

PE Leadership 11 Outline

District Name: Abbotsford

District Numbers: 34

Developed by: Rod White (revised by: Yale PE Teachers, Mike Perry/Mouat)

Date Developed: January 2004 (revised June 2011)

School Name: Yale Secondary/ WJM Mouat Secondary

Principal's name: Bruce Nicholson (Jay Pankratz/ Rob Comeau)

Board/Authority Approval Date: April 5, 2004

Board/Authority Signature:

Course Name: PE Leadership 11

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s):

1. 86% in regular PE
2. PE teacher recommendation
3. Completion of application form (optional: see attached)

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.

Course Synopsis: PE Leadership is comprised of 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.

Advanced course (gr. 11)-practical objectives include in-depth research, planning, instruction, and assessment of an entire 10 lesson PE unit. As well, senior leadership students supervise and administer intramurals as well as manage and/or

officiate in the extracurricular athletic programs for a minimum requirement of 20 hours.

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 PE 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 PE Leadership	2-10hours
Unit 2	Leadership Opportunities in the PE Classroom *practical applications of leadership	75-100 hours
Unit 3	Goal Setting- small activity management	8-10 hours
Unit 4	Unit research and planning	5-15 hours
Unit 5	Unit instruction and assessment	10-20 hours
Unit 6	PE Leadership practical exp (to take place outside of class time)	20 hours
Total hours		125 hours

Unit/Topic/Module Descriptions:

Unit 1: Introduction to PE Leadership **2-10 hours**

Overview

Students will examine the components of an effective leadership program and the role and responsibilities of the PE leadership student. identify personal characteristics of an effective leader.

Curriculum Organizers and Learning Outcomes

1. Role of the PE 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 PE leadership

Unit 2: Leadership Opportunities in the PE Environment 75-100 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 modeling exemplary behavior. Students will also be responsible to basic administrative tasks such as attendance. Further, students will know how to manage the environment and facilities, use protective equipment, and enforce officiating standards to prevent injury.

Curriculum Organizers and Learning Outcomes

1. 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

2. 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

8-10 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

1. 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

5-15 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

1. Planning and research

It is expected that students will:

- Identify in theory and practice the necessary components of a successful lesson.
- 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

10-20 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 utilize teacher/student feedback in their reflection on how to improve.

Curriculum Organizers and Learning Outcomes

1. Instruction

It is expected that 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.

2. Assessment and Self Reflection

It is expected that students will:

- Complete self-assessment and reflection in journal after each week

- Utilize teacher and student feedback to improve quality of lesson and delivery

Unit 6: Field Experience (volunteer hours) in Yale athletics or intramurals
20 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

1. PE 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 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 PE Leadership:

- Guided discovery – research lesson
- Apprenticing – shadowing teacher
- Mentoring – assigned a student to help; assist with the integration of future grade 9's
- Modelling – demonstrating a skill; students model expected behavioural objectives and support other PE Leadership students in the process.
- Active learning – participating in class
- Interactive instruction – leading stretching and warm up
- Brainstorming – getting ideas for teaching assignment; event promotion (posters)
- Group work – participating on the teams
- Independent learning – researching, leadership-based exercises/discussion (current events)
-

Assessment Component:

Type of Assessment	Weighting
Formative	Student and peer self-evaluations of Intramural experience Weekly assignments: various events based on leadership/current events.

Summative	100 %
1. Practical Applications of leadership	50%
a. Intramurals: set up, refereeing and clean-up of intramurals (self, peer, and teacher assessed)	
2. Knowledge and Understanding Research	
Assignments:	
a. Reflective Journals	10 %
b. Research/organizational skills	10 %
a. Teaching Unit	10 %
Special Event: organization of monthly special Events (assessed on organization and planning And execution)	
b. Vol. Hours	20%

Performance criteria:

- Intramural/athletics experience
- Projects- ie sport- specific warm-up activities for Rugby
- Posters- Physical Fitness promotion posters etc
- Bulletin board presentations of completed works ie. Yale's Sports Page
- Unit-based preparation (review of rules for refereeing)
- Daily announcements promoting intramural involvement

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
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Learning Resources:

- Yale PE Resources
 - IRP's
 - Sport specific literature
 - Unit plan templates and sample plans
 - Mentor teachers and coaches
- Yale Library Resources
 - Print resources
 - Internet privilege
- Web sites
 - pcentral.org

- 
- pelink4u.com
 - pedigest.com
 - cira.edu
 - cahperd.ca

ADDITIONAL INFORMATION

This course is 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 PE/Recreation career an opportunity to test the waters.

