



Athletic Leadership 11/12

Board/Authority Approved Course

North Okanagan Shuswap	School District 83
Developed By: Chelsea Prince	Date Developed:
School Name: Pleasant Valley Secondary School	Principal's Name: Chelsea Prince
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course: Athletic Leadership 11/12	Grade Level of Course: 11/12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Students must have good standing in their previous Physical Education courses to take this course independently under a teacher's leadership. Students may also take this course as part of a sports academy (such as the Hockey Academy or Mountain Biking Academy).

Special Training, Facilities, or Equipment Required:

- Teacher will need training in leadership methodologies and strategies.
- Knowledge of effective unit planning and construction is necessary.
- First aid training also an asset.
- Strong connections with community members and/or resources.

Course Synopsis:

Athletic Leadership 11 and 12 are intended to develop athletic leadership skills for students. 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 of curricular events and lesson plans. This

course supports and encourages students to assist in school/community/leadership athletic opportunities. As well, there is on-going support for students to explore career options in PHE and/or coaching opportunities within the school and/or community.

Goals: This course seeks to:

1. Develop leadership skills in students who can have a positive impact on school and community culture.
2. Offer leadership and coaching training to help athletes achieve their athletic and leadership goals for life.
3. Use management and organization strategies to effectively plan and execute events in the school and/or community.
4. Prepare students to be future leaders, coaches and change-makers in the sport of choice.
5. Develop and foster a reflective leadership practice while working alone, in peer groups and/or with community members.
6. Work to support and enhance school and/or community culture.
7. Build and foster a strong sense of social responsibility.

Rationale:

Specific leadership skills are necessary yet not often addressed in the school system. Students taking this course are given tangible leadership skills and training, and then encouraged to play a sport leadership role within their school and/or community. From this course, students are developing life skills such as fair play, sport etiquette, active participation and preparedness that will prepare them to be future leaders, coaches, and sport enthusiasts within their community.

Aboriginal Worldviews and Perspectives:

Declaration of 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.

- Students are contributing to the community and/or school culture and the development of relationships within these two.
- By developing strong leadership skills, students see themselves as contributors and develop 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, hand-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 implementations 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 involves generational roles and responsibilities

- Students learn and practice their roles and responsibilities, both in the planning and development of activities for students

Learning involves patience and time

- Students learn that planning an event takes time and preparation.

- Students also 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

Declaration of Aboriginal Worldviews and Perspectives:

Connectedness and relationships

- Focus on team building and interpersonal skills
- Promote positive school and community culture

Local focus

- Promote active involvement in both school and local community

Emphasis on Identity

- Identify strengths and areas for improvement in order to develop strong leadership skills

Community involvement

- Use local contacts in our community group for guidance and possible resources

Experiential learning

- Organize athletic events for school and/or community that offer positive experiences for students
- Organization of events/activities is student centered where students emphasize their strengths and preferences

Assessment and Evaluation:

Formative Assessment:

- Indirect instruction/Experiential learning feedback
- Reciprocal Evaluation (both teacher and peer)
- Discussion Forums

Summative Assessment:

- Event reflection/evaluation
- Written reflections/journals
- Self-reflection/assessment
- Presentations
- Projects

Course Name: Athletic Leadership 11

BIG IDEAS

Leaders seek out new challenges, possibilities, and opportunities.

Leaders are able to support and empower others to make a positive difference.

Leaders are reflective and seek feedback in order to continuously grow.

Leaders are responsive, their actions are to the benefit of a larger group community.

Leaders are proactive – they identify a need or vision, and create strategies to resolve it.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Principles of Leadership • explore, develop, and demonstrate leadership attributes Collaboration and Teamwork • apply decision making skills • explore how team building exercises reinforce group dynamics theory • recognize & apply qualities of effective teamwork in group context Communicating and Reflecting • explore and develop leadership skills in regards to communication Social Responsibility • contribute to positive school culture and spirit through various activities • demonstrate active role in community involvement Personal Responsibility & Safety • apply knowledge/skills to support school programs • demonstrate understanding of complexities inherent in sport management	<i>Students are expected to know the following:</i> Health and Well-Being • the role of nutrition and how it can affect health and performance • potential short and long term consequences of health decisions • benefits of physical activities for health and mental well-being Management • different management styles and theory • financial organization • organization of events (advertising, scheduling, results/awards, entertainment) Collaboration • decision making skills • co-planning and co-execution of events • teamwork skills Communicating, Reasoning, and Reflecting • communication (peer to peer, school officials, public relations) Personal Responsibility & Safety • rules, routines, and sport safety guidelines • time and stress management • appropriate social behaviour while working cooperatively with others • etiquette and fair play • identification and demonstration of positive behaviours that indicate respect for individuals

Course Name: Athletic Leadership 12

BIG IDEAS

Leaders seek out new challenges, possibilities, and opportunities.

Leaders are able to support and empower others to make a positive difference.

Leaders are reflective and seek feedback in order to continuously grow.

Leaders are responsive, their actions are to the benefit of a larger group community.

Leaders are proactive – they identify a need or vision, and create strategies to resolve it.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Principles of Leadership • explore, develop, and demonstrate leadership attributes Collaboration and Teamwork • apply decision making skills consistently • lead team building exercises that reinforce group dynamics theory • recognize & apply qualities of effective teamwork in group context consistently Communicating and Reflecting • develop and apply leadership skills in regards to communication Social Responsibility • contribute to positive school culture and spirit through various activities consistently • demonstrate active role in community involvement Personal Responsibility & Safety • apply knowledge/skills to support school programs • demonstrate understanding of complexities inherent in sport management	<i>Students are expected to know the following:</i> Health and Well-Being*** • the role of nutrition and how it can affect health and performance • potential short and long term consequences of health decisions • benefits of physical activities for health and mental well-being Management • different management styles and theory • financial organization • organization of events (advertising, scheduling, results/awards, entertainment) Collaboration • decision making skills • co-planning and co-execution of events • teamwork skills Communicating, Reasoning, and Reflecting • communication (peer to peer, school officials, public relations) Personal Responsibility & Safety • rules, routines, and sport safety guidelines • time and stress management • appropriate social behaviour while working cooperatively with others • etiquette and fair play • identification and demonstration of positive behaviours that indicate respect for individuals

Big Ideas - Elaborations

Curricular Competencies – Elaborations

Content – Elaborations