

Welcome to Waterloo-Oxford SAC Leadership 2018-2019

And so, my fellow Crusaders: Ask not what your school can do for you – ask what you can do for your school...Ask not what W-O will do for you, but what together we can do for the freedom and happiness of all who walk our halls.

- Jeff Gerber, borrowing heavily from John F. Kennedy

Since the birth of our school in 1955 a group of students have come together to provide a vast variety of engaging experiences and awesome activities to enrich their school community. This strong tradition continues to this day and we are thrilled to welcome you to the wonderful world of W-O Student Activities Council ☺

Our school motto, of course, is “Carpe Diem”, which means “Seize the Day.” The essence of our motto is that as Crusaders we are to make the most of each day, make each day count, and capitalize on the opportunities that each day presents.

It is our hope that this year on SAC allows you the opportunity to grow as a person, deepen your leadership skills, develop meaningful relationships, and to be an active part of carrying out our SAC mission statement of “leaving our school a better place than we found it.”

And the purpose of this handbook is to help you to accomplish just that! All of the information that you need to guide you through the process of making the most of your year on SAC (while being a positive force in the growth and development of our school and the people in it) is right here: an overview of our basic SAC responsibilities, the functioning of Student Activities at W-O, and the bulk of the material for the academic IDC 3OX/4UX aspect of W-O SAC.

Keep in mind that the purpose of SAC as a whole is not to simply provide information, but to facilitate transformation. So we hope that this handbook serves as a useful guide to you on your journey of personal growth and leadership development.

All the best,

Jeff Gerber

W-O SAC Advisor on behalf of the W-O SAC Staff Team

IDC 30X/IDC 4UX – Interdisciplinary Studies/SAC Leadership Course Intro and Overview

Units of Study and Timeline

1. Course Intro and Getting the Year Started
(10 classes)
2. Breaking the Ice and Getting Along in a Team
(10 classes)
3. Self Awareness/Personal Growth/7 Habits of Highly Effective Teens
(20 classes)
4. Leadership (Presentation)
(10 classes)
5. Teamwork and Group Dynamics (Check-up)
(5 classes)
6. Public Speaking
(5 classes)
7. Planning Binder Focus & Summatives Intro
(5 classes)
8. Resiliency
(5 classes)
9. Summatives Focus
(5 classes)
10. Looking Back and Ahead
(5 classes – end of semester!!!)

IDC 30X/IDC 4UX Course Details

Here is the info about the “marks” side of the course. There are **Basic Expectations** of all students in the course. Your grade will be based on the degree to which you meet, or exceed, or choose not to meet, those basis expectations. The way that works is explained in the **Performance Profiles**.

Basic Expectations of All Students in the Course

- be in class on time at all times, be on task, and in designated locations during class times (Room 504, SAC office, cafeteria, library, or out on assignment)
- start and end class times in Room 504
- complete all assignments satisfactorily (assignments include written work and class work within each unit, monthly check-ups, midyear assessments, and summatives)
- fulfill your SAC obligations to “leave our school a better place than we found it” as you committed to in your SAC Exec. Application (see box following)

Duties & Responsibilities of a SAC Member (from SAC Leadership Application):

- * To do his/her best in carrying out the Mission Statement in harmony with the Guiding Principles of Operation.
- * To serve as chair of a committee or to be a very active member of 1 committee.
- * To be a student in good standing in IDC 30X or IDC 4UX. Confirm this course selection with guidance and adjust your timetable, if necessary, to include IDC 30X if next year is your second or third last year of high school (ie. You are now in Grade 9 or 10). Students in any year having already completed IDC 30X, or students going into their last year of high school, may select IDC 4UX if they prefer to do so. If IDC 4UX has already been completed then the student must be available during the times of the IDC class (this will be done by timetabling a spare in that slot) to be a part of SAC Exec.
- * **To attend the SAC Executive Kickoff Retreat at YLCC in Orillia (cost approx. \$123) prior to your year of serving on the SAC Executive AND the Ontario Student Leadership Conference in Niagara Falls while you are on SAC (cost approx. \$239).**
- * To purchase SAC Spirit Wear as decided on by SAC.
- * To take turns in the rotation for the maintenance of the outdoor sign.
- * To attend and encourage others to attend school dances and to assist with the physical set-up and takedown of school dances. (Free admission to dances goes only to those students signed up in advance for working shifts at the door, setting up etc..)
- * To attend, and encourage others to attend, other SAC events, and to assist by working doors, setting up and cleaning up at these events.
- * To attend and to encourage others to attend school assemblies and to assist with the physical set-up and takedown of assemblies.
- * To attend, and encourage others to attend, other school events, and to assist by working doors, setting up and cleaning up at these events when needed to do so.

SAC Students who are unwilling to meet these basic expectations and abide by the Duties and Responsibilities they committed to (and any SAC student suspended from school during a SAC event) may be removed from the SAC Leadership group and will work towards earning their IDC credit doing independent study in the pass room. This can occur at any point during the school year, and would only occur after consultations and follow-up with the student and SAC Advisors.

Performance Profiles of Students Who Will Earn the Following Grades

A student who earns a mark of

90 – 99% exceeds all expectations consistently

80 – 89% meets all basic expectations
exceeds assignments and/or SAC expectations noticeably

70 – 79% meets all basic expectations consistently

60 – 69% meets most basic expectations or meets expectations inconsistently

50 – 59% meets only some basic expectations

below 50% does not meet basic expectations

Unit 1: Course Intro and Getting the Year Started (10 Classes)

It is interesting to get all the academic info and I know that you are anxious to begin all of that stuff. But maybe the neatest part of this course is that we believe "Leadership is Doership" and that one of the best ways to learn is by doing.

Our **goal** in Unit 1 is to get the school year off to a positive start for the students we serve and to establish positive relationships within our committees. In October we will be able to look back and **assess our success** in achieving those goals. *You will also start to build your committee's Planning Binder (see page 15 for details) which is part of the course summative.*

The start of the school year is always busy, and as a group we want to make a good first impression. So we spend some time on that for the first couple weeks. In the very short term we have the Welcome Back Assembly, Outdoor Sign Rotation, Homeroom Rep Selection, Photo Day, Chubby Buy Week, Crazy Crusader Kickoff, the First Homeroom Rep meeting, first SAC PAC meeting, UX9N4N, Kickoff Dance, first Charity Day, Outdoor Movie Night, OSLC and ongoing off-campus permission forms stuff to do and that's just for the first three weeks of school and our first 10 classes together....we will not get a second chance to make a first impression.....so let's start "leaving our school a better place than we found it!"