P.E LEADERSHIP APPLICATION FORM

NAME : _____

GRADE: _____

WHY DO YOU WANT TO BE INVOLVED IN PE LEADERSHIP?

WHAT SKILLS DO YOU HAVE THAT WOULD MAKE YOU A GOOD PE LEADER?

HOW COULD THIS COURSE CONTRIBUTE TO YOUR POST SECONDARY ASPIRATIONS?

WHO WAS YOUR MOST RECENT PE TEACHER AND WHAT GRADE DID YOU EARN?

ARE YOU AVAILABLE AFTERSCHOOL TO MINOR OFFICIATE VARIOUS YALE ATHLETIC ACTIVITIES. IF YES LIST THE SPORTS THAT YOU ARE KNOWLEDGEABLE IN.

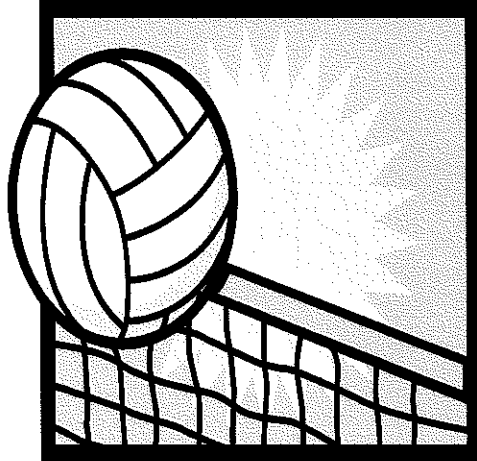
Yale Secondary P.E Leadership Program: Student Resource

A. Goals and Objectives

1. To promote and develop physical education leadership skills which include knowledge, attitudes and communication
2. To provide opportunities for students to assist the teacher in the development of other students knowledge and skills in a safe and positive learning environment
3. To help students learn refereeing and minor official skills in a variety of sports

B. Expectations of Students

1. Leaders will attend class on time and wear proper physical education attire
2. Leaders will take initiative in assisting the teacher (attendance, warm up, equipment ect.)
3. Leaders are expected to lead by example which means participating in the class activities
4. Leaders will be expected to assist other students in their skill development
5. Leaders will maintain a notebook detailing rules and terminology for each major unit
6. Leaders will be required to keep a journal of their experiences, highlighting daily responsibilities and providing personal feedback on how they went
7. Leaders will provide a practical teaching experience consisting of one week unit in an activity of their choice



C. Evaluation

1. Personal and Social Responsibility (50%)

- a. Proper attire, on time, helpful and reliable
- b. Students show respect for others
- c. Students perform daily responsibilities to an acceptable level

2. Written Assignments and Tests (30%)

- a. Tests on knowledge and interpretation of rules
- b. Completion of student journal and written assignments
- c. Presentations- practical teaching sessions

3. Extra Curricular Leadership Activities (20%)

- a. Students have attended all minor official clinics
- b. Students have contributed 10-20 hours outside of class time as an official during a Yale Athletic activity

Note: Students who fail to comply with the above components will receive an incomplete

PE Leader Reflection Journal

On a weekly basis you will be required to complete a journal entry which highlights your duties for the week and your reflections on what you see happening in the class. Your format for the journal should be as follows:

Unit: Baseball

Date: Friday, Sept. 15

Duties: warm up, stretch, attendance, equipment set up

Reflection:

Every Friday your journal entries should answer the weekly question provided to you. All journals entries should be neatly done and kept in a workbook.

PE Leadership Journal Questions

Week One:

1. Why are you in PE leadership? List three of your goals and explain why each is important to you.

Week Two:

1. If you could choose any career in the future which one would you choose? Why? How does leadership relate to this goal?

