



## Athletic Leadership 10

### Board/Authority Approved Course

North Okanagan Shuswap	School District 83
Developed By: Tiffany Lombaert	Date Developed: April 2019
School Name: Salmon Arm Secondary School – Jackson Campus	Principal's Name: Mr. Rob Cadden, Mr. Steve Drapala (VP)
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course: Athletic Leadership 10	Grade Level of Course: 10
Number of Course Credits: 2 or 4	Number of Hours of Instruction: 50 (2 credits) or 100 (4 credits)

#### Board/Authority Prerequisite(s):

Students must have good standing in their PHE 9 course; a recommendation from a PHE teacher is preferred.

#### 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 10 is an introductory level course 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 10

### BIG IDEAS

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

Contributing to our school and community benefits both ourselves and others.

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, evaluation, reflecting when planning and leading others in activities.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to <b>do</b> the following:</i></p> <ul style="list-style-type: none"><li>• Apply appropriate interpersonal skills while organizing, coaching, teaching and participating in physical activities</li><li>• Utilize effective goal setting strategies when planning and developing an event, lesson, or activity</li><li>• Show respect for individual abilities, interests, gender and cultural backgrounds</li><li>• Demonstrate and describe the characteristics of good leaders and respected members of a community</li><li>• Model self-respect and self-confidence while organizing, leading, teaching, and coaching physical activities</li><li>• Consistently model fair play, etiquette, participation and preparedness in a variety of roles including athlete, coach, official and observer</li><li>• Evaluate, analyze and modify appropriate safety procedures, rules, routines and procedures while involved in activities.</li><li>• Use applicable communication skills when communicating in a leadership role with students and teachers.</li><li>• Design, teach, and reflect on activities to ensure students are getting all the <b>fundamental movement skills</b></li><li>• Analyze a problem and apply problem-solving strategies when planning and leading others in specific activities.</li></ul>	<p><i>Students are expected to <b>know</b> the following:</i></p> <ul style="list-style-type: none"><li>• Different strategies for planning and executing events.</li><li>• Effective communication tools in order to complete a task alone and/or with a team</li><li>• How to demonstrate social responsibility during the planning, execution and completion of an event or activity.</li><li>• <b>Characteristics of good leaders and respected members of a community</b></li><li>• Roles and responsibilities of student leaders</li><li>• Facility usage, equipment usage and safety procedures including injury prevention</li><li>• <b>Effective event planning and implementation strategies</b></li></ul>

## Big Ideas - Elaborations

- none

## Curricular Competencies – Elaborations

- **Fundamental Movement Skills** – the basic movements to the more specialized and complex skills used in play, games, recreation and sports. These skills include the following: throwing, catching, jumping, striking, running, kicking; and agility, balance and coordination.

## Content – Elaborations

- **Characteristics of good leaders and respected member of a community** includes organizational skills, communication skills, responsibility, confidence, commitment, trustworthiness, collaboration skills.
- **Effective event planning and implementation strategies** include activity selection processes, scheduling, game knowledge, safety planning, officiating, equipment maintenance and clean up protocols.