Outdoor Sign and SAC Office Rotation:

All committees will change sign as needed and clean SAC office and Rm 504 each Friday, including emptying our recycle bins in the multi-purpose recycle bin by the caf outside.

(NB: SAC office and SAC Room are not your locker or private lunch room)

SAC Timetable and Staff SAC Team:

SEM 1 Block B Committees: Charities and Services (J. Gerber), Special Events (J. Gerber), New Student Orientation (J. Gerber)

SEM 1 Block C Committees: Noon Hour Activities (Mr V), Da Cru (Mr. V), Publicity (Mr. V)

SEM 1 Block D Committees: SCIS (J Gerber), Sales and Operations (J Gerber), School Spirit (J. Gerber)

SEM2 Block B Committees: Charities and Services (J. Gerber), Noon Hour Activities (J. Gerber), New Student Orientation (J Gerber), Da Cru (J Gerber, Mr. V, Craig Hynes)

SEM 2 Block D Committees: School Spirit (J. Gerber), Publicity (J Gerber), Sales and Operations (J. Gerber) Special Events (J Gerber)

SEM 2 Block D Yearbook with Mr. V is in Room 527

*Other members of the SAC Staff Team Kim Whitham (SAC Secretary extraordinaire), Craig Hynes (Da Cru help), Natalie W (all round help), Ms Rowe (Noon Hour help), Mr. Cowan (AV help)

IDC 30X/4UX Monthly Check-Up Assignments

Each month of the semester you will reflect on your SAC involvement for that month. The due dates for “Monthly Check-Ups” are the 7th of the following month (ie. the monthly check-up for Sept. is due October 7th). The second and third months late marks will be deducted for missing the due date. As you become more “Highly Successful Teens” later in the semester a mark of zero will be awarded if the due date is missed. This is one of the joys of taking a course with a focus on time-management, personal growth, leadership, organization etc. ☺

For your monthly check-ups you’re free to pick from one of the topics below (or combine them):

- a) your take on an activity or project undertaken by your committee (ie. successes, challenges, lessons learned)
- b) your take on an activity or project undertaken by another committee (ie. successes, challenges, lessons learned)
- c) your take on your own personal involvement in your committee (ie. successes, challenges, lessons learned)
- d) your take on how we as a group are doing overall in fulfilling our mission of “leaving our school a better place than found it.”

Monthly Check-ups are handed in to your committee mailbox in the SAC office. (Google Classroom TBA)

IDC 30X/4UX Monthly Check-Up Rubric

	Level 1 (F/D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
Presentation	<ul style="list-style-type: none"> - no title or indication of assignment type - not typed, written carelessly 	<ul style="list-style-type: none"> - no title page indicating name, class, committee, assignment title - assignment partially labelled -not typed, written neatly 	<ul style="list-style-type: none"> - simple title page indicating some of name, class, committee, assignment title -typed 	<ul style="list-style-type: none"> - coloured title page indicating name, class, committee, assignment title -typed, double-spaced, regular font
Content	<ul style="list-style-type: none"> - limited description even - no evidence of proofreading 	<ul style="list-style-type: none"> - less than 1 full page - just description, no analysis - many careless mistakes - no introductory or concluding paragraphs -no body paragraphs 	<ul style="list-style-type: none"> - 1 full page long - more description, limited analysis shown in lessons learned, strengths, weaknesses - minor grammatical errors 	<ul style="list-style-type: none"> - more than 1 full page long - detailed analysis shown in lessons learned, strengths, weaknesses - use of leadership quotations in context - flawless grammatically

**IDC 30X/4UX Monthly Check-Up Assignments
Learning Cycle Self-Evaluation**

Name: _____

Course Code: _____ **Self Evaluation Grade:** _____

One effective way to increase your learning and performance is to have a chance to go through a period of learning and reflect on that experience before embarking on future learning of a similar nature. This can also be called a “learning cycle.” We are going to do just that with your first monthly check-up!

Here is what you were to write about for your monthly check-up (pick one or do a combo):

- a) your take on an activity or project undertaken by your committee (ie. successes, challenges, lessons learned)
- b) your take on an activity or project undertaken by another committee (ie. successes, challenges, lessons learned)
- c) your take on your own personal involvement in your committee (ie. successes, challenges, lessons learned)
- d) your take on how we as a group are doing overall in fulfilling our mission of “leaving our school a better place than found it.”

You are now going to evaluate your first attempt at a monthly check-up using the same rubric below that your teachers will use! Look at the presentation and content of what you handed in and circle where you think it fits for each box of the rubric. Then average those results together to come up with the letter grade you think it is worth (subtract one step, for example from B+ to B , if it was late). Hand in this self-evaluation sheet with your original handbook. I will provide you my feedback as well and record this mark as part of your “formative assessment” for this category.

IDC 30X/4UX Monthly Check-Up Rubric

	Level 1 (F/D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
Presentation	- no title or indication of assignment type - not typed, written carelessly	- no title page indicating name, class, committee, assignment title -not typed	- simple title page indicating some of name, class, committee, assignment title -typed	- coloured title page indicating name, class, committee, assignment title -typed, double-spaced, regular font
Content	- limited description even - no evidence of proofreading	- less than 1 full page - just description, no analysis - many careless mistakes - no introductory, body or concluding paragraphs	- 1 full page long - limited analysis shown in lessons learned, strengths, weaknesses - minor grammatical errors	- more than 1 full page - detailed analysis shown in lessons learned, strengths, weaknesses - use of leadership quotations in context - flawless grammatically



13 Commandments of the W-O SAC Office & SAC Room 504



1. If “you’re in”, “you’re on”.
2. If someone needs help, help them.
3. If you’re not sure how to help, ask, this is a great time to learn.
4. If you make a mess, clean it up.
5. If you borrow it, return it.
6. If you unlock it, lock it up.
7. If you break it, fix it...If you can’t fix it, talk to someone who can.
8. If it belongs to someone else, get permission to use it.
9. If you don’t know how to operate it, ask someone who does.
10. If you see something that needs to be done, do it.
11. If you value it, take care of it.
12. If it goes in recycling, recycle it properly.
13. If you’re not sure what to do, think of how you can leave our school a better place than you found it ☺

Unit 1 - SAC Basic Knowledge Quiz (Date: _____)

1. SAC stands for
 - a) Student Activities Committee
 - b) Student Activities Council
 - c) Students Active in Counselling
 - d) W-O Student Council
 - e) None of the above

2. The secrets of W-O Student Activities Council include:
 - a) It's Not About You
 - b) If it's worth doing it's worth doing right
 - c) The biggest ship in leadership is relationship
 - d) all of the above
 - e) none of the above