Week Three

1. Do you know everyone's name in your class? If so how did you learn the names and if not how will you learn them?
2. Who are the students in class who most need your help? How do you know they need help? What kind of assistance do they require?

Week Four

1. How many service hours have you completed? Make sure you are involved and don't leave it to the last minute.

Week Five

1. Describe how you are helping to motivate students to participate to the best of their ability in class.

Week Six

1. Have you been keeping up with your journal? What has been your most memorable experience in class to date?

Week seven

1. Are there any students in class that are at risk of failing? Have you attempted to help them in any way? Were you successful? If there are no students at risk of failing then describe what you would do in this situation.

Week eight

1. Have you identified any problems; comment on the class environment. What is the overall mood.

Week nine

1. It is important that students know that they are doing a good job. Have you been giving out positive reinforcement? Describe a situation where you let a student know that they were doing a "good job."

Week ten

1. It can be hard to maintain excitement in the class, lets try and do something different this week. Write down some ideas that we could try and implement into the class to raise enthusiasm. Then we will give them a try.

Week Eleven

1. You have been given the opportunity to teach your own lessons. You must prepare and plan thoroughly in order to be successful. Create a detailed plan of your lessons on paper that must include:
 - Sport or activity to be taught
 - Lesson objectives
 - Detailed methods (drills, strategies, game activities)
 - Facility, equipment and material needed
 - Copy of handouts or questions for discussion

Week twelve

1. Do you feel that you are taking initiative in class or does the teacher always have to tell you what to do? If you are taking on duties without being asked please describe what you are doing. If you are not taking initiative then what can you do to make sure that you start to help out with out being asked.

Week thirteen

1. P.E strip is very important to being successful, have most of the students been wearing proper strip? What is done with students that are not in appropriate strip? How can you encourage students to wear appropriate gym strip?

Week fourteen

1. If you have taught your lesson by now please write about the what was successful and what you would change for the next time you teach. Being a P.E teacher might not be as easy as it looks; what surprised you the most?

Week fifteen

1. What are some of the work responsibilities which you did not realize you were expected to perform? Are there any surprises? Why or why not?

Week sixteen

1. The semester is coming to an end and we would like your input to help us make improvements to the P.E leadership program. Please list five positive and five negatives concerning the course. When you make your list please explain why you found something positive or negative and suggest a way that we can improve.

Name: **Minor Official Clinic**

Volleyball

Date: Clinic Organizer: Signature:

Tasks	Check if you understand
Equipment Setup and Take down	
Line Judge	
Score Sheet	
Score Flip Chart	

Basketball

Date: Clinic Organizer: Signature:

Tasks	Check for understanding
Equipment Set up and Take down	
Score Clock	
Shot Clock	
Score Sheet	

Soccer

Date: Clinic Organizer: Signature:

Tasks	Check for understanding
Set up Goal Nets	
Line Fields	
Flagger	

Rugby

Date: Clinic Organizers: Signature:

Tasks:	Check for Understanding
Field Set up and take down	
Flaggers	

Volleyball Basic Rules



THE SERVE

- (A) Server must serve from behind the end line until after contact.
- (B) Ball may be served underhand or overhand.
- (C) Served ball may graze the net and drop to the other side for point.

SCORING

- A. Rally scoring will be used.
- B. There will be a point scored on every score of the ball.
- C. Offense will score on a defense miss or out of bounds hit.
- D. Defense will score on an offensive miss, out of bounds hit, or serve into the net.
- E. Game will be played to 25 pts.
- F. Must win by 2 points.

ROTATION

- (A) Team will rotate each time they win the serve.
- (B) Players shall rotate in a clockwise manner.

PLAYING THE GAME (VOLLEY)

- (A) Maximum of three hits per side.
- (B) Player may not hit the ball twice in succession (A block is not considered a hit).
- (C) Ball may be played off the net during a volley and on serve.
- (D) A ball touching a boundary line is good.
- (E) A legal hit is contact with the ball by a player body above and including the waist which does not allow the ball to visibly come to a rest.
- (F) If two or more players contact the ball simultaneously, it is considered one play and the players involved may not participate in the next play.
- (G) A player must not block or attack a serve.

