

BAA P.E. Leadership 10 Framework

YPELE 10

District Name: Abbotsford

District Number: 034

Developed by: Rod White

Date Developed: January 2004

School Name: Yale Secondary

Principal's Name: Bruce Nicholson

Board/Authority Approval Date:

APR - 5 2004

APR - 5 2004

Board/Authority Signature:

Course Name: P.E. Leadership 10

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s):

- 1. 86% in regular P.E.
- 2. P.E. teacher recommendation

Special Training, Facilities or Equipment Required: Teacher or resource person 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 CIRA's Student Leadership Handbook, computer with internet access, and TV monitor and VCR.

Course Synopsis: P.E. Leadership is comprised of a gr. 10 introductory level course as well as an advanced gr. 11 / 12 course. Both courses include class work and practical hands-on applications in the following areas: Leadership and teamwork, goal setting, unit lesson planning and co-ordination, activity assessment and reflective feedback.

Introductory course (Gr. 10) - practical objectives include the planning and instruction of individual lessons throughout the semester as well as the inclusion of 10 hours volunteering in Yale's intramurals and extra curricular sport programs under the supervision of 11/12 leadership students.

Both courses are designed to be taken in conjunction with the Canadian Intramural Recreation Assoc. Student Leadership Course. (Distributed by CIRA in conjunction with the Gov. of Canada)

Rationale: Specific leadership skills are necessary yet not often addressed in the school system. Student run programs and activities tend to be the foundation of many school spirit programs. Students accepted to this course are given tangible leadership skills and training and then encouraged to play a leadership role in their school environment. The course has

been developed to support and encourage students to assist in school / community leadership opportunities and to explore career options in P.E. and / or recreational fields. 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 skill and complete ten hours of field work in a volunteer leadership situation. The course supports student learning through meaningful methods of inquiry, interpretation, demonstration and presentation of a variety of skills on important topics.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Introduction to P.E. Leadership	10 hours
Unit 2	Leadership opportunities in the P.E. classroom	55 hours
	* practical applications of leadership	
Unit 3	Goal setting - small activity management	10 hours
Unit 4	Unit/ lesson research and planning	15 hours
Unit 5	Unit/ lesson instruction and assessment	15 hours
Unit 6	P.E. Leadership practical exp (hours)	10 hours
Total Hours		115

Unit/Topic/Module Descriptions:

Unit 1: Introduction to P.E. Leadership 10 hours

Overview

Students will examine the components of an effective leadership program and the role and responsibilities of the P.E. leadership student. They will do a complete navigation of the CIRA student leadership web page web site, identify personal characteristics of an effective leader, and finally, use this information to complete a career search assignment.

Curriculum Organizers and Learning Outcomes

I. Role of the P.E. Leader

It is expected that students will:

- identify the essential components of an effective leadership program
- identify personal characteristics of leadership students and respected leaders in the school / community
- describe their role, responsibilities, performance standards, liability concerns and limitations in school activities
- list and describe career options conducive to P.E. leadership
- complete at least one career search

Unit 2: Leadership Opportunities in the P.E. environment 55 hours

Overview

Students will gain a basic understanding of leadership in the classroom and the responsibilities therein. Students will demonstrate appropriate leadership skills in individual small and large group interactions. Leadership students will lead warm - ups, stretches, review skills etc while modelling exemplary behavior. Students will also be responsible for basic administrative tasks such as attendance. Further, students will know how to manage the environment and facilities, use protective equipment and enforce officiating standards prevent injury.

Curriculum Organizers and Learning Outcomes

I. Leadership in the classroom

It is expected that students will:

- recognize and utilize appropriate leadership skills with varying groups of students
- identify the rationale for an effective warm - up / skill review
- identify possible problems in the classroom and deal with them proactively.
- recognize function and responsibilities of leadership students.

II. Safety / Injury Prevention

It is expected that students will:

- use a facility, equipment, and environment check list to help prevent injuries
- know how to monitor students to respect officiating, rules and others
- understand and reinforce safety procedures to prevent injury.

Unit 3: Goal Setting - small activity management 10 hours

Overview

Students must recognize goal setting and planning inherent in successfully managing activity. They will be given projects in which they must plan, instruct or administer, and assess the success of the project. Results will determine student's readiness for teaching lessons / unit.