3. Kim the SAC secretary works in the library on this day
 - a) Monday b) Tuesday c) Thursday d) Friday e) when needed

4. The list of wrong places to put flyers includes
 - a) showcase glass b) stairwells c) washrooms d) all of the above e) none of the above

5. Student cards are sold in the SAC office for
 - a) \$25 b) \$30 c) \$35 d) \$70 with a yearbook e) Trick question, they are sold in the main office

6. Vending machine refunds are available
 - a) In the SAC office from Kim
 - b) In the SAC office from Gerbs
 - c) In the main office from Ms. Houston
 - d) In the main office from Ms. Hanson
 - e) Trick question, they are no vending machine refunds

7. If you as a student need change, it is available
 - a) In the SAC office from Kim
 - b) In the SAC office from Gerbs
 - c) In the main office from Ms. Houston
 - d) In the main office from Ms. Hanson
 - e) Trick question, change is not available

8. If you need paints, scissors, or tape you would go to
 - a) Room 512
 - b) The art room
 - c) The locked cupboard in the SAC office
 - d) The unlocked student supply area in the Room 504
 - e) Trick question, bring your own paint, scissors, or tape

9. What is the First Commandment of the SAC office:
 - a) If "you're in, you're on."
 - b) If you make a mess, clean it up.
 - c) If you borrow it, return it.
 - d) If you are late for class, bring food for the teacher.
 - e) If you value it, take care of it.

10. A student who needs to pick up a yearbook should
 - a) Go to the tuck shop in the caf lobby anytime
 - b) See Ms. Uhrig in the main office
 - c) See Kim in the SAC office
 - d) See Mr. Vanhouwelingen in Room 527 during Block D Yearbook class
 - e) Have picked it up when they came in, they are now out of luck

11. Unless working on a specific mission, students are expected to begin and end each SAC class in Room 504
 - a) True
 - b) False

12. A student wishing to purchase a sports locker should
 - a) Go the Phys. Ed office
 - b) Go to the Main office and see Ms. Houston
 - c) See Kim in the SAC office
 - d) See Mr. Wilson in the fitness room
 - e) None of the above, just put a lock on an empty black locker

13. A student wishing to purchase a fitness pass should
 - a) Go to the Phys. Ed office
 - b) Go to the Main office and see Ms. Hanson
 - c) See Kim in the SAC office
 - d) See Mr. Wilson in the fitness room
 - e) None of the above, just go work out when the room is open

14. Anyone wishing to have a morning announcement made should
 - a) Message @dustyswanson on twitter
 - b) Email Kim Whitham
 - c) Email @wopublicity@gmail.com
 - d) Write up the announcement and put in the bin in the SAC office marked "Announcements to be Read"
 - e) C or D both work

15. IDC Course assignments are handed in to this location:
 - a) Mr. Gerber's desk in the SAC office
 - b) Teacher's desk in room 504
 - c) Your committee mailbox in Room 504
 - d) Your homeroom mailbox in SAC office
 - e) Give to Kim as she collects everything else!

16. Marked assignments are returned to you in this location:
 - a) Mr. Gerber's desk in SAC office
 - b) Your committee table where you sit in room 504
 - c) Your homeroom mailbox in SAC office
 - d) Your committee mailbox in Room 504

Unit 2: Breaking the Ice and Getting Along as a Team

As a committee you have spent the first couple weeks getting the school year started off on the right foot for the whole school. It has been a busy time of activity. By now you may have noticed some patterns forming as far as how your group communicates, makes decisions, solves problems, and resolves conflicts. Hopefully these are healthy patterns that continue or maybe there are some unhealthy patterns that can be corrected!

We are going to spend some time over the next few weeks breaking the ice as a class and learning about getting along as a committee team. Our **learning goals** are to experience some icebreakers that can be used in different settings, to learn some basics on getting along as a team, and be able to apply those concepts to our committee. We will know we have **successfully accomplished these goals** in the short term by the level of engagement in our icebreaking activities and in the long-term by the quality of the relationships in our committee and our effectiveness in meeting our goals.

Breaking the Ice:

Using various resources (in class icebreaker card set, leadership magazines, leadership teaching books, or outside of class – library, internet, personal experience) your committee is to engage 10-15 students in the class in an icebreaker activity at least 10 minutes in duration. The rest of the class will observe and participate in the activity and the debrief discussion. Then we will review it all together.

In addition to actually doing the icebreaker you will prepare and hand in a one page report that outlines the following:

- name of activity, materials needed, explanation of how the icebreaker works, and the guiding thoughts for the debrief (ie. What the group was to learn or experience from the activity)

Your committee will present on _____.

Conflict Resolution/Getting Along as a Team:

Conflict between people who work closely together over an extended period of time is pretty much inevitable! However, dealing with conflict positively and constructively can be a big step in bringing a team even closer together. Perhaps your committee has not had a conflict this year – but there is a good chance that it has!

The material that follows outlines various “Styles for Handling Conflict”, a “Checklist for Dealing with Conflict Constructively” assignment (p. 12), “Roles People Play”, and an “Observation on Committee Roles” assignment (p. 14).

As a committee you are asked to review one (or more) times you may have had a conflict. As a committee fill in the “**Checklist for Dealing with Conflict Constructively**” and discuss the following:

- 1) the style(s) of handling conflict you felt you used to work through the situation
- 2) in general does your committee handle conflict constructively? Or destructively?

STYLES FOR HANDLING CONFLICTS

A problem can be defined as a personal or interpersonal situation that presents itself to an individual or group and requires some action. A conflict can be defined as a problem situation where the concerns or interests of two or more parties appear incompatible. Most of us use different techniques for resolving conflict.

There are five typical modes of responding to a conflict situation:

1) COMPETITION

“I win, I get all my needs met; you get nothing.”

In this style, the person pursues his/her own concerns at another's expense. It can be trying to win, thereby making the other person lose; or it could be simply defending a position you believe is correct.

2) ACCOMMODATION

“You win. I give in; you get everything.”

In this style, the person yields to another's point of view, He/she pays attention only to the other's concerns and neglects his/her own.

3) AVOIDANCE

“Neither of us gets anything.”

The conflict is not addressed in this style. Both people withdraw from the situation by ignoring it or postponing the issues.

4) COMPROMISE

“Each of us gives a little and gets a little.”

The parties involved in the conflict seek a middle ground by splitting the difference. Each side is partially satisfied by the solution.

5) COLLABORATION

“We're in this together; two heads are better than one.”

The problem is attacked, not the people. Parties involved in the conflict work to explore the root of the disagreement in terms of what each side needs. After the problem is redefined in terms of needs, the parties work together to find a creative solution that is mutually satisfying.

