



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Abbotsford School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD34
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School Name: WJ Mouat Secondary, Yale Secondary, ASIA Sumas Mountain, Rick Hansen Secondary, Abbotsford Traditional Secondary	Principal's Name: J. Pankratz, J. Sarowa, M. Funk, D. DeWit
Superintendent Approval Date (for School Districts only): Dec. 5, 2018	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: Nov. 6, 2018	Board/Authority Chair Signature:
Course Name: BAA PE Leadership 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Code: YHRA-2A	

Board/Authority Prerequisite(s):

Students must have a good standing in their PEH 11 courses and receive a recommendation from a PE teacher.

Special Training, Facilities or Equipment Required:

Teacher will need training in leadership methodologies, strategies, as well as leadership integration and facilitation opportunities. Knowledge of effective unit planning and construction as well as journal assessment is necessary. Equipment needed will include: dedicated classroom space and access to technology.

Course Synopsis:

PE Leadership 12 builds on the leadership skills developed in the grade 10 and 11 PE Leadership courses. This course includes a combination of classwork to learn leadership and planning skills and practical, hands-on applications of those skills. Students will develop and apply skills such as leadership, teamwork, goal setting, event planning, activity assessment and reflection through the development and planning of intramural and extra-curricular events. This course supports and encourages students to assist in school/community/ leadership opportunities and to explore career options in PEH and/or recreational fields. Students in this course are expected to exhibit strong leadership and mentorship skills to those in grades 10 and 11.

Students will identify the essential components of an effective leadership program and apply those in an instructional and intramural setting. Finally, students will apply their skills and complete 20 hours of field work in a volunteer leadership situation (both inside and/or outside of school). This course supports student learning through meaningful methods of inquiry, interpretation, demonstration, and presentation of a variety of leadership and planning skills.

Goals and Rationale:

This course seeks to:

1. Further develop leadership skills in students who can have a positive impact on school culture.
2. Further develop effective planning skills in students who plan events so that the student population can have a positive intramural or extra-curricular experience.
3. Further develop and nurture leadership and planning skills in other students to enable them to be lifelong leaders.
4. Provide opportunities for students to act as leaders in a variety of intramural and extracurricular activities.

Specific leadership skills are necessary yet not often addressed in the school system. Schools cultures are often nurtured and developed through intramural and extra-curricular activities. Many students participate in these activities and without student leaders, many of these activities would not run. Student run programs and activities tend to be the foundation of school spirit.

Students accepted to this course are given tangible leadership skills and training and then encouraged to play a leadership role in their school environment.

Aboriginal Worldviews and Perspectives:

This course seeks to develop understanding of the following First Peoples' Principles of Learning:

- *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* Through the development of intramural and extra-curricular activities, students are contributing to their school culture and the development of relationships within the school community. By developing strong leadership skills, students see themselves as contributors and development confidence in their abilities to lead groups.

- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).* Students are given opportunities to experience leadership through the practical, hands-on activities they help to develop and lead. Students are asked to reflect on their leadership experiences and work with team members to hone skills and refine their planning and implementation processes.
- *Learning involves recognizing the consequences of one's actions.* Students understand the cause and effect relationship their actions can have in the development and implementation of a program. Learning to make good choices and being prepared help are key learnings in this course.
- *Learning involves generational roles and responsibilities.* Students learn and practice their roles and responsibilities. Every member of every team has roles and responsibilities both in the planning and development of activities for students. As a grade 12 mentor, students are able to show other students what is involved in mentoring others and how the roles and responsibilities are different from what is expected at the grade 10 and 11 level.
- *Learning involves patience and time.* Students learn that planning an event takes time and preparation. Students also come to learn that the development and honing of their leadership skills takes time.
- *Learning requires exploration of one's identity.* Students learn about themselves and their leadership capacity in this course.

BIG IDEAS

Advocating for the health and well-being of others connects us to our community.

Well-being requires finding a balance of personal health, relationships, work, learning, community, engagement and committed citizenship.

Being involved in leadership activities helps to promote initiative-taking and community involvement.

Advocating for daily participation in physical activity can help promote a healthy lifestyle.

Leadership involves problem-solving, evaluating, reflecting when planning and leading others in activities.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> ● Create, implement and reflect on the essential components of a healthy intramural and extra-curricular activity program ● Apply, analyze and critique appropriate interpersonal skills while organizing, officiating, teaching and participating in physical activities. ● Create and apply effective goal setting strategies when planning and developing an event, lesson, or activity ● Consistently show respect for individual abilities, interests, gender, and cultural backgrounds. ● Identify, apply and reflect on tactics of good leaders and respected members of a community to organized events. ● Consistently model self-respect and self-confidence while organizing, leading, teaching, and officiating physical activities. ● Consistently model and promote fair play, etiquette, participation and preparedness in a variety of roles including: performer, coach, official, and observer. ● Evaluate, analyze, and modify appropriate safety procedures, rules, routines, and procedures while involved in new and familiar activities ● Critically analyze and apply applicable communication skills when communicating in a leadership role with students and teachers. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ● essential components of a healthy intramural and extra-curricular program ● characteristics of good leaders and respected members of a community ● roles and responsibilities of student leaders ● leadership development strategies ● leadership opportunities in a PE environment ● facility usage, equipment usage and safety procedures including injury prevention ● event and sport specific training ● effective goal setting strategies ● effective event planning and implementation strategies ● mentorship qualities and opportunities ● qualities of good role models ● change agency

- Design, teach, and reflect on activities in a variety of environments and **movement categories**.
- Analyze a problem and apply problem-solving strategies when planning and leading others in specific activities
- Consistently demonstrate leadership, reliability, and teamwork.
- Develop, refine, and apply a capacity to improve and diversify their capacity to be a leader.