(H) Switching positions will be allowed after a serve

BASIC VIOLATIONS

(A) Stepping on or over the line on a serve.

(B) Failure to serve the ball over the net successfully.

(C) Hitting the ball illegally (Carrying, Palming, Throwing, etc.).

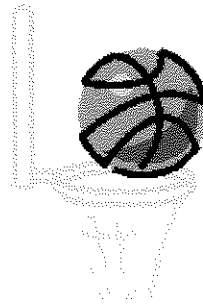
(D) Touches of the net with any part of the body while the ball is in play.

(E) Reaching over the net

(F) Reaches under the net (if it interferes with the ball or opposing player).

(G) Failure to serve in the correct order.

Basketball Rules



SCORING:

- 2 point field goal- a shot made from anywhere during play inside the 3 pt arc.
- 3 point field goal- a shot made from anywhere outside the 3 pt arc.
- Free throw- 1 point is awarded to an unguarded shot taken from behind the free throw line while the clock is stopped.

SKILLS:

- Boxing out- a player's position between an opposing player and the basket to obtain a better rebounding position.
- Dribbling- bouncing the ball with 1 hand using your fingertips instead of your palm so that it rebounds back to yourself (the

- only legal way to move with the ball)
- Passing- moving the ball by throwing, bouncing, handing, or rolling it to another player (Chest, Bounce, Lob)
 - Shooting- throwing the ball to make a basket
 - Pivoting- stepping once or more in any direction with the same foot while holding the other foot at its initial point.
 - Rebounding- The recovering of a shot that bounces off the backboard or the rim.

FOULS: results in one or more free throws awarded to the opposing team

- Blocking- impeding the progress of an opponent by extending one or both arms horizontally or getting in the path of a moving player.
- Charging- running into a stationary player while you are moving with the ball.
- Hacking- the player hits the arm or hand of the person holding the ball.
- Holding- the player holds the person with or without the ball.
- Technical Foul – player or coach can commit this foul. It does not involve player contact but is instead about the manners of the game

VIOLATIONS: results in a change of possession with the team in bounding the ball at the side line opposite where the infringement took place

- Traveling- moving illegally with the ball
- Three seconds- an offensive player remains in the key (free throw lane- the area under the basket) for more than 3 seconds
- Double dribble- a player dribbles the ball with both hands at the same time or they stop and then start dribbling again

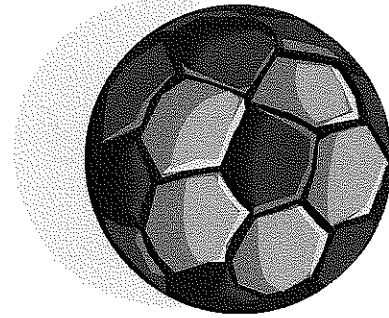
TERMS:

- Air ball- a shot that completely misses the rim and the backboard
- Assist- a pass to a teammate who then scores a field goal.
- Defence- team trying to stop the other team from scoring
- Dunk- to throw the ball down into the basket with the hand above the level of the rim
- Offense- team trying to score
- Turn over- any loss of the ball without a shot being taken

SOCCER RULES

Positions

- Each team will consist of 11 starting players
- one goalkeeper and 10 outfield players.
- 2 defenders
- 3 midfielders
- 3 forward
- 2 sweepers



-Soccer games consist of two halves lasting 45 minutes each although injury time is often added by the referee to cover any stoppages.

Fouls

Direct Kick Fouls - For which the other team receives a "direct free kick" (meaning a goal can be scored by kicking the ball straight into the goal) or a "penalty kick" ("PK") if the foul occurs within the Penalty Box (Note: It doesn't matter whether the ball was in the Penalty Box or not; what matters is where the foul was committed).

1. kicking or attempting to kick an opponent.
2. tripping or attempting to trip an opponent
3. charging into an opponent
4. striking or attempting to strike an opponent
5. pushing an opponent, including the goalkeeper

Indirect Kick Fouls - For which the other team receives an "**indirect free kick**" (meaning a goal only counts if another player touches the ball before it enters the goal). The indirect free kick is taken from where the offense occurred.