.....
EXAMPLE: There is only one piece of pie left. We both want it.

1) Competition: I eat the pie

2) Accommodation: I let you eat the pie

3) Avoidance: Neither of us eats the pie

4) Compromise: We divide the piece and each of us eats half.

5) Collaboration: We redefine our goal as each of us wanting something sweet to eat and we get some ice cream and each of us have pie and ice cream!

Checklist for Dealing with Conflict Constructively

The conflict (or decision we wrestled with) that we are using as a case study for this exercise is _____

	Yes	No
1. The group found a solution to the conflict. Explain:	()	()
2. Differences of opinion were discussed openly. Examples:	()	()
3. Everyone participated in the discussion. Details:	()	()
4. All opinions were heard and taken seriously. Examples:	()	()
5. Different solutions were given equal opportunity. Examples:	()	()
6. We discussed one another's ideas but not the person. Details:	()	()
7. Feelings were expressed openly. Examples:	()	()
8. Group members were not defensive. Details:	()	()

Getting Along as a Team/Roles People Play:

People in groups play many different roles. Some roles are helpful in allowing a group to accomplish its goals and develop healthy relationships. Other roles may get in the way of the group being productive and getting along together.

PRODUCT PEOPLE or TASK FOCUSED BEHAVIORS: these are roles/behaviors that assist with the accomplishment of the task or assists with the process. These people are concerned with *getting the job done*.

<u>ROLE:</u>	<u>Definitions/actions</u>	<u>Examples</u>
Initiator:	proposes, suggests, defines	“I have an idea”“We could do this”
Informer:	offers facts, expresses feelings	“I think that could work”
Clarifier:	interprets, defines, clarifies	“How would that work?”
Summarizer:	connects, restates, concludes	“So what we decided is....”

PROCESS PEOPLE or MAINTENANCE BEHAVIORS: behaviors/roles that focus on the members of the group. These people work to make sure that *everyone feels good about the group and its decisions*.

<u>ROLE:</u>	<u>Definitions/actions</u>	<u>Examples</u>
Harmonizer:	reduce tension, reconciles disagreements	“Let’s stay calm”
Moderator:	facilitates participation by all	“We haven’t heard from Tim yet”
Encourager:	warm, responsive, shows acceptance/praise	“That’s a great idea Sally!”
Compromiser:	admits error, avoids conflict	“I can see your point”

EGO PEOPLE or DISRUPTIVE BEHAVIORS: roles and behaviors that get the group off-task or make the process difficult. These people are perhaps more concerned about themselves than the group and *have the potential to get in the way of decisions and cause conflict in the group*.

<u>ROLE:</u>	<u>Definitions/actions</u>	<u>Examples</u>
Blocker:	disagrees & opposes beyond reason	“That’s a dumb idea”
Dominator:	asserts superiority to control the group	“I have the best idea, listen to me”
Attention Seeker:	plays in group non-productively	“Hey look at this on my phone”
Avoider:	doesn’t want to get involved	“I don’t care” “I’m not doing that”

Observations on Committee Roles

Reflect on the many decisions/discussions/tasks your SAC Committee has been involved in already this year. In the space below record your impressions of the roles played by various people in your committee. You will be sharing these so be sure to focus on the behavior and not make the comments personal – keep in mind people will be commenting on the role they see you playing too! The goal is for everyone to move towards being more productive and to develop healthy relationships within the committee. (Please note that it is possible that not all roles/behaviors are observed or present in your committee).

Role/Behavior	Committee Member	Thoughts/Notes
Initiator		
Informer		
Clarifier		
Summarizer		
Harmonizer		
Moderator		
Encourager		
Compromiser		
Blocker		
Dominator		
Attention Seeker		
Avoider		

Getting Along as a Team Evaluation Due Date: _____

Hand in one consensus copy of the above Observation chart along with one completely filled in “Checklist for Dealing with Conflict Constructively”. You will be assigned a mark of 10/10 for completing these – and you will redo the exercises if what you hand in is not a complete demonstration of doing the exercises.

Rubric for SAC/IDC Unit 2 Icebreaker Activity

Score	Written Report	Engagement	De-brief	Preparedness	Group Coordination
5	All aspects thoroughly addressed.	Group doing the activity was thoroughly engaged throughout.	Activity had a point that was easily grasped and explained.	All aspects of the activity were well prepared and understood by all.	The group was well coordinated and all members collaborated and cooperated
4	All aspects of the activity are covered.	Group doing the activity was engaged throughout.	Point of activity was able to be explained.	Most aspects of the activity were well prepared and understood.	Some slight errors in coordination or collaboration
3	Most aspects of the activity are covered.	Group doing the activity was somewhat engaged.	Point of activity was adequate.	Some aspects were not completely prepared or understood.	The group has small errors in coordination or collaboration that affected the presentation
2	Some aspects of the activity are covered.	Group doing the activity was seldom engaged.	Group struggled to see the point.	Most aspects of the activity were not prepared or understood.	The presentation had noticeable problems in collaboration or cooperation
1	Little or no info on written report.	Group doing the activity was outright bored or hostile.	What was the point?	No preparation or understanding.	Huge problems in working as a group were clearly evident.

Unit 3 - Self Awareness/Personal Growth/7 Habits of Highly Effective

There are three versions of the work that will be done on the 7 Habits of Highly Effective Teens. Students in IDC 3OX will do baby steps, new SAC members in IDC 4UX will do baby steps and quizzes based on the lessons taught in class, and SAC students in IDC 4UX who previously earned the IDC 3OX credit will be teaching lessons in these units. This material will be handed out in class.

IDC 30X/4UX – SAC Leadership (Self/Peer/Teacher) Evaluation Package – Progress Report

Each committee member needs to answer each question honestly. When this is done meet as a committee and do your best to reach a consensus on all marks and will record the “Classwork” mark and “SAC Contribution” mark out of 20 for each student on separate sheets. Be honest and realistic. Final numbers used in evaluation will be determined by the teacher not by you or peers.