Big Ideas – Elaborations

Curricular Competencies – Elaborations

- **movement categories including** invasion territory games, individual/dual activities, netwall games, target, alternative environment activities

Content – Elaborations

- **the essential components of a healthy intramural and extra-curricular activity program** including a wide variety of activities, high numbers of participants, active and engaged participants, programs are a part of school culture, diverse and varied participants, minimal number of injuries for participants, minimal level of interference by spectators
- **characteristics of good leaders and respected members of a community** including: organizational skills, communication skills, responsibility, confidence, commitment, trustworthiness, collaboration skills, and presentation skills
- **leadership development strategies:** organizational skills, respected by peers, communication skills, motivation, trustworthiness, ability to delegate, exhibiting a positive attitude, give and receive kind, helpful, and specific feedback, responsible decision-making, exhibiting confidence and commitment, being flexible, taking initiative, exhibiting perseverance, being resilient, collaborating with others
- **event and sport specific training** including: score keeping for different sports and activities, minor refereeing/officiating, running concessions, marketing strategies for events, development of promotional materials,
- **effective goal setting strategies** including: brainstorming, prioritizing goals, selecting appropriate goals to pursue, assessment of goal progress
- **effective event planning and implementation strategies** including: activity selection processes, recruitment strategies, effective advertising strategies, scheduling, game knowledge, safety planning, officiating, equipment maintenance, and clean up protocols
- **mentorship qualities and opportunities-** including mentoring grade 10 and 11 PE Leadership students, acting as role models for other students, promotion of program to increase enrollment

- **change agency: changing the culture of the school-** including increasing participation in event and engaging students who don't typically participate, increasing enrollment in PE Leadership courses (recruiting grade 10, 11 and 12 students)

Recommended Instructional Components:

Direct Instruction- event and sports specific training (how to run shot clock and score boards, score sheets)

Indirect instruction- teacher gives formative feedback during event/activity

Modelling- in classroom, watching lessons being taught beforehand, modelling lessons to the grade 10 students

Reciprocal teaching- watching a lesson with explanation of teaching technique

Brainstorming- different ideas for intramural and extra-curricular activities, making marketing and promotional materials for events, increasing enrollment, ways to change the culture of the school and who participates

Group work- plan, organize and implement events in groups and evaluate as the activity progresses

Independent work- research different types of tournaments for implementation (looking at the advantages and feasibility of implementing); peer discussion questions that guide reflections or evaluate others

Peer guidance- mentoring/modelling for grade 10 and 11 students with feedback

Reflective writing- reflections and peer discussion questions

Presentation- students present on key leadership attributes (character terms)

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Formative and summative assessment will be the result of peer assessment, self assessment, and teacher assessment.

Products may include:

- self-reflections (on personal performance), group reflections (group performance)
- lesson/event/activity plans, implementation of plan, reflection on plan
- discussion forums (formative)

(see table below)

Summative Product/Curricular Competency	Supporting Curricular Competencies	Content	Success Criteria (what fully meeting looks like)
<ul style="list-style-type: none"> ● Create and implement and reflect on the 	<ul style="list-style-type: none"> ● Design, teach, and reflect on activities 	<ul style="list-style-type: none"> ● essential components of a 	<p>Design an activity, lesson, or event:</p> <ul style="list-style-type: none"> ● Plan is well organized with goals for event/lesson/or