Curriculum Organizers and Learning Outcomes

I. Goal setting

It is expected that students will:

- describe the steps necessary for effective goal setting.
 - * Brainstorm
 - * Prioritize
 - * Selection of appropriate goals
 - * Periodic assessment of goals

Unit 4: Lesson Planning and Research 15 hours

Overview

Students will learn some basic information on how to plan, create, teach and assess an effective lesson / unit in their choice of sport. Students will submit their lesson or units for prior approval and make the necessary corrections before proceeding to teach.

Curriculum Organizers and Learning Outcomes

I. Planning and research

It is expected that students will:

- identify in theory and practice the necessary components of a successful lesson. Why are these NB.?
- effectively understand and utilize lesson plan templates.
- review sample lesson plans and record reflections in journal
- access two electronic sources specific to their lesson (ie. pecentral.com)
- mentor with a coach / teacher considered an authority in their specific sport.

Unit 5: Lesson instruction, assessment, and reflection -- 15 hours

Overview

Students will teach their lessons using sound instructional strategies under the watchful eye of the regular teacher. Students must be prepared to complete self - assessment and and utilize teacher / student feedback in their reflection on how to improve.

Curriculum Organizers and Learning Outcomes

I. Instruction

It is expected that the students will;

- Use a systematic, structured approach to teaching lessons.
- Adopt a 'best practices' approach to selecting instructional strategies.
- Adopt a variety of individual, small group, and large group activities.
- show the necessary skill progression to allow for success for all.
- Be proactive and positive when dealing with students.

II. Assessment and Self Reflection

It is expected that the students will;

- complete self-assessment and reflection in journal after each class.
- utilize teacher and student feedback to improve quality of lesson and delivery.

Unit 6: Field Experience (volunteer hours) in Yale athletics or intramurals
10 hours

Overview

Students will volunteer their time to organize, manage, officiate, or assist with Yale's intramurals and extracurricular athletic program. Gr. 10's will assist while 11/12 will be normally required to organize and manage to a greater degree.

Curriculum Organizers and Learning Outcomes

P.E. Leadership hours

It is expected that students will:

- choose a specific sport of interest to organize and or assist
- list and describe their role, responsibilities and standards for performance
- identify equipment and supplies needed
- complete a minimum of 10 or 20 hours in leadership roles in Yale's athletics or intramural program
- assess the leadership experience (process, strategies) and make recommendations for future improvement.
- assess the supervisor's evaluation and comments

Instructional Component:

The following methods will be used in the teaching of P.E. Leadership:

- guided discovery
- active learning
- modelling
- group work
- apprenticing
- interactive instruction
- independent learning
- mentoring
- cooperative learning
- brainstorming

Assessment Component:

Sixty per cent (60%) of the grade will be based on evaluations conducted throughout the course. This portion will reflect the students' achievement within each unit based practical daily applications of leadership, research assignments/projects and journal reflections.

Forty per cent (40%) of the grade will be based on a combination of the instructional component and the volunteer hours at the end of the course. The teacher and the leadership student will meet on a regular basis and together complete the final evaluation of the instructional unit and volunteer hours.

Type of Assessment	Category	Weighting
Formative	1. Practical Applications of leadership	20 (60%)
	2. Knowledge and understanding Research.	
	Assignments	
	a. Reflective journals	20
	b. Research / organizational skills	20
Summative (40%)	a. Teaching Unit	20
	b. Vol. Hours	20

Performance criteria

- Intramural /athletics experience
- Projects - ie. sport - specific warm - up activities for Rugby
- Posters - Fitness posters etc.
- Bulletin board presentations of completed works ie. Yale's Sports Page

Personal communication criteria

- group dialogue
- student/instructor/mentor dialogue
- self evaluation

- peer evaluation
- increased confidence in dealing with situations and personnel
- increased leadership skills in volunteer experiences

Other

- weekly assessment of practical mark
- Reflection journals
- Teaching unit rubric

Learning Resources:

- Yale P.E. Resources
 - * IRP's
 - * Sport specific literature
 - * Unit plan templates and sample plans
 - * Mentor teachers and coaches
- Yale Library Resources
 - * Print resources
 - * Internet privelege
- Web sites
 - * pecentral.org
 - * pelinks4u.com
 - * pedigest.com
 - * cira.edu
 - * cahperd.ca

ADDITIONAL INFORMATION

This course is a very popular course in that offers excellent opportunity for selected student leaders to learn and utilize leadership skills in many aspects of their lives. In return, young leaders reciprocate by offering their skills back into their school environments. Finally, it allows those who may be interested in a P.E. /Recreation career an opportunity to test the waters.