CLASSWORK:

1. **How effectively have you used class time to work on SAC committee activities so far this year?**
 - o Very effectively – every minute given to work on committee duties was used productively (5)
 - o Somewhat effectively – I spent the majority of my time in work on council activities (4)
 - o Not as effectively – I usually used the time I was given to complete council activities but not always (3)
 - o Sometimes – I could have used time more wisely – I wasted some time in class (2)
 - o Poor – I wasted much of the time I should have spent completing committee activities (1)
2. **During class, when fellow committee members/classmates are busy and in need of assistance, I:**
 - o Am always one of the first to volunteer to help out, rarely waiting to be asked (5)
 - o Sometimes volunteer to help out without being asked (4)
 - o Will help out when asked without hesitation (3)
 - o Help out when asked, but I’m often off doing my own thing (2)
 - o Rarely help out since people have learned not to bother asking me or I can’t be found anyway (1)
3. **During class meetings and committee discussions, I:**
 - o Contribute in a meaningful way all the time, respecting other members’ right to speak/wait my turn (5)
 - o Contribute regularly and try to listen to others’ ideas, providing feedback and comments when appropriate (4)
 - o Contribute occasionally, but sometimes don’t pay full attention to discussions or listen to others (3)
 - o Contribute only when discussions relate to my position/interest, often don’t listen or get involved (2)
 - o Rarely contribute and am often distracted/not listening/or not present for the discussion (1)
4. **During the class time given to committee work, I typically:**
 - o Work with my committee as required, and then help others ensuring the needed SAC work is getting done (5)
 - o Work with my committee as required, then attend to other school work in the designated locations (4)
 - o Sometimes work on committee work as required, but sometimes just move on to my own work (3)
 - o I do a minimal amount of committee work and then wander around (2)
 - o Take a break, get a snack, talk in the halls, chat with friends...who needs committee work anyway (1)

SAC Contribution:

1. **When it comes to events and activities running at the school, I:**
 - o Attend virtually everything, being actively involved to ensure things work out (5)
 - o Attend many events, providing help when asked (4)
 - o Attend some events, but miss some due to other commitments – make an effort to help when there (3)
 - o Attend the occasional event, but miss frequent activities or leave early, etc. (2)
 - o Rarely attend events or help out, even those of my own committee (1)
2. **In terms of reliability and follow-through on committee work outside class...**
 - o Ask me once, it’s in my agenda and it always gets done on time – I don’t need reminding (5)
 - o Ask me once, I will get it done by the time required and I likely won’t need reminding (4)
 - o I will get things done as soon as possible with only the occasional reminder (3)
 - o I do manage to get most things done, but I’m occasionally late and/or need regular reminding (2)
 - o I have a habit of not getting things finished on time and I often forget things completely if not reminded (1)
3. **So far this year, I believe I am this type of contributor to my committee/SAC as a whole:**
 - o I give it my all, knowing my efforts are for the better of council and the whole school (5)
 - o I have contributed in many meaningful, different ways consistently throughout the year so far (4)
 - o I have made some effective contributions, but I know I have more to give (3)
 - o I know I could have challenged myself more in class/ and on overall council work (2)
 - o I took it too easy, riding on the backs of others who have worked harder than me (1)
4. **I would say I am this type of student leader within the school:**
 - o Always a very positive role model, making a difference, leading things & encouraging others to get involved (5)
 - o A positive role model for others, helping organize/plan/run many opportunities for others to get involved (4)
 - o A good role model for others, help activities and events that make a difference in the school community (3)
 - o Seldom a role model, could do more to be a difference in the school, sometimes forget my role on SAC (2)

- o Need to make a greater effort to act as a good student leader, not a good SAC ambassador (1)

Unit 4 - Leadership

It would seem rather obvious to have a unit on “Leadership” in a leadership class ☺ There are many different approaches that can be taken in the study of leadership. One can focus on the theory behind the different styles and methods of leadership. One can talk about the influence of leadership in history by studying “great” leaders of the past and present and what has made them effective.

We have a little saying in student leadership that “leadership is doership.” By that we mean that the value of leadership, the way to learn leadership, and the measure of leadership is in actually doing things for others, not just looking at the theory behind it. So not surprisingly our unit of study on “leadership” will have a practical bent to it.

The Mission: Working in groups of 3 or 4 (yes even with people outside your committee this time, but in the same block) you will learn about John Maxwell’s 21 Irrefutable Laws of Leadership. (Start with the summary found here <https://www.speakersbase.com/uploads/3567e22e8083ad294bab525f9c0b631c57f40f2b1478780702.pdf>) This summary document is also in google classroom. You are then to select one of these laws that you think are particularly applicable to student leadership.

The Method: You are then asked to find (or make yourself) a 3-5 minute video clip (or combination of clips) that would explain or illustrate this Law of Leadership in an engaging way to your classmates. This clip may be a youtube clip or clip from a movie/tv show or a combination. The clips are to be combined with a 5 - 7 minute explanation from your group on how this law works in the realm of student leadership. By the end of your 10 total minutes in front of the class everyone should understand the law you selected and know how to practically apply them as a student leader. Presentations will take place on _____.

The Marks: Each presentation will be given a mark out of 25, which will be broken down into a mark out of 5 in the following 5 categories:

	1	2	3	4	5
Video clip quality and fit					
Presentations skills (voice, eye contact)					
Class engagement					
Practical application of law(s)					
Time management (take 10 minutes!)					

*** IDC 4UX students will also write a 42 mark quiz on _____ where they will list the 21 Irrefutable Laws along with a definition.

Spot the Student Leader - Is it you? (Reflection Exercise)

This list of characteristics is for student leaders. Have each person in your committee go through the list and assess W-O's student leadership group according to the scale provided.

We are strong in this area..... we do OK at this.....this is a big weakness

10 9 8 7 6 5 4 3 2 1

_____ 1. Positive student leaders appeal to the best in their fellow students; they're problem-solvers, advice givers, cheerleaders and change-makers. Negative leaders give orders and expect them to be carried out.

_____ 2. Strong student leaders are comfortable with all groups of people. Weak leaders are uncomfortable with people and walk the halls with their heads down.

_____ 3. The best student leaders are giving, open and accessible. The worst leaders don't want to share, are closed to those who are not leaders and are unavailable to serve or to discuss issues.

_____ 4. Student leaders participate in events and activities around the school beyond the ones that they themselves organize. Poor leaders care only about their own events and don't get involved if they are not in charge.

_____ 5. Total student leaders are role models inside and outside the classroom when it comes to following school rules, attendance and academic effort. Self-centred student leaders feel they earn some leeway when it comes to following school rules, going to class, and doing homework because they do so much for the school.

_____ 6. Student leaders arrive early for events to set-up and stay late to clean up. Poor leaders get there on time, or late, and leave before the clean-up work starts.

_____ 7. Student leaders know the names of people. Non-leaders don't.

_____ 8. Mature students leaders delegate jobs and involve others in decisions. Immature leaders make all the decisions and do all the work themselves.

_____ 9. The best student leaders don't have special privileges and closed offices. Pretend leaders are all about the perks and live for special treatment.

_____ 10. Student leaders work hard to relate to, and to serve, all groups in the school. Weak leaders care only about their friends.

