



**Board/Authority Authorized Course:
Lake Ambassador 11**

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD79 Cowichan Valley
Developed by: Noni Battye	Date Developed: Feb 8, 2021
School Name: Lake Cowichan School	Principal's Name: Jaime Doyle
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Lake Ambassador 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Category: (Filled in by the developing school) Interpersonal Skills - YIPS	Course Code: (Filled in by the district) YIPS-1E

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Acceptance into the Cowichan Lake Ambassador program, various technology as needed by the program

Course Synopsis: The Cowichan Lake Ambassador Program runs from January through June in the Cowichan Lake area. Students are required to register as a candidate, attain a sponsor, work with their sponsor and program administrators throughout their candidacy, create a sponsor board, prepare and give a variety of speeches, and participate in the Cowichan Lake Ambassador Program wrap-up activities in June. Students will attend workshops on resume building and interview skills, participate in fundraising events, complete a course on youth mental health, attend a town council meeting to learn about local politics, and complete their Toastmasters certification. Candidates who are selected as ambassadors are eligible for the Cowichan Lake Ambassador 12 course.

Goals and Rationale:

The purpose of Cowichan Lake Ambassador 11 is to allow students to build their public speaking skills along with prepare them to be positive representatives for their community. It will also create a sense of belonging and connection to the community as participants create bonds with their sponsors and each other through shared experiences.

Indigenous Worldviews and Perspectives:

Students will develop a familiarity with the First Peoples' Principles of Learning, including an appreciation that:

- Learning is holistic, reflexive, reflective, experiential, and relational; focused on connectedness, on reciprocal relationships, and a sense of place.
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's identity, specifically to embrace learner-centered practice and interact with students to ascertain their strengths and preferences when it comes to public speaking and community involvement
- Emphasize possible practical applications and realistic opportunities to all learners
- Recognize that there are many pathways for representing self within Indigenous worldviews
- Recognize that speech planning and delivery involves patience and time

Application of First Peoples' perspectives and ways of knowing can involve local knowledge and experts as sources of information.

The overall intent of the course is to assist in the development and enhancement of holistic, leadership qualities (mental, physical, emotional). The First Peoples' Principles are reflected and embedded in the development of this course's positive and healthy attitudes and values where students develop the skills to achieve their personal, educational, and career goals. Fostering self-esteem will enhance the socialization process for the youth and will create bridges for the future. The course will provide a foundation for students to establish personal, educational, and career goals. In addition, students will develop skills that will see them as contributing to their family, school, community and living with others in an interdependent world.

BIG IDEAS

Voice is powerful and evocative.	Understanding local traditions and culture creates a sense of self and place	Connection to community and shared experiences can increase belonging	Working with mentors can guide career choices and provide connections to support well-being.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Complete an application package and candidate profile for the program • Complete workshops on resume building and interview skills • Participate in fundraising events • Complete a course on youth mental well-being • Attend one or more Town Council meetings • Complete their Toastmasters certification • Participate fully in the Ambassador Program meetings and events • Reflect on their experience as a candidate for the Cowichan Lake Ambassador Program 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • promotion of themselves appropriately through speech and written work • creation of a sponsor board, acknowledging the background and community contributions of their sponsor • creation of effective speeches • knowledge of the Cowichan Lake area • completion of a program-appropriate resume and cover letter

Big Ideas – Elaborations

Local traditions and culture – can include but is not limited to Indigenous teachings, language, and culture, political processes, traditional events, and role of community groups

Curricular Competencies – Elaborations

Toastmasters Program – public speaking program

Cowichan Lake Ambassador Program – An ambassador program that is available to residents of the Cowichan Lake area that has run since 1945

Content – Elaborations

Effective speeches – delivery, eye contact, posture, cadence, knowledge of topic, etc

Knowledge of the Cowichan Lake area – this is a general knowledge test that requires candidates to be familiar with the Cowichan Lake region, readying them to be ambassadors for the area

Recommended Instructional Components:

Workshops on resume and cover letter building, creation of an auto-biography, Toastmaster’s program, how to create effective sponsor boards, interview skills, speech writing skills

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Assessment components will include: creation of a calendar of events and meetings, copies of sponsor and personal speeches, sponsor board, attendance at all meetings and events, reflection on interview with program judges and impromptu question, community knowledge test, essay, reflection on program, and a rubric completed by the ambassador program coordinator.

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Quality assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day-to-day instruction

- provides varied and multiple opportunities for learners to demonstrate their learning
- involves students in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported
- triangulates products, observations, and conversations to create a holistic and more accurate understanding of the learner's proficiency with the learning standards (curricular competencies & content)

Assessment components will include creation of a calendar of events and meetings, copies of sponsor and personal speeches, sponsor board, attendance at all meetings and events, reflection on interview with program judges and impromptu question, community knowledge test, essay, reflection on program, and a rubric completed by the ambassador program coordinator.

Learning Resources:

Technology where appropriate, guest speakers, mentors (including both sponsors and previous candidates)

Additional Information:

This course will be available only in years where the Cowichan Lake Ambassador program is being held. Educators will work closely with the Program Coordinator to ensure that all assessments and course expectations are being fully completed and will be in consistent communication with the candidates through the program, supporting the speech and written requirements.