="checkbox"/> Individual's unique characteristics (personal leadership) | Highly effective All key concepts included | Considerable understanding All key concepts are included | Some understanding &/or 1 or 2 missing key concepts | Limited understanding &/or Missing some key concepts |
| Thinking/Inquiry Reflection demonstrates use of processing skills while integrating key concepts with personal experiences to form conclusions. Ideas are supported with evidence. Future recommendations are realistic. | Highly effective Additional research is evident | Considerably effective | Somewhat effective | Limited |
| Communication Appropriate vocabulary & terminology is used throughout your reflection. Your ideas are clearly expressed. Please write in full sentences and use paragraphs to separate concepts. | Extremely well-written with complete clarity | Easy-to-understand Uses vocabulary from course | Weak vocabulary, some grammatical errors causing confusion | No course terminology. Very hard to understand or follow flow of thoughts. |
| Application Reflection makes connections between course content and your personal academic & career path. | You know yourself very well & apply key concepts to your life | Considerably effective at connecting key concepts to yourself | Somewhat effective | Course content is weakly linked to yourself |



Community Involvement Form

(To be used for all activities related to the completion
of the 40 hours of community involvement)

| | | | |
|---|---------------------|---------------------------------|--|
| Student Name: | | School and School Phone Number: | |
| Planned Activity | | | |
| Supervisor: | | Phone Number: | |
| Location: | | | |
| Description of Planned Activity: | | | |
| # of hours: | Date of Completion: | Supervisor Signature: | |
| Is the activity on the Upper Canada District School Board's list of approved activities? <input type="checkbox"/> YES <input type="checkbox"/> NO <u>If you checked NO, you must obtain the Principal's signature (below) before starting the activity.</u> | | | |
| Principal's signature : | | | |
| Student Signature: | | Date: | |
| Parent Signature: | | Date: | |

Insurance

The Board's liability insurance will protect the students and community sponsors for liability law suits for damages or injuries to a third party that may arise from the student's volunteer activities during the required 40 hour period.

Please Note:

- Board liability insurance does not cover the Community Sponsor for lawsuits that arise from their negligence or for student injuries in the workplace. Sponsors are responsible for ensuring that their own liability insurance is in place.
- Students and parents are encouraged to purchase Student Accident Insurance, available in the schools each September.
- Boards expect Community Sponsors will provide students with safety instructions, safety equipment (if necessary), training and supervision of students.

Volunteer Supervisor Evaluation Form

| | | |
|--|--|--|
| ATTITUDE <ul style="list-style-type: none"> <input type="checkbox"/> 4-Outstanding interest in supporting peers and shows enthusiasm. <input type="checkbox"/> 3-Good interest and enthusiasm. <input type="checkbox"/> 2-Satisfactory level of interest and enthusiasm. <input type="checkbox"/> 1-Definitely no interest or enthusiasm. | INITIATIVE <ul style="list-style-type: none"> <input type="checkbox"/> 4-Self-starter. Proceeds well on his/her own. <input type="checkbox"/> 3-Proceeds independently in most matters. <input type="checkbox"/> 2-Does all assigned work. <input type="checkbox"/> 1-Must be told frequently what to do. | DEPENDABILITY <ul style="list-style-type: none"> <input type="checkbox"/> 4-Completely dependable. <input type="checkbox"/> 3-Usually dependable. <input type="checkbox"/> 2-Sometimes neglectful or careless. <input type="checkbox"/> 1-Unreliable. |
| ORGANIZATION & PLANNING <ul style="list-style-type: none"> <input type="checkbox"/> 4-Always plans, organizes and uses class time effectively. <input type="checkbox"/> 3-Usually plans, organizes and uses class time effectively. <input type="checkbox"/> 2-Sometimes fails to plan, organize and use time effectively. <input type="checkbox"/> 1-Disorganized. Fails to plan and use class time effectively. | COLLABORATION SKILLS <ul style="list-style-type: none"> <input type="checkbox"/> 4-Works exceptionally well with others. <input type="checkbox"/> 3-Works well with others. <input type="checkbox"/> 2-Sometimes has difficulty working with others. <input type="checkbox"/> 1-Works poorly with others. | MATURITY/PROBLEM SOLVING <ul style="list-style-type: none"> <input type="checkbox"/> 4-Above average maturity, common sense and problem solving skills. <input type="checkbox"/> 3-Good maturity, common sense and problem solving skills. <input type="checkbox"/> 2-Can apply maturity, common sense and problem solving skills to routine situations. <input type="checkbox"/> 1-Often immature and uses poor common sense and problem solving skills. |
| RESPONSE TO SUPERVISION <ul style="list-style-type: none"> <input type="checkbox"/> 4-Expresses appreciation and takes action on suggestions and criticism by host teacher. <input type="checkbox"/> 3-Willingly accepts suggestions and criticism. <input type="checkbox"/> 2-Reluctantly accepts suggestions and criticism. <input type="checkbox"/> 1-Ignores and/or resents suggestions and criticism. | ADAPTATION TO YOUR CLASS <ul style="list-style-type: none"> <input type="checkbox"/> 4-Excellent. <input type="checkbox"/> 3-Good. <input type="checkbox"/> 2-Adequate. <input type="checkbox"/> 1-Poor. Refuses to recognize formal procedures and rules. | ATTENDANCE <ul style="list-style-type: none"> <input type="checkbox"/> Regular <input type="checkbox"/> Irregular PUNCTUALITY <ul style="list-style-type: none"> <input type="checkbox"/> Regular <input type="checkbox"/> Irregular |
| OVERALL PERFORMANCE <ul style="list-style-type: none"> <input type="checkbox"/> Outstanding (90-100%) <input type="checkbox"/> Very Good (80-90%) <input type="checkbox"/> Good (70-80%) <input type="checkbox"/> Adequate (60-70%) <input type="checkbox"/> Marginal (50-60%) <input type="checkbox"/> Unsatisfactory (below 50%) | ADDITIONAL COMMENTS: | |