_____ 11. Selfless student leaders are humble. Conceited student leaders are all about being recognized and rewarded for their efforts.

_____ 12. Student leaders are available to younger students. Feeble leaders don't have time for anyone who isn't a senior.

_____ 13. Good student leaders are persistent. Bad leaders give up when things are difficult.

_____ 14. Student leaders take seriously their role in the school. Poor leaders just enjoy the spotlight.

Once every student in the group has done this, identify 2 or 3 areas as common weaknesses.

- 1) What do you think are the reasons why these are areas of weakness?
- 2) What steps could be taken to turn these weaknesses into strengths?
- 3) Also identify 2 or 3 areas of common strength and explain why you think it is we might do those things well.

Unit 5 – Teamwork and Group Dynamics

IDC 30X/4UX Monthly Check-Up

The monthly check-up for _____ will be tied into our next unit of study which is Teamwork and Group Dynamics. You have recently learned about John Maxwell’s 21 Irrefutable Laws of Leadership, well lucky for us Mr. Maxwell has also written a book on the 17 Indisputable Laws of Teamwork ☺

For your monthly check-up then while you are doing your usual reflecting in one of the 4 areas listed below.....

- a) your take on an activity or project undertaken by your committee (ie. successes, challenges, lessons learned)
- b) your take on an activity or project undertaken by another committee (ie. successes, challenges, lessons learned)
- c) your take on your own personal involvement in your committee (ie. successes, challenges, lessons learned)
- d) your take on how we as a group are doing overall in fulfilling our mission of “leaving our school a better place than found it.”

You are also asked to incorporate 2 (two) of Maxwell’s 17 Indisputable Laws of Teamwork into your reflection and highlight ways in which you observed these 2 law in action!

Summaries of the 17 Indisputable Laws of Teamwork can be found at:

http://www.excellerate.co.nz/uploads/24428/attachments/The_17_Indisputable_Laws_of_Teamwork_by_JC_Maxwell.pdf

<http://isminc.com/freeresources/board.pdf>

IDC 30X/4UX Monthly Check-Up Rubric for Feb/March

	Level 1 (F/D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
Presentation	<ul style="list-style-type: none"> - no title or indication of assignment type - not typed, written carelessly 	<ul style="list-style-type: none"> - no title page indicating name, class, committee, assignment title - assignment partially labelled -not typed 	<ul style="list-style-type: none"> - simple title page indicating some of name, class, committee, assignment title -typed 	<ul style="list-style-type: none"> - coloured title page indicating name, class, committee, assignment title - -typed, double-spaced, regular font
Content	<ul style="list-style-type: none"> - limited description even - no evidence of proofreading - no reference to 17 Laws of Teamwork 	<ul style="list-style-type: none"> - less than 1 full page - just description, no analysis - no intro/body/ concluding paragraphs - many careless mistakes - reference to 1 Law of teamwork 	<ul style="list-style-type: none"> - 1 full page long - more description, limited analysis shown in lessons learned, strengths, weaknesses - minor grammatical errors - reference to 2 Laws 	<ul style="list-style-type: none"> - more than 1 full page long - detailed analysis shown in lessons learned, strengths, weaknesses - use of leadership quotations in context - flawless grammatically - detailed reference to 2 Laws of Teamwork

Unit 6: Public Speaking

It is said that people rate public speaking as one of their top fears. We can help with that.

This article reinforces that notion along with supplying some links to helpful tips

<http://www.genardmethod.com/blog/bid/169656/Top-10-Causes-of-Speech-Anxiety-and-How-to-Beat-Em>

Well, as student leaders we are all about personal growth and development! And a unit of study on public speaking can only help with that and help you become an even more effective teen and leader! Being able to speak to, and engage, an audience is a great life skill that will help in a large variety of circumstances throughout your life. We will talk about how to be an effective speaker and how to craft an effective speech in class prior to the talks being delivered.




So here are the basics of the assignment:

You are to prepare and deliver a speech to your friends and fellow supportive leaders in IDC SAC class.

- The speech is to be between 2 minutes (minimum) and 3 minutes 30 sec. (maximum) in length.
- It is to be delivered without notes. You may use one side of one regular size cue card/recipe card with a couple point form cues if needed. That's all! The goal is to know what you want to say, and maximize eye contact and connection with the audience.
- Speech topics could include any variation on one of the following:
 - Leadership lessons from where I am from (this video is an example (show in class Dec 17) <https://www.youtube.com/watch?v=SA7bKo4HRTg>)
 - Everything I needed to know in I learned in _____ class or in this sport, club, activity
 - Leadership lessons from famous leaders or leadership gurus
 - My life story (so far)
 - Letter to my future self
 - In 20/30/40 years I want to be _____
 - Thank you speech to family member, inspiring person etc
 - My leadership story (like a speaker would tell)
 - Letter to my younger self
 - How to public speak!
 - Tell an interesting story (with a point - not Seinfeld)
 - Family vacation story
 - Impact of a building/organization/involvement/experience on your life
 - Inspiring moment
 - Biggest moment in my life
 - Life lesson learned (in a moment or situation or circumstance)

Speeches will be heard _____

IDC Public Speaking Rubric

			
Opening grabbed audience attention			
Talk built around a single point			
Lots and lots of eye contact			
Conversational (not memorized)			
Spoken clearly			
Used variety of expression, pitch, tone, pace, pauses			
Between 2 minutes and 3 minutes 30 seconds long			
Closed with a call to action			

Unit 7 – Planning Binder Focus and Summative Intro

Throughout the semester you have been building your committee’s planning binder, and this is part of your class summative of course. You will have some time now in class to focus on that aspect of the course and to begin thinking about the rest of the summatives too.....here is the Planning Binder Info:

IDC 30X/IDC 4UX SAC Exec. Leadership Class Planning Binder Summative

“To fail to plan is to plan to fail.”

Overview and Rationale:

One aspect of your IDC Summative will be a Committee Planning binder outlining the planning foundations for the items your committee is responsible for on an ongoing basis, as well as those larger events that your committee is empowered to provide to our school community. Thoroughly completing this task will not only allow you to earn a good grade, but will also play a huge role in leaving our school a better place than we found it! Since this on-going summative is repeated annually, each incoming SAC Leadership group will be able to benefit from the experience of those who have gone before so that each year the events and activities we provide to our school can simply get better and better.

Each Committee’s Responsibility:

1. Identify 2-4 items that they are responsible for on an ongoing basis (examples of these items are the birthday board, charity days, HR rep meetings, SAC PAC meetings, dances, etc.), complete the planning package* for these items, collect other pertinent documentation** for these items and then file it all in their respective Committee binders. USE YOUR COMMITTEE THUMBDRIVE/USB STICK TOO! AND LET’S GET STUFF ON GOOGLE DRIVE!