<p>essential components of a healthy intramural and extra-curricular activity program (a wide variety of activities, high numbers of participants, active and engaged participants, programs are a part of school culture, diverse and varied participants, minimal number of injuries for participants, minimal level of interference by spectators)</p>	<p>taught in a variety of environments and movement categories.</p> <ul style="list-style-type: none"> ● Utilize effective goal setting strategies when planning and developing an event, lesson, or activity ● Evaluate, analyze, and modify appropriate safety procedures, rules, routines, and procedures while involved in new and familiar activities ● Analyze a problem and apply problem-solving strategies when planning and leading others in specific activities 	<p>healthy intramural and extra-curricular program characteristics of good leaders and respected members of a community roles and responsibilities of student leaders leadership development strategies leadership opportunities in a PE environment facility usage, equipment usage and safety procedures including injury prevention event and sport specific training effective goal setting strategies effective event planning and implementation strategies mentorship qualities and opportunities qualities of good role models change agency</p>	<p>activity's successful implementation and uses a variety of resources</p> <ul style="list-style-type: none"> ● Plan is respectful of all participants and allows for equitable inclusion ● Plans for safety and management of participants are evident and well thought out ● Demonstrates knowledge of content/game rules and procedures ● Incorporates plans for recruitment of participants and advertising ● Has a clear plan for scheduling the event and booked a venue for the lesson/event/activity, if outside of classroom time ● Has developed an equipment list for the event ● Has taken into account possible problems that may arise and has developed a contingency plan <p>Teach the lesson/event/activity:</p> <ul style="list-style-type: none"> ● Uses visual aids to aid in understanding ● Creates and maintains a respectful environment during the event/lesson/activity ● Effectively manages participant behaviours in a constructive way ● Establishes a positive rapport with participants ● Exhibits confidence while instructing ● Utilizes effective questioning techniques ● Circulates and provides constructive feedback to participants ● Demonstrates flexibility and responsiveness <p>Reflect:</p> <ul style="list-style-type: none"> ● Is able to objectively reflect on the effectiveness of event/lesson/activity and the role they played in its development and execution ● Is able to suggest ways that the lesson/event/activity could be improved upon
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Identify, apply and reflect on tactics of good leaders and respected members of a community to organized events.

- Consistently model self-respect and self-confidence while organizing, leading, teaching, and officiating physical activities.
- Consistently show respect for individual abilities, interests, gender, and cultural backgrounds
- Consistently model and promote fair play, etiquette, participation and preparedness in a variety of roles including: performer, coach, official, and observer.
- Critically analyze and apply applicable communication skills when communicating in a leadership role with students and teachers.
- Consistently demonstrate leadership, reliability, and teamwork.
- Develop, refine, and apply a capacity to improve and diversify their capacity to be a leader.
- Apply, analyze and

- Characteristics of good leaders and respected members of a community including: organizational skills, communication skills, responsibility, confidence, commitment, trustworthiness, collaboration skills, respect
- leadership development strategies
- Leadership opportunities in a PE environment
- Roles and responsibilities of student leaders
- mentorship qualities and opportunities
- qualities of good role models
- change agency

Respect:

- Clearly models self-respect and self-confidence
- Authentically demonstrates respect for others by taking into account individual abilities, interests, gender and cultural background
- Demonstrates respect for equipment and venue by properly maintaining equipment, cleaning up the venue and storing equipment properly

Fair Play:

- Effectively models fair play in all aspects of participation
- Demonstrates proper etiquette during lesson/event/activity

Communication skills:

- Communicates clearly with team members and teacher
- Is able to clearly articulate rules and instructions to participants throughout a lesson/event/activity
- Effectively listens to others when interacting with them

Teamwork:

- Takes initiative to support other team members or teacher
- Actively contributes when working as a team
- Offers support when needed
- Is reliable when given tasks or instructions

Leadership capacity/Reliability:

- Takes initiative
- Commands respect through actions and integrity
- Can lead others with an adequate level of confidence
- Seeks to improve one’s leadership capacity through feedback and reflection and accepts constructive feedback
- Demonstrates enthusiasm and encouragement when working with others
- Is flexible and contributes to problem-solving in constructive and innovative ways
- Demonstrates a high degree of reliability when implementing a lesson/event/activity
- Team members can rely on student to carry out assigned

	critique appropriate interpersonal skills while organizing, officiating, teaching and participating in physical activities.		tasks/jobs Interpersonal skills: <ul style="list-style-type: none"> ● Proper use of body language ● Showing authentic appreciation to others ● Demonstrating a positive attitude with interacting with others
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Learning Resources:

- Rick Hansen - Man in Motion (class reading)
- A Passion to Lead by Jim Calhoun (class reading)
- Wooden on Leadership by John Wooden (class reading)
- The Winner Within by Pat Riley (class reading)
- SILVER BULLETS: A REVISED GUIDE TO INITIATIVE PROBLEMS, ADVENTURE GAMES, AND TRUST ACTIVITIES 2nd Edition
- Teacher created resources
- Choose to Lead-Mark Scharenbroich
- Nice Bike-Mark Scharenbroich
- 100 Ways to Build Teams by Carol Scarce
- Group Dynamics for Student Activities by Russell Robinson
- Handbook for Student Council Member by Earl Reum
- How to Start a Leadership Class by Linda Rogers
- Leadership Effectiveness Training by Dr. Thomas Gordon
- Leadership and the One Minute Manager by Kenneth Blanchard et al.
- Leadership: "Learning by Doing" by Patricia Ross
- Skills for Leaders by John Grey
- Spirit Works...Turn it On! by Bob Burton
- The ABCs of Student Advising by Jan Kurtz
- Activities that Teach by Tom Jackson
- More Activities that Teach by Tom Jackson
- Still More Activities that Teach by Tom Jackson
- Chop Wood, Carry Water by Joshua Medcalf
- The Student Leadership Challenge
 - The Student Leadership Challenge: Facilitation and Activity Guide
 - The Student Leadership Practices Inventory - Self Instrument

Additional Information: