

BAA PE LEADERSHIP - INTRAMURALS 11 FRAMEWORK

District Name: Abbotsford
District Number: 34
Developed by: Sharon Matthews
Date Developed: January 2004
School Name: W.J. Mouat Secondary
Principal's Name: Des McKay
Board/Authority Approval Date: APR - 5 2004
Board/Authority Signature:
Course Name: PE Leadership - Intramurals 11
Grade Level of Course: Grade 11
Number of Course Credits: 4 credits
Number of Hours of Instruction: 120
Prerequisite(s):
Special Training, Facilities or Equipment Required:

YPELI 11

Course Synopsis:

This course has been developed to support and encourage students to explore and build upon their individual and team leadership skills in the year long running of our school's Intramural Program during lunch. Students in grade 11 will be expected to chair a minimum of three activities/special events throughout the year, purchase supplies and prizes within a budget for these activities and evaluate themselves and others on completion of tasks and the success of the activity.

Rationale:

This course has been developed to support and encourage students in grade 11 to identify and work on their individual leadership weaknesses and strengths in a team building environment. Students develop confidence and pride in their abilities to plan, promote, run and evaluate activities from beginning to completion.

Organizational Structure:

I. Intramural Activity Units:

<u>Unit/Topic:</u>	<u>Title:</u>	<u>Time:</u>
Unit 1	Volleyball Intramurals/Special Event Day	
Unit 2	Soccer Intramurals/Special Event Day	
Unit 3	Basketball 3 on 3 Intramurals/Special Event Day	
Unit 4	Badminton Intramurals/Special Event Day	
Unit 5	Handball Intramurals/Special Event Day	
Unit 6	Kickball Intramurals/Special Event Day	
Unit 7	Touch Football Intramurals/Special Event Day	
Unit 8	Gladiator Intramurals/Special Event Day	

Hours 90

Organizational Structure:

II. Classroom Units(Concurrent):

<u>Unit/Topic:</u>	<u>Title:</u>	<u>Time:</u>
Unit 1	*Defining Leadership: a) Introduction to Leadership b) Misconceptions of Leadership c) Obstacles and Strategies toward Leadership Development d) Time Management e) Moral and Ethical Dimensions of Leadership	15
Unit 2	*Assessing Yourself as a Leader: a) How do you Know you are a Leader? b) What is your Attitude toward being a Leader? c) What is your Strongest Area of Leadership Skill? d) What is your Weakest Area of Leadership Skill? e) Effective and Ineffective Team Players; Team Player Styles	15

Hours 30

*As well as discussing the above in the morning(extended day) classes, the group also plans for the upcoming weeks' activities.

Total Hours 120

Unit/Topic/Module Descriptions:

I. Intramural Activity Units 1-8

Curriculum Organizers and Learning Outcomes

It is expected that students will:

- Plan and run an effective Intramural Program
- Develop personal leadership skills that can be used throughout their lifetimes
- Work effectively with others in a leadership group
- Be a positive influence in our school and community

II. Classroom Unit 1: Defining Leadership
Curriculum Organizers and Learning Outcomes

It is expected that students will:

- Define leadership within a personal context
- Differentiate between individual and cooperative group leadership
- Identify different leadership styles
- Use time management skills to get the job(s) done
- Apply ethical principles of leadership within our Intramural Program

Classroom Unit 2: Assessing Yourself as a Leader
Curriculum Organizers and Learning Outcomes

It is expected that students will:

- Assess their strengths and weaknesses as leaders
- Actively work on becoming stronger in weaker leadership areas by developing an action plan within a specific time frame
- Understand the difference between effective and ineffective team players

Instructional Component:

- direct instruction
- interactive instruction
- independent instruction
- modelling
- practical creativity
- brainstorming
- working in small and large groups
- evaluation of own and classmates' work

Assessment Component:

- 10% of the grade will be based on written assignments, for example: "Who's Who at Mouat? (Contact names needed to complete assigned tasks.)
A Personal Inventory of Strengths and weaknesses
- 15% of the grade will be based on classroom performance:
 - contributing to the planning discussions for the week(s) ahead in small or large groups
 - evaluating how previous activity went and how it could be improved
 - brainstorming ideas for future activities
 - contributing to discussions relating to specific leadership topics (for example, characteristics of a good leader; time management tools, etc.)
- 15% of the grade will be based on gym supervision/cleanup performance: being on time; open up gym wall; pull out lunch bleachers; put out garbage cans; patrol gym for appropriate footwear and to ensure food and drink are being consumed in specific bleachers; mop floors and bleachers at lunch end

- 30% of the grade will be based on a self/peer/teacher evaluation of the student's performance for that term (please see attached self-evaluation form for details.)
- 30% of the grade will be based on how well they met the learning outcomes in the running of extended intramural activities (volleyball, soccer etc.) and special event days ("Musical Chairs", "Burp Contest", etc.) The students are assessed by their peers and teacher on the planning, running and evaluating of the activity from beginning to end (see planning and evaluation forms that are completed by activity chairpersons.) The students are expected to complete specific tasks that have already been discussed in the course synopsis of this framework.

Learning Resources:

- Student Leaders Handbook (Canadian Intramural Recreation Association, 1992)
- Student Planning Agendas
- Videos of other highschool Intramural Programs

Additional Information:

We have had a successful PE Leadership Program at W.J. Mouat for the past ten years. It is hoped that students will enter the program at a grade 10 level and build on their experience and responsibilities with each progressive year.