2. Identify 2 –4 larger events that they are responsible for (examples Kickoff, Semi, Spring, Seniors Feast, Gift of Love, Barnyard Bash, Awards at Farewell Assembly etc.), complete the planning package* for these items, collect other pertinent documentation** for these items and then file it all in binders specific to those events.

Due Date:

Your Committee binder will be evaluated as part of your IDC summative, so the planning package* and other pertinent documentation** for those 2-4 ongoing items that your Committee selected and the 2-4 larger events you selected (for a total of at least 5) needs to be completed by _____

“When we are planning for posterity, we ought to remember that virtue is not hereditary.”

* What is in the “planning package”? A planning calendar template, event checklist template, tasks to-do template, event execution sheet and post-event evaluation sheet.

**What is meant by “other pertinent documentation”? This means other paperwork connected to the event that would be helpful to others doing the event or activity in the future, such as flyers, sign-up lists, programs, tickets, announcements, floor plans, maps, timetables, schedules etc. USE YOUR USB STICK AND GOOGLE DRIVE!

IDC 3OX/4UX SEM 2 Summative 2017 - 2018

The summative this year will once again be in three parts: **Part A** will be a project which will be class based and evaluated, **Part B** which will be committee based and evaluated and **Part C**, which will be individually based and evaluated. All three parts will allow you to exhibit the group dynamic and relationship skills, leadership skills, organizational skills and event/project/activity planning and execution skills you have learned all year.

Part A (10% of the year):

The Block B class will be primarily responsible for the **Spring Activity Assembly on Thursday May 23**. I will be available as a sounding board if you are looking for ideas and direction but the whole affair, from start to finish, and all people speaking etc. will be from your class. I will be busy evaluating ☺

Elements of this assembly that are to be included and will be evaluated are: proper set-up and takedown of a-v equipment, video and/or still pictures of spring teams, clubs, daily school life and major events since the last assembly (ie Floorball, other sports, tourneys, arts,activities, field trips etc), interactive entertainment, effective and dynamic MC's, audience involvement, and promos for Barnyard Bash and the Farewell Assembly. I think people have come to expect it to be presented in the Crusader Choice Awards motif that has been used the last few years (including the most involved teacher award that was started in 2006). I can't wait.....

The Block D class will be primarily responsible for the annual **Barnyard Bash on Friday June 7**. Once again, I will be available as a resource and to help as necessary but my main focus leading up to that day, and on the day itself, will be evaluating your efforts.

Elements of the Barnyard Bash that are to be included and will be evaluated are publicity in the main showcase and on key bulletin boards, an outdoor bar-b-q with drinks and snacks, live entertainment, creative, interactive, country themed entertainment (talk to me about swings, mechanical bull, pony rides etc as a focal point this year!!.) carnival games and/or games of chance, and whatever else your creative minds get permission from me for! These are all to be carried out in a 90 minute window during an extended lunch on that day.

As there will be opportunities for crossover work between the 2 blocks the respective marks will be weighted with 80% of Block B's mark in this area coming from their event and 20% coming from the other event and vice versa.

Part B (15 % of the year):

Your planning binder summative work as assigned some time ago.....see previous page for a refresher ☺ It is expected that each binder will contain a minimum of 5 items (a combination of 'ongoing' items and 'larger event' items). Teachers are impressed by volume so doing more than 5, and doing them well, will be very impressive to me. Make sure to hand in your material in your binder, complete with thumb drive/memory stick/google drive digital versions of useful files. Include extra materials. Please see me if your committee has filled your binder from last year and needs a new one. Due Date June _____

Part C (5% of year):

You will not need to do a monthly check-up due June 7th. Instead you will do a final **year-end** check-up due June _____. The criteria are the same as a monthly check-up except this time you will be reflecting on the whole school year. Year-end check-ups are to be at least 2 typed pages. (double spaced)

Unit 8: Resiliency/Grit TBA

An important life skill is “resiliency”. Resiliency/resilience is defined as Resilience (noun) or Resiliency (noun): Able to recover quickly from misfortune; able to return to original form after being bent, compressed, or stretched out of shape. It is a human ability to recover quickly from disruptive change, or misfortune without being overwhelmed or acting in dysfunctional or harmful ways.

There are many perspectives on what constitutes resiliency in people and how to best acquire and develop it as an aspect of one’s character/personality.

Following are two articles from two different websites on “7 Habits of Highly Resilient People”.

As a committee you are going to spend some time over the next few weeks thinking about resiliency. Our **learning goals** are to understand more about resiliency and how to apply to our lives as students and as leaders. We will know we have **successfully accomplished these goals** in the short term by the effectiveness of our presentations on the topic and in the long-term by how we are able to incorporate some of the principles around resiliency into our everyday lives.

Using the two articles that follow, your own experiences and those of your committee members, and online research your task is to conduct some research on resiliency. Research can be done during class time in the library.

You are then to use your research and experiences as students to make a 10 minute presentation involving your committee with the following objectives/questions informing your presentation:

1. Why is this subject/topic area important for student leaders?
2. Who are some of the more resilient people that you know – what do they have in common?
3. What did you notice about the 2 lists of “7 Habits of Highly Resilient People” in the following articles? What list of “7 Habits of Highly Resilient People” did your committee come up with?
4. Is resilience something that a person can develop? Why or why not? How so?
5. What was the most interesting thing you learned from this intro to Resilience?

7 Habits Of Highly Resilient People

By Harvey Deutschendorf from www.fastcompany.com (a business leadership magazine)

Some people just seem to bounce back from anything. Here's what they have in common. Success is seldom a straight road; it almost always involves many detours and dead ends. It takes tenacity and determination to keep going, but those that do will eventually reach their destination.

Most of us have heard before that Thomas Edison failed more than 1,000 times but continued on despite being ridiculed by the media and those around him. And plenty more people refuse to quit long after most would have given up. What is it about these people that makes them different?

There are a number of attributes that consistently stand out amongst those who tenaciously follow their own path in life. Here are seven things highly resilient things have in common:

1. Have A Highly Developed Sense Of Self

People who are able to develop a strong sense of who they are and what matters to them are much better able to resist external influences that will keep many people from reaching their potential. They are able to draw strength from within and are therefore less likely to be influenced by what others think of them. This strong inner strength helps them deflect criticism, alienation, ridicule and other factors that everyone who forges their own path inevitably faces.

2. Look For A Positive Take Away From Every Situation

When things don't go according to plan, resilient people look for the learning in the situation and the lesson they can take away. They don't view failure as final, rather a necessary learning step that will take them further along the path. Instead of taking setbacks personally, they are seen as an inevitable part of the learning process and mentally prepare themselves to deal with them. Resilient people do not lose the lesson.

3. Take A Long Term View

Resilient people are prepared for the long haul, fully realizing that anything worth achieving will be difficult and will take a great deal of time, effort and persistence. Despite not seeing any immediate results of their efforts, they are keenly aware that what their lives will look like in the future will be determined by their efforts today. Their strong sense of the future motivates them to take action even when they see no immediate benefit and don't feel very motivated in the moment.

4. Have Highly Developed Sense Of Purpose

Whether it is a belief in a higher power, a strong sense of purpose, or a great sense of humor, resilient people have sources of strength they can rely on to get them through difficult situations. This decreases their sense to belong and rely upon others for motivation. They see their lives beyond the everyday routine and strongly feel the need to follow their own vision. Their motivation is intrinsic.

5. Don't Get Frightened By Uncomfortable Thoughts Or Not Having The Answers

Most people believe that not knowing how to do something and not being able to, are one and the same thing. Highly resilient people don't let not knowing how to do something stop them. They believe that they will find a way. They have faith in their ability to overcome whatever obstacles are in their path. Expecting to find new situations uncomfortable and difficult, they are willing to accept this as part of the process.

6. Are Selective In Whom They Look To For Guidance And Inspiration

Highly resilient people don't suffer fools. It's not that they never look to others for guidance and direction, it's that they are very selective in who they chose to follow. They look for mentorship in people who have achieved greatly and whom they admire. Once they have found the people they chose to follow, they soak up all the information, guidance and inspiration they can by reading their books and listening to their spoken messages for insight.

7. Find Healthy Ways To Recharge And Nurture Themselves

Resilient people are no less susceptible to pressures and life's stressors than anyone else, but they have developed healthy coping mechanisms they know can be counted on. Whether it is meditation, exercise or an all-encompassing hobby, they have proven methods that allow them to recharge their energy and get back into pursuing their passion. Personal growth and development for them is not a passing interest or flavor of the month, it is a way of life.

7 Habits Of Highly Resilient People

by Vishnu Subramaniam June 6, 2015 4:30 AM from www.mindbodygreen.com (a holistic healthy lifestyle magazine)



We all have those weeks where it seems like everything is going wrong at once. Relationship drama, a bad review at work, unnerving health symptoms. But, you've been through rocky periods before, and you've always made it through.

Rather than focusing on the bad, think about the most determined people you know, and channel their strength. Then, turn that inspiration into action by implementing these seven habits of

folks who persevere towards their purpose and *get things done*.

1. They focus on the big picture.

The thing about hitting rock bottom is that there's nowhere to go but up. Step away from the situation and take the macro perspective. This rough patch is a bump in the road, not the *end* of the road.

2. They find meaning in the mess.

Failure is one of the best learning experiences you can have. It teaches you what didn't work, so you can find what does. It's proof you can recover, making the next risk you consider seem less scary. And, it makes your successes feel that much more meaningful. Make your struggles worthwhile by learning from them.

3. They take it one day at a time.

The situation you're dealing with probably won't be fully resolved in a day. But, breaking the necessary steps into smaller chunks will make it seem much less daunting. When you start to feel anxious, repeat the mantra, "One task at a time, one day at a time." Making a list and crossing off the steps you've completed as you go will give you a calming sense of accomplishment.

4. They welcome change.

A lot of us fear change, simply because it is unknown. But, every change occurs for a reason. It's up to you to find the opportunity in metamorphosis. If you have to move, it's an opportunity to create a new circle of friends. If your relationship ends, it's a chance to prioritize yourself again. If your company downsizes, it creates space for you to pursue your dream job. Receive change as an opportunity to improve your life, and it will be.

5. They've learned the power of surrender.

If your car begins to skid or hydroplane, the best way to correct your course is to turn into the skid. It might feel counterintuitive, but the same is true of difficult situations in life. Recognize what is in your power and what is not. Take the action you can, and then let go. Recognizing that you can't fix everything is one of the most liberating experiences in life. Sometimes when facing difficult situations, all you can do is surrender.

6. They turn inward.

Victor Frankl said "When we are no longer able to change a situation, we are challenged to change ourselves." Rather than struggle to change the external situation you're facing, why not work from the inside out? Check in with your emotions, focus your mind, and center yourself spiritually. Every challenge is an opportunity to become a better version of yourself.

7. They see hope in adversity.

The people who most inspire us in life are the ones who stick to their principles, swing for the fences, and never let their circumstances define them. If you can change your perspective to focus on the benefits of a negative situation, the situation itself is transformed into something good.

"The greatest glory in living lies not in never falling, but in rising every time we fall." -Oliver Goldsmith

Rubric for SAC/IDC Group Presentations On Resiliency Research

Score	Presentation Audio/Visuals	Delivery	Content Coverage	Preparedness	Group Coordination
5	All Audio/Visuals support the material. All aspects of materials to be covered are represented.	Great voice inflection, eye contact and an outstanding job done in the speaking aspect of the presentation.	All aspects of the subject were covered and all objectives were met effectively.	All aspects of the presentation were well prepared and presenters understood and had a complete grasp of subject.	The group was well coordinated and all members collaborated and cooperated
4	All Audio-Visual support the material. Most aspects of the material to be covered are represented.	Presenters have generally good voice inflection and eye contact with very few errors in speaking or communication.	Most aspects of the subject were covered and most of the objectives were met.	Most aspects of the presentation were well prepared. Most aspects were completely understood.	The group was well coordinated and all members collaborated and cooperated. Some slight errors in coordination or collaboration
3	Most Audio-Visuals support the material. Most of the material to be covered is represented.	Presenters have some voice inflection and attempt to communicate clearly. A few errors in communication.	Most aspects of the subject were covered, but major objectives were not met.	Most aspects of the presentation were well prepared. Some major aspects were not completely understood.	The group has small errors in coordination or collaboration that affected the presentation
2	Some Visuals support the material and only some aspects of the materials to be covered are represented.	Presenters have very few changes in voice and little eye contact. Some major errors in communication	Some aspects of the objectives were met, and major objectives not met.	Some aspects of the presentations were not well prepared. Some aspects were not completely understood.	The presentation had noticeable delays and problems in collaboration or cooperation
1	What audio-visuals??!!.	Very poor communication, weak voices and no eye contact.	Very few aspects of subject were covered and very few objectives were not met.	Most aspects of presentation were not well prepared or not understood.	Huge problems in working as a group were clearly evident.

Presentations will be made in class on _____.